



**COLUMBA CATHOLIC COLLEGE**  
CHARTERS TOWERS

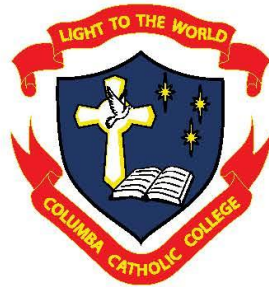
*Shine at Columba*

# **YEAR 11 & 12 CURRICULUM HANDBOOK 2024**



# CONTENTS

<b>Mission Statement</b>	<b>1</b>
<b>From the Principal</b>	<b>2</b>
<b>Choosing Senior Subjects</b>	<b>3</b>
Senior Education and Training Plan	3
Plan your Pathway	4
Pathway to Successful Subject Selections	5
<b>Senior Education Profile</b>	<b>7</b>
Senior Statement	7
Queensland Certificate of Individual Achievement (QCIA)	7
Queensland Certificate of Education (QCE)	7
<b>Senior Subjects</b>	<b>9</b>
Underpinning factors	9
Vocational Education and Training (VET)	10
Australian Tertiary Admission Rank (ATAR) eligibility	10
<b>Applied &amp; Applied (Essential) Syllabuses</b>	<b>11</b>
Course Overview	11
Assessment	11
<b>General Syllabuses</b>	<b>13</b>
Course Overview	13
Assessment	13
<b>Short Course Syllabuses</b>	<b>15</b>
Course Overview	15
Assessment	15
QCE Pathway Options	16
<b>Subjects at Columba Catholic College in 2024-2025</b>	<b>16</b>
English	18
Health and Physical Education	24
Humanities	29
Mathematics	42
Science	49
Technologies	57
The Arts	64
<b>Vocational Education and Training</b>	<b>72</b>
Vocational Education & Training (VET) Qualification Courses	72
School Based Apprenticeships and Traineeships	72
Some Facts About School Based Apprenticeships or Traineeships (SAT)	73
External Vocational Education and Training (Vet) Studies	74
Certificate III in School Based Education Support	75
Certificate III in Early Childhood Education and Care	77
Dalrymple Trade Training Centre	79
TAFE at School 2024 Courses	80
<b>Staff Contact List</b>	<b>81</b>



**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 2024. 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.

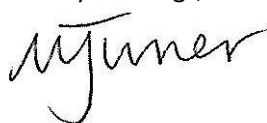
You then choose three elective subjects. For information about each subject please refer to the subject guide outlines contained in this Handbook.

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](http://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 and find personally rewarding
- they are good at
- that consider their academic successes and weaknesses
- take into account possible future career pathways
- are prerequisites for future university or TAFE courses.

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 not's':

- 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](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?

- |  |  |
|--|--|
| <input type="checkbox"/> QCAA General subjects                           | <input type="checkbox"/> school-based apprenticeships and traineeships |
| <input type="checkbox"/> QCAA Applied subjects                           | <input type="checkbox"/> university subjects completed while at school |
| <input type="checkbox"/> QCAA Short Courses                              | <input type="checkbox"/> workplace learning                            |
| <input type="checkbox"/> vocational education and training (VET) courses | <input type="checkbox"/> 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:

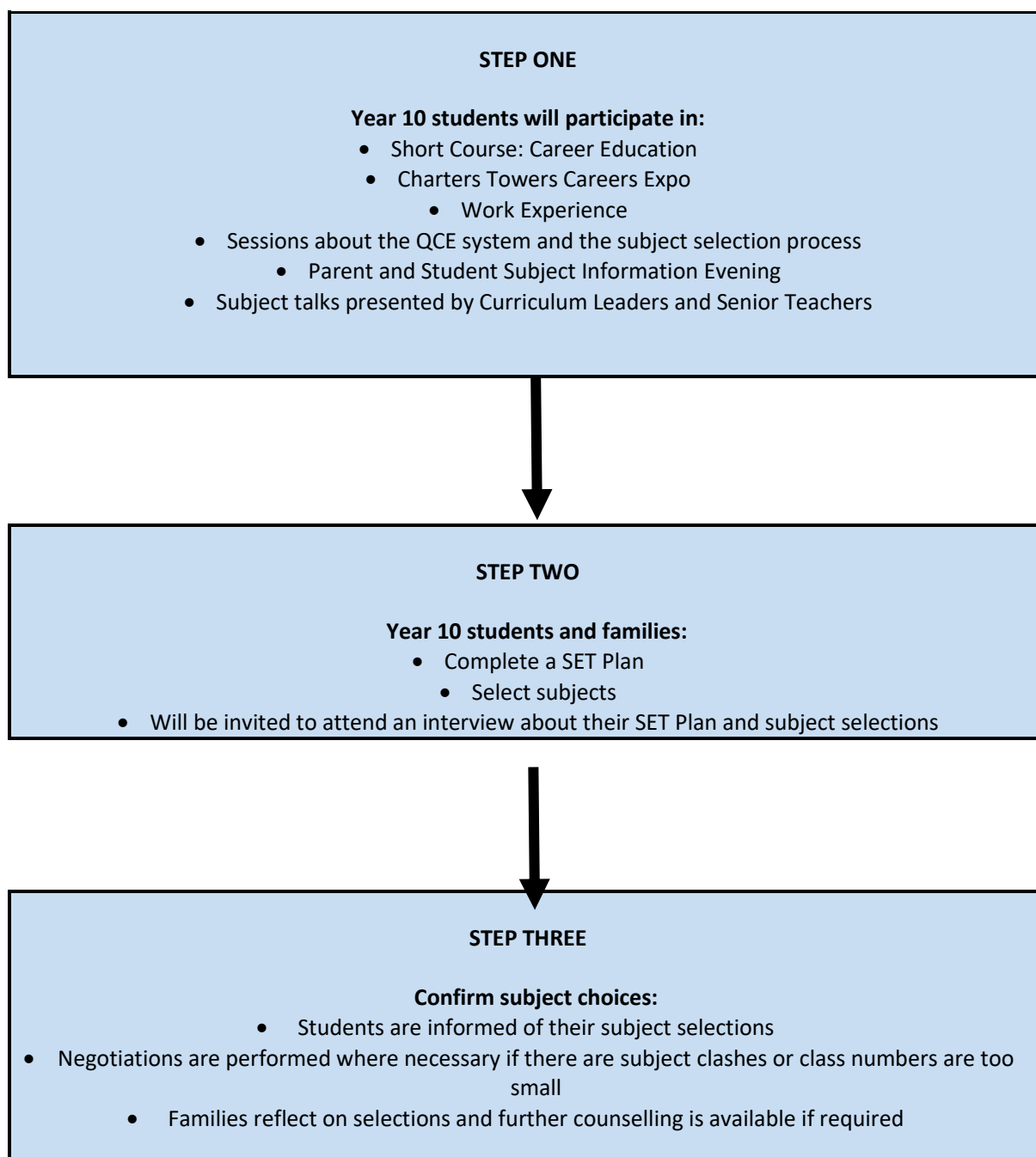
- a statement of attainment (when you complete one or more units)
- qualification/s and a record of results (when you meet all the requirements).

## 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](http://www.qcaa.qld.edu.au/senior/new-snr-assessment-te).
- Check the QTAC website for eligibility requirements.

# Pathway to Successful Subject Selections

---



## 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 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 Choice. 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 2024 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.



# Senior Education Profile

---

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

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

For more information about the SEP see [www.qcaa.qld.edu.au/senior/certificates-qualifications/sep](http://www.qcaa.qld.edu.au/senior/certificates-qualifications/sep).

## 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 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.

## 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.

## 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.

<div style="background-color: #92d050; border-radius: 50%; width: 100px; height: 100px; display: flex; align-items: center; justify-content: center; margin: 0 auto;"> <div style="color: white; font-weight: bold; text-align: center;">Set amount</div> </div> <p>20 credits from contributing courses of study, including:</p> <ul style="list-style-type: none"> <li>• QCAA-developed subjects or courses</li> <li>• vocational education and training (VET) qualifications</li> <li>• non-Queensland studies</li> <li>• recognised studies.</li> </ul>	<div style="background-color: #2e5496; border-radius: 50%; width: 100px; height: 100px; display: flex; align-items: center; justify-content: center; margin: 0 auto;"> <div style="color: white; font-weight: bold; text-align: center;">Set pattern</div> </div> <p>12 credits from completed Core courses of study and 8 credits from any combination of:</p> <ul style="list-style-type: none"> <li>• Core</li> <li>• Preparatory (maximum 4)</li> <li>• Complementary (maximum 8).</li> </ul>
<div style="background-color: #f4a460; border-radius: 50%; width: 100px; height: 100px; display: flex; align-items: center; justify-content: center; margin: 0 auto;"> <div style="color: white; font-weight: bold; text-align: center;">Set standard</div> </div> <p>Satisfactory completion, grade of C or better, competency or qualification completion, pass or equivalent.</p>	<div style="background-color: #00838f; border-radius: 50%; width: 100px; height: 100px; display: flex; align-items: center; justify-content: center; margin: 0 auto;"> <div style="color: white; font-weight: bold; text-align: center;">Literacy &amp; numeracy</div> </div> <p>Students must meet literacy and numeracy requirements through one of the available learning options.</p>

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.

COURSE	QCE CREDITS PER COURSE
<b>● Core:</b> At least 12 credits must come from completed Core courses of study	
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
<b>● Preparatory:</b> A maximum of 4 credits can come from Preparatory courses of study	
QCAA Short Courses	1
<ul style="list-style-type: none"> <li>• QCAA Short Course in Literacy</li> <li>• QCAA Short Course in Numeracy</li> </ul>	
Certificate I qualifications	up to 3
Recognised studies categorised as Preparatory	as recognised by QCAA
<b>● Complementary:</b> A maximum of 8 credits can come from Complementary courses of study	
QCAA Short Courses	1
<ul style="list-style-type: none"> <li>• QCAA Short Course in Aboriginal &amp; Torres Strait Islander Languages</li> <li>• QCAA Short Course in Career Education</li> </ul>	
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](http://www.qcaa.qld.edu.au/senior/senior-subjects) and, for Senior External Examinations, [www.qcaa.qld.edu.au/senior/see](http://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](http://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
- 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.

The following rules also apply in regard to calculating the ATAR:

- Only General English subjects or Applied English subjects can be included in the ATAR, but not both.
- Only General Maths subjects or Applied Maths subjects can be included in the ATAR, but not both.
- Only one type of language subject can be included in the ATAR — either General or Senior External Examination, but not both.

# Applied and Applied (Essential) Syllabuses

---

Syllabuses are designed for teachers to make professional decisions to tailor curriculum and assessment design and delivery to suit their school context and the goals, aspirations and abilities of their students within the parameters of Queensland's senior phase of learning.

In this way, the syllabus is not the curriculum. The syllabus is used by teachers to develop curriculum for their school context. The term *course of study* describes the unique curriculum and assessment that students engage with in each school context. A course of study is the product of a series of decisions made by a school to select, organise and contextualise units, integrate complementary and important learning, and create assessment tasks in accordance with syllabus specifications.

It is encouraged that, where possible, a course of study is designed such that teaching, learning and assessment activities are integrated and enlivened in an authentic applied setting.

## Course structure

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

The syllabuses contain QCAA-developed units as options for schools to select from to develop their course of study.

Units and assessment have been written so that they may be studied at any stage in the course. All units have comparable complexity and challenge in learning and assessment. However, greater scaffolding and support may be required for units studied earlier in the course.

Each unit has been developed with a notional time of 55 hours of teaching and learning, including assessment.

## Curriculum

Applied syllabuses set out only what is essential while being flexible so teachers can make curriculum decisions to suit their students, school context, resources and expertise.

Schools have autonomy to decide:

- which four units they will deliver
- how and when the subject matter of the units will be delivered
- how, when and why learning experiences are developed, and the context in which the learning will occur
- how opportunities are provided in the course of study for explicit and integrated teaching and learning of complementary skills such as literacy, numeracy and 21st century skills
- how the subject-specific information found in this section of the syllabus is enlivened through the course of study.

Giving careful consideration to each of these decisions can lead teachers to develop units that are rich, engaging and relevant for their students.

## Assessment

Applied syllabuses set out only what is essential while being flexible so teachers can make assessment decisions to suit their students, school context, resources and expertise.

Applied syllabuses contain assessment specifications and conditions for the two assessment instruments that must be implemented with each unit. These specifications and conditions ensure comparability, equity and validity in assessment.

Schools have autonomy to decide:

- specific assessment task details within the parameters mandated in the syllabus
- assessment contexts to suit available resources
- how the assessment task will be integrated with teaching and learning activities
- how authentic the task will be

Teachers make A–E judgments on student responses for each assessment instrument using the relevant instrument-specific standards. In the final two units studied, the QCAA uses a student's results for these assessments to determine an exit result.

More information about assessment in Applied senior syllabuses is available in [Section 7.3.1](#) of the *QCE and QCIA policy and procedures handbook*.

## 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.

# QCE Pathway Options

Students in Year 11 at Columba Catholic College will enrol in one of the following QCE pathways at the commencement of Year 11. Each pathway provides students with the **set amount**, the **set pattern**, and eligibility to fulfil **literacy and numeracy** requirements. In order to achieve their QCE students need to engage fully in their studies and **achieve the set standard** in each of their subjects / courses to be awarded QCE credits.

ATAR PATHWAY	VOCATIONAL PATHWAY
<ul style="list-style-type: none"> <li>✓ Eligible for a QCE</li> <li>✓ Eligible for an ATAR</li> <li>✓ Apply directly to QTAC for university entry</li> <li>✓ The calculation of an ATAR is based on a student's:               <ul style="list-style-type: none"> <li>- best five General subject results or</li> <li>- best results in a combination of four General subjects plus an Applied subject or a Certificate III or higher VET qualification.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>✓ Eligible for a QCE</li> <li>✓ Not eligible for an ATAR</li> <li>✓ Move directly into the workforce, trade destinations, become trainees or apprentices, or complete further TAFE or VET study.</li> <li>✓ Students in this pathway may also choose to complete a school-based apprenticeship or traineeship. Students would attend work placement one day a week.</li> </ul>
Students who choose an ATAR Pathway will choose <b>6 subjects</b>	Students who choose a Vocational pathway will choose <b>6 subjects</b>
<ol style="list-style-type: none"> <li>1. Choose Religion and Ethics or Study of Religion</li> <li>2. Choose the General subject English</li> <li>3. Choose one of the following General Mathematics subjects: Mathematical Methods or General Mathematics</li> <li>4. Choose a General subject</li> <li>5. Choose a General subject</li> <li>6. Choose one of the following subjects: General, Applied or VET</li> </ol>	<ol style="list-style-type: none"> <li>1. Choose Religion and Ethics (Applied subject)</li> <li>2. Choose Essential English unless General English is required for a future pathway</li> <li>3. Choose Essential Mathematics unless General Mathematics is required for a future pathway</li> <li>4. Choose any subject</li> <li>5. Choose any subject</li> <li>6. Choose any subject</li> </ol> <p>(Applied subjects and certificate courses are recommended for students completing a vocational pathway)</p>

# Subjects at Columba Catholic College in 2024-2025

## English

### Applied

- Essential English

### General

- English

### Short Course

- Literacy

## Health and Physical Education

### Applied

- Sport & Recreation

### General

- Physical Education

## Humanities

### Applied

- Religion & Ethics
- Social & Community Studies

### 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

- Hospitality Practices
- Industrial Technology Skills
- 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 2024:

- Certificate II in Automotive Vocational Preparation AUR20720
- Certificate II in Engineering Pathways MEM20413
- Certificate II in Health Support Services HLT23215
- Certificate II in Resources and Infrastructure Work Preparation RII20120
- Certificate I in Construction CPC10120

### Possible Townsville Catholic Education options in 2024:

- 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
<b>Language that works</b> <ul style="list-style-type: none"> <li>Responding to a variety of texts used in and developed for a work context</li> <li>Creating multimodal and written texts</li> </ul>	<b>Texts and human experiences</b> <ul style="list-style-type: none"> <li>Responding to texts that explore human experiences</li> <li>Creating spoken and written texts</li> </ul>	<b>Language that influences</b> <ul style="list-style-type: none"> <li>Creating and shaping perspectives on community, local and global issues in texts</li> <li>Responding to texts that seek to influence audiences</li> </ul>	<b>Representations and popular culture texts</b> <ul style="list-style-type: none"> <li>Responding to popular culture texts</li> <li>Creating representations of Australian identities, places, events and concepts</li> </ul>

## Assessment

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

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

### Summative assessments

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

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

## Assessment

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

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

## Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • 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 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
<p>One assessment consisting of two parts:</p> <ul style="list-style-type: none"> <li>• an extended response — written (Internal assessment 1A)</li> <li>• a student learning journal (Internal assessment 1B).</li> </ul>	<p>One assessment consisting of two parts:</p> <ul style="list-style-type: none"> <li>• an extended response — short response (Internal assessment 2A)</li> <li>• a reading comprehension task (Internal assessment 2B).</li> </ul>



# 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 3	AS Unit 4	AS Unit 1	AS Unit 2
<b>Tactical awareness, ethics and integrity and physical activity</b> <ul style="list-style-type: none"> <li>Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity</li> <li>Ethics and integrity</li> </ul>	<b>Energy, fitness and training and physical activity</b> <ul style="list-style-type: none"> <li>Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity</li> <li>Ethics and integrity</li> </ul>	<b>Sport psychology, equity and physical activity</b> <ul style="list-style-type: none"> <li>Sport psychology integrated with a selected physical activity</li> <li>Equity — barriers and enablers</li> </ul>	<b>Motor learning, functional anatomy, biomechanics and physical activity</b> <ul style="list-style-type: none"> <li>Motor learning integrated with a selected physical activity</li> </ul> Functional anatomy and biomechanics integrated with a selected physical activity

## Assessment (Alternative Sequence)

Schools devise assessments in AS Units 3 and 4 to suit their local context.

In AS Units 1 and 2 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 1		AS Unit 2	
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 and recreation activities are a part of the fabric of Australian life and are an intrinsic part of Australian culture. These activities can encompass social and competitive sport, aquatic and community recreation, fitness and outdoor recreation. For many people, sport and recreation activities form a substantial component of their leisure time. Participation in sport and recreation can make positive contributions to a person's wellbeing.

Sport and recreation activities also represent growth industries in Australia, providing many employment opportunities, many of which will be directly or indirectly associated with hosting Commonwealth, Olympic and Paralympic Games. The skills developed in Sport & Recreation may be oriented toward work, personal fitness or general health and wellbeing. Students will be involved in learning experiences that allow them to develop their interpersonal abilities and encourage them to appreciate and value active involvement in sport and recreational activities, contributing to ongoing personal and community development throughout their lives.

Sport is defined as activities requiring physical exertion, personal challenge and skills as the primary focus, along with elements of competition. Within these activities, rules and patterns of behaviour governing the activity exist formally through organisations. Recreation activities are defined as active pastimes engaged in for the purpose of relaxation, health and wellbeing and/or enjoyment and are recognised as having socially worthwhile qualities. Active recreation requires physical exertion and human activity. Physical activities that meet these classifications can include active play and minor games, challenge and adventure activities, games and sports, lifelong physical activities, and rhythmic and expressive movement activities.

Active participation in sport and recreation activities is central to the learning in Sport & Recreation. Sport & Recreation enables students to engage in sport and recreation activities to experience and learn about the role of sport and recreation in their lives, the lives of others and the community.

Engagement in these activities provides a unique and powerful opportunity for students to experience the challenge and fun of physical activity while developing vocational, life and physical skills.

Each unit requires that students engage in sport and/or recreation activities. They investigate, plan, perform and evaluate procedures and strategies and communicate appropriately to particular audiences for particular purposes.

## 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:

- Investigate activities and strategies to enhance outcomes
- plan activities and strategies to enhance outcomes
- perform activities and strategies to enhance outcomes
- evaluate activities and strategies to enhance outcomes.

## Structure

Sport & Recreation is a four-unit course of study. This syllabus contains twelve QCAA-developed units as options for schools to select from to develop their course of study. The course of study at Columba Catholic College will consist of four units from the twelve unit options listed in the table below that reflect our local context.

Unit option	Unit title
Unit option A	Aquatic recreation
Unit option B	Athlete development and wellbeing
Unit option C	Challenge in the outdoors
Unit option D	Coaching and officiating
Unit option E	Community recreation
Unit option F	Emerging trends in sport, fitness and recreation
Unit option G	Event management
Unit option H	Fitness for sport and recreation
Unit option I	Marketing and communication in sport and recreation
Unit option J	Optimising performance
Unit option K	Outdoor leadership
Unit option L	Sustainable outdoor recreation

## Assessment

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

Technique	Description	Response requirements
Performance	Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context.	<b>Performance</b> Performance: up to 4 minutes <b>Investigation, plan and evaluation</b> One of the following: <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media</li> <li>• Spoken: up to 3 minutes, or signed equivalent</li> <li>• Written: up to 500 words</li> </ul>
Project	Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context.	<b>Investigation and session plan</b> One of the following:

		<ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media</li> <li>• Spoken: up to 3 minutes, or signed equivalent</li> <li>• Written: up to 500 words</li> </ul> <p><b>Performance</b> Performance: up to 4 minutes</p> <p><b>Evaluation</b> One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media</li> <li>• Spoken: up to 3 minutes, or signed equivalent</li> <li>• Written: up to 500 words</li> </ul>
--	--	---

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



# HUMANITIES SUBJECTS

## Religion & Ethics

### Applied senior subject

Applied

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

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

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

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

communicate principles and ideas relevant to their lives and the world.

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

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

### Pathways

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

### Objectives

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

- explain religions, spiritual and ethical principles and practices



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

## Structure

Religion & Ethics is a four-unit course of study. This syllabus contains six QCAA-developed units as options for schools to select from to develop their course of study. The course of study at Columba Catholic College will consist of four units from the six unit options listed in the table below that reflect our local context.

Unit option	Unit title
Unit option A	Australian identity
Unit option B	Social justice
Unit option C	Meaning, purpose and expression
Unit option D	World religions and spiritualities
Unit option E	Peace
Unit option F	Sacred stories

## Assessment

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

Technique	Description	Response requirements
Project	Students provide a view on a scenario.	<b>Product/Plan/Campaign</b> One of the following: <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, or 8 A4 pages, or equivalent digital media</li> <li>• Spoken: up to 4 minutes, or signed equivalent</li> <li>• Written: up to 800 words</li> </ul> <b>Evaluation</b> One of the following: <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, or 8 A4 pages, or equivalent digital media</li> <li>• Spoken: up to 4 minutes, or signed equivalent</li> <li>• Written: up to 600 words</li> </ul>
Investigation	Students investigate a question, opportunity or issue to develop a response.	One of the following: <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 7 minutes, or 10 A4 pages, or equivalent digital media</li> <li>• Spoken: up to 7 minutes, or signed equivalent</li> <li>• Written: up to 1000 words</li> </ul>
Extended response	Students respond to stimulus related to a scenario.	One of the following:



		<ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 7 minutes, or 10 A4 pages, or equivalent digital media</li> <li>• Spoken: up to 7 minutes, or signed equivalent</li> <li>• Written: up to 1000 words</li> </ul>
--	--	--



Social & Community Studies fosters personal and social knowledge and skills that lead to self-management and concern for others in the broader community. It empowers students to think critically, creatively and constructively about their future role in society.

Knowledge and skills to enhance personal development and social relationships provide the foundation of the subject. Personal development incorporates concepts and skills related to self-awareness and self-management, including understanding personal characteristics, behaviours and values; recognising perspectives; analysing personal traits and abilities; and using strategies to develop and maintain wellbeing.

The focus on social relationships includes concepts and skills to assist students engage in constructive interpersonal relationships, as well as participate effectively as members of society, locally, nationally or internationally.

Students engage with this foundational knowledge and skills through a variety of topics that focus on lifestyle choices, personal finance, health, employment, technology, the arts, and Australia's place in the world, among others. In collaborative learning environments, students use an inquiry approach to investigate the dynamics of society and the benefits of working thoughtfully with others in the community, providing them with the knowledge and skills to establish positive relationships and networks, and to be active and informed citizens.

Social & Community Studies encourages students to explore and refine personal values and lifestyle choices. In partnership with families, the school community and the community beyond school, including virtual communities, schools may offer a range of contexts and experiences that provide students with opportunities to practise, develop and value social, community and workplace participation skills.

### Pathways

A course of study in Social & Community Studies can establish a basis for further education and employment, as it helps students develop the skills and attributes necessary in all workplaces.

### Objectives

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

- explain personal and social concepts and skills
- examine personal and social information
- apply personal and social knowledge
- communicate responses
- evaluate projects.

## Structure

Social & Community Studies is a four-unit course of study. This syllabus contains six QCAA-developed units as options for schools to select from to develop their course of study. The course of study at Columba Catholic College will consist of four units from the six unit options listed in the table below that reflect our local context.

Unit option	Unit title
Unit option A	Lifestyle and financial choices
Unit option B	Healthy choices for mind and body
Unit option C	Relationships and work environments
Unit option D	Legal and digital citizenship
Unit option E	Australia and its place in the world
Unit option F	Arts and identity

## Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Social & Community Studies are:

Technique	Description	Response requirements
Project	Students develop recommendations or provide advice to address a selected issue related to the unit context.	<p><b>Item of communication</b> One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</li> <li>• Spoken: up to 4 minutes, or signed equivalent</li> <li>• Written: up to 800 words</li> </ul> <p><b>Evaluation</b> One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 4 minutes, 6 A4 pages, or equivalent digital media</li> <li>• Spoken: up to 3 minutes, or signed equivalent</li> <li>• Written: up to 500 words</li> </ul>
Extended response	Students respond to stimulus related to issue that is relevant to the unit context.	<p>One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media</li> <li>• Spoken: up to 7 minutes, or signed equivalent</li> <li>• Written: up to 1000 words</li> </ul>
Investigation	Students investigate an issue relevant to the unit context by collecting and examining information to consider solutions and form a response.	<p>One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media</li> <li>• Spoken: up to 7 minutes, or signed equivalent</li> <li>• Written: up to 1000 words</li> </ul>

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 3	AS Unit 4	AS Unit 1	AS Unit 2
<b>Reconstructing the ancient world</b> <ul style="list-style-type: none"> <li>• The Bronze Age Aegean</li> <li>The Medieval Crusades</li> </ul>	<b>People, power and authority</b> <ul style="list-style-type: none"> <li>• Ancient Rome — Civil War and the breakdown of the Republic</li> </ul> <p>QCAA will nominate one topic that will be the basis for an external examination from:</p> <ul style="list-style-type: none"> <li>• Augustus</li> </ul>	<b>Investigating the ancient world</b> <ul style="list-style-type: none"> <li>• Digging up the past</li> <li>• Ancient societies               <ul style="list-style-type: none"> <li>- The family</li> </ul> </li> </ul>	<b>Personalities in their times</b> <ul style="list-style-type: none"> <li>• Hatshepsut</li> <li>• Perikles</li> </ul>

## Assessment

Schools devise assessments in AS Units 3 and 4 to suit their local context.

In AS Units 1 and 2 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 1		AS Unit 2	
Summative internal assessment 1 (IA1):	25%	Summative internal assessment 3 (IA3):	25%
<ul style="list-style-type: none"> <li>Examination — essay in response to historical sources</li> </ul>		<ul style="list-style-type: none"> <li>Investigation — historical essay based on research</li> </ul>	
Summative internal assessment 2 (IA2):	25%	Summative external assessment (EA):	25%
<ul style="list-style-type: none"> <li>Investigation — independent source investigation</li> </ul>		<ul style="list-style-type: none"> <li>Examination — short responses to historical sources</li> </ul>	



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

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

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

### Pathways

A course of study in Business can establish a basis for further education and employment in

the fields of business management, business development, entrepreneurship, business analytics, economics, business law, accounting and finance, international business, marketing, human resources management and business information systems.

### Objectives

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

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

### Structure

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



## Assessment

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

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

### Summative assessments

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





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
<b>Markets and models</b> <ul style="list-style-type: none"> <li>• The basic economic problem</li> <li>• Economic flows</li> <li>• Market forces</li> </ul>	<b>Modified markets</b> <ul style="list-style-type: none"> <li>• Markets and efficiency</li> <li>• Case options of market measures and strategies</li> </ul>	<b>International economics</b> <ul style="list-style-type: none"> <li>• The global economy</li> <li>• International economic issues</li> </ul>	<b>Contemporary macroeconomics</b> <ul style="list-style-type: none"> <li>• Macroeconomic objectives and theory</li> <li>• Economic management</li> </ul>

## Assessment

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

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

### Summative assessments

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



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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

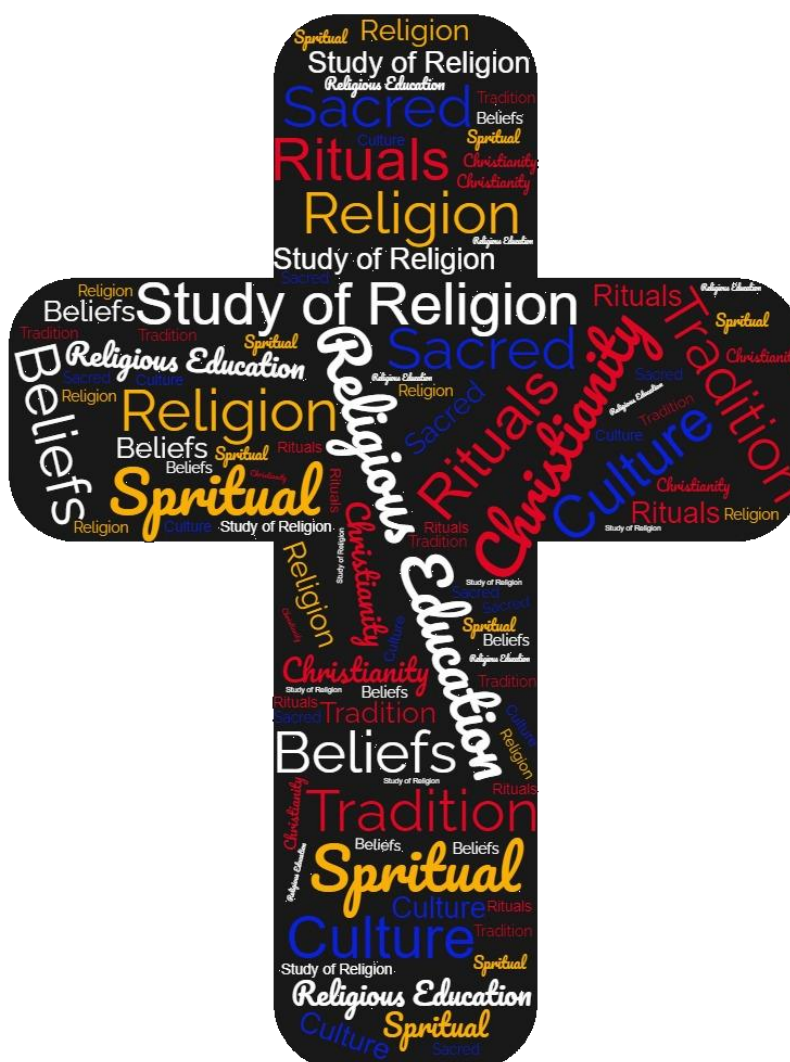
## Assessment

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

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • 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
<b>Number, data and graphs</b> <ul style="list-style-type: none"> <li>Fundamental topic: Calculations</li> <li>Number</li> <li>Representing data</li> <li>Graphs</li> </ul>	<b>Money, travel and data</b> <ul style="list-style-type: none"> <li>Fundamental topic: Calculations</li> <li>Managing money</li> <li>Time and motion</li> <li>Data collection</li> </ul>	<b>Measurement, scales and data</b> <ul style="list-style-type: none"> <li>Fundamental topic: Calculations</li> <li>Measurement</li> <li>Scales, plans and models</li> <li>Summarising and comparing data</li> </ul>	<b>Graphs, chance and loans</b> <ul style="list-style-type: none"> <li>Fundamental topic: Calculations</li> <li>Bivariate graphs</li> <li>Probability and relative frequencies</li> <li>Loans and compound interest</li> </ul>

## Assessment

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

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

### Summative assessments

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





# General Mathematics

## General senior subject

General

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

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

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

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

## Pathways

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

## Objectives

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

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



## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Money, measurement and relations</b> <ul style="list-style-type: none"> <li>• Consumer arithmetic</li> <li>• Shape and measurement</li> <li>• Linear equations and their graphs</li> </ul>	<b>Applied trigonometry, algebra, matrices and univariate data</b> <ul style="list-style-type: none"> <li>• Applications of trigonometry</li> <li>• Algebra and matrices</li> <li>• Univariate data analysis</li> </ul>	<b>Bivariate data, sequences and change, and Earth geometry</b> <ul style="list-style-type: none"> <li>• Bivariate data analysis</li> <li>• Time series analysis</li> <li>• Growth and decay in sequences</li> <li>• Earth geometry and time zones</li> </ul>	<b>Investing and networking</b> <ul style="list-style-type: none"> <li>• Loans, investments and annuities</li> <li>• Graphs and networks</li> <li>• Networks and decision mathematics</li> </ul>

## Assessment

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

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>• Problem-solving and modelling task</li></ul>	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Examination</li></ul>	15%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Examination</li></ul>	15%		
Summative external assessment (EA): 50% <ul style="list-style-type: none"><li>• Examination</li></ul>			



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

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

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

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

### Pathways

A course of study in Mathematical Methods can establish a basis for further education and employment in the fields of natural and physical

sciences (especially physics and chemistry), mathematics and science education, medical and health sciences (including human biology, biomedical science, nanoscience and forensics), engineering (including chemical, civil, electrical and mechanical engineering, avionics, communications and mining), computer science (including electronics and software design), psychology and business.

### Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Algebra, statistics and functions</b> <ul style="list-style-type: none"> <li>• Arithmetic and geometric sequences and series 1</li> <li>• Functions and graphs</li> <li>• Counting and probability</li> <li>• Exponential functions 1</li> <li>• Arithmetic and geometric sequences</li> </ul>	<b>Calculus and further functions</b> <ul style="list-style-type: none"> <li>• Exponential functions 2</li> <li>• The logarithmic function 1</li> <li>• Trigonometric functions 1</li> <li>• Introduction to differential calculus</li> <li>• Further differentiation and applications 1</li> <li>• Discrete random variables 1</li> </ul>	<b>Further calculus</b> <ul style="list-style-type: none"> <li>• The logarithmic function 2</li> <li>• Further differentiation and applications 2</li> <li>• Integrals</li> </ul>	<b>Further functions and statistics</b> <ul style="list-style-type: none"> <li>• Further differentiation and applications 3</li> <li>• Trigonometric functions 2</li> <li>• Discrete random variables 2</li> <li>• Continuous random variables and the normal distribution</li> <li>• Interval estimates for proportions</li> </ul>

## Assessment

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

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

### Summative assessments

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

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 activities.

### 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
<p>One assessment consisting of two parts:</p> <ul style="list-style-type: none"> <li>• an extended response — oral mathematical presentation (Internal assessment 1A)</li> <li>• a student learning journal (Internal assessment 1B).</li> </ul>	<p>One assessment consisting of two parts:</p> <ul style="list-style-type: none"> <li>• an examination — short response (Internal assessment 2A)</li> <li>• a student learning journal (Internal assessment 2B).</li> </ul>

# SCIENCE SUBJECTS

## Agricultural Practices

### Applied senior subject

Applied

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

Agricultural Practices students apply scientific knowledge and skills in situations to produce outcomes. Students build their understanding of expectations for work in agricultural settings and develop an understanding of career pathways, jobs and other opportunities available for participating in and contributing to agricultural activities.

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

By studying Agricultural Practices, students develop an awareness and understanding of life beyond school through authentic, real-world interactions to become responsible and informed citizens. They develop a strong personal, socially oriented, ethical outlook that assists with managing context, conflict and uncertainty. Students gain the ability to work effectively and respectfully with diverse teams to maximise understanding of concepts, while exercising flexibility, cultural awareness and a

willingness to make necessary compromises to accomplish common goals. They learn to communicate effectively and efficiently by manipulating appropriate language, terminology, symbols and diagrams associated with scientific communication.

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

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

### Pathways

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

### Objectives

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

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

## Structure

Agricultural Practices is a four-unit course of study. This syllabus contains eight QCAA-developed units as options for schools to select from to develop their course of study. The course of study at Columba Catholic College will consist of four units from the eight unit options listed in the table below that reflect our local context.

Unit option	Unit title
Unit option A	Animal industries
Unit option B	Plant industries
Unit option C	Land-based animal production
Unit option D	Water-based animal production
Unit option E	Land-based plant production
Unit option F	Water-based plant production
Unit option G	Animal agribusiness
Unit option H	Plant agribusiness

## Assessment

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

Technique	Description	Response requirements
Applied investigation	Students investigate a research question by collecting, analysing and interpreting primary or secondary information.	One of the following: <ul style="list-style-type: none"><li>• Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media</li><li>• Written: up to 1000 words</li></ul>
Practical project	Students use practical skills to complete a project in response to a scenario.	<b>Completed project</b> One of the following: <ul style="list-style-type: none"><li>• Product: 1</li><li>• Performance: up to 4 minutes</li></ul> <b>Documented process</b> Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media



Biology provides opportunities for students to engage with living systems.

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

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

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

conclusions using appropriate representations, modes and genres.

## Pathways

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

## Objectives

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

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

## Structure

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



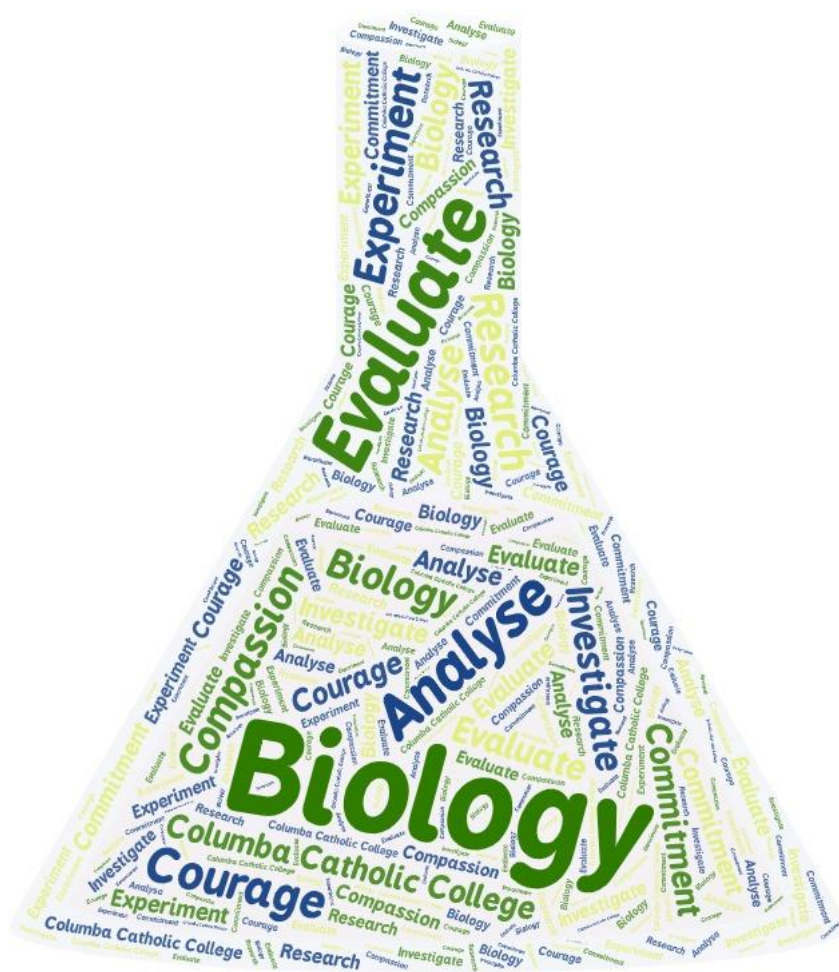
## Assessment

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

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

### Summative assessments

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



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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Chemical fundamentals — structure, properties and reactions</b> <ul style="list-style-type: none"> <li>• Properties and structure of atoms</li> <li>• Properties and structure of materials</li> <li>• Chemical reactions — reactants, products and energy change</li> </ul>	<b>Molecular interactions and reactions</b> <ul style="list-style-type: none"> <li>• Intermolecular forces and gases</li> <li>• Aqueous solutions and acidity</li> <li>• Rates of chemical reactions</li> </ul>	<b>Equilibrium, acids and redox reactions</b> <ul style="list-style-type: none"> <li>• Chemical equilibrium systems</li> <li>• Oxidation and reduction</li> </ul>	<b>Structure, synthesis and design</b> <ul style="list-style-type: none"> <li>• Properties and structure of organic materials</li> <li>• Chemical synthesis and design</li> </ul>

## Assessment

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

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

### Summative assessments

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



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 3	AS Unit 4	AS Unit 1	AS Unit 2
<b>The transfer and use of energy</b> <ul style="list-style-type: none"> <li>• Heating processes</li> <li>• Waves</li> <li>• Electrical circuits</li> </ul>	<b>Electromagnetism and quantum theory</b> <ul style="list-style-type: none"> <li>• Electromagnetism</li> <li>• Quantum theory</li> </ul>	<b>Physics of motion</b> <ul style="list-style-type: none"> <li>• Linear motion and force</li> <li>• Gravity and motion</li> </ul>	<b>Einstein's famous equation</b> <ul style="list-style-type: none"> <li>• Special relativity</li> <li>• Ionising radiation and nuclear reactions</li> <li>• The Standard Model</li> </ul>

## Assessment (Alternative Sequence)

Schools devise assessments for AS Units 3 and 4 to suit their local context.

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

# TECHNOLOGIES SUBJECTS

## Hospitality Practices

### Applied senior subject

Applied

Technologies have been an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. The hospitality industry is important economically and socially in Australian society and is one of the largest employers in the country. It specialises in delivering products and services to customers and consists of different sectors, including food and beverage, accommodation, clubs and gaming. Hospitality offers a range of exciting and challenging long-term career opportunities across a range of businesses. The industry is dynamic and uses skills that are transferable across sectors and locations.

The Hospitality Practices syllabus emphasises the food and beverage sector, which includes food and beverage production and service. The subject includes the study of industry practices and production processes through real-world related application in the hospitality industry context. Production processes combine the production skills and procedures required to implement hospitality events. Students engage in applied learning to recognise, apply and demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to perform production and service skills, and meet customer expectations of quality in event contexts.

Applied learning hospitality tasks supports student development of transferable 21st century, literacy and numeracy skills relevant to the hospitality industry and future employment

opportunities. Students learn to recognise and apply industry practices; interpret briefs and specifications; demonstrate and apply safe practical production processes; communicate using oral, written and spoken modes; develop personal attributes that contribute to employability; and organise, plan, evaluate and adapt production processes for the events they implement. The majority of learning is done through hospitality tasks that relate to 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 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:

- demonstrate practices, skills and processes
- interpret briefs
- select practices, skills and procedures
- sequence processes
- evaluate skills, procedures and products
- adapt production plans, techniques and procedures.

## Structure

Hospitality Practices is a four-unit course of study. This syllabus contains six QCAA-developed units as options for schools to select from to develop their course of study. The course of study at Columba Catholic College will consist of four units from the six unit options listed in the table below that reflect our local context.

Unit option	Unit title
Unit option A	Culinary trends
Unit option B	Bar and barista basics
Unit option C	In-house dining
Unit option D	Casual dining
Unit option E	Formal dining
Unit option F	Guest services

## Assessment

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

Technique	Description	Response requirements
Practical demonstration	Students produce and present an item related to the unit context in response to a brief.	<b>Practical demonstration</b> Practical demonstration: menu item  <b>Planning and evaluation</b> Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
Project	Students plan and deliver an event incorporating the unit context in response to a brief.	<b>Practical demonstration</b> Practical demonstration: delivery of event  <b>Planning and evaluation</b> Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
Investigation	Students investigate and evaluate practices, skills and processes.	<b>Investigation and evaluation</b> One of the following: <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media</li> <li>• Written: up to 1000 words</li> </ul>



Technologies are an integral part of society as humans seek to create solutions to improve their own and others' quality of life.

Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. In an increasingly technological and complex world, it is important to develop the knowledge, understanding and skills associated with traditional and contemporary tools and materials used by Australian manufacturing industries to produce products. The manufacturing industry transforms raw materials into products wanted by society. This adds value for both enterprises and consumers. Australia has strong manufacturing industries that continue to provide employment opportunities.

Industrial Technology Skills includes the study of industry practices and production processes through students' application in and through trade learning contexts in a range of industrial sector industries, including building and construction, engineering and furnishing. Industry practices are used by industrial sector enterprises to manage the manufacture of products from raw materials. Production processes combine the production skills and procedures required to produce products. Students engage in applied learning to demonstrate knowledge and skills of the core learning in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet customer expectations of product quality at a specific price and time.

Applied learning supports students' development of transferable 21st century,

literacy and numeracy skills relevant to a variety of industries. Students learn to interpret drawings and technical information, select and demonstrate safe practical production processes using hand/power tools, machinery and equipment, communicate using oral, written and graphical modes, organise, calculate, plan, evaluate and adapt production processes and the products they produce. The majority of learning is done through manufacturing tasks that relate to business and industry. Students work with each other to solve problems and complete practical work.

### Pathways

A course of study in Industrial Technology Skills can establish a basis for further education and employment in manufacturing industries. Employment opportunities may be found in the industry areas of aeroskills, automotive, building and construction, engineering, furnishing, industrial graphics and plastics.

### Objectives

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

- demonstrate practices, skills and processes
- interpret drawings and technical information
- select practices, skills and procedures
- sequences processes
- evaluation skills, procedures and products
- adapt plans, skills and procedures. adapt plans, skills & procedures

## Structure

Industrial Technology Skills is a four-unit course of study. This syllabus contains the four industrial sector syllabuses with QCAA-developed units as options for schools to select from to develop their course of study.

When selecting units to design a course of study in Industrial Technology Skills, the units must:

- be drawn from at least two industrial sector syllabuses and include no more than two units from each
- not be offered at the school in any other Applied industrial sector syllabus.

Two units will be selected from each of the Building & Construction Skills and Furnishing Skills Unit options that reflect our local context.

### Building & Construction

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

### Furnishing Skills

Unit option	Unit title
Unit option A	Furniture-making
Unit option B	Furniture-making
Unit option C	Interior furnishing
Unit option D	Production in the domestic building industry
Unit option E	Production in the commercial building industry
Unit option F	Production in the bespoke furniture industry

## Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Industrial Technology Skills are:

Technique	Description	Response requirements
Practical demonstration	Students perform a practical demonstration when manufacturing a unit context artefact and reflect on industry practices, and production skills and procedures.	<p><b>Practical demonstration</b></p> <p>Practical demonstration: the skills and procedures used in 3–5 production processes</p> <p><b>Documentation</b></p> <p>Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media</p>
Project	Students manufacture a product and document the manufacturing process.	<p><b>Product</b></p> <p>Product: 1 multi-material furniture product manufactured using the skills and procedures in 5–7 production processes</p> <p><b>Manufacturing process</b></p> <p>Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</p>



# Information & Communication Technology

## Applied senior subject

Applied

Technologies are an integral part of society as humans seek to create solutions to improve their own and others' quality of life.

Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. In an increasingly technological and complex world, it is important to develop the knowledge, understanding and skills associated with information technology to support a growing need for digital literacy and specialist information and communication technology skills in the workforce. Across business, industry, government, education and leisure sectors, rapidly changing industry practices and processes create corresponding vocational opportunities in Australia and around the world.

Information & Communication Technology includes the study of industry practices and ICT processes through students' application in and through a variety of industry-related learning contexts. Industry practices are used by enterprises to manage ICT product development processes to ensure high-quality outcomes, with alignment to relevant local and universal standards and requirements. Students engage in applied learning to demonstrate knowledge, understanding and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students

learn to meet client expectations and product specifications.

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to information and communication technology sectors and future employment opportunities. Students learn to interpret client briefs and technical information, and select and demonstrate skills using hardware and software to develop ICT products. The majority of learning is done through prototyping 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 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.

- select practices and processes
- sequence processes
- evaluate processes and products
- adapt processes and products.

## Structure

Information & Communication Technology is a four-unit course of study. This syllabus contains six QCAA-developed units as options for schools to select from to develop their course of study. The course of study at Columba Catholic College will consist of four units from the six unit options listed in the table below that reflect our local context.

Unit option	Unit title
Unit option A	Robotics
Unit option B	App development
Unit option C	Audio and video production
Unit option D	Layout and publishing
Unit option E	Digital imaging and modelling
Unit option F	Web development

## Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Information & Communication Technology are:

Technique	Description	Response requirements
Product proposal	Students produce a prototype for a product proposal in response to a client brief and technical information.	Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
Project	Students produce a product prototype in response to a client brief and technical information.	Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media that includes a demonstration of the product prototype



# THE ARTS SUBJECTS

## Drama in Practice

### Applied senior subject

Applied

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

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

Drama in Practice gives students opportunities to make and respond to drama by planning, creating, adapting, producing, performing, interpreting and evaluating a range of drama works or events in a variety of settings. A key focus of this syllabus is engaging with school and/or local community contexts and, where possible, interacting with practising artists. Learning is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers, who can work collaboratively to solve problems and complete project-based work in various contexts.

As students gain practical experience in a number of onstage and offstage roles, they recognise the role drama plays and value the contribution it makes to the social and cultural lives of local, national and international communities.

Students participate in learning experiences in which they apply knowledge and develop creative and technical skills in communicating ideas and intention to an audience. They also learn essential workplace health and safety procedures relevant to the drama and theatre industry, as well as effective work practices and industry skills needed by a drama practitioner. Individually and in groups, where possible, they shape and express dramatic ideas of personal and social significance that serve particular purposes and contexts. They identify and follow creative and technical processes from conception to realisation, which foster cooperation and creativity, and help students to develop problem-solving skills and gain confidence and resilience.

### 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:

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

## Structure

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

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

## Assessment

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

Technique	Description	Response requirements
Devising project	Students plan, devise and evaluate a scene for a focus of the unit.	<b>Devised scene</b> Up to 4 minutes (rehearsed)  <b>Planning and evaluation of devised scene</b> One of the following: <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</li> <li>• Written: up to 600 words</li> <li>• Spoken: up to 4 minutes, or signed equivalent</li> </ul>
Directorial project	Students plan, make and evaluate a director's brief for an excerpt of a published script for the focus of the unit.	<b>Director's brief</b> Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media  <b>Planning and evaluation of the director's brief</b> One of the following: <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</li> <li>• Written: up to 600 words</li> <li>• Spoken: up to 4 minutes, or signed equivalent</li> </ul>
Performance	Students perform the excerpt of the published script, a devised scene, or collage drama for the focus of the unit.	<b>Performance</b> Performance (live or recorded): up to 4 minutes





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

Music is a unique aural art form that uses sound and silence as a means of personal expression. It is a powerful medium because it affects a wide range of human activities, including personal, social, cultural and entertainment pursuits. Making music, becoming part of music and arts communities, and interacting with practising musicians and artists nurtures students' creative thinking and problem-solving skills as they follow processes from conception to realisation and express music ideas of personal significance. The discipline and commitment required in music-making provides students with opportunities for personal growth and development of lifelong learning skills. Learning is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers, who can work collaboratively to solve problems and complete project-based work in various contexts.

In Music in Practice, students are involved in making (composing and performing) and responding by exploring and engaging with music practices in class, school and the community. They gain practical, technical and listening skills and make choices to communicate through their music. Through

music activities, students have opportunities to engage individually and in groups to express music ideas that serve purposes and contexts. This fosters creativity, helps students develop problem-solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences.

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

### Pathways

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:

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

## Structure

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

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

## Assessment

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

Technique	Description	Response requirements
Composition	Students use music technology and production techniques to make a composition relevant to the unit focus.	<b>Composition</b> Composition: up to 3 minutes, or equivalent section of a larger work
Performance	Students perform music that is relevant to the unit focus.	<b>Performance</b> Performance (live or recorded): up to 4 minutes
Project	Students plan, make and evaluate a composition or performance relevant to the unit focus.	<b>Composition</b> Composition: up to 3 minutes, or equivalent section of a larger work  OR <b>Performance</b> Performance (live or recorded): up to 4 minutes  AND <b>Planning and evaluation of composition or performance</b> One of the following: <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</li> <li>• Written: up to 600 words</li> <li>• Spoken: up to 4 minutes, or signed equivalent</li> </ul>

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

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

When responding, students use analytical processes to identify problems and develop plans or designs for artworks. They use reasoning and decision-making to justify their choices, reflecting and evaluating on the success of their own and others' art-making. When making, students demonstrate knowledge and understanding of visual features to communicate artistic intention. They develop

competency with and independent selection of media, technologies and skills as they make experimental and resolved artworks, synthesising ideas developed throughout the responding phase.

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

### 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:

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



## Structure

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

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

## Assessment

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

Technique	Description	Response requirements
Project	Students make artwork, design proposals and stylistic experiments. They evaluate artworks, art style and/or practices that explore the focus of the unit. Students plan resolved artworks.	<p><b>Experimental folio</b> Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based (up to 30 seconds)</p> <p>OR</p> <p><b>Prototype artwork</b> One of the following:</p> <ul style="list-style-type: none"> <li>• 2D, 3D, digital (static): up to 4 artwork/s</li> <li>• Time-based: up to 3 minutes</li> </ul> <p>OR</p> <p><b>Design proposal</b> Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media, including up to 4 prototype artwork/s — 2D, 3D, digital (static) and/or time-based (up to 30 seconds each)</p> <p>OR</p> <p><b>Folio of stylistic experiments</b> Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based (up to 30 seconds)</p> <p>AND</p> <p><b>Planning and evaluations</b> One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</li> <li>• Written: up to 600 words</li> <li>• Spoken: up to 4 minutes, or signed equivalent</li> </ul>
Resolved artwork	Students make a resolved artwork that communicates and/or addresses the focus of the unit.	<p><b>Resolved artwork</b> One of the following:</p> <ul style="list-style-type: none"> <li>• 2D, 3D, digital (static): up to 4 artwork/s</li> <li>• Time-based: up to 3 minutes</li> </ul>

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 3	AS Unit 4	AS Unit 1	AS Unit 2
<b>Art as knowledge</b> Through inquiry learning, the following are explored: <ul style="list-style-type: none"> <li>• Concept: constructing knowledge as artist and audience</li> <li>• Contexts: contemporary, personal, cultural and/or formal</li> <li>• Focus: student-directed</li> <li>• Media: student-directed</li> </ul>	<b>Art as alternate</b> Through inquiry learning, the following are explored: <ul style="list-style-type: none"> <li>• Concept: evolving alternate representations and meaning</li> <li>• Contexts: contemporary and personal, cultural and/or formal</li> <li>• Focus: continued exploration of Unit 3 student-directed focus</li> <li>• Media: student-directed</li> </ul>	<b>Art as code</b> Through inquiry learning, the following are explored: <ul style="list-style-type: none"> <li>• Concept: art as a coded visual language</li> <li>• Contexts: contemporary, personal, cultural and/or formal</li> <li>• Focus: student-directed Media: student-directed</li> </ul>	<b>Art as lens</b> Through inquiry learning, the following are explored: <ul style="list-style-type: none"> <li>• Concept: lenses to explore the material world</li> <li>• Contexts: contemporary, personal, cultural and/or formal</li> <li>• Focus: continued exploration of Unit 1 student-directed focus Media: student-directed</li> </ul>

## Assessment

Schools devise assessments in AS Units 3 and 4 to suit their local context.

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

# 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 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 spaces 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.

## CHC30221 Certificate III in School Based Education Support

VET

<b>Registered Training Organisation &amp; RTO Code</b>	Townsville Catholic Education - RTO: 31195. See <a href="https://bit.ly/3aQRfm7">https://bit.ly/3aQRfm7</a>	
<b>Subject Type</b>	Vocational Education and Training	
<b>Course Delivery Mode and Location</b>	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.	
<b>Course Length</b>	1-1.5 years	
<b>Why study the qualification</b>	<p>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.</p> <p>Learn how to support teachers in providing school-aged children with assistance with learning, literacy, numeracy and communication skills.</p>	
<b>Entry Requirements and pre-requisites</b>	Prior to receiving an offer into the course, students must provide evidence of a valid Blue Card (working with children check). This is required in order to complete vocational work placement.	
<b>Course Structure</b>	Students must successfully complete all units of competency (core and elective units) listed below to achieve the qualification:	
	<p><u>Core Units</u></p> <p>CHCEDS033 Meet legal and ethical obligations in an education support environment</p> <p>CHCEDS059 Contribute to the health, safety and wellbeing of students</p> <p>CHCEDS035 Contribute to student education in all developmental domains</p> <p>CHCEDS060 Work effectively with students and colleagues</p> <p>CHCEDS034 Contribute to the planning and implication of educational programs</p> <p>CHCEDS036 Support the development of literacy and oral language skills</p> <p>CHCEDS037 Support the development of numeracy skills</p> <p>CHCDIV001 Work with diverse people</p>	<p>CHCECE061 Support responsible student behaviour</p> <p>CHCEDS006 Support students with additional needs in the classroom</p> <p><u>Elective Units</u></p> <p>CHCPRT001 Identify and respond to children and young people at risk</p> <p>CHCDIS007 Facilitate the empowerment of people with disability</p> <p>HLTWHS001 Participate in workplace health and safety</p> <p>CHCECE054 Encourage understanding of Aboriginal and/or Torres Strait Islander Peoples' cultures</p> <p>CHCEDS050 Support Aboriginal and/or Torres Strait Islander education</p>
<b>Learning and Assessment</b>	<p>Learning and assessment will include a combination of theory and practical activities. In particular, students will be assessed in the following ways:</p> <ul style="list-style-type: none"> <li>• Written tasks</li> <li>• Observations - practical skills</li> <li>• Oral questioning</li> <li>• Industry placement, third party reports and log</li> </ul>	

<b>Work Placement</b>	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 in Australia. Placement will be completed in school hours, one day per week. Townsville Catholic Education and your school will assist you to find vocational placement.
<b>Special requirements</b>	Students will also be required to have transport to their allocated vocational work placement school.
<b>Materials and Equipment Requirements</b>	Materials, equipment and resources required for completion of the qualification will be provided. A vocational placement shirt will need to be worn during placement.
<b>Credit Transfer</b>	Townsville Catholic Education will recognise AQF Qualifications and Statements of Attainment issued by other Registered Training Organisations.
<b>Pathways</b>	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 (Early Childhood, Primary or Secondary) providing the that prerequisite subject requirements have been met. See <a href="https://www.jcu.edu.au/pathways-to-university/vettafe">https://www.jcu.edu.au/pathways-to-university/vettafe</a>
<b>Cost</b>	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
<b>Program Disclosure Statement (PDS)</b>	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: <a href="http://shorturl.at/gu025">shorturl.at/gu025</a>

*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

<b>Registered Training Organisation &amp; RTO Code</b>	Townsville Catholic Education - RTO: 31195. See <a href="https://bit.ly/3aQRfm7">https://bit.ly/3aQRfm7</a>		
<b>Subject Type</b>	Vocational Education and Training		
<b>Course Delivery Mode and Location</b>	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.		
<b>Course Length</b>	1-1.5 years		
<b>Why study the qualification</b>	<p>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.</p> <p>Learn how to provide children with education and care, help to plan and develop educational programs, and work effectively in an early childhood setting.</p>		
<b>Entry Requirements and pre-requisites</b>	Prior to receiving an offer into the course, students must provide evidence of a valid Blue Card (working with children check). This is required in order to complete vocational work placement.		
<b>Course Structure</b>	<p>Students must successfully complete all units of competency (core and elective units) listed below to achieve the qualification:</p> <table border="1"> <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            CHCECE055 Meet legal and ethical obligations in children's education and care         </td><td>           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>            HLTFS001 Follow basic food safety procedures            CHCPRP003 Reflect on and improve own professional practice            * This unit <i>HLTAID012 Provide First Aid in an education and care setting</i> will be completed with RTO – Coral Sea Training (RTO 32221) or another RTO as sourced by the student. The fee will be in addition to the course fee. See costs.         </td></tr> </table>	<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 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> HLTFS001 Follow basic food safety procedures CHCPRP003 Reflect on and improve own professional practice * This unit <i>HLTAID012 Provide First Aid in an education and care setting</i> will be completed with RTO – Coral Sea Training (RTO 32221) or another RTO as sourced by the student. The fee will be in addition to the course fee. See costs.
<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 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> HLTFS001 Follow basic food safety procedures CHCPRP003 Reflect on and improve own professional practice * This unit <i>HLTAID012 Provide First Aid in an education and care setting</i> will be completed with RTO – Coral Sea Training (RTO 32221) or another RTO as sourced by the student. The fee will be in addition to the course fee. See costs.		
<b>Learning and Assessment</b>	<p>Learning and assessment will include a combination theory and practical activities. In particular, students will be assessed in the following ways:</p> <ul style="list-style-type: none"> <li>Written tasks</li> <li>Observations - practical skills</li> </ul>		

	<ul style="list-style-type: none"> <li>• Oral questioning</li> <li>• Industry placement, third party reports and log</li> </ul>
<b>Work Placement</b>	<p>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.</p>
<b>Special requirements</b>	It is also highly recommended that students are up-to-date with vaccinations as placement providers may require this.
<b>Materials and Equipment Requirements</b>	<p>Materials, equipment and resources required for completion of the qualification will be provided by the school.</p> <p>Students will be required to purchase a shirt to be worn while on placement.</p>
<b>Credit Transfer</b>	The RTO will recognise AQF Qualifications and Statements of Attainment issued by other Registered Training Organisations
<b>Pathways</b>	<p>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 complete additional VET or university study to advance themselves further in the industry.</p> <p>James Cook University will accept this course for direct entry into the Bachelor of Education (Early Childhood) providing the that prerequisite subject requirements have been met. See <a href="https://www.jcu.edu.au/pathways-to-university/vettafe">https://www.jcu.edu.au/pathways-to-university/vettafe</a></p>
<b>Cost</b>	<p>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.</p> <p>Additional mandatory course costs include:</p> <ul style="list-style-type: none"> <li>• first aid course – approx. \$200</li> <li>• vocational placement shirt – approx. \$40</li> </ul> <p>All learning resources are provided by the school and RTO at no additional cost to ordinary school fees.</p>

<b>Program Disclosure Statement (PDS)</b>	<p>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.</p> <p>To access the aforementioned PDS, visit: <a href="https://bit.ly/39epC9C">https://bit.ly/39epC9C</a></p>
---	--

*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 2024

- Listed below are possible courses that may be offered at the Dalrymple Trade Training Centre. Please note that these classes may run in 2024 dependent on student numbers and the availability of Teachers and RTOs to facilitate these certificates.

CODE	PROGRAM NAME	QCE CREDITS	DELIVERY
CPC10120	Certificate I in Construction	3	Face-to face, one day a week
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
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 Columba Catholic College WH&S approved clothing & equipment at the commencement of the course, and
  - wear the correct Columba Catholic College 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.





## TAFE QUEENSLAND CHARTERS TOWERS

# TAFE AT SCHOOL 2024 COURSES



COURSE, COURSE CODE	DELIVERY	DELIVERY LOCATION	DURATION	FEES	QCE CREDITS	YEAR LEVELS
Certificate I in Construction CPC10120	Face-to-face, one day a week, Monday	Dalympole Trade Training Centre	4 terms	VETIS	3	11, 12
Certificate II in Health Support Services HL123215 <sup>A</sup>	Face-to-face, one day a week, Tuesday	Dalympole Trade Training Centre	4 terms	VETIS	4	11, 12
* Certificate II in Automotive Vocational Preparation AUP20720	Face-to-face, one day a week	Dalympole Trade Training Centre	4 terms	VETIS	4	11, 12
* Certificate II in Engineering Pathways MEM20413 <sup>A</sup>	Face-to-face, one day a week	Dalympole Trade Training Centre	4 terms	VETIS	4	11, 12
Certificate II in Resources and Infrastructure Work Preparation RI20120	Face-to-face, one day a week, Monday	Dalympole Trade Training Centre	4 terms	VETIS	4	11, 12

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

<sup>A</sup> Qualification currently in transition, course code subject to change.

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.

If you require additional information, contact Julie Black.

E: [julie.black@tafeqld.edu.au](mailto:julie.black@tafeqld.edu.au) | P: 0439 755 357

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



MAKE  
GREAT  
HAPPEN



**APPLICATIONS OPEN  
MONDAY 14 AUGUST 2023**

Apply at [tafeapply.com](http://tafeapply.com) using  
the application code TQN2401

### 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 [desbt.qld.gov.au/training/training-careers/incentives/vetis](http://desbt.qld.gov.au/training/training-careers/incentives/vetis)

### QCE CREDITS

Due to duplication of new learning,  
some students may not receive the  
maximum available 3 or 4 QCE credits.

## 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	<a href="mailto:principal@columba.catholic.edu.au">principal@columba.catholic.edu.au</a>

### DEPUTY PRINCIPALS

POSITION	NAME	EMAIL
Deputy Principal Administration	Mrs Maria Peck	<a href="mailto:mpeck@columba.catholic.edu.au">mpeck@columba.catholic.edu.au</a>
Acting Deputy Principal Pastoral & Residential	Ms Clare Stead	<a href="mailto:cstead@columba.catholic.edu.au">cstead@columba.catholic.edu.au</a>

### CURRICULUM / PROGRAM MIDDLE LEADERS

DEPARTMENT	CURRICULUM LEADER	EMAIL
Religious Education	Christine O'Sullivan (Assistant Principal – Religious Education)	<a href="mailto:cosullivan@columba.catholic.edu.au">cosullivan@columba.catholic.edu.au</a>
English	Neelam Raj	<a href="mailto:nraj1@columba.catholic.edu.au">nraj1@columba.catholic.edu.au</a>
Mathematics	Khalid Almaktoom	<a href="mailto:kalmaktoum@columba.catholic.edu.au">kalmaktoum@columba.catholic.edu.au</a>
Humanities and Languages	Michael Ku	<a href="mailto:mku@columba.catholic.edu.au">mku@columba.catholic.edu.au</a>
Health & Physical Education	Callan Newman	<a href="mailto:cnewman2@columba.catholic.edu.au">cnewman2@columba.catholic.edu.au</a>
Science	Maggie Georgopoulos	<a href="mailto:mgeorgopoulos@columba.catholic.edu.au">mgeorgopoulos@columba.catholic.edu.au</a>
Technologies	Dean Johnston	<a href="mailto:djohnston2@columba.catholic.edu.au">djohnston2@columba.catholic.edu.au</a>
The Arts & Culture	Georgina Porter	<a href="mailto:gporter@columba.catholic.edu.au">gporter@columba.catholic.edu.au</a>
Inclusive Education	Kimberlee Lynch	<a href="mailto:klynch6@columba.catholic.edu.au">klynch6@columba.catholic.edu.au</a>

### PASTORAL MIDDLE LEADERS

YEAR LEVEL	PASTORAL MIDDLE LEADER	EMAIL
Year 11 & 12	Haydn Champion	<a href="mailto:hchampion@columba.catholic.edu.au">hchampion@columba.catholic.edu.au</a>
Year 9 & 10	Melissa Stephenson	<a href="mailto:mstephenson1@columba.catholic.edu.au">mstephenson1@columba.catholic.edu.au</a>

### VET & CAREERS CO-ORDINATOR

Kimberlee Lynch	<a href="mailto:klynch6@columba.catholic.edu.au">klynch6@columba.catholic.edu.au</a>
-----------------	--

# NOTES

Shine at  
Columba