



St Margaret Mary's College

ACADEMIC. CULTURE. SERVICE. SPORT.



Senior Subject Handbook 2027

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Preamble

Founded as a secondary school in 1963 by the Sisters of the Good Samaritan, St Margaret Mary's College is Townsville's premier girls-only school.

The College accepts enrolments from Years 7 to 12, with a wide variety of subjects and vocational programs. The College is also noted for its extracurricular activities, its commitment to students with special needs and its variety of service opportunities for students.

The College emphasises participation, service and the full development of young women who can contribute positively to the world. With a range of modern facilities and equipment, encouragement for student leadership and initiative, and an openness to all who support the Catholic ethos of the College, the staff are able to provide a high quality of education for all students.

Our young women choose across the whole educational range of courses and careers. The College strives to produce well-educated, articulate young women, able to appreciate and participate in many spheres of life.

Mission Statement

St Margaret Mary's College is a Catholic learning community where young women are educated, inspired, and inspirited. True to the story of the Good Samaritan, we are people of hope, who live compassionately and justly.

We respond to the call from Jesus to be a neighbour to all.

"Who is my neighbour? The one who showed mercy.

Go and do likewise."

(Lk 10:36-37)

From the Principal

Dear Students,

Welcome to this next phase of your learning. This is an exciting time for you and one which we hope will contribute to setting you on a positive course, not only for the next couple of years but also in your life beyond your secondary schooling.

As a Senior student, you will need to assess your strengths and talents, develop areas for improvement and continue to respect and value the fellow members of our College community. We have high expectations of our Seniors, and we look forward to working with you. You are the College role models, and it is your leadership, good example and connection with the College that those behind you will follow.

The choice for Years 11 and 12 is not an inflexible one. While we want you to choose wisely, you cannot always know what you will enjoy and be motivated by. While there are some Queensland Curriculum and Assessment Authority requirements for ATAR (Australian Tertiary Admissions Rank) eligibility, your Senior education should also be a time where you respond to your own learning needs and circumstances. Remember that your abilities and interests are a good guide to your choices. This booklet contains information which we feel will help you in the decision-making process. This is but one of a number of useful resources available to you.

For 2027, you are asked to make a choice of **six subjects**. There are a variety of options:

- An **academic pathway (ATAR)** including at least 4 General subjects (with a recommendation of 5 General Subjects) best prepares students for tertiary entrance in competitive courses and beyond.
- A **non-ATAR pathway**, with any combination of subjects (fewer than 4 to be General subjects). Students who select this pathway will have the flexibility to attend TAFE, another RTO, a school-based apprenticeship or traineeship or work experience. This pathway prepares students for further courses after school or entry into employment.

As Year 10 students, you have already begun to explore career options. This will culminate in the selection of Senior subjects. All students and their parents will have the opportunity to meet with a College Leadership member to examine possibilities.

Parents will be kept informed throughout the subject selection process. It is important that parents remain aware of the decisions and pathways their daughter is considering, as this enables the College and families to work in partnership to support informed and successful subject choices.

Please stay in contact with us, discuss your options with your parents and teachers and ask for any help you feel we can offer you with your subject choices.

Yours sincerely,



Kathleen McCarthy
College Principal

Obtaining Assistance

If there are any queries regarding matters raised in this booklet, please feel free to contact the College. We look forward to being of assistance as you make these important decisions.

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Senior Education Profile

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

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

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

Statement of results

Students are issued with a statement of results in December following the completion of a QCAA-developed course of study. A new statement of results is issued to students after each QCAA-developed course of study is completed.

A full record of study will be issued, along with the QCE qualification, in the first December or July after the student meets the requirements for a QCE.

Queensland Certificate of Education (QCE)

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

Queensland Certificate of Individual Achievement (QCIA)

The Queensland Certificate of Individual Achievement (QCIA) reports the learning achievements of eligible students who complete an individual learning program. At the end of the senior phase of learning, eligible students achieve a QCIA. These students have the option of continuing to work towards a QCE post-secondary schooling.

Senior subjects

The QCAA develops four types of senior subject syllabuses - General, Applied, Senior External Examinations and Short Courses. Results in General and Applied 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.

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

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

General syllabuses

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

Applied syllabuses

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

Underpinning factors

All senior syllabuses are underpinned by:

- literacy - the set of knowledge and skills about language and texts essential for understanding and conveying content
- numeracy - the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully.

General syllabuses and Short Courses

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

- 21st century skills - the attributes and skills students need to prepare them for higher education, work and engagement in a complex and rapidly changing world. These include critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills.

Applied syllabuses

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

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

Vocational education and training (VET)

Students can access VET programs through the school if it:

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

Australian Tertiary Admission Rank (ATAR) eligibility

The 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.

English requirement

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

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

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

General syllabuses

Structure

The syllabus structure consists of a course overview and assessment.

General syllabuses course overview

General syllabuses are developmental four-unit courses of study.

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

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

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

Extension syllabuses course overview

Extension subjects are extensions of the related General subjects and include external assessment. Extension subjects are studied either concurrently with, or after, Units 3 and 4 of the General course of study.

Extension syllabuses are courses of study that consist of two units (Units 3 and 4). Subject matter, learning experiences and assessment increase in complexity across the two units as students develop greater independence as learners.

The results from Units 3 and 4 contribute to the award of a QCE and to ATAR calculations.

Assessment

Units 1 and 2 assessments

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

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

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

Units 3 and 4 assessments

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

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

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

Instrument-specific marking guides

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

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

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

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

External assessment

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

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

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

Applied syllabuses

Structure

The syllabus structure consists of a course overview and assessment.

Applied syllabuses course overview

Applied syllabuses are developmental four-unit courses of study.

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

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

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

Assessment

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

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

Applied syllabuses do not use external assessment.

Instrument-specific standards matrixes

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

Essential English and Essential Mathematics - Common internal assessment

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

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

- developed by the QCAA
- common to all schools
- delivered to schools by the QCAA
- administered flexibly in Unit 3
- administered under supervised conditions
- marked by the school according to a common marking scheme developed by the QCAA.
- The CIA is not privileged over the other summative internal assessment.

Summative internal assessment - instrument-specific standards

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

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

Vocational Education & Training

Course overview

Vocational Education and Training courses are competency-based courses of study. A VET course will include modules of work. Results contribute to the award of a QCE. Results in Certificate III courses or higher can contribute as a single input to ATAR calculation. Some VET Courses are delivered by the College as an RTO and others are delivered by external providers.

Assessment

Students must demonstrate competency in each of the modules within the certificate. This will vary depending on the Level of the Certificate, the method of delivery and the Learning Provider.

QCAA Senior Syllabus

<p>Religious Education</p> <p>General</p> <ul style="list-style-type: none"> • <u>Study of Religion</u> <p>Applied</p> <ul style="list-style-type: none"> • <u>Religion & Ethics</u> 	<p>Humanities</p> <p>General</p> <ul style="list-style-type: none"> • <u>Accounting</u> • <u>Ancient History</u> • <u>Business</u> • <u>Geography</u> • <u>Legal Studies</u> • <u>Modern History</u> <p>V.E.T</p> <ul style="list-style-type: none"> • <u>Cert III Business</u> 	<p>Science</p> <p>General</p> <ul style="list-style-type: none"> • <u>Biology</u> • <u>Chemistry</u> • <u>Physics</u> • <u>Psychology</u>
<p>Mathematics</p> <p>General</p> <ul style="list-style-type: none"> • <u>General Mathematics</u> • <u>Mathematical Methods</u> • <u>Specialist Mathematics</u> <p>Applied</p> <ul style="list-style-type: none"> • <u>Essential Mathematics</u> 	<p>Technologies</p> <p>General</p> <ul style="list-style-type: none"> • <u>Design</u> • <u>Food & Nutrition</u> <p>Applied</p> <ul style="list-style-type: none"> • <u>Fashion</u> • <u>ICT</u> • <u>Hospitality Practices</u> <p>V.E.T</p> <ul style="list-style-type: none"> • <u>Certificate II Hospitality</u> 	<p>Languages</p> <p>General</p> <ul style="list-style-type: none"> • <u>Japanese</u>
<p>English</p> <p>General</p> <ul style="list-style-type: none"> • <u>English</u> • <u>Literature</u> • <u>English & Literature Extension</u> (Yr 12- Unit 3 & 4 only) <p>Applied</p> <ul style="list-style-type: none"> • <u>Essential English</u> 	<p>Health and Physical Education</p> <p>General</p> <ul style="list-style-type: none"> • <u>Health</u> • <u>Physical Education</u> <p>Applied</p> <ul style="list-style-type: none"> • <u>Sport & Recreation</u> <p>V.E.T</p> <ul style="list-style-type: none"> • <u>Cert III in Health Services Assistance</u> • <u>Cert III Fitness</u> 	<p>The Arts</p> <p>General</p> <ul style="list-style-type: none"> • <u>Dance</u> • <u>Drama</u> • <u>Music</u> • <u>Music Extension –</u> (Yr 12 - Unit 3 & 4 only) • <u>Visual Art</u> <p>Applied</p> <ul style="list-style-type: none"> • <u>Visual Arts in Practice</u>
<p><u>Additional Courses Offered to Students</u></p>		

Study of Religion

General senior subject

General

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

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

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

Pathways

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

Objectives

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

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

Unit 1	Unit 2	Unit 3	Unit 4
Religion, meaning and purpose <ul style="list-style-type: none"> • Nature and purpose of religion • Sacred Texts 	Religion and Ritual <ul style="list-style-type: none"> • Lifecycle rituals • Calendrical rituals 	Religious ethics <ul style="list-style-type: none"> • Social ethics • Personal ethics 	Religion – rights and relationships <ul style="list-style-type: none"> • Religion and nation-state • Human existence and rights

Assessment

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

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

Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination – extended response	25%	Summative internal assessment 3 (IA3): • Investigation – Inquiry response	25%
Summative internal assessment 2 (IA2): • Investigation – Inquiry response	25%	Summative external assessment 4 (IA4): • Examination – short response	25%

Prerequisite Study

It is recommended that students obtain at least a C in Year 10 English.

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
- apply religious, spiritual and ethical knowledge
- examine religions, spiritual and ethical information
- 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 title
Australian Identity
Social Justice
Meaning, Purpose and Expression
World Religions and Spiritualities
Peace
Sacred Stories

Assessment

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

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

All Year 10 students will commence Unit One in Year 10.

General Mathematics

General senior subject

General

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

Learning reinforces prior knowledge and further develops key mathematical ideas, including rates and percentages, concepts from financial mathematics, linear and non-linear expressions, sequences, the use of matrices and networks to model and solve authentic problems, the use of trigonometry to find solutions to practical problems, and the exploration of real-world phenomena in statistics.

General Mathematics is designed for students who want to extend their mathematical skills beyond Year 10 but whose future studies or employment pathways do not require calculus. It incorporates a practical approach that equips learners for their needs as future citizens.

Students will learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They will experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They will develop the ability to understand, analyse and take action regarding social issues in their world. When students gain skill and self-assurance, when they understand the content and when they evaluate their success by using and transferring their knowledge, they develop a mathematical mindset.

Pathways

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

Objectives

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

- Recall mathematical knowledge.
- Use mathematical knowledge.
- Communicate mathematical knowledge.
- Evaluate the reasonableness of solutions.
- Justify procedures and decisions.
- Solve mathematical problems.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Money, measurement, algebra and linear equations <ul style="list-style-type: none"> ● Topic 1: Consumer arithmetic ● Topic 2: Shape and measurement ● Topic 3: Similarity and scale ● Topic 4: Algebra ● Topic 5: Linear equations and their graphs. 	Applications of linear equations and trigonometry, matrices and univariate data analysis <ul style="list-style-type: none"> ● Topic 1: Applications of linear equations and their graphs ● Topic 2: Applications of trigonometry ● Topic 3: Matrices ● Topic 4: Univariate data analysis 1 ● Topic 5: Univariate data analysis 2. 	Bivariate data and time series analysis, sequences and Earth geometry <ul style="list-style-type: none"> ● Topic 1: Bivariate data analysis 1 ● Topic 2: Bivariate data analysis 2 ● Topic 3: Time series analysis ● Topic 4: Growth and decay in sequences ● Topic 5: Earth geometry and time zones. 	Investing and networking <ul style="list-style-type: none"> ● Topic 1: Loans, investments and annuities 1 ● Topic 2: Loans, investments and annuities 2 ● Topic 3: Graphs and networks ● Topic 4: Networks and decision mathematics 1 ● Topic 5: Networks and decision mathematics 2.

Assessment

Unit examinations will representatively sample subject matter from any three of the five topics in within the Unit. Topics not assessed in an examination will be covered in the End of Year exam.

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

Summative assessments

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

Prerequisite Study

The following is a non-exhaustive list of assumed knowledge based on the subject matter in the P–10 Australian Curriculum version 9.

- Solve problems involving percentages, rates, ratios, simple algebraic fractions and duration, including 12- and 24-hour time.
- Recognise irrational numbers in applied contexts (e.g. π).

- Round decimals to a given accuracy appropriate to the context and use appropriate rounding and estimation to check the reasonableness of solutions.
- Recognise the effect of using approximations of real numbers in repeated calculations.
- Solve problems involving very small and very large real numbers expressed in scientific notation.
- Apply the exponent laws with integer exponents and the zero-exponent, using exponent notation with numbers.
- Recognise and use variables to represent everyday formulas algebraically and substitute values into formulas to determine an unknown.
- Expand, factorise, rearrange and simplify algebraic expressions, applying the associative, commutative, identity, distributive and inverse properties.

It is recommended that students obtain at least a C in Year 10 Mathematics.

Mathematical Methods

General senior subject

General

The major domains of mathematics in Mathematical Methods are Algebra, Functions, relations and their graphs, Calculus and Statistics.

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.

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.

Unit 1	Unit 2	Unit 3	Unit 4
Surds, algebra, functions and probability <ul style="list-style-type: none"> • Topic 1: Surds and quadratic functions • Topic 2: Binomial expansion and cubic functions • Topic 3: Functions and relations • Topic 4: Trigonometric functions • Topic 5: Probability. 	Calculus and further functions <ul style="list-style-type: none"> • Topic 1: Exponential functions • Topic 2: Logarithms and logarithmic functions • Topic 3: Introduction to differential calculus • Topic 4: Applications of differential calculus • Topic 5: Further differentiation. 	Further calculus and introduction to statistics <ul style="list-style-type: none"> • Topic 1: Differentiation of exponential and logarithmic functions • Topic 2: Differentiation of trigonometric functions and differentiation rules • Topic 3: Further applications of differentiation • Topic 4: Introduction to integration • Topic 5: Discrete random variables. 	Further calculus, trigonometry and statistics <ul style="list-style-type: none"> • Topic 1: Further integration • Topic 2: Trigonometry • Topic 3: Continuous random variables and the normal distribution • Topic 4: Sampling and proportions • Topic 5: Interval estimates for proportions.

Structure Assessment

Unit examinations will representatively sample subject matter from any three of the five topics in within the Unit. Topics not assessed in an examination will be covered in the End of Year exam.

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

Summative assessments

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

Prerequisite Study

From AC V9 students are assumed to be able to:

- Factorise, expand and simplify expressions including monic quadratic expressions using a variety of strategies.
- Apply the four operations to simple algebraic fractions with numerical denominators.
- Substitute values into formulas to determine an unknown.
- Solve problems involving linear equations, including those derived from formulas and those that involve simple algebraic fractions.
- Recall the equation of a line in the form $y = mx + c$
- Explore the connection between algebraic and graphical representations of relations, e.g. simple quadratics, circles and exponentials using digital technology as appropriate.
- Solve simple quadratic equations using a range of strategies.
- Solve linear simultaneous equations, using algebraic and graphical techniques, including using digital technology.
- Solve right-angled triangle problems using trigonometric skills.
- Describe the results of two- and three-step chance experiments to determine probabilities of events and investigating the concept of independence and conditional probability.
- Obtain simple statistics from discrete and continuous data, including mean, median, mode, quartiles, range and interquartile range.
- Translate word problems to mathematical form. Understand that the real number system includes rational and irrational numbers.
- Solve problems involving the surface area and volume of right prisms, including cylinders. Solve problems involving Pythagoras' theorem.

It is recommended that students should obtain at least a C+ by the end of the year in Year 10 Mathematics with the optional 10A content.

Specialist Mathematics

General senior subject

General

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

Students who undertake Specialist Mathematics will develop confidence in their mathematical knowledge and ability and gain a positive view of themselves as mathematics learners. They will gain an appreciation of the true nature of mathematics, its beauty and its power.

Topics are developed systematically, with increasing levels of sophistication, complexity and connection, building on functions, calculus, statistics from Mathematical Methods, while vectors, complex numbers and matrices are introduced. Functions and calculus are essential for creating models of the physical world. Statistics are used to describe and analyse phenomena involving probability, uncertainty and variation. Matrices, complex numbers and vectors are essential tools for explaining abstract or complex relationships that occur in scientific and technological endeavours.

Pathways

A course of study in Specialist Mathematics can establish a basis for further education and employment in the fields of science, all branches of mathematics and statistics, computer science, medicine, engineering, finance and economics.

Objectives

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

- Recall mathematical knowledge.
- Use mathematical knowledge.
- Communicate mathematical knowledge.
- Evaluate the reasonableness of solutions.
- Justify procedures and decisions.
- Solve mathematical problems.

Structure

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

Assessment

Unit 1	Unit 2	Unit 3	Unit 4
Combinatorics, proof, vectors and matrices <ul style="list-style-type: none"> ● Topic 1: Combinatorics ● Topic 2: Introduction to proof ● Topic 3: Vectors in the plane ● Topic 4: Algebra of vectors in two dimensions ● Topic 5: Matrices. 	Complex numbers, further proof, trigonometry, functions and transformations <ul style="list-style-type: none"> ● Topic 1: Complex numbers ● Topic 2: Complex arithmetic and algebra ● Topic 3: Circle and geometric proofs. ● Topic 4: Trigonometry and functions ● Topic 5: Matrices and transformations 	Further complex numbers, proof, vectors and matrices <ul style="list-style-type: none"> ● Topic 1: Further complex numbers ● Topic 2: Mathematical induction and trigonometric proofs ● Topic 3: Vectors in two and three dimensions ● Topic 4: Vector calculus ● Topic 5: Further matrices. 	Further calculus and statistical inference <ul style="list-style-type: none"> ● Topic 1: Integration techniques ● Topic 2: Applications of integral calculus ● Topic 3: Rates of change and differential equations ● Topic 4: Modelling motion ● Topic 5: Statistical inference.

Examinations will representatively sample subject matter from any three of the five topics within the Unit. Topics not assessed in an examination will be covered in the End of Year exam.

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

Summative assessments

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

Prerequisite Study

It is recommended that students obtain at least a B- by the end of the year in Year 10 Mathematics with optional 10A content.

Essential Mathematics

Applied senior subject

Applied

The major domains of mathematics in Essential Mathematics are Number, Data, Location and time, Measurement and Finance. Teaching and learning builds on the proficiency strands of the P–10 Australian Curriculum. Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations and relations.

They will learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes. Students will benefit from studies in Essential Mathematics because they will develop skills that go beyond the traditional ideas of numeracy. This is achieved through a greater emphasis on estimation, problem-solving and reasoning, which develops students into thinking citizens who interpret and use mathematics to make informed predictions and decisions about personal and financial priorities.

Students will see mathematics as applicable to their employability and lifestyles and develop leadership skills through self-direction and productive engagement in their learning. They will show curiosity and imagination and appreciate the benefits of technology. Students will gain an appreciation that there is rarely one way of doing things and that real-world mathematics requires adaptability and flexibility.

Pathways

Essential Mathematics is an Applied subject suited to students who are interested in pathways beyond Year 12 that lead to tertiary studies, vocational education or work. 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 will learn within a practical context related to general employment and successful participation in society, drawing on the mathematics used by various professional and industry groups.

Objectives

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

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

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

Structure

Assessment

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

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

Summative assessments

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

Prior learning

The following is a non-exhaustive list of assumed knowledge from the P–10 Australian Curriculum that must be learnt or revised and maintained as required:

- recall concepts of number and its operations, percentages, money, rates and ratios
- read and use graphs and scales
- recall concepts of probability, data collection and statistical data representations
- use a scientific calculator and other technology, where appropriate
- substitute numbers into formulas • translate word problems to mathematical form.

English

General senior subject

General

English focuses on the study of both literary 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 interpret and create texts for personal, cultural, social and aesthetic purposes.

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.

Syllabus Objectives

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

- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
- establish and maintain roles of the writer/speaker/designer and relationships with audiences
- create and analyse perspectives and representations of concepts, identities, times and places
- make use of and analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions

- use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts
- select and synthesise subject matter to support perspectives
- organise and sequence subject matter to achieve particular purposes
- use cohesive devices to emphasise ideas and connect parts of texts
- make language choices for particular purposes and contexts
- use grammar and language structures for particular purposes
- use mode-appropriate features to achieve particular purposes.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Perspectives and texts <ul style="list-style-type: none"> ● Examining and creating perspectives in texts ● Responding to a variety of non-literary and literary texts ● Creating responses for public audiences and persuasive texts 	Texts and culture <ul style="list-style-type: none"> ● Examining and shaping representations of culture in texts ● Responding to literary and non-literary texts, including a focus on Australian texts ● Creating imaginative and analytical texts 	Textual connections <ul style="list-style-type: none"> ● Exploring connections between texts ● Examining different perspectives of the same issue in texts and shaping own perspectives ● Creating responses for public audiences and persuasive texts 	Close study of literary texts <ul style="list-style-type: none"> ● Engaging with literary texts from diverse times and places ● Responding to literary texts creatively and critically ● Creating imaginative and analytical texts

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): ● Extended response — persuasive spoken response	25%	Summative internal assessment 3 (IA3): ● Extended response — imaginative written response	25%
Summative internal assessment 2 (IA2): ● Extended response — written response for a public audience	25%	Summative external assessment (EA): ● Examination — analytical written response	25%

Prerequisites

It is recommended that students achieve a C grade or higher in Year 10 English.

Literature

General senior subject

General

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

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

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

Pathways

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

Syllabus Objectives

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

- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
- establish and maintain roles of the writer/speaker/designer and relationships with audiences
- create and analyse perspectives and representations of concepts, identities, times and places
- make use of and analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions
- use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts

- select and synthesise subject matter to support perspectives
- organise and sequence subject matter to achieve particular purposes
- use cohesive devices to emphasise ideas and connect parts of texts
- make language choices for particular purposes and contexts
- use grammar and language structures for particular purposes
- use mode-appropriate features to achieve particular purposes.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Introduction to literary studies <ul style="list-style-type: none"> ● Ways literary texts are received and responded to ● How textual choices affect readers ● Creating analytical and imaginative texts 	Intertextuality <ul style="list-style-type: none"> ● Students study texts that are closely related in terms of genre, concepts and/or context, or texts that are adaptations of other texts. ● Students engage with critical readings and imaginative adaptations of literary texts to enhance and develop their own interpretations and responses. 	Literature and identity <ul style="list-style-type: none"> ● Relationship between language, culture and identity in literary texts ● Power of language to represent ideas, events and people ● Creating analytical and imaginative texts 	Independent explorations <ul style="list-style-type: none"> ● Dynamic nature of literary interpretation ● Close examination of style, structure and subject matter ● Creating analytical and imaginative texts

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): ● Examination — extended response	25%	Summative internal assessment 3 (IA3): ● Extended response — imaginative written response	25%
Summative internal assessment 2 (IA2): ● Extended response — imaginative response (Spoken)	25%	Summative external assessment (EA): ● Examination — analytical written response	25%

Prerequisites

It is recommended that students receive a B grade or higher in Year 10 English.

English & Literature Extension (Year 12 Option Only)

General senior subject

General

English & Literature Extension is an extension of both the English (2025) and the Literature (2025) syllabuses and therefore offers more challenge than other English courses as it builds on the study students have already undertaken.

English & Literature Extension provides a theorised study of literature, to understand themselves and the potential of literature to expand the scope of their experiences. They ask critical questions about cultural assumptions, implicit values and differing world views encountered in an exploration of social, cultural and textual understandings about literary texts and the ways they might be interpreted and valued.

Students apply different theoretical approaches to analyse and evaluate a variety of literary texts and different ways readers might interpret these texts. They synthesise different interpretations and relevant theoretical approaches to produce written and spoken/signed extended analytical and evaluative texts. The nature of the learning in this subject provides opportunities for students to work independently on intellectually challenging tasks.

Pathways

A course of study in English & Literature Extension can establish a basis for further education and employment in a range of fields, and can lead to a range of careers in areas where understanding social, cultural and textual influences on ways of viewing the world is a key element, such as law, journalism, media, arts, curating, education, policy and human resources. It also provides a good introduction to the academic disciplines and fields of study that involve the application of methodologies based on theoretical understandings.

Objectives

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

- demonstrate understanding of literary texts studied to develop interpretation/s
- demonstrate understanding of different theoretical approaches to exploring meaning in texts
- demonstrate understanding of the relationships among theoretical approaches
- apply different theoretical approaches to literary texts to develop and examine interpretations
- analyse how different genres, structures and textual features of literary texts support different interpretations
- use appropriate patterns and conventions of academic genres and communication, including correct terminology, citation and referencing conventions

- use textual features in extended analytical responses to create desired effects for specific audiences
- evaluate theoretical approaches used to explore different interpretations of literary texts
- evaluate interpretations of literary texts, making explicit the theoretical approaches that underpin them
- synthesise analysis of literary texts, theoretical approaches and interpretations with supporting evidence

Structure

To study English & Literature Extension, students should have completed Units 1 and 2 of either English or Literature. In Year 12, students undertake Units 3 and 4 of English & Literature Extension concurrently with, or after, Units 3 and 4 of English and/or Units 3 and 4 of Literature.

Unit 3	Unit 4
Ways of reading <ul style="list-style-type: none"> • Readings and defences • Complex transformation and defence 	Exploration and evaluation <ul style="list-style-type: none"> • Extended academic research paper • Application of theory

Assessment

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	20%	Summative internal assessment 3 (IA3):	35%
<ul style="list-style-type: none"> • Extended response — reading and defence 		<ul style="list-style-type: none"> • Extended response — academic research paper 	
Summative internal assessment 2 (IA2):	20%	Summative external assessment (EA):	25%
<ul style="list-style-type: none"> • Extended response — defence of a complex transformation 		<ul style="list-style-type: none"> • Examination — extended response 	

Prerequisites

Prerequisites include an A or B in English or Literature. Students will continue their study of English/Literature.

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 every day, 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.

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

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
- 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 the register informed by purpose, audience and context.
- Use mode-appropriate language features to achieve particular purposes across modes.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Language that works <ul style="list-style-type: none"> ● Responding to a variety of texts used in and developed for a work context ● Creating multimodal and written texts 	Texts and human experiences <ul style="list-style-type: none"> ● Responding to reflective and nonfiction texts that explore human experiences ● Creating spoken and written texts 	Language that influences <ul style="list-style-type: none"> ● Creating and shaping perspectives on community, local and global issues in texts ● Responding to texts that seek to influence audiences 	Representations and popular culture texts <ul style="list-style-type: none"> ● Responding to popular culture texts ● Creating representations of Australian identifies, places, events and concepts

Assessment

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

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

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> ● Spoken response 	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> ● Extended response - Multimodal response
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> ● Common internal assessment (CIA) 	Summative internal assessment (IA4): <ul style="list-style-type: none"> ● Extended response - Written response

Accounting

General senior subject

General

Accounting provides opportunities for students to develop an understanding of the essential role of organising, analysing and communicating financial data and information in the successful performance of any organisation.

Students learn fundamental accounting concepts in order to understand accrual accounting and managerial and accounting controls, preparing internal financial reports, ratio analysis and interpretation of internal and external financial reports. They synthesise financial data and other information, evaluate accounting practices, solve authentic accounting problems, make decisions and communicate recommendations.

Students develop numerical, literacy, technical, financial, critical thinking, decision-making and problem-solving skills. They develop an understanding of the ethical attitudes and values required to participate effectively and responsibly in a changing business environment.

Pathways

A course of study in Accounting can establish a basis for further education and employment in the fields of accounting, business, management, banking, finance, law, economics and commerce. The following courses could be studied at University:

Accounting, Economics, Financial Management, Human Resource Management, International Business, Management, Marketing, Sports and Events Management, Tourism Management, Business Law, Communication Design, Public Relations Managements, Business Informatics.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Real world accounting <ul style="list-style-type: none"> Accounting for a service business - cash, accounts receivable, accounts payable and no GST End-of-month reporting for a service business 	Management effectiveness <ul style="list-style-type: none"> Accounting for a trading GST business End-of-year reporting for a trading GST business 	Monitoring a business <ul style="list-style-type: none"> Managing resources for a trading GST business - non-current assets Fully classified financial statement reporting for a trading GST business 	Accounting - the big picture <ul style="list-style-type: none"> Cash management Complete accounting process for a trading GST business Performance analysis of a listed public company

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): ● Examination - combination response	25%	Summative internal assessment 3 (IA3): ● Project - cash management	25%
Summative internal assessment 2 (IA2): ● Examination - short response	25%	Summative external assessment (EA): ● Examination - short response	25%

Prerequisites

Prerequisites include **at least** a C in Maths and English. A willingness to read widely, interpret text and clear written expression would be an advantage.

Ancient History

General senior subject

General

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

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

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

Pathways

A course of study in Ancient History can establish a basis for further education and employment in the fields of archaeology, history, education, psychology, sociology, law, business, economics, politics, journalism, the media, health and social sciences, writing, academia and research. The attributes and skills developed through the study of Ancient History are valuable to anyone wishing to study towards professions that are people-centred, that require effective and confident written and spoken communication, and in which the ability to critically think through issues is required - law, arts, education, economics, government and the public services, personnel management, behavioural sciences, tourism, public relations, journalism, librarianship and research.

Objectives

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

- comprehend terms, issues and concepts
- devise historical questions and conduct research
- analyse historical sources and evidence
- synthesise information from historical sources and evidence
- evaluate historical interpretations
- create responses that communicate meaning

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Investigating the ancient world <ul style="list-style-type: none"> ● Digging up the past ● Ancient societies - The Vikings 	Personalities in their time <ul style="list-style-type: none"> ● Hatshepsut ● Agrippina the Younger 	Reconstructing the ancient world <ul style="list-style-type: none"> ● The Medieval Crusades ● Early Imperial Rome 	People, power and authority <ul style="list-style-type: none"> ● Ancient Greece - the Peloponnesian War ● QCAA will nominate one topic that will be the basis for an external examination - currently Julius Caesar

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 - essay in response to historical sources	25%	Summative internal assessment 3 (IA3): ● Investigation - historical essay based on research	25%
Summative internal assessment 2 (IA2): ● Independent source investigation	25%	Summative external assessment (EA): ● Examination - short responses to historical sources	25%

Prerequisites

Prerequisites include **at least** a C in English and Humanities, and a willingness to read, interpret and analyse a broad range of texts. Clear written expression is also an advantage.

Business

General senior subject

General

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

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

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

Pathways

A course of study in Business can establish a basis for further education and employment in the fields of business management, business development, entrepreneurship, business analytics, economics, business law, accounting and finance, international business, marketing, human resources management and business information systems. This subject may lead to employment in such areas as business administration, events administration and workplace health and safety or may lead to tertiary study in the fields of business, business management, accounting, events managements, tourism and human resources. This subject will be beneficial in all careers as it provides the student with a multitude of skills which are used in all career areas

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

Prerequisites

Prerequisites include **at least** a C in English. A willingness to read widely, interpret text and clear written expression would be an advantage.

Geography

General senior subject

General

Geography focuses on the significance of 'place' and 'space' in understanding our world. Students engage in a range of learning experiences that develop their geographical skills and thinking through the exploration of geographical challenges and their effects on people, places and the environment.

Students investigate places in Australia and across the globe to observe and measure spatial, environmental, economic, political, social and cultural factors. They interpret global concerns and challenges including responding to risk in hazard zones, planning sustainable places, managing land cover transformations and planning for population change. They develop an understanding of the complexities involved in sustainable planning and management practices.

Students observe, gather, organise, analyse and present data and information across a range of scales. They engage in real-world applications of geographical skills and thinking, including the collection and representation of data.

Pathways

A course of study in Geography can establish a basis for further education and employment in the fields of urban and environmental design, planning and management; biological and environmental science; conservation and land management; emergency response and hazard management; oceanography, surveying, global security, economics, business, law, engineering, architecture, information technology, and science.

Objectives

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

- explain geographical processes
- comprehend geographic patterns
- analyse geographical data and information
- apply geographical understanding
- synthesise information from the analysis to propose action
- communicate geographical understanding

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Responding to risk and vulnerability in hazard zones <ul style="list-style-type: none"> Natural hazard zones Ecological hazard zones 	Planning sustainable places <ul style="list-style-type: none"> Responding to challenges facing a place in Australia Managing the challenges facing a megacity 	Responding to land cover transformations <ul style="list-style-type: none"> Land cover transformations and climate change Responding to local land cover transformations 	Managing population change <ul style="list-style-type: none"> Population challenges in Australia Global population change

Assessment

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

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

Summative assessments

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

Prerequisites

Prerequisites include **at least** a C in English, Maths (General) and Humanities, and a willingness to read, interpret and analyse a broad range of texts.

Legal Studies

General senior subject

General

Legal Studies focuses on the interaction between society and the discipline of law and explores the role and development of law in response to current issues. Students study the legal system and how it regulates activities and aims to protect the rights of individuals, while balancing these with obligations and responsibilities.

Students study the foundations of law, the criminal justice process and the civil justice system. They critically examine issues of governance, explore contemporary issues of law reform and change, and consider Australian and international human rights issues.

Students develop skills of inquiry, critical thinking, problem-solving and reasoning to make informed and ethical decisions and recommendations. They identify and describe legal issues, explore information and data, analyse, evaluate to make decisions or propose recommendations, and create responses that convey legal meaning. They question, explore and discuss tensions between changing social values, justice and equitable outcomes.

Pathways

A course of study in Legal Studies can establish a basis for further education and employment in the fields of law, law enforcement, criminology, justice studies and politics. The knowledge, skills and attitudes students gain are transferable to all discipline areas and post-schooling tertiary pathways. The research and analytical skills this course develop are universally valued in business, health, science and engineering industries. It is not the principal intention of Legal Studies to prepare students for a career in law. However, this subject will provide grounding in the basics of law directly related to a career in the legal field such as solicitor, barrister, public prosecutor or legal practitioner in local, state or federal government departments.

Objectives

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

- comprehend legal concepts, principles and processes
- select legal information from sources
- analyse legal issues
- evaluate legal situations
- create responses that communicate meaning

Structure

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

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): ● Examination - combination response	25%	Summative internal assessment 3 (IA3): ● Investigation - argumentative essay	25%
Summative internal assessment 2 (IA2): ● Investigation - inquiry report	25%	Summative external assessment (EA): ● Examination - combination response	25%

Prerequisites

Prerequisites include **at least** a C in English and Humanities, and a willingness to read, interpret and analyse a broad range of texts. Clear written expression is also an advantage.

Modern History

General senior subject

General

History provides opportunities for students to gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World and to think historically and form a historical consciousness in relation to these same forces.

Modern History enables students to empathise with others and make meaningful connections between the past, present and possible futures.

Students learn that the past is contestable and tentative. Through inquiry into ideas, movements, national experiences and international experiences they discover how the past consists of various perspectives and interpretations.

Students gain a range of transferable skills that will help them become empathetic and critically literate citizens who are equipped to embrace a multicultural, pluralistic, inclusive, democratic, compassionate and sustainable future.

Pathways

A course of study in Modern History can establish a basis for further education and employment in the fields of history, education, psychology, sociology, law, business, economics, politics, journalism, the media, writing, academia and strategic analysis. The attributes and skills developed through the study of Modern History are valuable to anyone wishing to study towards professions that are people-centred, that require effective and confident written and spoken communication, and in which the ability to critically think through issues is required - law, arts, education, economics, government and the public services, personnel management, behavioural sciences, tourism, public relations, journalism, librarianship and research.

Objectives

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

- comprehend terms, issues and concepts
- devise historical questions and conduct research
- analyse historical sources and evidence
- synthesise information from historical sources and evidence
- evaluate historical interpretations
- create responses that communicate meaning

Structure

NB: Students who enrol in Modern History will be surveyed to determine their choice of topics. Below is indicative only.

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the modern world <ul style="list-style-type: none"> ● Australian Frontier Wars, 1788–1930s ● Russian Revolution, 1905–1920s ● Alternative topic for Unit 1 	Movements in the modern world <ul style="list-style-type: none"> ● Women's movement since 1893 ● Anti-apartheid movement in South Africa, 1948–1991 ● Alternative topic for Unit 2 	National experiences in the modern world <ul style="list-style-type: none"> ● Germany, 1914–1945 ● Soviet Union, 1924–1942 ● China, 1931–1976 	International experiences in the modern world <ul style="list-style-type: none"> ● Cultural globalisation since 1956 ● Terrorism, 1984–present ● Cold War and its aftermath <i>EA topic mandated by QCAA</i>

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 - essay in response to historical sources	25%	Summative internal assessment 3 (IA3): ● Investigation - historical essay based on research	25%
Summative internal assessment 2 (IA2): ● Independent source investigation	25%	Summative external assessment (EA): ● Examination - short responses to historical sources	25%

Prerequisites

Prerequisites include **at least** a C in English and Humanities, and a willingness to read, interpret and analyse a broad range of texts. Clear written expression is also an advantage.

Certificate III in Business (BSB30120)

Vocational Education and Training Course

VET

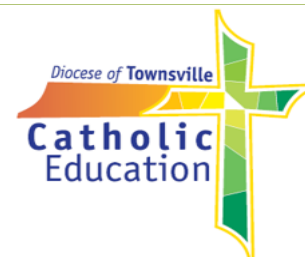
VOCATIONAL EDUCATION

AND

TRAINING

Registered Training Organisation 31195

07 4773 0900 | enquiries.rto@tsv.catholic.edu.au



Qualification Code and Title	BSB30120 Certificate III in Business
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Registered Training Organisation & RTO Code	This qualification will be delivered at St Margaret Mary's College on behalf of registered training organisation - Townsville Catholic Education - RTO: 31195. See https://bit.ly/3aQRfm7
Subject Type	Vocational Education and Training
Course Delivery Mode and Location	The training and assessment of this qualification will be face-to-face and will take place at your school.
Course Length and Commencement Date	The course will commence at the beginning of the school year. The course duration is up to two school years.
Why study the qualification	<p>This course offers you an introduction to business and develops your skills and knowledge to prepare you for employment in an office or business environment.</p> <p>You will gain an understanding of workplace culture and practices in business environments and develop practical skills and knowledge.</p>
Entry Requirements and pre-requisites	There are no entry requirements or pre-requisites. Students must commence this course at the beginning of Year 11. Students may be required to complete a language, literacy and numeracy test prior to enrolment.
Course Structure	Students must successfully complete all units of competency (core and elective units) listed below to achieve the qualification:

	<p>Core Units BSBCRT311 Apply critical thinking skills in a team environment BSBPEF201 Support personal wellbeing in the workplace BSBSUS211 Participate in sustainable work practices BSBTWK301 Use inclusive work practices BSBWHS311 Assist with maintaining workplace safety BSBXC301 Engage in workplace communication</p>	<p>Elective Units BSBTEC202 Use digital technologies to communicate in a work environment BSBTEC301 Design and produce business documents BSBTEC302 Design and produce spreadsheets BSBTEC303 Create electronic presentations BSBWRT311 Write simple documents BSBOPS304 Deliver and monitor a service to customers BSBPEF301 Organise personal work priorities</p>
Learning and Assessment	<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"> • Written tasks • Observations - practical skills • Projects and portfolios • Oral questioning 	
Work Placement	<p>This qualification does not have mandatory work placement.</p>	
Materials and Equipment Requirements	<p>Materials, equipment and resources required for completion of the qualification will be provided by the school.</p>	
Credit Transfer	<p>Townsville Catholic Education will recognise AQF Qualifications and Statements of Attainment issued by other Registered Training Organisations</p>	
Pathways	<p>Completion of this qualification will provide students with skills and knowledge to apply for entry-level positions in businesses and other organisations. Students can also complete additional VET or university study to advance themselves further in this area.</p> <p>James Cook University will accept this course for direct entry into the Bachelor of Business and Bachelor of Commerce providing that any prerequisite subject requirements have been met. See https://www.jcu.edu.au/pathways-to-university/vettafe</p>	
Cost	<p>Students and parents are not required to pay a fee to complete this qualification.</p> <p>All learning resources are provided by the school at no additional cost to ordinary school fees.</p>	
Program Disclosure Statement (PDS)	<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. To access the aforementioned PDS, visit: https://bit.ly/3aQRfm7</p>	

The information contained in this document is correct at date of publication: 12/05/2026

Design

General senior subject

General

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

Students learn how design has influenced the economic, social and cultural environment in which they live. They understand the agency of humans in conceiving and imagining possible futures through design. Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders. They learn the value of creativity and build resilience as they experience iterative design processes, where the best ideas may be the result of trial and error and a willingness to take risks and experiment with alternatives.

Students learn about and experience design through exploring needs, wants and opportunities; developing ideas and design concepts; using sketching and low-fidelity prototyping skills; and evaluating ideas. They communicate design proposals to suit different audiences.

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Stakeholder-centred Design <ul style="list-style-type: none"> ● Designing for others 	Commercial design influences <ul style="list-style-type: none"> ● Explore -client needs and wants ● Develop - collaborative design ● Responding to needs and wants 	Human-centred design <ul style="list-style-type: none"> ● Designing with empathy 	Sustainable design influences <ul style="list-style-type: none"> ● Explore - sustainable design opportunities ● Develop - redesign ● Responding to opportunities

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): ● Examination - design challenge	20%	Summative internal assessment 3 (IA3): ● Project	25%
Summative internal assessment 2 (IA2): ● Project	30%	Summative external assessment (EA): ● Examination - Extended Response	25%

Prerequisite Study

Prerequisites include at least a C in English. It is recommended, but not mandatory, that students study Design Technologies in Years 9 and/or 10.

Food & Nutrition

General senior subject

General

Food & Nutrition is the study of food in the context of food science, nutrition and food technologies, in conjunction with study of the food system.

Students explore the chemical and functional properties of nutrients to create food solutions that maintain the beneficial nutritive values. This knowledge is fundamental for continued development of a safe and sustainable food system that can produce high quality, nutritious solutions with an extended shelf life. Their studies of the food system include the sectors of production, processing, distribution, consumption, research and development and the overarching principles of waste management, sustainability and food protection that have an impact on all sectors of the food system.

Students actively engage in a food and nutrition problem-solving process to create food solutions that contribute positively to preferred personal, social, ethical, economic, environmental, legal, sustainable and technological futures.

Using a problem-based learning approach, students learn to apply their food science, nutrition and technologies knowledge to solve real-world food and nutrition problems. Students will integrate and use new and existing knowledge to make decisions and solve problems through investigation, experimentation and analysis.

Food & Nutrition is inclusive of students' needs, interests and aspirations. It challenges students to think about, respond to, and create solutions for contemporary problems in food and nutrition.

Pathways

A course of study in Food & Nutrition can establish a basis for further education and employment in the fields of science, technology, engineering and health.

Objectives

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

- recognise and describe food and nutrition facts and principles
- explain food and nutrition ideas and problems
- analyse problems, information and data
- determine solution requirements and criteria
- synthesise information and data
- generate solutions to provide data to determine the feasibility of the solution
- evaluate and refine ideas and solutions to make justified recommendations for enhancement

- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Food science of vitamins, minerals and protein <ul style="list-style-type: none"> • Introduction to the food system • Vitamins and minerals • Protein • Developing food solutions. 	Food drivers and emerging trends <ul style="list-style-type: none"> • Consumer food drivers • Sensory profiling • Labelling and food safety • Food formulation for consumers. 	Food science of carbohydrate and fat <ul style="list-style-type: none"> • The food system • Carbohydrate • Fat • Developing food solutions. 	Food solution development for nutrition consumer markets <ul style="list-style-type: none"> • Formulation and reformulation for nutrition consumer markets • Nutrition consumer markets.

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	25%	Summative internal assessment 3 (IA3): • Food and Nutrition Solution - folio	25%
Summative internal assessment 2 (IA2): • Food and Nutrition Solution - folio	25%	Summative external assessment (EA): • Examination	25%

Prerequisites

Prerequisites include at least a C in English. It is recommended, but not mandatory, that students study Food Technologies in Years 9 and/or 10.

Fashion

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. Advances in technology have enabled more efficient textile manufacture and garment production, and together with media and digital technologies, have made fashion a dynamic global industry that supports a wide variety of vocations, including fashion design, production, merchandising and sales.

Fashion is a significant part of life — every day, people make choices about clothing and accessories. Identity often shapes and is shaped by fashion choices, which range from purely practical to the highly aesthetic and esoteric.

In Fashion, students learn to appreciate the design aesthetics of others while developing their own personal style and aesthetic. They explore contemporary fashion culture; learn to identify, understand and interpret fashion trends; and examine how the needs of different markets are met. Students use their imagination to create, innovate and express themselves and their ideas. They design and produce fashion products in response to briefs in a range of fashion contexts.

Students learn about practices and production processes in fashion industry contexts. Practices are used by fashion businesses to manage the production of products. Production processes combine the production skills and procedures required to produce products. 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, where possible, collaborative learning experiences, students learn to meet client expectations of quality and cost.

Applied learning in fashion tasks supports student development of transferable 21st century, literacy and numeracy skills relevant to domestic fashion industries and future employment opportunities. Students learn to recognise and apply practices; interpret briefs; demonstrate and apply safe practical production processes using relevant equipment; communicate using oral, written and spoken modes; and organise, plan, evaluate and adapt production processes and the products they produce. The majority of learning is done through production 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 Fashion can establish a basis for further education and employment in the fields of design, personal styling, costume design, production manufacture, merchandising, and retail.

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 procedure

Structure

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

Assessment

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

Technique	Description	Response requirements
Project	Students design and produce fashion garment/s, drawings, collections or items.	Fashion product Product: fashion garment/s Planning and evaluation Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
Practical Demonstration	Students create/design and/or produce an outfit, garments, campaigns or extension lines.	Fashion product Product: presentation board and drawings Planning and evaluation Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Prerequisites

It is recommended that, but not mandatory, that students study Textiles in Years 9 and/or 10. To be successful in this subject, you must be interested and show a willingness to learn textile skills and the processes required to plan, generate and produce fashion items and design folios.

Other Considerations

The school provides resources and items required for practical classes. As part of your Fashion course, the school will also provide a visual diary, fabrics and patterns in each unit.

Tutorials may be offered to assist you with investigations, creating your own fashion designs and design folios.

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 many fields, especially the fields of hospitality, food and beverage services and commercial cookery or culinary arts.

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
Unit option E	Formal Dining
Unit option F	Guest Services

Assessment

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

Technique	Description	Response requirements
Practical Demonstration	Students produce and present a menu item related to culinary trends in response to a brief.	Practical Demonstration: menu item Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 Pages, or equivalent digital media
Project	Students plan and deliver an event incorporating culinary trends in response to a brief.	Project: delivery of event Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Information & Communication Technology (ICT)

Applied Subject

Applied

Technologies are an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. In an increasingly technological and complex world, it is important to develop the knowledge, understanding and skills associated with information technology to support a growing need for digital literacy and specialist information and communication technology skills in the workforce. Across business, industry, government, education and leisure sectors, rapidly changing industry practices and processes create corresponding vocational opportunities in Australia and around the world.

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

Applied learning supports students' development of transferable 21st century literacy and numeracy skills relevant to information and communication technology sectors and future employment opportunities. Students learn to interpret client briefs and technical information and select and demonstrate skills using hardware and software to develop ICT products. The majority of learning is done through prototyping tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

Pathways

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

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 C	Audio and video production
Unit option D	Layout and publishing
Unit option E	Digital imaging and modelling
Unit option F	Web development

Assessment

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

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

Certificate II Hospitality (SIT20322)

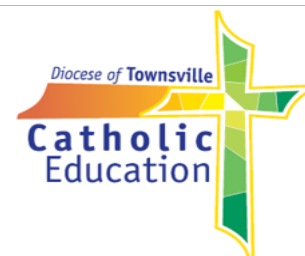
Vocational Education & Training Subject

VET

VOCATIONAL EDUCATION
AND **TRAINING**

Registered Training Organisation 31195

07 4773 0900 | enquiries.rto@tsv.catholic.edu.au



Qualification Code and Title	SIT20322 Certificate II in Hospitality	
Registered Training Organisation & RTO Code	This qualification will be delivered at St Margaret Mary's on behalf of registered training organisation - Townsville Catholic Education - RTO: 31195. See https://bit.ly/3aQRfm7	
Subject Type	Vocational Education and Training	
Course Delivery Mode and Location	The training and assessment of this qualification will be face-to-face and will take place at your school	
Course Length and Commencement Date	The course will commence at the beginning of the school year. The course duration is up to two school years.	
Why study the qualification	This course offers you an introduction to hospitality and develops your skills and knowledge, preparing you for your start in the industry. Learn the basic cookery and food and beverage skills to work effectively and safely, discover how to interact with customers, increase your hospitality knowledge and skills and boost your cultural awareness.	
Entry Requirements and pre-requisites	There are no entry requirements or pre-requisites. Students must commence this course at the beginning of Year 11. Students may be required to complete a language, literacy and numeracy test prior to enrolment.	
Course Structure	Students must successfully complete all units of competency (core and elective units) listed below to achieve the qualification. Electives may vary:	
	<p><u>Core Units</u></p> <p>BSBTWK201 Work effectively with others</p> <p>SITHIND006 Source and use information on the hospitality industry</p> <p>SITHIND007 Use hospitality skills effectively</p>	<p><u>Elective Units</u></p> <p>SITXFSA005 Use hygienic practices for food safety</p> <p>SITHFAB024 Prepare and serve non-alcoholic beverages</p> <p>SITHFAB025 Prepare and serve espresso coffee</p> <p>SITHCCC023 Use food preparation equipment</p>

	SITXCCS011 Interact with customers SITXCOM007 Show social and cultural sensitivity SITXWHS005 Participate in safe work practices	SITHCCC024 Prepare and present simple dishes SITHCCC025 Prepare and present sandwiches
Learning and Assessment	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"> • Written tasks • Observations - practical skills, practical tests, functions • Oral questioning • Industry placement, third party report and log 	
Work Placement	In order to meet the requirements of the core unit <i>SITHIND007 Use Hospitality Skills Effectively</i> , it is mandatory for students to complete twelve (12) service periods in the Hospitality Industry. Some service periods may be completed at school in a simulated hospitality environment. Hospitality industry environments will need to be approved by the school and /or RTO. Fast food outlets do not meet this requirement. Students will be required to source placements themselves and have approved by their teacher prior to placement.	
Special requirements	As part of the practical assessment requirements, students will be required to participate in functions and events inside and outside of school hours.	
Materials and Equipment Requirements	Materials, equipment and resources required for completion of the qualification will be provided by the school.	
Credit Transfer	Townsville Catholic Education will recognise AQF Qualifications and Statements of Attainment issued by other Registered Training Organisations	
Pathways	Completion of this qualification will provide students with skills and knowledge to apply for entry-level positions in the Hospitality Industry which include hotels, resorts, restaurants, pubs, cruise ships and airlines. Students can also complete additional VET or university study to advance themselves further in the Hospitality Industry.	
Cost	Students and parents are not required to pay a fee to complete this qualification. All learning resources are provided by the school at no additional cost to ordinary school fees.	

Program Disclosure Statement (PDS)	This document must be read in conjunction with the TCE RTO Program Disclosure Statement (PDS). The PDS outlines the services and training products that the TCE RTO provides, as well as those carried out by the school. To access the aforementioned PDS, visit: https://bit.ly/3aQRfm7
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The information contained in this document is correct at date of publication: 12/05/2026

Health

General senior subject

General

Health provides students with a contextualised strengths-based inquiry of the various determinants that create and promote lifelong health, learning and active citizenship. Drawing from the health, behavioural, social and physical sciences, the Health syllabus offers students an action, advocacy and evaluation-oriented curriculum.

Health uses an inquiry approach informed by the critical analysis of health information to investigate sustainable health change at personal, peer, family and community levels.

Students define and understand broad health topics, which they reframe into specific contextualised health issues for further investigation.

Students plan, implement, evaluate and reflect on action strategies that mediate, enable and advocate change through health promotion.

Pathways

A course of study in Health can establish a basis for further education and employment in the fields of health science, public health, health education, allied health, nursing and medical professions.

Objectives

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

- recognise and describe information about health-related topics and issues
- comprehend and use health inquiry model
- analyse and interpret information to draw conclusions about health-related topics and issues
- critique information to distinguish determinants that influence health status
- investigate and synthesise information to develop action strategies
- evaluate and reflect on implemented action strategies to justify recommendations that mediate, advocate and enable health promotion
- organise information for particular purposes
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Resilience as a personal health resource	Peers and family as resources for healthy living <ul style="list-style-type: none"> ● Alcohol (elective) ● Body image (elective) 	Community as a resource for healthy living <ul style="list-style-type: none"> ● Homelessness (elective) ● Transport safety (elective) ● Anxiety (elective) 	Respectful relationships in the post-schooling transition

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): ● Investigation - action research	25%	Summative internal assessment 3 (IA3): ● Investigation - analytical exposition	25%
Summative internal assessment 2 (IA2): ● Examination - extended response	25%	Summative external assessment (EA): ● Examination	25%

Prerequisites

Due to the extensive research required and extended writing involved in Health, it is recommended that students choosing this subject have achieved at a level C or better in Year 10 English.

Physical Education

General senior subject

General

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • 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%

Prerequisites

While there are no formal Prerequisites for Physical Education, it is recommended that students complete the Year 10 Physical Education elective at St Margaret Mary's College. Students should also attain a high-level C in English.

Other Considerations

Students should be aware that, while a substantial amount of time is spent doing practical activities in Physical Education, the assessment is heavily focussed on the theory component of their studies.

Sport & Recreation

Applied senior subject

Applied

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.

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 and Recreation consist of Four QCAA developed units from which the school selects to develop the course of study. Topics include:

- Officiating and coaching
- Fitness for sport and recreation
- Aquatic recreation
- Event management


Assessment

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

Certificate III Health Services Assistance (HLT33115)

(including HLT23221 Certificate II in Health Support Services)
Vocational Education & Training Course

VET

<p>Delivered in Partnership with Connect 'n' Grow® RTO number: 40518</p>																													
<p>HLT33115 Certificate III in Health Services Assistance (including HLT23221 Certificate II in Health Support Services)</p>																													
<p>Qualification description Health and community services training is linked to the largest growth industry in Australia, estimated to grow by 20% over the next five years. These programs combine to provide students with entry level skills necessary for a career in the health sector and also provide a pathway to pursue further study. Skills acquired in this course include first aid, effective communication, workplace health and safety, infection control, understanding common medical terminology, conducting health checks, recognising healthy body systems and working with diverse people. Refer to training.gov.au for specific information about the qualification.</p>		<p>Delivery modes A range of delivery modes will be used during the teaching and learning of this qualification. These include:</p> <ul style="list-style-type: none"> • face-to-face training • practicals and scenarios • online learning 																											
<p>Entry requirements There are no entry requirements to commence the first year of this qualification; however successful completion of the Certificate II in Health Support Services is required to continue into the Certificate III coursework. International students may be able to enrol depending on their visa and/or the school's CRICOS registration. Contact the VET Coordinator for more information.</p>		<p>Fees The cost of this course is \$1198 and is correct at the time of printing. Students may be able to access funding to help subsidise the cost of their training. Contact the VET Coordinator or Connect 'n' Grow® to explore potential options.</p>																											
<p>Duration and location This is a two-year course delivered on site to senior school students and in partnership with Connect 'n' Grow®.</p>		<p>QCE Credits Maximum 8 (up to 4 QCE Credits for completion of the Certificate II and up to a further 4 QCE credits for completion of the Certificate III).</p>																											
<p>Course units Year 1 (Certificate II units)</p> <table border="1"> <thead> <tr> <th>Unit code</th> <th>Title</th> </tr> </thead> <tbody> <tr> <td>CHCCOM005</td> <td>Communicate and work in health or community services *</td> </tr> <tr> <td>HLTWHS001</td> <td>Participate in workplace health and safety *</td> </tr> <tr> <td>CHCDIV001</td> <td>Work with diverse people *</td> </tr> <tr> <td>HLTINF006</td> <td>Apply basic principles and practices of infection prevention and control *</td> </tr> <tr> <td>CHCCCS010</td> <td>Maintain a high standard of Service *</td> </tr> <tr> <td>HLTHSS011</td> <td>Maintain stock inventory</td> </tr> <tr> <td>BSBPEF202B</td> <td>Plan and apply time management</td> </tr> <tr> <td>BSBINS201</td> <td>Process and maintain workplace information</td> </tr> <tr> <td>HLTHSS009</td> <td>Perform general cleaning tasks in a clinical setting</td> </tr> <tr> <td>HLTWHS005</td> <td>Conduct manual tasks safely</td> </tr> <tr> <td>BSBOPS203</td> <td>Deliver a service to customers</td> </tr> <tr> <td>CHCPRP005</td> <td>Engage with health professionals and the health system *</td> </tr> </tbody> </table> <p>*units Credit Transferred from Cert II into the Cert III</p>				Unit code	Title	CHCCOM005	Communicate and work in health or community services *	HLTWHS001	Participate in workplace health and safety *	CHCDIV001	Work with diverse people *	HLTINF006	Apply basic principles and practices of infection prevention and control *	CHCCCS010	Maintain a high standard of Service *	HLTHSS011	Maintain stock inventory	BSBPEF202B	Plan and apply time management	BSBINS201	Process and maintain workplace information	HLTHSS009	Perform general cleaning tasks in a clinical setting	HLTWHS005	Conduct manual tasks safely	BSBOPS203	Deliver a service to customers	CHCPRP005	Engage with health professionals and the health system *
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Unit code	Title																												
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CHCINM002	Meet community information needs																												
CHCCCS009	Facilitate responsible behaviour																												
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety																												
		<p>Work experience Students are highly encouraged to complete a minimum of 20 hours work experience in a health or community service facility to strengthen their skills, knowledge and employability. Connect 'n' Grow® considers industry experience to be a very important inclusion of the Certificate III qualifications.</p>																											
		<p>Pathways Potential options may include:</p> <ul style="list-style-type: none"> • Various Certificate IV qualifications • Diploma of Nursing • Bachelor Degrees (B.Nursing) • entry level employment within the health industry. 																											
		<p>Obligation Students will be provided with every opportunity to complete this qualification. Employment is not guaranteed upon completion. Students deemed competent in all units of competency will be awarded the qualification and a record of results by Connect 'n' Grow®. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.</p>																											

Assessment

Competency-based assessment for the units means that once the students can demonstrate they can do all of the tasks required in a unit of competency, they will be given credit for that unit of competency.

Homework

Students must be prepared to do homework for this subject. All course materials and assessment competencies are offered online and accessible at school and from home.

Prerequisites

A Sound Level of Achievement or greater in Year 10 English and Mathematics is strongly recommended. Students must be prepared to participate enthusiastically in a range of health industry-based activities and training sessions.

Certificate III in Fitness (SIS30321)

(including optional SIS20115 Certificate II in Sport and Recreation)

Vocational Education & Training Course

VET

Binnacle Training 2027 Course Snapshot

2027 EDITION

SIS30321 CERTIFICATE III IN FITNESS + SIS20122 CERTIFICATE II IN SPORT AND RECREATION

Binnacle Training (RTO Code 31319)

HOW DOES IT WORK

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).

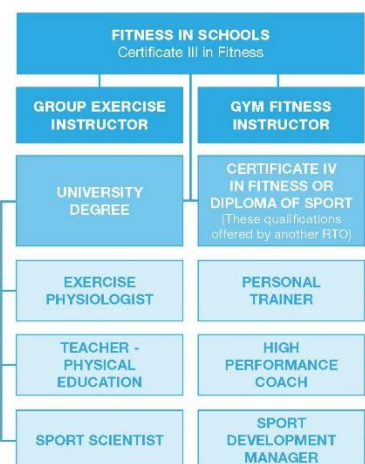
Students facilitate programs within their school community including:

- › 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

WHAT DO STUDENTS ACHIEVE?

- › SIS30321 Certificate III in Fitness (max. 8 QCE Credits)
- › Entry qualification: SIS20122 Certificate II in Sport and Recreation
- › The nationally recognised First Aid competency - HLTAID011 Provide First Aid
- › Community Coaching - Essential Skills Course (non-accredited), issued by [Australian Sports Commission](#)
- › Successful completion of the Certificate III in Fitness may contribute towards a student's Australian Tertiary Admission Rank (ATAR)
- › A range of career pathway options including pathway into SIS40221 Certificate IV in Fitness; or SIS50321 Diploma of Sport - These qualifications offered by another RTO.

CAREER PATHWAYS



SKILLS ACQUIRED

- › 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

FLEXIBLE PROGRAMS

PRACTICAL-BASED LEARNING

RESOURCES PROVIDED



**Binnacle
Training**
RTO CODE 31319



**Skills
Assure**
Proud to be a Queensland Government
subsidised training provider



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admin@binnacletraining.com.au
binnacletraining.com.au



SIS30321 CERTIFICATE III IN FITNESS + SIS20122 CERTIFICATE II IN SPORT AND RECREATION

(or as Standalone Qualification:
SIS30321 Certificate III in Fitness)

Registered Training Organisation:
Binnacle Training (RTO 31319)

Delivery Format:
2-Year Format

Timetable Requirements:
1-Timetabled Line

Units of Competency:
Standalone Qualification -15 Units
Dual Qualification - Additional 4 Units*

Suitable Year Level(s):
Year 11 and 12

Study Mode:
Combination of classroom and project-based learning, online learning (self-study) and practical work-related experience

Cost (Fee-For-Service):
\$495.00 per person (Cert II entry qualification = \$395.00 + Cert III Gap Fee = \$100.00)
(+ First Aid \$75.00)

QCE Outcome:
Maximum 8 QCE Credits

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.

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.

TERM 1	TOPICS
	› Introduction to the Sport, Fitness and Recreation (SFR) Industry
	PROGRAMS
	› Assist with SFR Programs (Supervisor Delivery)

TERM 2	TOPICS
	› Introduction to Community Programs › Introduction to Conditioning Programs
	PROGRAMS
	› Community SFR Program (Student Delivery) › Participate in Conditioning Sessions (Supervisor Delivery)

TERM 3	TOPICS
	› Working in the SFR Industry - WHS and Provide Quality Service › Introduction to Anatomy and Physiology - The Cardiovascular System
	PROGRAMS
	› Plan and Deliver Group Conditioning Sessions › Plan and Deliver a One-on-one Cardio Program

TERM 4	TOPICS
	› Introduction to Anatomy and Physiology - The Musculoskeletal System › First Aid Course: HLTAID011 Provide First Aid
	PROGRAMS
	› Recreational Group Exercise Program

QUALIFICATION SCHEDULED FOR FINALISATION

SIS20122 CERTIFICATE II IN SPORT AND RECREATION

TERM 5	TOPICS
	› Anatomy and Physiology - Body Systems and Exercise › Health and Nutrition Consultations
	PROGRAMS
	› One-on-One Gym Program (Adolescent Client) › Plan and Conduct Sessions (Scenario Clients)

TERM 6	TOPICS
	› Screening and Health Assessments › Specific Population Clients (including Older Adults)
	PROGRAMS
	› Fitness Orientation Program: Client Orientation › Group Training Program: Plan and Instruct a Group Session

TERM 7	TOPICS
	› N/A (Practical Term)
	PROGRAMS
	Group Exercise and Gym-based One-on-One and Group Sessions: › Female and Male Adults aged 18+; and › Older adults aged 55+

UNITS OF COMPETENCY

HLTWHS001	Participate in workplace health and safety	BSBPEF301	Organise personal work priorities
SISXIND011	Maintain sport, fitness and recreation industry knowledge	BSBOPS304	Deliver and monitor a service to customers
BSBSUS211	Participate in sustainable work practices	SISFFIT035	Plan group exercise sessions
BSBPEF202	Plan and apply time management*	SISFFIT036	Instruct group exercise sessions
SISSPAR009	Participate in conditioning for sport*	SISFFIT032	Complete pre-exercise screening and service orientation
SISXCCS004	Provide quality service	SISFFIT033	Complete client fitness assessments
SISXEMR003	Respond to emergency situations	SISFFIT052	Provide healthy eating information
HLTAID011	Provide First Aid	SISFFIT040	Develop and instruct gym-based exercise programs for individual clients
SISOFLD001	Assist in conducting recreation sessions*	SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise
SISXFAC006	Maintain activity equipment*		* For students not enrolled in entry qualification SIS20122 Certificate II in Sport and Recreation - these will be issued as additional bonus units on the Statement of Attainment

Please note this 2027 Course Schedule is current at the time of publishing and should be used as a guide only. This document 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). Access Binnacle's Product Disclosure Statement [here](#).

Pathways

Job outcomes for students with a Certificate III Fitness achievement include Fitness Instructor, Gym Instructor and Group Exercise Instructor. Students can progress onto a Certificate IV Fitness after school and work towards becoming a Personal Trainer.

Assessment

Competency-based assessment for the units means that once the students can demonstrate they can do all of the tasks required in a unit of competency, they will be given credit for that unit of competency.

Homework

Students must be prepared to do homework for this subject. All course materials and assessment competencies are offered online and accessible at school and from home.

Prerequisites

A High Level of Achievement or greater in Year 10 Health and Physical Education is strongly recommended. Students must be prepared to participate enthusiastically in a range of physical fitness activities and training sessions.

Biology

General senior subject

General

Biology provides opportunities for students to engage with living systems.

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

Students learn valuable skills for the scientific investigation of questions. 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. They develop their sense of wonder and curiosity about life; respect for all living things and the environment; understanding of biological systems, concepts, theories and models; appreciation of how biological knowledge has developed over time and continues to develop; a sense of how biological knowledge influences society.

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • 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			

Prerequisites

It is recommended that students who wish to study Biology in Years 11 and 12 have achieved at least a:

- C+ standard in Year 10 Science, and
- C standard in Year 10 English, and
- B standard in Year 10 Preparatory General Maths (or a C standard in Year 10 Preparatory Maths Methods).

Chemistry

General senior subject

General

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

Prerequisites

It is recommended that students who wish to study Chemistry in Years 11 and 12 have achieved at least a:

- B standard in Year 10 Science, and
- C standard in Year 10 Preparatory Maths Methods (or at least a B+ in Year 10 Preparatory General Maths), and
- C standard in Year 10 English

Physics

General senior subject

General

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

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Thermal, nuclear and electrical physics <ul style="list-style-type: none"> • Heating processes • Ionising radiation and nuclear reactions • Electrical circuits 	Linear motion and waves <ul style="list-style-type: none"> • Linear motion and force • Waves 	Gravity and electromagnetism <ul style="list-style-type: none"> • Gravity and motion • Electromagnetism 	Revolutions in modern physics <ul style="list-style-type: none"> • Special relativity • Quantum theory • The Standard Model

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • 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			

Prerequisites

It is recommended that students who wish to study Physics in Years 11 and 12 have achieved at least a:

- B standard in Year 10 Science, and
- B standard in Year 10 Preparatory Maths Methods, (or at least a A- standard in Year 10 Preparatory General Maths), and
- C standard in Year 10 English

Psychology

General senior subject

General

Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions.

Students examine individual development in the form of the role of the brain, cognitive development, human consciousness and sleep. They investigate the concept of intelligence; the process of diagnosis and how to classify psychological disorder and determine an effective treatment; and the contribution of emotion and motivation on individual behaviour. They examine individual thinking and how it is determined by the brain, including perception, memory, and learning. They consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes and cross-cultural psychology.

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Individual development <ul style="list-style-type: none"> • The role of the brain • Cognitive development • Consciousness, attention and sleep 	Individual behaviour <ul style="list-style-type: none"> • Intelligence • Diagnosis • Psychological disorders and treatments • Emotion and motivation 	Individual thinking <ul style="list-style-type: none"> • Brain function • Sensation and perception • Memory • Learning 	The influence of others <ul style="list-style-type: none"> • Social psychology • Interpersonal processes • Attitudes • Cross-cultural psychology

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • 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			

Prerequisites

It is recommended that students who wish to study Psychology in Years 11 and 12 have achieved at least a:

- C+ standard in Year 10 Science, and
- B standard in Year 10 Preparatory General Mathematics (or C in Preparatory Maths Methods, and
- C standard in Year 10 English

Japanese

General senior subject

General

Japanese provides students with the opportunity to reflect on their understanding of the Japanese language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Students participate in a range of interactions in which they exchange meaning, develop intercultural understanding and become active participants in understanding and constructing written, spoken and visual texts.

Students experience and evaluate a range of different text types; reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions; and create texts for a range of contexts, purposes and audiences.

Pathways

A course of study in Japanese can establish a basis for further education and employment in many professions and industries, particularly those where the knowledge of an additional language and the intercultural understanding it encompasses could be of value, such as business, hospitality, law, science, technology, sociology and education. Communication in an additional language expands students' horizons and opportunities as national and global citizens.

Objectives

Students will have the opportunity to learn how to:

1. Comprehend Japanese to understand information, ideas, opinions and experiences.
2. Identify tone, purpose, context and audience to infer meaning.
3. Analyse and evaluate information and ideas to draw conclusions.
4. Apply knowledge of language elements of Japanese to construct meaning.
5. Structure, sequence and synthesise information to justify opinions and perspectives.
6. Communicate using contextually appropriate Japanese.

Structure

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

Assessment

Units 1 and 2 formative assessments mirror the Units 3 and 4 summative assessments in order to give students practice with the style of assessments.

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

Summative assessments

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

Prerequisites

A **B** result or higher in Year 10 Japanese is recommended. This is important as the Senior Japanese course is a continuation of what has been learnt in Junior Japanese. Students need to have a strong commitment to spending time studying the different aspects of the language. These include grammar, vocabulary and the Japanese scripts.

Other Considerations

Many universities give bonus points (or subject adjustments) to students who have studied a language to Year 12 level - these bonus points raise your Australian Tertiary Admission Rank (ATAR).

Dance

General senior subject

General

Dance fosters creative and expressive communication. It uses the body as an instrument for expression and communication of ideas. It provides opportunities for students to critically examine and reflect on their world through higher order thinking and movement. It encourages the holistic development of a person, providing a way of knowing about oneself, others and the world.

Students study dance in various genres and styles, embracing a variety of cultural, societal and historical viewpoints integrating new technologies in all facets of the subject. Historical, current and emerging dance practices, works and artists are explored in global contexts and Australian contexts, including the dance of Aboriginal peoples and Torres Strait Islander peoples. Students learn about dance as it is now and explore its origins across time and cultures.

Students apply critical thinking and literacy skills to create, demonstrate, express and reflect on meaning made through movement. Exploring dance through the lens of making and responding, students learn to pose and solve problems, and work independently and collaboratively. They develop aesthetic and kinaesthetic intelligence, and personal and social skills.

Pathways

A course of study in Dance can establish a basis for further education and employment in the field of dance, and to broader areas in creative industries and cultural institutions, including arts administration and management, communication, education, public relations, research, and science and technology.

Objectives

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

- demonstrate an understanding of dance concepts and skills
- apply literacy skills
- organise and apply the dance concepts
- analyse and interpret dance concepts and skills
- apply technical skills
- realise meaning through expressive skills
- create dance to communicate meaning
- evaluate dance, justifying the use of dance concepts and skills

Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>Moving bodies How does dance communicate meaning for different purposes and in different contexts?</p> <ul style="list-style-type: none"> ● Genres: <ul style="list-style-type: none"> - - Contemporary - - at least one other genre ● Subject matter: <ul style="list-style-type: none"> - - meaning, purpose and context ● historical and cultural origins of focus genres 	<p>Moving through environments How does the integration of the environment shape dance to communicate meaning?</p> <ul style="list-style-type: none"> ● Genres: <ul style="list-style-type: none"> - - Contemporary - - at least one other genre ● Subject matter: <ul style="list-style-type: none"> - - physical dance environments including site-specific dance - - virtual dance environments 	<p>Moving statements How is dance used to communicate viewpoints?</p> <ul style="list-style-type: none"> ● Genres: <ul style="list-style-type: none"> - - Contemporary - - at least one other genre ● Subject matter: <ul style="list-style-type: none"> - - social, political and cultural influences on dance 	<p>Moving my way How does dance communicate meaning for me?</p> <ul style="list-style-type: none"> ● Genres: <ul style="list-style-type: none"> - - fusion of movement styles ● Subject matter: <ul style="list-style-type: none"> - - developing a personal movement style ● personal viewpoints and influences on genre

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): ● Performance	20%	Summative internal assessment 3 (IA3): ● Project - dance work	35%
Summative internal assessment 2 (IA2): ● Choreography	20%		
Summative external assessment (EA): 25%			
● Examination - extended response			

Prerequisites

It is recommended that students have studied Dance in Years 9 and/or 10 and achieved a B standard or better. It is also recommended that students have achieved at least a C in English, and display a willingness to read, interpret and analyse a broad range of texts. Clear written expression is also an advantage.

Drama

General senior subject

General

Drama fosters creative and expressive communication. It interrogates the human experience by investigating, communicating and embodying stories, experiences, emotions and ideas that reflect the human experience. It engages students in imaginative meaning-making processes and involves them using a range of artistic skills as they make and respond to dramatic works.

Students experience, reflect on, understand, communicate, collaborate and appreciate different perspectives of themselves, others and the world in which they live. They learn about the dramatic languages and how these contribute to the creation, interpretation and critique of dramatic action and meaning for a range of purposes. They study a range of forms, styles and their conventions in a variety of inherited traditions, current practice and emerging trends, including those from different cultures and contexts.

Students learn how to engage with dramatic works as both artists and audience through the use of critical literacies. The study of drama develops students' knowledge, skills and understanding in the making of and responding to dramatic works to help them realise their creative and expressive potential as individuals. Students learn to pose and solve problems, and work independently and collaboratively.

Pathways

A course of study in Drama can establish a basis for further education and employment in the field of drama, and to broader areas in creative industries and cultural institutions, including arts administration and management, communication, education, public relations, research and science and technology.

Objectives

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

- demonstrate an understanding of dramatic languages
- apply literacy skills
- apply and structure dramatic languages
- analyse how dramatic languages are used to create dramatic action and meaning
- interpret purpose, context and text to communicate dramatic meaning
- manipulate dramatic languages to create dramatic action and meaning
- evaluate and justify the use of dramatic languages to communicate dramatic meaning
- synthesise and argue a position about dramatic action and meaning

Structure

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

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): ● Performance	20%	Summative internal assessment 3 (IA3): ● Project - practice-led project	35%
Summative internal assessment 2 (IA2): ● Project - dramatic concept	20%		
Summative external assessment (EA): 25% ● Examination - extended response			

Prerequisites

It is recommended that students have studied Drama in Years 9 and/or 10 and achieved a B standard or better. It is also recommended that students have achieved at least a C in English, and display a willingness to read, interpret and analyse a broad range of texts. Clear written expression is also an advantage.

Music

General senior subject

General

Music fosters creative and expressive communication. It allows students to develop musicianship through making (composition and performance) and responding (musicology).

Through composition, performance and musicology, students use and apply music elements and concepts. They apply their knowledge and understanding to convey meaning and/or emotion to an audience.

Students use essential literacy skills to engage in a multimodal world. They demonstrate practical music skills and analyse and evaluate music in a variety of contexts, styles and genres.

Pathways

A course of study in Music can establish a basis for further education and employment in the fields of arts administration, communication, education, creative industries, public relations and science and technology.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>Designs Through inquiry learning, the following is explored:</p> <p>How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?</p>	<p>Identities Through inquiry learning, the following is explored:</p> <p>How do musicians use their understanding of music elements, concepts and practices to communicate cultural, political, social and personal identities when performing, composing and responding to music?</p>	<p>Innovations Through inquiry learning, the following is explored:</p> <p>How do musicians incorporate innovative music practices to communicate meaning when performing and composing?</p>	<p>Narratives Through inquiry learning, the following is explored:</p> <p>How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?</p>

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): ● Performance	20%	Summative internal assessment 3 (IA3): ● Integrated project	35%
Summative internal assessment 2 (IA2): ● Composition	20%		
Summative external assessment (EA): 25%			
● Examination			

Prerequisites

It is recommended that students have studied Music in Years 9 and/or 10 and achieved a B standard or better. It is also recommended that students have achieved at least a C in English, and display a willingness to read, interpret and analyse a broad range of texts. Clear written expression is also an advantage.

Music Extension (Composition)-Year 12 only

General senior subject

General

Music Extension (Composition) is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise. Students select one specialisation only, and follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation.

In the Composition specialisation (making), students create and resolve new music works. They demonstrate use of music concepts and manipulate music concepts to express meaning and/or emotion to an audience through resolved compositions.

Pathways

A course of study in Music Extension can establish a basis for further education and employment in the fields of arts administration, communication, education, creative industries, public relations and science and technology.

Objectives

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

- analyse music
- apply literary skills
- evaluate music
- apply compositional devices
- manipulate music elements and concepts
- resolve music ideas

Structure

Unit 3	Unit 4
Explore <ul style="list-style-type: none"> ● Key idea 1: Initiate best practice ● Key idea 2: Consolidate best practice 	Emerge <ul style="list-style-type: none"> ● Key idea 3: Independent best practice

Assessment

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): ● Composition 1	20%	Summative internal assessment 3 (IA3): ● Composition project	35%
Summative internal assessment 2 (IA2): ● Composition 2	20%		
Summative external assessment (EA): 25%			
● Examination - extended response			

Prerequisites

It is recommended that students are achieving an A standard in Composition and at least a B standard in Musicology in Year 11 Music to select this strand.

Other Considerations

Students must be enrolled in the General Music subject. Students can select one specialisation only.

Music Extension (Musicology)-Year 12 only

General senior subject

General

Music Extension (Musicology) is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise. Students select one specialisation only, and follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation.

In the Musicology specialisation (responding), students investigate and analyse music works and ideas. They synthesise analytical information about music, and document sources and references about music to support research.

Pathways

A course of study in Music Extension can establish a basis for further education and employment in the fields of arts administration, communication, education, creative industries, public relations and science and technology.

Objectives

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

- analyse music
- apply literary skills
- evaluate music
- express meaning or ideas about music
- investigate music and ideas about music
- synthesise information

Structure

Unit 3	Unit 4
Explore <ul style="list-style-type: none"> ● Key idea 1: Initiate best practice ● Key idea 2: Consolidate best practice 	Emerge <ul style="list-style-type: none"> ● Key idea 3: Independent best practice

Assessment

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): ● Investigation 1	20%	Summative internal assessment 3 (IA3): ● Musicology project	35%
Summative internal assessment 2 (IA2): ● Investigation 2	20%		
Summative external assessment (EA): 25% ● Examination - extended response			

Prerequisites

It is recommended that students are achieving an A standard in Musicology in Year 11 Music to select this strand.

Other Considerations

Students must be enrolled in the General Music subject. Students can select one specialisation only.

Music Extension (Performance)-Year 12 only

General senior subject

General

Music Extension (Performance) is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise. Students select one specialisation only, and follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation.

In the Performance specialisation (making), students realise music works, demonstrating technical skills and understanding. They make decisions about music, interpret music elements and concepts, and express music ideas to realise their performances.

Pathways

A course of study in Music Extension can establish a basis for further education and employment in the fields of arts administration, communication, education, creative industries, public relations and science and technology.

Objectives

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

- analyse music
- apply literary skills
- evaluate music
- apply technical skills
- interpret music elements and concepts
- realise music ideas

Structure

Unit 3	Unit 4
Explore <ul style="list-style-type: none"> ● Key idea 1: Initiate best practice ● Key idea 2: Consolidate best practice 	Emerge <ul style="list-style-type: none"> ● Key idea 3: Independent best practice

Assessment

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): ● Investigation 1	20%	Summative internal assessment 3 (IA3): ● Performance project	35%
Summative internal assessment 2 (IA2): ● Investigation 2	20%		
Summative external assessment (EA): 25% ● Examination - extended response			

Prerequisites

It is recommended that students are achieving an A standard in Performance and at least a B standard in Musicology in Year 11 Music to select this strand.

Other Considerations

Students must be enrolled in the General Music subject. Students can select one specialisation only.

Visual Art

General senior subject

General

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

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>Art as lens Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> ● Concept: lenses to explore the material world ● Contexts: personal and contemporary ● Focus: People, place, objects ● Media: 2D, 3D, and time-based 	<p>Art as code Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> ● Concept: art as a coded visual language ● Contexts: formal and cultural ● Focus: Codes, symbols, signs and art conventions ● Media: 2D, 3D, and time-based 	<p>Art as knowledge Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> ● Concept: constructing knowledge as artist and audience ● Contexts: contemporary, personal, cultural and/or formal ● Focus: student-directed ● Media: student-directed 	<p>Art as alternate Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> ● Concept: evolving alternate representations and meaning ● Contexts: contemporary and personal, cultural and/or formal ● Focus: continued exploration of Unit 3 student-directed focus ● Media: student-directed

Assessment

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

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

Summative assessments

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

Prerequisites

It is recommended that students have studied Visual Art in Years 9 and/or 10 and achieved a B standard or better. It is also recommended that students have achieved at least a C in English, and display a willingness to read, interpret and analyse a broad range of texts. Clear written expression is also an advantage.

Visual Arts in Practice

Applied senior subject

Applied

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Unit option	Unit title
Unit D	Transform and Extend
Unit A	Looking Inwards
Unit B	Looking Outwards
Unit C	Clients

Assessment

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

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

Additional Courses Offered to Students

VOCATIONAL EDUCATION AND TRAINING (VET)

VET

Students in Years 11 and 12 who undertake a Non-ATAR Pathway have the opportunity to engage in a vocational activity throughout the school year. There are a variety of options for students to choose from:

- Certificate II and III courses offered through Townsville Catholic Education
- TAFE at School
- School-based Traineeships and Apprenticeships
- Work Experience
- Certificate courses offered through external RTO (application only)

Certificate II and III courses offered through Townsville Catholic Education - Wednesday delivery.

Ideally, each of the listed qualifications will begin in Year 11 and be completed in one year, however, some flexibility of duration of the qualifications will be offered for those students who need it. We can also discuss the possibility of Year 12 students completing the above courses if needed.

Selection for students:

Education Support and Early Childhood Education and Care:

Enrolment will be confirmed on a first in, first served basis. Those students who submit an enrolment for and evidence of a Blue Card will be prioritised.

Electrotechnology:

Students' NAPLAN and Year 10 report card results will assist with selection given the high level of mathematics and science aptitude that is required of the electrotechnology course.

VOCATIONAL EDUCATION AND TRAINING

Registered Training Organisation 31195

07 4773 0900 | enquiries.rto@tsv.catholic.edu.au



CHC30221 Certificate III in School Based Education Support

Registered Training Organisation & RTO Code	This qualification will be delivered at Southern Cross Catholic College by registered training organisation - Townsville Catholic Education - RTO: 31195. See https://bit.ly/3aQRfm7	
Course Delivery Mode and Location	The training and assessment of this qualification will be face-to-face in Townsville on Wednesdays. Students will complete one day per month of face-to-face lessons and three days per month of vocational placement in a school setting. Face-to-face lessons will take place at Southern Cross Catholic College.	
Course Length and Commencement Date	The course will commence at the beginning of the school year. The course duration is 1-1.5 years.	
Why study the qualification	This entry-level qualification will provide you with skills and knowledge required to work as a school officer – assisting student learning (teacher aide) in various school settings. It is also relevant to students who would like to become a teacher, where further university studies are required. Learn how to support teachers in providing school-aged children with assistance with learning, literacy, numeracy and communication skills.	
Entry Requirements and pre-requisites	Prior to receiving an offer into the course, students must provide evidence of a valid Blue Card. Students may be required to complete a language, literacy and numeracy test prior to enrolment.	
Course Structure	Students must successfully complete all units of competency (core and elective units) listed below to achieve the qualification:	
	<p>Core Units</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>Elective Units</p> <p>CHCPRT025 Identify and respond to children and young people at risk</p> <p>CHCCS038 Facilitate the empowerment of people with disability</p> <p>HLTWHS001 Participate in workplace health and safety</p> <p>CHCECE054 Encourage understanding of Aboriginal and/or Torres Strait Islander Peoples' cultures</p> <p>CHCEDS050 Support Aboriginal and/or Torres Strait Islander education</p>
Learning and Assessment	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"> • Written tasks • Observations - practical skills • Oral questioning • Industry placement, third party reports and log 	
Work Placement	In order to meet the requirements of the course, it is mandatory for students to complete a minimum of 100 hours of vocational work placement in an approved school setting. Placement will be completed in school hours, 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.	

Special requirements	Students will also be required to have their own transport to the host school – Southern Cross Catholic College and their placement school. It is also recommended that students are up-to-date with general vaccinations.
Materials and Equipment Requirements	Materials, equipment and resources required for completion of the qualification will be provided by the school.
RTO obligation	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.
Credit Transfer	Townsville Catholic Education will recognise AQF Qualifications and Statements of Attainment issued by other Registered Training Organisations
AQF documentation	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.
Pathways	Completion of this qualification will provide students with skills and knowledge to apply for entry-level teacher aide positions in school settings. Students can also complete additional VET or university study to advance themselves further in the education industry. James Cook University will accept this course for direct entry into the Bachelor of Education (Early Childhood, Primary or Secondary) if prerequisite subject requirements have been met. See https://www.jcu.edu.au/pathways-to-university/vettafe
Fees	The total fee for this course is \$1050. Students and parents are required to pay the full \$1050 as part of school fees. On submitting evidence of completion, the school will reimburse half of the course cost (\$525) as part of the VET Student Sponsorship Program. All learning resources are provided by the school and RTO at no additional cost to ordinary school fees. The vocational placement shirt will be at an additional cost to students – approx. \$40

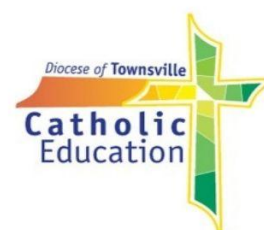
Program Disclosure Statement (PDS)	This document must be read in conjunction with the TCE RTO Program Disclosure Statement (PDS). The PDS outlines the services and training products that the TCE RTO provides, as well as those carried out by the school. To access the aforementioned PDS, visit: https://bit.ly/3aQRfm7
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VOCATIONAL EDUCATION AND TRAINING

Registered Training Organisation 31195

07 4773 0900 | enquiries.rto@tsv.catholic.edu.au



CHC30125 Certificate III in Early Childhood Education and Care

Registered Training Organisation & RTO Code	This qualification will be delivered at Ryan Catholic College by registered training organisation - Townsville Catholic Education - RTO: 31195. See https://bit.ly/3aQRfm7	
Course Delivery Mode and Location	The training and assessment of this qualification will be face-to-face in Townsville on Wednesdays. Students will complete one day per month of face-to-face lessons and three days per month of vocational placement in a school setting. Face-to-face lessons will take place at Ryan Catholic College.	
Course Length and Commencement Date	The course will commence at the beginning of the school year. The course duration is 1.5 - 2 years.	
Why study the qualification	This course entry-level qualification is the minimum requirement for entry into the early childhood settings such as long day care centres, outside of school hours care (OSHC), family day care and kindergartens. Learn how to provide children with education and care, help to plan and develop educational programs, and work effectively in an early childhood setting.	
Entry Requirements and pre-requisites	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.	
Course Structure	Students must successfully complete all units of competency (core and elective units) listed below to achieve the qualification:	
	<p>Core Units</p> <p>CHCECE030 Support inclusion and diversity</p> <p>CHCECE031 Support children's health, safety and wellbeing</p> <p>CHCECE032 Nurture babies and toddlers</p> <p>CHCECE033 Develop positive and respectful relationships with children</p> <p>CHCECE034 Use an approved learning framework to guide practice</p> <p>CHCECE035 Support the holistic learning and development of children</p> <p>CHCECE036 Provide experiences to support children's play and learning</p> <p>CHCECE037 Support children to connect with the natural environment</p> <p>CHCECE038 Observe children to inform practice</p> <p>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</p> <p>CHCECE056 Work effectively in children's education and care</p> <p>CHCPRT025 Identify and respond to children and young people at risk</p> <p>HLTAID012 Provide First Aid in an education and care setting*</p> <p>HLTWHS001 Participate in workplace health and safety</p> <p>Elective Units</p> <p>CHCDIV001 Work with diverse people</p> <p>CHCPRP003 Reflect on and improve own professional practice</p> <p>* This unit <i>HLTAID012 Provide First Aid in an education and care setting</i> will be completed with RTO – Coral Sea Training (RTO 32221).</p>
Learning and Assessment	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"> • Written tasks • Observations - practical skills • Oral questioning • Industry placement, third party reports and log 	
Work Placement	In order to meet the requirements of the course, it is mandatory for students to complete a minimum of 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.	

Special requirements	Given this course is popular and student numbers are capped, students will be selected based on school attendance and application in Grade 10. It is also highly recommended that students are up-to-date with vaccinations as placement providers may require this. Students will also be required to have transport to the host school – Ryan Catholic College and their placement centre.
Materials and Equipment Requirements	Materials, equipment and resources required for completion of the qualification will be provided by the school. Students will be required to purchase a shirt to be worn while on placement.
RTO obligation	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.
Credit Transfer	Townsville Catholic Education will recognise AQF Qualifications and Statements of Attainment issued by other Registered Training Organisations
AQF documentation	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.
Pathways	Completion of this qualification will provide students with skills and knowledge to apply for entry-level positions in early childhood settings such as long day care centres, outside of school hours care (OSHC) and kindergartens. Students can also complete additional VET or university study to advance themselves further in the industry. James Cook University will accept this course for direct entry into the Bachelor of Education (Early Childhood Education) if the prerequisite subject requirements have been met. See https://www.jcu.edu.au/pathways-to-university/vettafe
Fees	The total fee for this course is \$1,200. Students and parents are required to pay the full \$1,200 as part of school fees. On submitting evidence of completion, the school will reimburse half of the course cost (\$600) as part of the VET Student Sponsorship Program. Additional mandatory course costs include: <ul style="list-style-type: none"> • vocational placement shirt – approx. \$40 • All learning resources are provided by the school and RTO at no additional cost to ordinary school fees.

Program Disclosure Statement (PDS)	This document must be read in conjunction with the TCE RTO Program Disclosure Statement (PDS). The PDS outlines the services and training products that the TCE RTO provides, as well as those carried out by the school. To access the aforementioned PDS, visit: https://bit.ly/3aQRfm7
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UEE22025 Certificate II in Electrotechnology (Career Start)

Course Description

This pre-apprenticeship qualification prepares students to enter the electrotechnology industry with a solid grounding in electrical safety, basic skills, and essential knowledge. It is the ideal starting point if you are considering an apprenticeship, technical trade, or future study in the electrical field. You will gain both theoretical knowledge and practical experience in simulated workshops and industry placements.

Graduates are equipped with skills to safely assist in electrical work, perform basic installation and maintenance tasks under supervision, and prepare for employment or an apprenticeship in the industry.

Delivery model

The qualification is delivered face-to-face at and by Ryan Catholic College every Wednesday for one year on behalf of Major training (RTO 6139).

What you will learn

CPCWHS1001 Prepare to work safely in the construction industry

UEECD0007 Apply work health and safety regulations, codes and practices in the workplace

UEECD0038 Provide solutions and report on routine electrotechnology problems

UEECD0046 Solve problems in single path circuits*

UEECD0009 Carry out routine work activities in an energy sector environment*

UEECD0021 Identify and select components, accessories and

materials for energy sector work activities*

UEECD0052 Use routine

equipment/plant/technologies in an energy sector environment*

UEERE0087 Provide basic sustainable energy solutions for energy

management in residential premises

UEERE0001 Apply environmentally and sustainable procedures in the energy sector

UEECD0019 Fabricate, assemble and dismantle utilities

industry components*

UEECD0020 Fix and secure electrotechnology equipment*

UEEAS0001 Assemble electronic components*

UEEAS0004 Select electronic components for assembly*

More information about this qualification is available at: <https://training.gov.au/training/details/UEE22025/qualdetails>

Entry requirements

Students must:

- Successfully complete a Pre-Training Review (high-level maths is required for some units) prior to enrolment application being offered
- Wear required PPE for workshops as directed by School (ie steel-capped boots). Eye and ear protection to be provided by trainer when needed in the trade workshop.
- Meet ID requirements for General Construction Induction Card (White Card) as per Workplace Health and Safety Queensland.

Uniform

Students will be required to purchase and wear an electrotechnology shirt, navy work pants and work boots.

Fees and charges

Nil Student contribution fees for students eligible for VETiS. However, students will be required to pay Ryan Catholic College a \$500 materials and resources fee and \$70 for an electrotechnology shirt. Full fee will apply for those that have used their VETiS funding for another funded qualification.

TAFE at School

Successfully completing a TAFE at School course gives you a nationally recognised qualification, QCE credit points and direct entry into any TAFE Queensland diploma course. There are a range of Certificate courses available through the TAFE at Schools Program. A full list and outlines of the available courses are available in the TAFE at School 2026 Course Guide. TAFE at School courses run on a Wednesday at the Pimlico or Bohle Campuses.

School-based Apprenticeships and Traineeships (SATs)

School-based apprenticeships and traineeships (SATs) allow senior secondary students to work with an employer as paid employees, while studying for their senior certificate at school. At the same time, students undertake a training qualification with a supervising registered training organisation chosen by both the employer and the student.

A school-based apprentice or trainee's employment and/or training arrangements must impact on their school timetable for the program to be considered school-based.

Read more about school-based apprenticeships and traineeships on the Apprenticeships Info website via <https://desbt.qld.gov.au/training>.

Work Experience

Students who are exploring their career pathway interests and options are encouraged to engage in Work Experience. To mimic an authentic workplace experience, students are encouraged to source their work experience opportunities. Our Career Development Practitioner can assist with finalising the work experience paperwork and opportunities.

Certificate courses offered through external RTO (application only)

If students do not engage in any of the Non-ATAR Pathways options, they may engage in a Certificate course offered through an external RTO. To be considered for this option, students must submit an application to the Deputy Principal.