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**COLUMBA CATHOLIC COLLEGE**  
CHARTERS TOWERS

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*Shine at Columba*

**YEAR 11 & 12**  
**CURRICULUM HANDBOOK**  
**2027**



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# 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

Dear Students, Parents, and Caregivers,

Congratulations on reaching your final years of senior schooling. Entering Year 11 is an exciting milestone as you begin to shape your future pathways in a complex, ever-changing world. Over the next two years, you will undertake studies designed to lead you toward university, vocational education, or employment. Columba Catholic College offers a range of General subjects, Applied subjects, and Vocational Education and Training (VET) courses to ensure every student can find a path that matches their potential and aspirations.



Choosing senior subjects requires a thoughtful balance of a student's current strengths and future goals. When navigating these decisions, students and parents should carefully consider:

- Future Aspirations: Prerequisites for tertiary entry and future employment.
- QCAA Requirements: Eligibility criteria for the Queensland Certificate of Education (QCE) or Queensland Certificate of Individual Achievement (QCIA).
- ATAR Eligibility: Requirements set by the Queensland Tertiary Admissions Centre (QTAC).
- Personal Strengths: The student's genuine interests and demonstrated abilities, keeping in mind that talents continue to grow with maturity.

The senior curriculum is structured across four units, with units 3 and 4 studied as a pair. To support university entry, QTAC calculates the Australian Tertiary Admissions Rank (ATAR). As part of this journey, Year 12 students in General subjects will sit external assessments in Term 4. These assessments generally contribute 25% to the final mark, with Mathematics and Science subjects carrying a 50% weighting.

True success in the senior years belongs to students who set clear goals, choose their subjects wisely, and commit to hard work. Right now, your focus should be on listening to advice from your parents and teachers, reflecting on recent school reports, and consulting with our Careers Co-ordinator and universities. Once your choices are made, you must back them with determination, perseverance, and a consistent daily effort.

While the College will make every effort to accommodate student preferences, final subject offerings remain at the discretion of the College and may be impacted by timetabling, cohort numbers, staffing, and QCE requirements.

At Columba Catholic College, we encourage every student to live out our motto and be a "Light to the World" (Matthew 5:14). Achieving your personal best means striving for excellence through our core values:

- Courage
- Commitment
- Compassion

We expect our senior students to bring these values to life through a daily commitment to the Big Five College Expectations: respect for self, respect for learning, respect for the environment, respect for our College traditions, and respect for others.

This Curriculum Handbook is an essential tool to help you plan your senior journey for 2027. Our dedicated staff look forward to working in partnership with you to make informed choices, achieve high academic standards, and grow into active, informed citizens.

Many blessings,

A handwritten signature in blue ink that reads "Shayne Harrison".

Shayne Harrison  
**PRINCIPAL**

**COURAGE | COMMITMENT | COMPASSION**

# SENIOR SUBJECT SELECTION PROCESS

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At Columba Catholic College the process of preparing students for learning options post Year 10 involves the following steps.

<b>Step One</b>	<b>Information and Instruction</b>  Year 10 students have access to: <ul style="list-style-type: none"> <li>• Career Education Short Course</li> <li>• Charters Towers Careers Expo</li> <li>• Parent / Caregiver and Student Year 11 2027 Subject Information Evening</li> <li>• Information sessions with James Cook University, TAFE and local Trades people</li> <li>• Talks with senior teachers and Curriculum Leaders</li> <li>• Work Experience</li> <li>• SET Plan preparation</li> </ul>
<b>Step 2</b>	<b>Development of SET Plan</b> <ul style="list-style-type: none"> <li>• Choose a senior learning pathway</li> <li>• Choose preferred senior subjects</li> <li>• Participate in a SET Plan Interview with College staff and parents / caregivers</li> <li>• Confirm senior pathway and subject selections</li> </ul>
<b>Step 3</b>	<b>Next Steps for Year 10 Students and Families</b> <ul style="list-style-type: none"> <li>• Further interviews may occur if there are any mismatches between selected pathway and subject selections</li> <li>• Students are informed of their preliminary selections</li> <li>• Negotiations will occur where there are subject clashes</li> <li>• Families reflect on selections and access further counselling if required.</li> </ul>

## 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. It records and articulates the students plan for completing Year 11 and 12 and achieving their Queensland Certificate of Education (QCE).

A student's SET Plan will assist them 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
- communicate with their parents/caregivers and teachers/Careers Adviser about their post-school plans.

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

# 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 courses 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 2027 timetables will be prepared.

Final subject offerings remain at the discretion of the College and maybe subject to change depending on final student subject selections and staffing requirements. If this occurs, affected students will be asked to reselect from those subjects that have been confirmed as being offered.



# SENIOR EDUCATION PROFILE

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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. Students must also complete the QCAA's Academic Integrity Course.

## 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 Inclusive Practices Teacher and Deputy Principal Learning and Teaching and made in consultation with parents / caregivers.

# PLAN YOUR QCE PATHWAY



## 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, numeracy and academic integrity 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 [myqce.qcaa.qld.edu.au/your-qce-pathway/planning-your-pathway](https://myqce.qcaa.qld.edu.au/your-qce-pathway/planning-your-pathway).
- Check the QTAC website for eligibility requirements.

## About the QCE

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

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

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

## QCE requirements

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

20 credits from contributing courses of study, including:

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

### Set amount

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

### Set standard

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

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

### Set pattern

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

### Literacy & numeracy

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

### Academic integrity

Within the set pattern requirement, there are 3 categories of learning: Core, Preparatory and Complementary. When the set standard is met, credit will accrue in a student's learning account.

To meet the set pattern requirement for a QCE, at least 12 credits must be accrued from completed Core courses of study. The remaining 8 credits may be accrued from a combination of Core, Preparatory or Complementary courses of study.

### Set pattern

#### COURSE

#### QCE CREDITS PER COURSE

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 subject	up to 4
QCAA General Extension subject	up to 2
QCAA General Senior External Examination subject	4
Certificate II qualifications	up to 4
School-based apprenticeship	up to 8
Recognised studies categorised as Core	as recognised by QCAA
Recognised studies categorised as Complementary	as recognised by QCAA

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

QCAA Short Courses	1
• QCAA Short Course in Literacy	
• QCAA Short Course in Numeracy	
Certificate I qualifications	up to 3
Recognised studies categorised as Preparatory	as recognised by QCAA

• **Complementary:** A maximum of 8 credits can come from Complementary courses of study

QCAA Short Courses	1
• QCAA Short Course in Aboriginal & Torres Strait Islander Languages	
• QCAA Short Course in Career Education	
University subjects (while a student is enrolled at a school)	up to 4
Diplomas and Advanced Diplomas (while a student is enrolled at a school)	up to 8
Recognised studies categorised as Complementary	as recognised by QCAA

### Literacy & numeracy

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

#### Literacy

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

#### Numeracy

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



With hundreds of course combinations available, you can choose the Queensland Certificate of Education (QCE) learning options that are right for you.

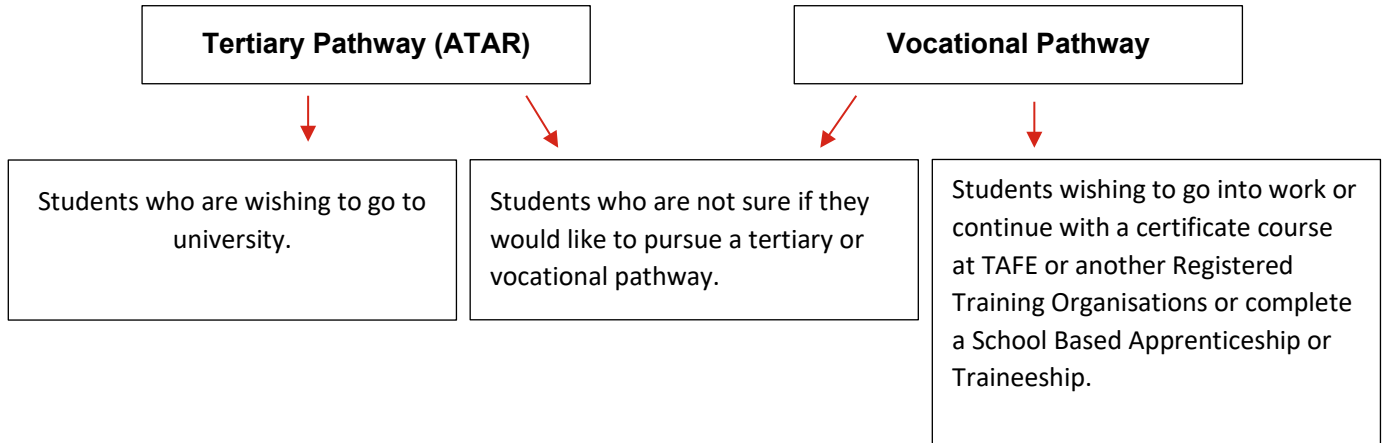
Course type	QCE category	QCE credit	ATAR
<b>General subjects</b> General subjects primarily prepare you for tertiary study, further education and training and work.	Core	Up to 4 per course	All subjects may contribute
<b>Applied subjects</b> Applied subjects focus on practical skills and prepare you for work.	Core	Up to 4 per course	Only 1 may contribute when combined with 4 General subjects
<b>Short Courses</b> Short Courses provide a foundation for further learning in a range of areas.	Preparatory or Complementary depending on course	1 per course	Short Courses do not contribute
<b>Vocational education and training (VET)</b> VET qualifications develop your skills and get you ready for work through practical learning. VET can also lead to further education and training.	Core, Preparatory or Complementary depending on course	Up to 8 per course	Only 1 may contribute at Certificate III level or higher, when combined with 4 General subjects
<b>Other courses</b> Other courses allow you to study a specific area of interest. These include recognised certificates and awards, and university subjects studied while at school.	Core, Preparatory or Complementary depending on course	As recognised by QCAA	Check with QTAC depends on course

## Where will your QCE take you?

Talk with your school about available courses, then explore your options and find your pathway at [myqce.qcaa.qld.edu.au/your-qce-pathway/planning-your-pathway](http://myqce.qcaa.qld.edu.au/your-qce-pathway/planning-your-pathway).

# QCE PATHWAY OPTIONS

Students 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, numeracy and academic integrity 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>

# SENIOR SUBJECTS

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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/subjects-from-2024](http://www.qcaa.qld.edu.au/senior/subjects-from-2024) 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.

## 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
- 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 digital literacy.

## 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 digital literacy.

## 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.

## QCE eligibility

To receive a QCE, students must achieve 20 credits of learning, at the set standard, in a set pattern, while meeting literacy, numeracy and academic integrity requirements. Contributing courses of study include QCAA-developed subjects or courses, vocational education and training (VET) qualifications and other recognised courses. Typically, students will study six subjects/courses across Years 11 and 12.

Students may choose to include vocational education and training (VET) courses in their QCE pathway and some may also wish to extend their learning through university courses or other recognised study. In some cases, students may start VET or other courses in Year 10.

Students can find more information about QCE eligibility requirements, example pathways and how to plan their QCE on the myQCE website at <https://myqce.qcaa.qld.edu.au/your-qce-pathway/planning-your-pathway>.

## Australian Tertiary Admission Rank (ATAR) eligibility

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

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

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

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'.

## 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 C 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.

## Academic Integrity

From 2026, graduating students are required to complete an Academic Integrity Course to remain eligible for a QCE. When a student satisfactorily completes the Academic Integrity Course, it will appear in their Learning Account in the myQCE website.

# APPLIED AND APPLIED (ESSENTIAL) SYLLABUSES

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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.

## 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.

## 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.

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.

## 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

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## 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.

Units 1 and 2 assessment outcomes provide feedback to students on their progress in the course of study.

Schools report satisfactory completion of Units 1 and 2 to the QCAA, and may choose to report levels of achievement to students and parents/caregivers 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.

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.

### External assessment

External assessment is summative. 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

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## 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:

- 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.



# VOCATIONAL EDUCATION AND TRAINING

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## Vocational Education & Training (VET) Qualification Courses

Columba Catholic College offers a range of opportunities to students to study VET qualifications either in regular timetabled lessons or outside of the school through reputable Registered Training Organisations (RTO). For more information about the VET pathway or opportunities that may be suitable for your student please contact the Careers Co-ordinator or the Deputy Principal Learning and Teaching at the College.

VET courses are offered through our partner Registered Training Organisations via a third-party arrangement.

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.

Students can only access one funded VETiS opportunity at a time. (e.g. a funded certificate or a school-based apprenticeship/traineeship).

The QCAA recognises completion and partial completion of courses of study and assigns QCE credit appropriate to the amount of learning students have completed. All completed qualifications are recorded on the Statement of Results.

## 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, Charters Towers School of Distance Education, Aurora and Skills Generation. 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 Learning and Teaching 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 require students to complete a Language, Literacy and Numeracy (LLN) Test.

### Course outline

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

### Time commitment

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

## Assessment

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

## 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 areas such as animal studies, office administration, childcare or floristry.

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.

A SAT is a legally binding contract of training and employment. The student is considered an employee in the workplace and is paid a wage in accordance with the payment set for the industry. School based apprenticeships and traineeships integrate school studies with training and paid work. A flexible school program allows a student to effectively combine a SAT with study for the QCE. The student may attend the workplace for a period of time each week and their timetable must be impacted. Students are required to drop a subject to accommodate their learning and absences from school.

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.

## Organising a School Based Apprenticeship or Traineeship

Students wishing to undertake a school-based apprenticeship or traineeship are required to speak to the Careers Co-ordinator and Deputy Principal Learning and Teaching.

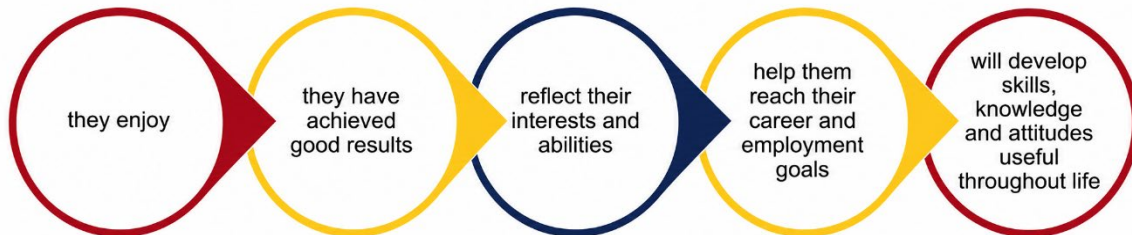
# CHOOSING SENIOR SUBJECTS

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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.

As an overall guide students are advised to choose subjects which:



Be aware of these important distinctions when choosing senior subjects:



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.

# TYPES OF SENIOR COURSES

The College offers three types of subjects / courses to students: General subjects, Applied subjects and VET certificate qualifications.

The QCAA develops General and Applied subjects. Results in General and Applied subjects contribute to the award of a QCE and may contribute to an Australian Tertiary Admission Rank (ATAR) calculation. No more than one result in an Applied subject can be used in the calculation of a student's ATAR.

A VET qualification can be used in two ways:

- It will be incorporated into the ATAR calculation; and or
- The qualification may be used on its own to gain entry to a tertiary course. Each institution in Queensland has its own policy about this.




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

## SENIOR CURRICULUM STRUCTURE

Students in Year 11 and 12 will study six subjects and/or courses.

It is advisable that students make senior subject selections that align with their developing skillset in Year 10.

1. All Students must select a subject in the three core areas below:

<p><b>Religion</b></p>  <p>Religion and Ethics</p>	<p><b>English</b></p>  <p>English Essential English</p>	<p><b>Mathematics</b></p>  <p>General Mathematics Mathematical Methods Essential Mathematics</p>
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2. Students also study at least three elective subjects and/or courses.

Students are to choose 3 more subjects to fulfill their course of study.

Elective subjects could include General, Applied or VET subjects.

Elective subjects could also include a School-Based Apprenticeship or Traineeship (SAT), or a certificate course offered by another Registered Training Organisation. Please note that Certificate II qualifications at the DTTC will be studied offline as a 7<sup>th</sup> subject.

# DUPLICATION OF LEARNING

Students may enrol in any VET qualification. However, if a student is enrolled in both an identified Applied subject and VET Qualification that has been listed as having similar learning credit for the QCE as is determined by the QCAA, this is considered duplication of learning.

Students may enrol in a combination of these courses; however, where duplication has been identified, QCE credit will only accrue for one course.

# SUBJECT CHANGES

It is important that students plan their QCE program carefully, as subject changes may be limited at a later date and restricted by QCAA rules.

Students may change a subject:

- In the first 2 weeks of Unit 1 and Unit 2
- At the end of Unit 1 and 2
- If space, class availability and line structure support the change.

Subject changes are not possible at the end of Unit 3, as Unit 3 and 4 must be studied as a pair.

Subject change requests must be made on curriculum grounds only.

All subject changes must be discussed with the Deputy Principal Learning and Teaching and be supported by parents and caregivers.

## SENIOR STUDY SEQUENCE

YEAR LEVEL	TERM 1	TERM 2	TERM 3	TERM 4
Year 11	Unit 1	Unit 2		Unit 3
Year 12	Unit 3	Unit 4		External Assessments

# RECOMMENDATIONS

QCAA GENERAL SUBJECTS	
ENGLISH	
English	Minimum B standard in Year 10 English (Students with a C maybe admitted into the course at the discretion of the Curriculum Leader)
MATHEMATICS	
General Mathematics	Minimum C Standard in Year 10 Mathematics
Mathematics Methods	Minimum C standard in Year 10 English Minimum B standard in Year 10 Mathematics
SCIENCE	
Biology	Minimum C standard in Year 10 Science Minimum C standard in Year 10 Mathematics
Chemistry	Minimum C standard in Year 10 English Minimum C standard in Year 10 Science Minimum C standard in Year 10 Mathematics
Physics	Minimum C standard in Year 10 English Minimum C standard in Year 10 Science Minimum C standard in Year 10 Mathematics
HUMANITIES	
Ancient History	Minimum C standard in Year 10 English and History
Business	Minimum C Standard in Year 10 English
Economics	Minimum C Standard in Year 10 English
HEALTH AND PHYSICAL EDUCATION	
Physical Education	Minimum C Standard in Year 10 English Minimum C standard in Year 10 Health and Physical Education
THE ARTS	
Visual Art	Minimum C standard in Year 10 English Minimum C standard in Year 10 Visual Art

# SUBJECTS AT COLUMBA CATHOLIC COLLEGE IN 2027-2028



## ENGLISH

### General

- English

### Applied

- Essential English



## HEALTH AND PHYSICAL EDUCATION

### General

- Physical Education

### Applied

- Sport & Recreation

### VET

- SIS30321 Cert III in Fitness + SIS20321 Cert II in Sport Coaching



## HUMANITIES

### General

- Ancient History
- Business

### Applied

- Religion & Ethics



## MATHEMATICS

### General

- General Mathematics
- Mathematical Methods

### Applied

- Essential Mathematics



## SCIENCE

### General

- Biology
- Chemistry
- Physics

### Applied

- Agricultural Practices



## TECHNOLOGIES

### Applied

- Hospitality Practices
- Industrial Technology Skills
- Information and Communication Technology



## THE ARTS

### General

- Visual Art

### Applied

- Music in Practice
- Visual Arts in Practice

## VOCATIONAL EDUCATION AND TRAINING

Certificate qualifications available that are delivered by External Registered Training Organisations can be found on pages 71-78 of this handbook.

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

## DEPUTY PRINCIPAL

POSITION	NAME	EMAIL
Deputy Principal Learning and Teaching	Maria Peck	<a href="mailto:mpeck@columba.catholic.edu.au">mpeck@columba.catholic.edu.au</a>
Deputy Principal Pastoral & Residential	Dan Kyle	<a href="mailto:dkyle1@columba.catholic.edu.au">dkyle1@columba.catholic.edu.au</a>

## ASSISTANT PRINCIPAL

POSITION	NAME	EMAIL
Assistant Principal Administration	Rebecca Ebelt	<a href="mailto:rebelt@columba.catholic.edu.au">rebelt@columba.catholic.edu.au</a>
Assistant Principal Religious Education	Matthew Tyrie	<a href="mailto:mtyrie@columba.catholic.edu.au">mtyrie@columba.catholic.edu.au</a>

## CURRICULUM / MIDDLE LEADERS

DEPARTMENT	CURRICULUM LEADER	EMAIL
Religious Education	Matthew Tyrie	<a href="mailto:mtyrie@columba.catholic.edu.au">mtyrie@columba.catholic.edu.au</a>
English	Clare Stead	<a href="mailto:cstead@columba.catholic.edu.au">cstead@columba.catholic.edu.au</a>
Mathematics	Leanne Brandis	<a href="mailto:lbrandis1@columba.catholic.edu.au">lbrandis1@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	Nathan Juhas	<a href="mailto:njuhas2@columba.catholic.edu.au">njuhas2@columba.catholic.edu.au</a>
Science	Ben Naughton	<a href="mailto:bnaughton1@columba.catholic.edu.au">bnaughton1@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	Kalinda McCarthy	<a href="mailto:kmccarthy7@columba.catholic.edu.au">kmccarthy7@columba.catholic.edu.au</a>
Inclusive Practices	Jordan Moy Gina Porter	<a href="mailto:jmoy@columba.catholic.edu.au">jmoy@columba.catholic.edu.au</a> <a href="mailto:gporter@columba.catholic.edu.au">gporter@columba.catholic.edu.au</a>

## PASTORAL MIDDLE LEADERS

YEAR LEVEL	PASTORAL MIDDLE LEADER	EMAIL
Year 7 and 8 Pastoral Middle Leader	Madeleine Carter	<a href="mailto:mcarter2@columba.catholic.edu.au">mcarter2@columba.catholic.edu.au</a>
Year 9 and 10 Pastoral Middle Leader	Tom McFarlane	<a href="mailto:tmcfarlane5@columba.catholic.edu.au">tmcfarlane5@columba.catholic.edu.au</a>
Year 11 and 12 Pastoral Middle Leader	Haydn Champion	<a href="mailto:hchampion@columba.catholic.edu.au">hchampion@columba.catholic.edu.au</a>

## VET & CAREERS CO-ORDINATOR

DEPARTMENT	CO-ORDINATOR	EMAIL
Careers	Helen Milton	<a href="mailto:hilton1@columba.catholic.edu.au">hilton1@columba.catholic.edu.au</a>

## Essential English

### Applied senior subject

Applied

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

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

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

### Pathways

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

### Objectives

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

- use patterns and conventions of genres to suit particular purposes and audiences
- use appropriate roles and relationships with audiences
- construct and explain representations of identities, places, events and/or concepts
- make use of and explain opinions and/or ideas in texts, according to purpose
- explain how language features and text structures shape meaning and invite particular responses
- select and use subject matter to support perspectives
- sequence subject matter and use mode-appropriate cohesive devices to construct coherent texts
- make language choices according to register informed by purpose, audience and context
- use mode-appropriate language features to achieve particular purposes across modes.



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

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

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

### Pathways

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

### Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Perspectives and texts</b> <ul style="list-style-type: none"> <li>• Texts in contexts</li> <li>• Language and textual analysis</li> <li>• Responding to and creating texts</li> </ul>	<b>Texts and culture</b> <ul style="list-style-type: none"> <li>• Texts in contexts</li> <li>• Language and textual analysis</li> <li>• Responding to and creating texts</li> </ul>	<b>Textual connections</b> <ul style="list-style-type: none"> <li>• Conversations about issues in texts</li> <li>• Conversations about concepts in texts.</li> </ul>	<b>Close study of literary texts</b> <ul style="list-style-type: none"> <li>• Creative responses to literary texts</li> <li>• Critical responses to literary texts</li> </ul>

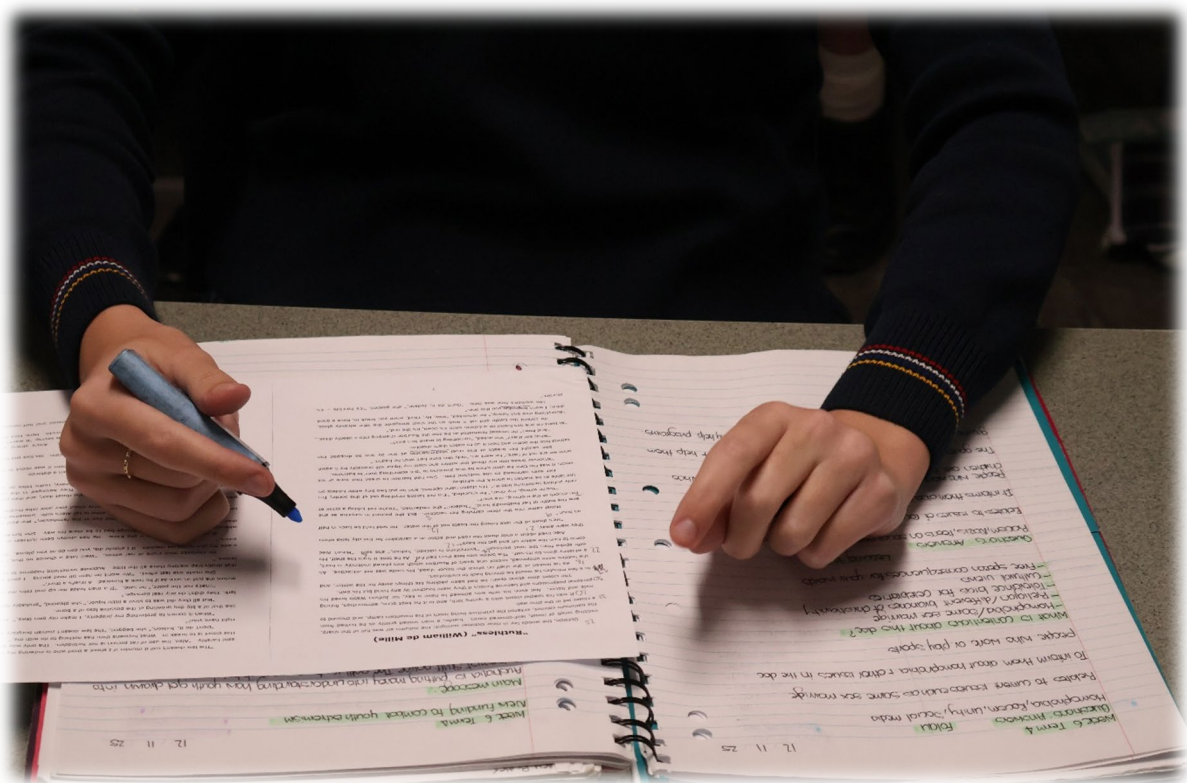
## Assessment

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



# HEALTH AND PHYSICAL EDUCATION SUBJECTS

## Physical Education

### General senior subject – Alternative Sequence

General

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

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

Physically educated learners develop the 21st century skills of critical thinking, creative thinking, communication, personal and social skills, collaboration and teamwork, and information and communication technologies skills through rich and diverse learning experiences about, through and in physical

activity. Physical Education fosters an appreciation of the values and knowledge within and across disciplines, and builds on students' capacities to be self-directed, work towards specific goals, develop positive behaviours and establish lifelong active engagement in a wide range of pathways beyond school.

### Pathways

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

### Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Sport psychology and equity in physical activity</b> <ul style="list-style-type: none"> <li>• Sport psychology in physical activity</li> <li>• Equity — barriers and enablers</li> </ul>	<b>Motor learning, functional anatomy and biomechanics in physical activity</b> <ul style="list-style-type: none"> <li>• Motor learning in physical activity</li> <li>• Functional anatomy and biomechanics in physical activity</li> </ul>	<b>Tactical awareness and ethics in physical activity</b> <ul style="list-style-type: none"> <li>• Tactical awareness in physical activity</li> <li>• Ethics and integrity in physical activity</li> </ul>	<b>Energy, fitness and training in physical activity</b> <ul style="list-style-type: none"> <li>• Energy, fitness and training integrated in physical activity</li> </ul>

In 2027, students' complete units 1 and 2, followed by units 3 and 4 in 2028.

## Assessment

Schools devise assessments studied for the first two units in year 11 to suit their local context.

In the final two units studied in year 12, students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

## Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Project — folio	25%	Summative internal assessment 3 (IA3): • Project — folio	25%
Summative internal assessment 2 (IA2): • Investigation — report	25%	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.

Unit option	Unit title
Unit option D	Coaching and officiating
Unit option J	Optimising performance
Unit option B	Athlete development and wellbeing
Unit option G	Event Management

## 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.	<p><b>Performance</b> Performance: up to 4 minutes</p> <p><b>Investigation, plan and 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>
Project	Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context.	<p>Investigation and session plan 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> <p>Performance Performance: up to 4 minutes</p> <p>Evaluation 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>

# Certificate III in Fitness (SIS30321) + Certificate II in Sport Coaching (SIS20321)

VET

Delivered in conjunction with Binnacle Training (RTO31319)

## Why study this course?

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

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

## Students will acquire skills in:

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

## Pathway options may include:

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

## What will students achieve?

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

## Units of Competency

Code	Title	Code	Title
HLTAID011	Provide First Aid	BSBOPS304	Deliver and monitor a service to customers
HLTWHS001	Participate in workplace health and safety	BSBPEF301	Organise personal work priorities
SISXEMR003	Respond to emergency situations	SISFFIT035	Plan group exercise sessions
SISXIND011	Maintain sport, fitness and recreation industry knowledge	SISFFIT036	Instruct group exercise sessions
SIRXWHS001	Work safely	SISFFIT032	Complete pre-exercise screening and service orientation
BSBSUS211	Participate in sustainable work practices	SISFFIT033	Complete client fitness assessments
SISSCO001	Conduct sport coaching sessions with foundation level participants	SISFFIT040	Develop and instruct gym-based exercise programs for individual clients
SISSCO002	Work in a community coaching role	SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise
SISSPAR009	Participate in conditioning for sport	SISFFIT052	Provide healthy eating information

## Additional Unit of Competency Completed

(to be Reported on the Statement of Attainment)

BSBP202

Plan and apply time management

### How will the students be assessed?

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

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

### Fees

**\$495.00** Binnacle Training Fees

### Entry Requirements

Nil.

### Language, Literacy, Numeracy and Digital Literacy Skills

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

### Third Party Agreement

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

### Product Disclosure Statement

This Subject Outline is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training as an RTO provides, and those services carried out by the School as Third Party (i.e., the facilitation of training and assessment services). To access Binnacle's PDS, please visit: <https://www.binnacletraining.com.au/product-disclosure-statement/>

# 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.

Unit option	Unit title
Unit option B	Social justice
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.	<p><b>Product/Plan/Campaign</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, 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> <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 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.	<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, 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.	<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, 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>

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

Throughout the course of study, students develop an understanding of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals, events and significant historical periods. Students investigate the problematic nature of evidence, pose increasingly complex questions about the past and develop an understanding of different and sometimes conflicting perspectives on the past. A historical inquiry process is integral to the study of Ancient History. Students use the skills of historical inquiry to investigate the past. They devise historical questions and conduct research, analyse historical sources and evaluate and synthesise evidence from

sources to formulate justified historical arguments.

Historical skills form the learning and subject matter provides the context. Learning in context enables the integration of historical concepts and understandings into four units of study: Investigating the Ancient World, Personalities in their Times, Reconstructing the Ancient World, and People, Power and Authority.

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

### Pathways

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

### Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Investigating the Ancient World</b> <ul style="list-style-type: none"> <li>• Digging up the past (Ancient Australia)</li> <li>• Ancient societies: the family (Sparta)</li> </ul>	<b>Powerful personalities in their times</b> <ul style="list-style-type: none"> <li>• Hatshepsut</li> <li>• Alexander the Great</li> </ul>	<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> <li>• Julius Ceasar/Cleopatra</li> </ul>

In 2027, students' complete units 1 and 2, followed by units 3 and 4 in 2028.

## Assessment

Schools devise assessments studied for the first two units in year 11 to suit their local context.

In the final two units studied in year 12, students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

## Summative assessments

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



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

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

Students investigate the business life cycle from the seed to post-maturity stage and develop skills in examining business data and information. Students learn business concepts, theories and strategies relevant to leadership, management and entrepreneurship. A range of business environments and situations is explored. Through this exploration, students investigate the influence of and implications for strategic development in the functional areas of finance, human resources, marketing and operations.

Learning in Business integrates an inquiry approach with authentic case studies. Students become critical observers of business practices by applying an inquiry process in undertaking investigations of business situations. They use a variety of technological, communication and analytical tools to comprehend, analyse and interpret business data and information. Students evaluate strategies using business criteria that are flexible, adaptable and underpinned by communication, leadership, creativity and sophistication of thought.

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

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

### Pathways

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

### Objectives

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

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

## Structure

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

## Assessment

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

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

## Summative assessments

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



# MATHEMATICS SUBJECTS

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Mathematics is both a fascinating and essential discipline, driven by our desire to understand and explain the world around us. Through the study of number, algebra, measurement, space, statistics, and probability, students develop foundational skills that are vital in everyday life and a wide range of careers. In an era shaped by rapid advancements in computing, digital systems, automation, artificial intelligence, economics, and data-driven decision-making, mathematics plays a crucial role in helping us quantify, reason, and solve problems. The study of mathematics aims to equip students to become confident, capable, and effective users and communicators of mathematical ideas—able to investigate, represent, and interpret real-world situations, think critically, and make informed decisions as active and engaged citizens.

Columba Catholic College gives students the opportunity to study one of three mathematics subjects:

- Essential Mathematics (Applied senior subject)
- General Mathematics (General senior subject)
- Mathematical Methods (General senior subject)



Essential Mathematics supports students in developing practical mathematical skills that are directly relevant to everyday life. The course places strong emphasis on estimation, problem-solving, and reasoning—enabling students to make informed choices about personal and financial matters.

Throughout the course, students explore how mathematics is used in real-world jobs and day-to-day situations. They are encouraged to take ownership of their learning, work independently, and stay actively engaged. The program also fosters curiosity, creative thinking, and confident use of technology as a tool for learning.

Students gain an understanding that there is often more than one way to approach a problem, and that real-world mathematics requires adaptability, flexible thinking, and a willingness to try different strategies.

### Pathways

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

### Objectives

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

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

### Structure

Unit 1	Unit 2	Unit 3	Unit 4
<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>• Managing money</li> </ul>	<b>Data and travel</b> <ul style="list-style-type: none"> <li>• Fundamental topic: Calculations</li> <li>• Data collection</li> <li>• Graphs</li> <li>• Time and motion</li> </ul>	<b>Measurement, scales and chance</b> <ul style="list-style-type: none"> <li>• Fundamental topic: Calculations</li> <li>• Measurement</li> <li>• Scales, plans and models</li> <li>• Probability and relative frequencies</li> </ul>	<b>Graphs, data and loans</b> <ul style="list-style-type: none"> <li>• Fundamental topic: Calculations</li> <li>• Bivariate graphs</li> <li>• Summarising and comparing data</li> <li>• Loans and compound interest</li> </ul>

## Assessment

In Year 11, students study Units 1 and 2, and complete four assessments: two exams and two problem solving and modelling tasks.

In Year 12, students study Units 3 and 4 and complete four summative assessments. They will 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>	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 is designed for students who want to extend their mathematical skills beyond Year 10 but whose future studies or employment pathways do not require calculus. It incorporates a practical approach that equips learners for their needs as future citizens. Students will learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They will experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They will develop the ability to understand, analyse and take action regarding social issues in their world.

The major domains of mathematics in General Mathematics are Number and Algebra, Measurement and Geometry, Statistics, and Networks and Matrices, building on the content of the P–10 Australian Curriculum. Learning reinforces prior knowledge and further develops key mathematical ideas, including rates and percentages, concepts from financial mathematics, linear and non-linear expressions, sequences, the use of matrices and networks to model and solve authentic

problems, the use of trigonometry to find solutions to practical problems, and the exploration of real-world phenomena in statistics.

### Pathways

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

### Objectives

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

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

### Structure

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

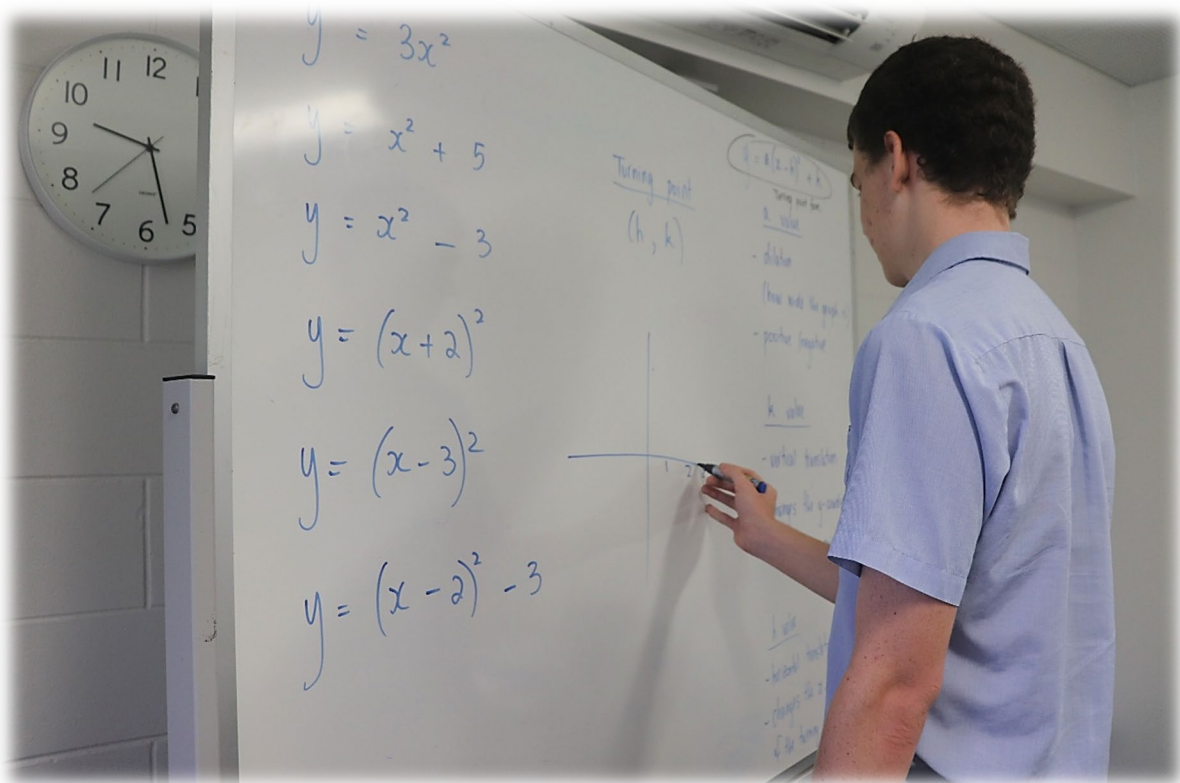
## Assessment

In Year 11, students study Units 1 and 2, and generally complete four assessments: three exams and one problem solving and modelling task.

In Year 12, students study Units 3 and 4 and complete four summative assessments. The results from each of the assessments are added together to provide a score out of 100. Students will also receive an overall subject result (A-E).

## Summative assessments

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



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

The major domains of mathematics in Mathematical Methods are Algebra, Functions, relations and their graphs, Calculus and Statistics. Topics are developed systematically, with increasing levels of sophistication, complexity and connection, and build on algebra, functions and their graphs, and probability from the P-10 Australian Curriculum. Calculus is essential for developing an understanding of the physical world. The domain Statistics is used to describe and analyse phenomena involving uncertainty and variation. Both are the basis for developing effective models of the world and solving complex and abstract mathematical problems. The ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another is a vital part of learning in Mathematical Methods.

### Pathways

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

### Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Surds, algebra, functions and probability</b> <ul style="list-style-type: none"> <li>• Surds and quadratic functions</li> <li>• Binomial expansion and cubic functions</li> <li>• Functions and relations</li> <li>• Trigonometric functions</li> <li>• Probability</li> </ul>	<b>Calculus and further functions</b> <ul style="list-style-type: none"> <li>• Exponential functions</li> <li>• Logarithms and logarithmic functions</li> <li>• Introduction to differential calculus</li> <li>• Applications of differential calculus</li> <li>• Further differentiation</li> </ul>	<b>Further calculus and introduction to statistics</b> <ul style="list-style-type: none"> <li>• Differentiation of exponential and logarithmic functions</li> <li>• Differentiation of trigonometric functions and differentiation rules</li> <li>• Further applications of differentiation</li> <li>• Introduction to integration</li> <li>• Discrete random variables</li> </ul>	<b>Further calculus, trigonometry and statistics</b> <ul style="list-style-type: none"> <li>• Further integration</li> <li>• Trigonometry</li> <li>• Continuous random variables and the normal distribution</li> <li>• Sampling and proportions</li> <li>• Interval estimates for proportions</li> </ul>

## Assessment

In Year 11, students study Units 1 and 2, and generally complete four assessments: three exams and one problem solving and modelling task.

In Year 12, students study Units 3 and 4 and complete four summative assessments. The results from each of the assessments are added together to provide a score out of 100. Students will also receive an overall subject result (A-E).

## Summative assessments

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

# 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.

Unit option	Unit title
Unit option A	Animal industries
Unit option C	Land-based animal production
Unit option E	Land-based plant production
Unit option G	Animal 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.	<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>Written: up to 1000 words</li> </ul>
Practical project	Students use practical skills to complete a project in response to a scenario.	<p><b>Completed project</b></p> <p>One of the following:</p> <ul style="list-style-type: none"> <li>Product: 1</li> <li>Performance: up to 4 minutes</li> </ul> <p><b>Documented 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>



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

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

Biology aims to develop students':

- sense of wonder and curiosity about life
- respect for all living things and the environment
- understanding of how biological systems interact and are interrelated, the flow of matter and energy through and between these systems, and the processes by which they persist and change
- understanding of major biological concepts, theories and models related to biological systems at all scales, from subcellular processes to ecosystem dynamics
- appreciation of how biological knowledge has developed over time and continues to develop; how scientists use biology in a wide range of applications; and how biological knowledge influences society in local, regional and global contexts

- ability to plan and carry out fieldwork, laboratory and other research investigations, including the collection and analysis of qualitative and quantitative data and the interpretation of evidence
- ability to use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge
- ability to communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

### Pathways

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

### Objectives

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

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

## Structure

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

In 2027, students' complete units 1 and 2, followed by units 3 and 4 in 2028.

## Assessment

Schools devise assessments studied for the first two units in year 11 to suit their local context.

In the final two units studied in year 12, students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

## Summative assessments

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



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

Chemistry aims to develop students':

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

### Pathways

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

### Objectives

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

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

## Structure

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

## Assessment

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

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

## Summative assessments

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



Physics provides opportunities for students to engage with the classical and modern understandings of the universe. In Unit 1, students explore the ways Physics is used to describe, explain and predict phenomena associated with forces, motion and gravitation. In Unit 2, students develop an understanding of how the shortcomings of existing theories led to the development of the special theory of relativity and the Standard Model. In Unit 3, students examine heating processes, waves and electrical circuits. In Unit 4, students examine electromagnetism and quantum theory.

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

Physics aims to develop students':

- appreciation of the wonder of physics and the significant contribution physics has made to contemporary society
- understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action
- understanding of the ways in which matter and energy interact in physical systems across a range of scales
- understanding of the ways in which models and theories are refined, and new models and theories are developed in physics; and how physics knowledge is used in a wide

range of contexts and informs personal, local and global issues

- investigative skills, including the design and conduct of investigations to explore phenomena and solve problems, the collection and analysis of qualitative and quantitative data, and the interpretation of evidence
- ability to use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims
- ability to communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

### Pathways

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

### Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<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>	<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>

In 2027, students' complete units 1 and 2, followed by units 3 and 4 in 2028.

## Assessment

Schools devise assessments studied for the first two units in year 11 to suit their local context.

In the final two units studied in year 12, students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

## Summative assessments

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



# 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.

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

## 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.	<p><b>Practical demonstration</b> Practical demonstration: menu item</p> <p><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</p>
Project	Students plan and deliver an event incorporating the unit context in response to a brief.	<p><b>Practical demonstration</b> Practical demonstration: delivery of event</p> <p><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</p>
Investigation	Students investigate and evaluate practices, skills and processes.	<p><b>Investigation and 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 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
- sequence processes
- evaluation skills, procedures and products
- adapt plans, skills and 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 C	Fixing and finishing
Unit option D	Construction in the domestic building industry

### Furnishing Skills

Unit option	Unit title
Unit option M	Furniture-making
Unit option N	Cabinet-making

## 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>

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

### Objectives

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

- demonstrate practices, skills and processes
- interpret client briefs and technical information
- 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.

Unit option	Unit title
Unit option A	Robotics
Unit option B	App development
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

## Music in Practice

Applied senior subject

Applied

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

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

Students learn about workplace health and safety issues relevant to the music industry and effective work practices that foster a positive work ethic, the ability to work as part of a team, and project management skills. They are exposed to authentic music practices that reflect the real-world practices of composers, performers, and audiences. They learn to view the world from different

perspectives, experiment with different ways of sharing ideas and feelings, gain confidence and self-esteem, and contribute to the social and cultural lives of their school and local community.

### Pathways

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

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

### Objectives

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

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

## Structure

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

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

## 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>

# Visual Arts in Practice

## Applied senior subject

Applied

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

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

## Pathways

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

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

## Objectives

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

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



## Structure

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

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

## Assessment

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

Technique	Description	Response requirements
Project	Students make experimental or prototype artworks, or design proposals or stylistic experiments. They evaluate artworks, art style and/or practices that explore the focus of the unit. Students plan resolved artworks.	<p><b>Experimental folio</b> Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based</p> <p>OR</p> <p><b>Prototype artwork</b> 2D, 3D, digital (static) and/or time-based media: up to 4 artwork/s</p> <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</p> <p>OR</p> <p><b>Folio of stylistic experiments</b> Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based</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 purpose and context relating to the focus of the unit.	<p><b>Resolved artwork</b></p> <ul style="list-style-type: none"> <li>• 2D, 3D, digital (static) and/or time-based media: up to 4 artwork/s</li> </ul>

Visual Art students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. In making artworks, students use their imagination and creativity to innovatively solve problems and experiment with visual language and expression. Students develop knowledge and skills when they create individualised responses and meaning by applying diverse art materials, techniques, technologies and processes.

On their individual journey of exploration, students learn to communicate personal thoughts, feelings, ideas, experiences and observations. In responding to artworks, students investigate artistic expression and critically analyse artworks in diverse contexts. They consider meaning, purposes and theoretical approaches when ascribing aesthetic value and challenging ideas. Students interact with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others' art practices.

Visual Art uses an inquiry learning model, developing critical and creative thinking skills and individual responses through developing, researching, reflecting and resolving. Through making and responding, resolution and display of artworks, students understand and appreciate the role of visual art in past and present traditions and cultures, as well as the contributions of contemporary visual artists and their aesthetic, historical and cultural influences.

### Pathways

This subject prepares young people for participation in the 21st century by fostering curiosity and imagination, and teaching students how to generate and apply new and creative solutions when problem-solving in a range of contexts. This learnt ability to think in divergent ways and produce creative and expressive

responses enables future artists, designers and craftspeople to innovate and collaborate with the fields of science, technology, engineering and mathematics to design and manufacture images and objects that enhance and contribute significantly to our daily lives.

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

A course of study in Visual Art can establish a basis for further education and employment in the fields of arts practice, design, craft, and information technologies, and more broadly, in creative industries, cultural institutions, advertising, administration and management, communication, education, public relations, health, research, science and technology.

### Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Art as code</b> <ul style="list-style-type: none"> <li>• Concept: art as a coded visual language</li> <li>• Contexts: formal and cultural</li> <li>• Focus: codes, symbols, signs and art conventions</li> </ul>	<b>Art as lens</b> <ul style="list-style-type: none"> <li>• Concept: lenses to explore the material world</li> <li>• Contexts: personal and contemporary</li> <li>• Focus: people, place, objects</li> </ul>	<b>Art as knowledge</b> <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> </ul>	<b>Art as alternate</b> <ul style="list-style-type: none"> <li>• Concept: evolving alternate representations and meaning</li> <li>• Contexts: contemporary, personal, cultural and/or formal</li> <li>• Focus: student-directed</li> </ul>

In 2027, students' complete units 1 and 2, followed by units 3 and 4 in 2028.

## Assessment

Schools devise assessments studied for the first two units in year 11 to suit their local context.

In the final two units studied in year 12, students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

## Summative assessments

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



# EXTERNAL RTO CERTIFICATES

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Please note: if you are interested in any qualification from an external Registered Training Organisation, please mention this at your SET Plan Interview, and contact the Deputy Principal Learning and Teaching to discuss the possibility of including it as part of your senior schooling.



# CHC30125 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>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. Videoconferencing will take place between 3:30-4:30pm on Tuesdays. The course is offered from Townsville.	
<b>Course Length and Commencement Date</b>	The course will commence at the beginning of the school year. The course duration is 1.5 - 2 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. Students may be required to complete a language, literacy and numeracy test prior to enrolment.	
<b>Course Structure</b>	<p>Students must successfully complete all units of competency (core and elective units) listed below to achieve the qualification:</p> <p><b>Core Units</b></p> <p>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</p>	<p>CHCECE055 Meet legal and ethical obligations in children’s education and care                  CHCECE056 Work effectively in children’s education and care                  CHCPRT025 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</p> <p><b>Elective Units</b></p> <p>CHCDIV001 Work with diverse people                  CHCPRP003 Reflect on and improve own professional practice                  *This unit HLTAID012 Provide First Aid in an education and care setting will be completed with another RTO that can be sourced by TCE or the student. The unit fee will be in addition to the course fee. See costs.</p>
<b>Learning and Assessment</b>	Learning and assessment will include a combination theory and practical activities. In particular, students will be assessed in the following ways:	

	<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 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 will assist you to find vocational work placement. Your Trainer and Assessor will visit you multiple times during your placement.
<b>Materials and Equipment Requirements</b>	Materials, equipment and resources required for completion of the qualification will be provided by the school. Students will be required to purchase a shirt to be worn while on placement.
<b>RTO obligation</b>	The RTO will provide the student with every opportunity to complete the training product. The RTO does not guarantee employment upon completion of this training product.
<b>Credit Transfer</b>	Townsville Catholic Education will recognise AQF Qualifications and Statements of Attainment issued by other Registered Training Organisations.
<b>AQF documentation</b>	Students who are deemed competent in all 17 units of competency will be awarded a Qualification and a Record of Results. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.
<b>Pathways</b>	Completion of this qualification will provide students with skills and knowledge to apply for entry-level positions in early childhood settings such as long day care centres, outside of school hours care (OSHC) and kindergartens. Students can also complete additional VET or university study to advance themselves further in the industry. James Cook University will accept this course for direct entry into the Bachelor of Education (Early Childhood Education) if the 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>Fees</b>	The total fee for this course is \$1050. Students and parents are required to pay the full \$1050 as part of school fees. Additional mandatory course costs include: <ul style="list-style-type: none"> <li>• first aid course – approx. \$200</li> <li>• vocational placement shirt – approx. \$40</li> </ul> All learning resources are provided by the school and RTO at no additional cost to ordinary school fees

<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/3aQRfm7">https://bit.ly/3aQRfm7</a></p>
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The information contained in this document is correct at date of publication: 15/05/2026

## 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>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. Videoconferencing will take place between 3:30-4:30pm on Tuesdays. The course is offered from Townsville.	
<b>Course Length and Commencement Date</b>	The course will commence at the beginning of the school year. The course duration is 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. Students may be required to complete a language, literacy and numeracy test prior to enrolment.	
<b>Course Structure</b>	<p>Students must successfully complete all units of competency (core and elective units) listed below to achieve the qualification:</p> <p><b>Core Units</b></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>CHCEDS057 Support students with additional needs in the classroom</p> <p><b>Elective Units</b></p> <p>CHCPRT025 Identify and respond to children and young people at risk</p> <p>CHCCS038 Facilitate the empowerment of people receiving support</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 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. Placement will be	

	completed in school hours, on school days. Townsville Catholic Education and your school will assist you to find vocational work placement. Your Trainer and Assessor will visit you multiple times during your placement.
<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>RTO obligation</b>	The RTO will provide the student with every opportunity to complete the training product. The RTO does not guarantee employment upon completion of this training product.
<b>Credit Transfer</b>	Townsville Catholic Education will recognise AQF Qualifications and Statements of Attainment issued by other Registered Training Organisations.
<b>AQF documentation</b>	Students who are deemed competent in all 15 units of competency will be awarded a Qualification and a Record of Results. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.
<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) if 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>Fees</b>	The total fee for this course is \$1050. Students and parents are required to pay the full \$1050 as part of school fees. 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>	<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/3aQRfm7">https://bit.ly/3aQRfm7</a></p>
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*The information contained in this document is correct at date of publication: 15/05/2026*

# DALRYMPLE TRADE TRAINING CENTRE (DTTC)

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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, Aurora and Skills Generation.

## CLOTHING AND PERSONAL SAFETY EQUIPMENT

Students who enrol in the Trade Certificates at the Dalrymple Trade Training Centre will be required to purchase the following uniform from Titley's Workwear to be compliant with workplace health and safety regulations.

<b>DALRYMPLE TRADE TRAINING CENTRE UNIFORM</b>
<b>For students completing Certificate II in Automotive Vocational Preparation, Certificate II in Automotive Electrical Technology, Certificate II in Engineering Pathways or Certificate II in Construction Pathways.</b>
Pilbara French Navy Mens closed front Work Shirt RM2000CF with College Crest Navy Original Cotton Drill Workpant BP6007 Steel Capped Boots Safety Glasses
<b>For students completing Certificate II in Health Support Services</b>
College uniform indicated for that particular day.

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



TAFE QUEENSLAND  
CHARTERS TOWERS

# TAFE AT SCHOOL

## 2027 COURSES



Code	Program name	QCE credits	Delivery
HLT23221	Certificate II in Health Support Services	4	Face-to-face, one day a week, Tuesday
#AUR20720	Certificate II in Automotive Vocational Preparation	4	Face-to-face, one day a week
#AUR20420	Certificate II in Automotive Electrical Technology (Year 11 only)	4	Face-to-face, one day a week, Friday
#MEM20422	Certificate II in Engineering Pathways	4	Face-to-face, one day a week
#CPC20220	Certificate II in Construction Pathways	4	Face-to-face, one day a week, Monday

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

Information is correct at time of printing 11 May 2026

### APPLICATIONS OPEN

**MONDAY 17 AUGUST 2026**

Apply at [tafeapply.com](https://tafeapply.com) using the application code TQN2701

### FEES

There is no cost to students or the school for the first qualification. Funding for certificate qualifications are available through the Vocational Education and Training in Schools (VETIS) program, funded by the Queensland Government. Eligibility criteria applies.

For eligibility go to:

[dteq.qld.gov.au/training/providers/funded/vetis/vetis-overview](https://dteq.qld.gov.au/training/providers/funded/vetis/vetis-overview)

Information current as at May 2026 derived from the Department of Trade, Employment and Training website.

### QCE CREDITS

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

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.

Apply now  
TQN2701



Skills  
Assure

MAKE  
GREAT  
HAPPEN



RTO 0275 | CRICOS 03020E | IHE PRV13003

# DTTC Enrolment Form 2027

To be completed by the student's base school and returned to the DTTC.

## Student Details

Legal Surname		Legal Given Name	
Date of Birth		Sex	<input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Other
Base School Name		Year Level at Base School	
USI		LUI	

## Subject Selection Guide

TAFE		RTO Code 0275		
Qualification		Delivery	Duration	Costings
<input type="checkbox"/>	AUR20720 Certificate II in Automotive Vocational Preparation	F2F	1 Yr	VETiS \$4008
<input type="checkbox"/>	AUR20420 Certificate II Automotive Electrical Technology (Year11 Only)	F2F	1 Y	VETiS \$5344
<input type="checkbox"/>	MEM20422 Certificate II in Engineering Pathways	F2F	1 Yr	VETiS \$5340
<input type="checkbox"/>	CPC20220 Certificate II Construction Pathways	F2F	1 Y	VETiS \$5390

TBA		RTO Code TBA		
Qualification		Delivery	Duration	Costings
<input type="checkbox"/>	HLT23221 Certificate II in Health Support Services	F2F	1 Y	VETiS TBA
<input type="checkbox"/>	HLT23221 Certificate II in Health Support Services HLT33115 Certificate III in Health Services Assistance (Combined)	SP & F2F (Block)	12-18 mths	Fee for Service TBA

Aurora Training Institute		RTO Code 32237		
Qualification		Delivery	Duration	Costings
<input type="checkbox"/>	SIT20322 Certificate II in Hospitality	F2F (Block)	3 Terms	VETiS \$1500
<input type="checkbox"/>	SIT20125 Certificate II Tourism	F2F	3 Terms	VETiS \$1500
<input type="checkbox"/>	CHC30121 Certificate III in Early Childhood Education and Care	SP	6 Terms	\$2000
<input type="checkbox"/>	SIT20322 Certificate II in Hospitality SIT30622 Certificate III in Hospitality (Combined)	F2F (Block)	6 Terms	\$500
<input type="checkbox"/>	SIT20125 Certificate II in Tourism SIT30622 Certificate III in Hospitality (Combined)	F2F (Block)	6 Terms	\$500

Skills Generation		RTO Code 41008		
Qualification		Delivery	Duration	Costings
<input type="checkbox"/>	ACM20121 Certificate II Animal Care	SP & F2F (Block)	1 Yr	VETiS
<input type="checkbox"/>	AVI30419 Certificate III Aviation (Remote Pilot)	SP & F2F (Block)	1 Yr	Fee for Service TBA
<input type="checkbox"/>	MEM20422 AVI30419 BUILD AND FLY A DRONE PROGRAM Certificate II in Engineering Pathways Certificate III in Aviation (Remote Pilot) (Combined)	SP & F2F (Block)	2 Yrs	VETiS TBA (optional)
*N.B. CASA RePL \$600 and AROC Certificate \$300				
<input type="checkbox"/>	MEM20422 ICT20120 BSB20120 TRI-SKILLS PROGRAM Certificate II Engineering Pathways Certificate II Applied Digital Technologies Certificate II in Workplace Skills (Combined)	SP & F2F (Block)	1.5 Yr	VETiS Fee for Service TBA
<input type="checkbox"/>	ICT20120 BSB20120 CHC22015 HYFLEX SKILLS PROGRAM Certificate II Applied Digital Technologies Certificate II in Workplace Skills Certificate II in Community Services (Option for individual course completion or combined)	SP & F2F (Block)	6 mths each	Fee for Service VETiS TBA

Charters Towers School of Distance Education		RTO Code 46314		
Qualification		Delivery	Duration	Fee
<input type="checkbox"/>	CHC24015 Certificate II in Active Volunteering	Online	1 Yr	\$66
<input type="checkbox"/>	FSK20119 Certificate II in Skills for Work and Vocational Pathways	Online	6-12 mths	\$66
<input type="checkbox"/>	AHC30122 Certificate III in Agriculture	Online	2 Yrs	\$800
<input type="checkbox"/>	BSB30120 Certificate III in Business	Online	2 Yrs	\$66

Limited placements available

\*N.B. Distance Education Enrolment Fee applies to non-state school students not affiliated with the DTTC board.

Legend – SP (Self-Paced Online Delivery), F2F (Face to Face), Block (Practical component in block format)

# ONLINE EDUCATION

(Additional fees apply)

If students would like to investigate the possibility of studying a subject not offered at Columba Catholic College, the suitability of online learning and study options can be considered during the Year 10 SET planning process. Students may complete online learning and study options during regular timetabled lessons, as after-school or before-school instruction, or through a delivery strategy that is a combination of some or all of these strategies.

The provider of preference for Townsville Catholic Education schools is [FisherONE Online Education](#) offered by Brisbane Catholic Education. It is acknowledged that their subject offerings or format of delivery may not be suitable and thus other providers such as Brisbane School of Distance Education, Cairns School of Distance Education or Charters Towers School of Distance Education may be considered.

The chosen course must be endorsed by both the College and the Parent / Caregiver as appropriate for the student's ability and career aspirations. Students will be expected to engage in independent online learning.

## Fees and Financial responsibilities

In accordance with TCE guidelines, the following financial arrangements apply:

- **Upfront Payment:** Parents/Carers are required to pay the full course fee when invoiced by the College.
- **Sponsorship (Reimbursement) Model:** If the subject is on the **FisherONE Senior Subject Guide**, the school will reimburse the parent/carer up to **\$1000 per unit pair** (Units 1/2 and Units 3/4).
- **Successful Completion:** To be eligible for this reimbursement, the student must successfully complete the course with a minimum of a **"C" grade**.
- **Non-Sponsorship:** Fees for subjects NOT included on the FisherONE subject guide remain the full responsibility of the parent/carer.
- **Withdrawal Policy:** If fees are not paid by the due date, the student will be withdrawn from the course to ensure they are not disadvantaged and can reselect a school-based subject.

## Enrolment

Students may choose to enrol in online learning after:

- The SET Plan interview is complete
- An online agreement form has been completed
- Approval has been granted by Columba Catholic College.

If you are interested in online subjects, please speak with the Deputy Principal Learning and Teaching or your SET Plan interviewing teacher along with your parents / caregivers.

# NOTES

*Shine at Columba*