

SENIOR SUBJECT GUIDE 2027



Contents

1	Saint Mary's Senior Schooling Contacts	5
2	From the Assistant Principal - Secondary	6
3	Senior Education Profile (QCAA).....	7
3.1	Senior Statement	7
3.2	Queensland Certificate of Education (QCE)	7
3.3	Queensland Certificate of Individual Achievement (QCIA)	7
4	Senior subjects	8
4.1	Applied and Applied (Essential) syllabuses	8
4.2	General syllabuses.....	8
4.3	General (Extension) syllabuses.....	8
4.4	General (Senior External Examination) syllabuses.....	8
4.5	Short Course syllabuses	8
5	Underpinning factors	9
5.1	Applied and Applied (Essential) syllabuses	9
5.2	General syllabuses and Short Course syllabuses.....	9
5.3	Vocational education and training (VET)	9
6	QCE Eligibility	10
6.1	Set amount.....	10
6.2	Set standard	10
6.3	Set pattern.....	10
6.4	Literacy and numeracy requirements	10
6.5	Academic integrity requirement	10
7	Australian Tertiary Admission Rank (ATAR) eligibility	11
7.1	English requirement.....	11
8	Guidelines for subject selection	12
8.1	Your pathway	12
8.2	Your own interests, capabilities and talents	12
8.3	The "educational" value of a course.	12
8.4	Your career interests.....	12
9	Subjects available at Saint Mary's in Years 11 & 12	13
9.1	QCAA Subjects.....	13
9.2	VET courses	13
10	Pre-requisites requirements for Senior Subjects	14
11	Applied and Applied (Essential) syllabuses	15
11.1	Course overview.....	15
11.2	Assessment.....	15
	Instrument-specific standards matrixes	15
	Essential English and Essential Mathematics — Common internal assessment	15
	Summative internal assessment — instrument-specific standards.....	15

12	General syllabuses	16
12.1	Course overview	16
12.2	Assessment	16
	Units 1 and 2 assessments	16
	Units 3 and 4 assessments	16
	Instrument-specific marking guides	16
	External assessment	16
13	General (Extension) syllabuses	17
13.1	Course overview	17
13.2	Assessment	17
	Units 3 and 4 assessments	17
14	General (Senior External Examination) syllabuses	17
14.1	Course overview	17
	Students	17
	Adults	18
	Eligibility	18
14.2	Assessment	19
15	Short Course syllabuses	19
15.1	Course overview	19
15.2	Assessment	19
16	QCAA Senior syllabuses	20
17	VET	21
18	Appendix 1 - QCAA Senior Syllabuses	23
	Essential English	24
	English	26
	English	Error! Bookmark not defined.
	Literacy	28
	Physical Education	29
	Religion & Ethics	31
	Social & Community Studies	33
	Study of Religion	35
	General senior subject	37
	General	37
	Pathways	37
	Objectives	37
	Structure	38
	Assessment	38
	Essential Mathematics	39
	General Mathematics	41
	Mathematical Methods	43
	Biology	45

Physics	47
Applied senior subject	49
Applied	49
Pathways	49
Objectives	49
Structure	50
Assessment	50
Hospitality Practices	51
Dance in Practice	1
Music in Practice	3
Visual Arts in Practice	5
Dance	7
Music	1
Visual Art	3
19 Appendix 2 – VET Syllabuses	5
Certificate II in Engineering Pathways (MEM20422)	6
Certificate II in Construction Pathways (CPC20220)	1
Certificate II in Sampling and Measurement (MSL20122) & Certificate III in Laboratory Skills (MSL30122)	3
Certificate II in Health Support (HLT23221) & Certificate III in Health Services Assistance (HLT33115)	4
Certificate II in Community Services (CHC22015) & Certificate III in Community Services (CHC32015)	5

1 Saint Mary's Senior Schooling Contacts

The Assistant Principal Secondary is responsible for the subject selection process. If you wish to access information or advice, please contact administration on (07) 4160 0900.

For specific advice about particular subject areas, please contact either the Curriculum Leader or teacher directly.

For career guidance, please contact either the Guidance Counsellor, Ms Cox for Assistant Principal – Secondary, Mrs Atherton.

For VET information, please contact the VET Support Officer, Mrs Kerkow.

Parents/carers are encouraged to be a part of career guidance interviews wherever possible.

Assistant Principal – Secondary

Mrs Tess Atherton

tatherton@bne.catholic.edu.au

Guidance Counsellor

Ms Danielle Cox

danielle.cox@bne.catholic.edu.au

VET Support Officer

Mrs Shirley Kerkow

skerkow@bne.catholic.edu.au

English, Religion and Humanities Curriculum Leader

Ms Marianne Trueman

mtrueman@bne.catholic.edu.au

Mathematics, Science, HPE and Technologies Curriculum Leader

Ms Jessica Redfern

jredfern@bne.catholic.edu.au

2 From the Assistant Principal - Secondary

Dear Parents, Carers and Students

The purpose of this guide is to provide information for students to be able to make informed choices regarding their subject selections for Years 11 and 12.

The senior phase of learning represents an important and challenging stage of a student's education. Students are encouraged to approach their studies with commitment and responsibility, recognising that the pathway they choose will play a significant role in shaping their future learning, employment opportunities and personal fulfilment.

The College offers a wide range of pathway options:

University pathways (ATAR)	Students intending to pursue university study should consider selecting a pattern of General subjects that contribute to an ATAR. These subjects are academically rigorous and are designed to prepare students for tertiary education.
Vocational Education and Training (VET) pathways	Students may choose to undertake VET qualifications while at school, which provide nationally recognised certifications and practical skills aligned to specific industries.
Trade pathways (TAFE, apprenticeships and traineeships)	Students interested in trade or industry-based careers may engage in: • TAFE courses • School-based apprenticeships or traineeships These pathways combine school, training and employment, offering valuable hands-on experience.
Direct employment pathways	Some students may plan to transition directly into the workforce after Year 12, supported by appropriate subject selections and/or VET qualifications.

When selecting subjects, it is essential that students consider their interests, strengths and future goals.

Students and families are strongly encouraged to seek advice to ensure informed decision-making. The Guidance Counsellor, Ms Danielle Cox, or I are available to provide personalised support and access to up-to-date career planning resources. Appointments can be arranged at any time.

When making subject selections, students should:

- Carefully consider all possible training and employment pathways
- Reflect on their interests, abilities and career aspirations
- Think about what is important to them in a future career (e.g. variety, challenge, security, independence or income); and
- Keep their options as broad as possible.

It is important to note that subject choices have long-term implications. Changes are not always possible and may affect a student's ability to achieve an ATAR and/or the Queensland Certificate of Education (QCE).

NOTE: Subject changes are not permitted once students have commenced Unit 3 courses.

We encourage all students to approach this process thoughtfully and to seek guidance where needed to ensure their pathway aligns with their future goals.

Yours sincerely

Tess Atherton
Assistant Principal - Secondary

3 Senior Education Profile (QCAA)

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

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

For more information about the SEP see <https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/sep/sep-for-year-12-students>

3.1 Senior Statement

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

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

3.2 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.

3.3 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.

4 Senior subjects

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

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

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

- | | |
|--|--|
| 4.1 Applied and Applied (Essential) syllabuses | Applied subjects are suited to students who are primarily interested in pathways beyond senior secondary schooling that lead to vocational education and training or work. |
| 4.2 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. |
| 4.3 General (Extension) syllabuses | <p>Extension subjects are extensions of the related General subjects and are studied either concurrently with, or after, Units 3 and 4 of the related General course.</p> <p>Extension courses offer more challenge than the related General courses and build on the studies students have already undertaken in the subject</p> |
| 4.4 General (Senior External Examination) syllabuses | <p>Senior External Examinations are suited to:</p> <ul style="list-style-type: none">• students in the final year of senior schooling (Year 12) who are unable to access particular subjects at their school• students less than 17 years of age who are not enrolled in a Queensland secondary school, have not completed Year 12 and do not hold a Queensland Certificate of Education (QCE) or Senior Statement• adult students at least 17 years of age who are not enrolled at a Queensland secondary school. |
| 4.5 Short Course syllabuses | <p>Short Courses are developed to meet a specific curriculum need and are suited to students who are interested in pathways beyond senior secondary schooling that lead to vocational education and training and establish a basis for further education and employment. They are informed by, and articulate closely with, the requirements of the Australian Core Skills Framework (ACSF). A grade of C in Short Courses aligns with the requirements for ACSF Level 3.</p> <p>For more information about the ACSF see www.education.gov.au/australian-core-skills-framework</p> <p>Saint Mary's Catholic College offers a Short Course in Literacy in Year 10 English.</p> |

5 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.

5.1 Applied and Applied (Essential) syllabuses

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

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

5.2 General syllabuses and Short Course syllabuses

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

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

5.3 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.

6 QCE Eligibility

Students working towards a QCE can choose from a wide range of learning options to suit their interests and career goals. To be eligible for a QCE, students must:

- have an open learning account
- not have been previously issued with a QCE or equivalent
- accrue at least one credit from the [Core category of learning](#) while enrolled at a Queensland school.

To receive a QCE, students must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements and the academic integrity requirement.

6.1 Set amount

20 credits from learning options, including:

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

6.2 Set standard

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

6.3 Set pattern

- 12 credits from completed Core courses of study and
- 8 credits from any combination of:
 - [Core courses of study](#)
 - [Preparatory courses of study \(maximum 4\)](#)
 - [Complementary courses of study \(maximum 8\)](#).

6.4 Literacy and numeracy requirements

Students must meet [literacy and numeracy requirements](#) through one of the available learning options.

6.5 Academic integrity requirement

Students must meet the [academic integrity requirement](#) for the QCE by completing one of the available course options.

7 Australian Tertiary Admission Rank (ATAR) eligibility

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

- best 5 x General subject results or
- best results in a combination of 4 x General subject results plus 1 x Applied subject result or a Certificate III or higher VET qualification.

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

Option	For	Requirements	Outcome
ATAR	Students who wish to gain tertiary entry as their preferred post-school option	• 6 x General subjects OR • 5 x General subjects & 1 x Applied subject OR • 4 General subjects & 1 x VET qualification at Cert III or above	QCE + ATAR
ATAR + VET	Students who wish to gain tertiary entry as preferred post-school option AND Want to gain a recognised certificate in a VET subject of their choice	• 5 x General subjects & 1 x VET subject OR • 4 x General subjects, 1 x VET subject & 1 x Applied subject OR • 4 General subjects & 2 x VET subjects	QCE + ATAR + Certificate/s or Statement of Attainment (Nationally recognised)
VET	Students who wish to engage in VET in their Senior Phase of Learning	6 x Applied and/or VET subjects (can include General subjects if student chooses)	QCE + Certificate/s or Statement of Attainment (Nationally recognised)

7.1 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.

8 Guidelines for subject selection

In making these choices, students should consider the following:

8.1 Your pathway

Where do you want to be headed after you complete Year 12 – University learning, Trade/TAFE learning or Work? Each of these three pathways is valid and incredibly rewarding. None lead to a greater guarantee of success than another.

The defining feature of success between a University medical graduate, an electrical apprentice and a child care centre's trainee is commitment and hard work. These determine your future rather than any inherent value in a particular pathway choice.

8.2 Your own interests, capabilities and talents

Direct your preferences toward what you enjoy and what you are good at that way you will be more likely to succeed.

8.3 The "educational" value of a course.

Education is a lifelong process. It is important not to focus exclusively on the more career-oriented subjects but to also note the considerable rewards in choosing from a reasonably wide range of disciplines such as technology, mathematics, history, literature, science, business, art and music.

8.4 Your career interests

It is important that students realise what career opportunities are open to them by their selection of a subject. If you have a specific career in mind involving a tertiary course, you should read carefully the appropriate sections of the Queensland Tertiary Admissions Centre website www.qtac.edu.au

This website and other aspects of the QTAC site can give useful background on choice of subjects required entering particular courses. Ms Cox, our Guidance Counsellor or Mrs Atherton, Assistant Principal Secondary can assist with Career advice.

Please note: many university courses require a C for English in Units 3 and 4. Griffith university has indicated that they require a minimum of a 'C' grade in any Applied or General English subject. Some courses also require a Maths subject, others require a Science subject.

Saint Mary's offers all pre-requisites for all university courses.

9 Subjects available at Saint Mary's in Years 11 & 12

9.1 QCAA Subjects

Faculty	General subjects	Applied subjects
Religion	• Study of Religion	• Religion and Ethics
English	• General English	• Essential English
Maths	• General Maths • Maths Methods • Specialist Maths	• Essential Maths
Humanities (incl Business)	• Ancient History • Modern History • Aboriginal & Torres Strait Island Studies • Geography • General Business • Legal Studies • Accounting	• Social and Community Studies • Business Studies
Science	• Biology • Chemistry • Physics • Psychology	• Science in Practice
Health and Physical Education	• Physical Education • Health	• Sport & Rec
The Arts	• Visual Art • Music • Dance • Film & TV	• Visual Art in Practice • Music in Practice • Dance in Practice
Technologies	• Engineering	• Hospitality • Industrial Technology Skills

*Subjects available each year are dependent on student preferences and class sizes. Where SMCC cannot provide a subject, students have the option of enrolling via an online school.

9.2 VET courses

The following is a list of VET courses offered at Saint Mary's, which are completed in school time:

- Cert II in Construction Pathways
- Cert II in Engineering Pathways
- Cert II in Health Support Services & Cert III in Health Services Assistance
- Cert II & Cert III in Community Services
- Certificate II in Sampling & Measurement / Certificate III in Laboratory Skills

See Appendix 2 for an overview of each certificate.

If you are interested in completing a different VET course or a traineeship or apprenticeship, please see our VET Support Officer, Mrs Kerkow or Assistant Principal Secondary, Mrs Atherton to discuss how Saint Mary's can facilitate VET pathway options that align with your career aspirations.

10 Pre-requisites requirements for Senior Subjects

General subjects are academically challenging. To help ensure students' success, students who nominate to complete a General subject must meet the Year 10 pre-requisites outlined below.

There are also pre-requisites for subject combinations that students should consider:

- Year 11 & 12 students wanting to study Specialist Mathematics must also study Mathematical Methods
- Year 11 & 12 students wanting to study Physics are required to study Mathematical Methods and are encouraged to also study Specialist Mathematics.

Faculty	General subjects	Prerequisites
Religion	• Study of Religion	• C in English
English	• General English	• C in English
Maths	• General Maths	• C in Maths
	• Maths Methods • Specialist Maths	• B in Maths
Humanities	• Ancient History • Modern History • Aboriginal & Torres Strait Island Studies • Geography	• C in Humanities and C in English
Business	• General Business • Legal Studies • Accounting	• C in Economics & Business and C in English
Science	• Biology	• B in Science
	• Chemistry • Physics	• B in Science and B in Maths
	• Psychology	• B in Science, B in Maths and C in English
Health & Physical Education	• Physical Education • Health	• C in HPE
The Arts	• Visual Art • Music • Dance • Film & TV	• C in English
Technologies	• Engineering	• B in English

11 Applied and Applied (Essential) syllabuses

11.1 Course overview

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

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

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

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

11.2 Assessment

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

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

Applied syllabuses do not use external assessment.

Instrument-specific standards matrixes

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

Essential English and Essential Mathematics — Common internal assessment

For the two Applied (Essential) syllabuses, students complete a total of *four* summative internal assessments in Units 3 and 4 that count toward their overall subject result. Schools develop *three* of the summative internal assessments for each of these subjects and the other summative assessment is a common internal assessment (CIA) developed by the QCAA.

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

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

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

Summative internal assessment — instrument-specific standards

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

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

12 General syllabuses

12.1 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.

12.2 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.

13 General (Extension) syllabuses

13.1 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.

13.2 Assessment

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 (Extension) 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%.

14 General (Senior External Examination) syllabuses

14.1 Course overview

Senior External Examinations (SEEs) consist of individual subject examinations in a range of language and non-language subjects, conducted across Queensland in October and November each year.

The syllabuses are developmental courses of study consisting of four units. Each syllabus unit has been developed with a notional teaching, learning and assessment time of 55 hours.

A SEE syllabus sets out the aims, objectives, learning experiences and assessment requirements for each examination subject. Students/candidates may enrol in a SEE subject:

- to gain credit towards a QCE
- to meet tertiary entrance or employment requirements
- for personal interest.

Senior External Examination subjects are for Year 12 students, candidates under 17 years who are not at school, and adults.

Students

School	Non-school
These are students who are: • in the final year of senior secondary schooling (Year 12) • enrolled in a Queensland secondary school, and	These are candidates who: • are less than 17 years of age • are Queensland residents • are not enrolled in a Queensland secondary school

unable to study particular subjects at their school because the subjects are not taught or there is a timetable clash.	- have not completed Year 12, and - do not hold a Queensland Certificate of Education (QCE) or Senior Statement.
--	---

Adults

These are candidates who:

- will be **at least 17 years** by the end of the year in which they propose to take the examination
- are Queensland residents
- are not enrolled in a Queensland secondary school.

Eligibility

School students	Eligible Year 12 students can sit a maximum of <i>two</i> SEE subject examinations in their Year 12 year of schooling. Year 12 students wishing to register for SEEs must do so through their secondary school. The school principal will determine students' eligibility based on information in the QCAA memorandum. Tuition School students must obtain appropriate tuition in examination subjects. They must discuss tuition arrangements with school staff at the start of the school year. Tuition may be available from their secondary school, an after-hours language school, a teaching centre or a tutor. A registering school that provides tuition to a student must monitor the student's progress. It is the school's responsibility to register their students for SEE examinations. Applications from language schools or tutors will not be accepted.
Candidates less than 17 years	Candidates less than 17 years of age wishing to register for SEEs: - must reside in Queensland - must be less than 17 years by the end of the year in which they propose to take the examination - must not be enrolled currently in a Queensland secondary school - must apply to establish their eligibility. If eligible, candidates may register for a maximum of <i>three</i> SEE subjects in one calendar year. Tuition Although these candidates may sit examinations without tuition, QCAA recommends that they obtain tuition to maximise their chances of success. Non-school candidates can study at an examination teaching centre, with a private tutor or independently.
Adult candidates 17 years and older	Adult candidates wishing to register for SEEs: - must reside in Queensland - must be 17 years or older by the end of the year in which they propose to take the examination - must not be enrolled currently in a Queensland secondary school do not have to satisfy any other eligibility requirements. Adult candidates may register for as many SEE subjects as they wish. Tuition Although adult candidates may sit examinations without tuition, QCAA recommends that they obtain tuition to maximise their chances of success.

	Adult candidates can study at an examination teaching centre, with a private tutor or independently.
--	--

14.2 Assessment

Assessment for these subjects is at the end of the course and is an external examination.

These examinations are conducted across Queensland in October and November of each year. Important dates and the examination timetable are published in the Senior Education Profile (SEP) calendar, available at www.qcaa.qld.edu.au/senior/sep-calendar.

SEE results are based solely on students'/candidates' demonstrated achievement in the end-of- year examinations. Work undertaken during the year (such as class tests or assignments) is not assessed.

Senior External Examination results may contribute credit to the award of a QCE and may contribute to ATAR calculations.

Note: Senior External Examinations (SEEs) are different from the external assessment component in General subjects in the new QCE system.

For more information about Senior External Examinations, see www.qcaa.qld.edu.au/senior/see.

15 Short Course syllabuses

15.1 Course overview

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

Short Courses are available in:

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

15.2 Assessment

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

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

16 QCAA Senior syllabuses

	Applied subjects	General subjects	Short Courses
 English	- Essential English	- General - English -	- Short Course - Literacy -
 Mathematics	- Essential Mathematics	- General - General Mathematics - Mathematical Methods -	
 Sciences	- General - Biology - Physics - Chemistry	- Applied - Science in Practice	
 Humanities and Social Sciences	- Religion & Ethics - Social & Community Studies	- Study of Religion - Ancient History - Modern History - Aboriginal Torres Strait Islander Studies - Business - Legal Studies	
 Health and Physical Education	- Sport & Rec	- Physical Education - Health	
 Technologies		- Industrial Technology Skills - Hospitality Practices	
 The Arts	- Dance in Practice - Music in Practice - Visual Arts in Practice	- Dance - Music - Visual Art	

Please refer to Appendix 1 for an outline of the syllabus for each subject.

Please note that some of these subjects are available to students via distant education schools.

17 VET

The following VET subjects will be offered provided there are enough students who choose these subjects:

- Certificate II in Construction (4 credits towards QCE)
- Certificate II in Engineering Pathways (4 credits towards QCE)
- Certificate II in Health Services/Certificate II in Community Services/Cert III Health Services Assistance (6 credits towards QCE)
- Certificate III and Certificate IV in Christian Ministry and Theology
- Cert IV Crime and Justice
- Diploma in Business

VET in Schools (VETiS)

Vocational education and training (VET) courses are available to students while they are still at school. This is often referred to as VETiS.

VET is learning which is directly related to work. Nationally recognised qualifications are developed by industry to give people the knowledge and skills they need to work in a particular job.

Students can undertake VET at school:

- as part of their school studies - delivered and resourced by a school registered training organisation
- by enrolling in a qualification with an external registered training organisation - funded either by the Department of Employment, Small Business and Training's VET investment budget or through fee-for-service arrangements i.e. where the student or parent pays for the qualification. This could be through TAFE, Connect 'n' Grow or Blue Dog.
- as a school-based apprentice or trainee.

Talk to our Guidance Officer/Career Counsellor (Mr Turnbull), Vocational Education Program Leader (Mrs Kerkow) or Head of Secondary (Mrs Sullivan) about the qualification that is right for you from the range of programs available at Saint Mary's.

For more information on VET delivered in schools, visit the Department of Education's website.

For more information on VET in schools courses funded through the VET investment budget, visit the VETiS page on this website or VETiS frequently asked questions.

[VET in Schools \(VETiS\) | Department of Employment, Small Business and Training \(desbt.qld.gov.au\)](https://desbt.qld.gov.au)

The Australian Federal Government will fund ONE Certificate II course for each student.

Here at Saint Mary's, we are the RTO for:

- **Certificate II in Engineering Pathways.** There is no VETiS cost for this course but there is a materials levy.
- **Certificate III in Business.** There is no VETiS cost for this course but there is a materials levy.

Saint Mary's Catholic College also offers:

Certificate II in Health Services/Certificate II in Community Services/Certificate III in Health Services

Assistance. This course is overseen by an external RTO - Connect n Grow. This course uses the student's VETiS funding for both of the Certificate II components. **There is a fee for the Certificate III Health Services Assistance which is studied in Year 12. (In 2021 this fee was approximately \$400). There will also be a resource levy for this course for materials/equipment/hire. On successful completion, this course provides a student **with 6 credits** towards their QCE.

Certificate II in Construction. This course is overseen by an External RTO – Blue Dog Training. This course uses the student's VETiS funding. There will be a school levy for this course for materials. On successful completion, Certificate II in Construction **contributes 3 credits** towards the students QCE.

Students may also undertake a TAFE certificate on a Wednesday. These courses are valuable if the student is looking for a trade at the end of their schooling. If this is the student's first Certificate II (with the exception of Certificate II in Engineering Pathways) it will be funded by the government. However, if they undertake a course by Blue Dog at school or by Connect n Grow as well as a TAFE course they will be required to pay the course costs as determined by TAFE/Blue Dog or Connect n Grow.

Please see the Careers Counsellor, the Head of Secondary, or the VET Program Leader for more details.

18 Appendix 1 - QCAA Senior Syllabuses -

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

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

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

• Pathways

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

• Objectives

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

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

• Structure

Unit 1	Unit 2	Unit 3	Unit 4
Language that works • Responding to a variety of texts used in and developed for a work context • Creating multimodal and written texts	Texts and human experiences • Responding to reflective and nonfiction texts that explore human experiences • Creating spoken and written texts	Language that influences • Creating and shaping perspectives on community, local and global issues in texts • Responding to texts that seek to influence audiences	Representations and popular culture texts • Responding to popular culture texts • Creating representations of Australian 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): • Extended response — spoken/signed response	Summative internal assessment 3 (IA3): • Extended response — Multimodal response
Summative internal assessment 2 (IA2): • Common internal assessment (CIA) — short response examination	Summative internal assessment (IA4): • Extended response — Written response

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

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

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

• Pathways

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

• Objectives

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

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

• Structure

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

Assessment

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

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

Summative assessments

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

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

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

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

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

• Pathways

A course of study in Literacy may establish a basis for further education and employment in the fields of trade, industry, business and community services. Students will learn within a practical context related to general

• Structure and assessment

employment and successful participation in society, drawing on the literacy used by various professional and industry groups.

• Objectives

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

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

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

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

Physical Education

General senior subject

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

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	30%
Summative internal assessment 2 (IA2): • Investigation — report	20%	Summative external assessment (EA): • Examination — combination response	25%

Religion & Ethics

Applied senior subject

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

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

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

• Pathways

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

• Objectives

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

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

• Structure

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

Core topics	Elective topics	
• Who am I? the personal perspective • Who are we? the relational perspective • Is there more than this? the spiritual perspective	• The Australian scene • Ethics and morality • Good and evil • Heroes and role models • Indigenous Australian spiritualities • Meaning and purpose	• Peace and conflict • Religion and contemporary culture • Religions of the world • Religious citizenship • Sacred stories • Social justice • Spirituality

• Assessment

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

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

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

Social & Community Studies

Applied senior subject

Social & Community Studies focuses on personal development and social skills which lead to self-reliance, self-management and concern for others. It fosters appreciation of, and respect for, cultural diversity and encourages responsible attitudes and behaviours required for effective participation in the community and for thinking critically, creatively and constructively about their future.

Students develop personal, interpersonal, and citizenship skills, encompassing social skills, communication skills, respect for and interaction with others, building rapport, problem solving and decision making, self-esteem, self-confidence and resilience, workplace skills, learning and study skills.

Students use an inquiry approach in collaborative learning environments to investigate the dynamics of society and the benefits of working with others in the community. They are provided with opportunities to explore and refine personal values and lifestyle choices and to practise, develop and value social, community and workplace participation skills.

• Pathways

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

• Objectives

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

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

• Structure

The Social & Community Studies course is designed around three core life skills areas which must be covered within every elective topic studied, and be integrated throughout the course.

Core life skills	Elective topics	
• Personal skills — Growing and developing as an individual • Interpersonal skills — Living with and relating to other people • Citizenship skills — Receiving from and contributing to community	• The Arts and the community • Australia's place in the world • Gender and identity • Health: Food and nutrition • Health: Recreation and leisure	• Into relationships • Legally, it could be you • Money management • Science and technology • Today's society • The world of work

• Assessment

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

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

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

Study of Religion

General senior subject

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

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

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

• Pathways

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

• Objectives

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

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

• Structure

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

Assessment

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

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

Summative assessments

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

Aboriginal & Torres Strait Islander Studies

General senior subject

Aboriginal & Torres Strait Islander Studies is a study of the First Peoples of Australia and the First Nations Peoples of the Torres Strait, the oldest living, continuous cultures in the world. Aboriginal & Torres Strait Islander Studies is fundamental to an understanding of the history of this continent. Students are made aware of the diversity and sophistication of Aboriginal cultures and Torres Strait Islander cultures while considering the social, cultural and political relationships between First Nations Australians and non-First Nations Australians in historical and contemporary contexts. This approach can inform critical understandings of the past and present, whilst providing students with opportunities to consider possible futures.

Aboriginal & Torres Strait Islander Studies is relevant for all students — both First Nations Australian students and their non-First Nations peers. It provides opportunities for cultural affirmation of culture and identity for First Nations Australian students and ensures that all students engage with the voices and perspectives of First Nations Australians across time and place. Students will learn to value and appreciate the worldviews of Aboriginal peoples and Torres Strait Islander peoples and recognise this as an essential component of reconciliation.

A holistic approach that highlights worldviews of Aboriginal peoples and Torres Strait Islander peoples is essential for student learning and engagement in the subject. Each aspect of culture, society and history is connected with all other aspects. This enables all students to consider how connectedness is fundamental to the identity and wellbeing of First Nations Australians. An inquiry approach to learning is also important throughout this course of study. Aboriginal & Torres Strait Islander Studies allows students to develop critical thinking skills, including those of interpretation, analysis and evaluation, as well as communication skills. This contributes to the development of a range of transferable thinking and processing skills that will assist students to live and work successfully in the 21st century.

Pathways

A course of study in Aboriginal & Torres Strait Islander Studies can establish a basis for further education and employment in the fields of anthropology, the arts, education, health, journalism, law, politics, psychology, sociology, social work and tourism.

Objectives

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

define and use terminology

demonstrate understandings of Aboriginal societies and Torres Strait Islander societies

interpret information from sources

analyse viewpoints and perspectives

evaluate the significance of cultural interactions

create responses that communicate meaning to suit purpose.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Culture, identities and connections Cultures, identities and connections	Continuity, change and influences Resistance Social and political change	Responses and contributions Rights and freedoms Land rights	Moving forward, looking back Resilience Reconciliation and recognition

Assessment

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

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

Summative assessments

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

Essential Mathematics

Applied senior subject

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

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

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

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

• Pathways

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

• Objectives

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

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

• Structure

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

Assessment

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

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

Summative assessments

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

General Mathematics

General senior subject

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

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

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

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

• Pathways

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

• Objectives

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

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

• Structure

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

Assessment

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

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

Summative assessments

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			

Mathematical Methods

General senior subject

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

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

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

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

• Pathways

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

computer science (including electronics and software design), psychology and business.

• Objectives

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

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

• Structure

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

Assessment

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

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

Summative assessments

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

Biology

General senior subject

Biology provides opportunities for students to engage with living systems.

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

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

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

• Pathways

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

• Objectives

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

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

• Structure

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

Assessment

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

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

Summative assessments

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

Physics

General senior subject

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

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

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

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

• Pathways

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

• Objectives

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

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

• Structure

Unit 1	Unit 2	Unit 3	Unit 4
Thermal, nuclear and electrical physics • Heating processes • Ionising radiation and nuclear reactions • Electrical circuits	Linear motion and waves • Linear motion and force • Waves	Gravity and electromagnetism • Gravity and motion • Electromagnetism	Revolutions in modern physics • 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			

Science in Practice

Applied senior subject

Science in Practice provides opportunities for students to explore, experience and learn concepts and practical skills valued in multidisciplinary science, workplaces and other settings. Learning in Science in Practice involves creative and critical thinking; systematically accessing, capturing and analysing information, including primary and secondary data; and using digital technologies to undertake research, evaluate information and present data. Science in Practice students apply scientific knowledge and skills in situations to produce practical outcomes. Students build their understanding of expectations for work in scientific settings and develop an understanding of career pathways, jobs and other opportunities available for participating in and contributing to scientific activities. Projects and investigations are key features of Science in Practice. Projects require the application of a range of cognitive, technical and reasoning skills and practical-based theory to produce real-world outcomes. Investigations follow scientific inquiry methods to develop a deeper understanding of a particular topic or context and the link between theory and practice in real-world and/or lifelike scientific contexts. By studying Science in Practice, students develop an awareness and understanding of life beyond school through authentic, real-world interactions to become responsible and informed citizens. They develop a strong personal, socially oriented, ethical outlook that assists with managing context, conflict and uncertainty. Students gain the ability to work effectively and respectfully with diverse teams to maximise understanding of concepts, while exercising flexibility, cultural awareness and a willingness to make necessary compromises to accomplish common goals. They learn to communicate effectively and efficiently by manipulating appropriate language, terminology, symbols and diagrams associated with scientific communication. The objectives of the course ensure that students apply what they understand to explain and execute procedures, plan and implement projects and investigations, analyse and interpret information, and

evaluate procedures, conclusions and outcomes.

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

Pathways

A course of study in Science in Practice is inclusive and caters for a wide range of students with a variety of backgrounds, interests and career aspirations. It can establish a basis for further education and employment in many fields, e.g. animal welfare, food technology, forensics, health and medicine, the pharmaceutical industry, recreation and tourism, research, and the resources sector.

Objectives

By the conclusion of the course of study students should:

describe ideas and phenomena

execute procedures

analyse information

interpret information

evaluate conclusions and outcomes

plan investigations and projects.

Structure

Science in Practice 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	Consumer science
Unit option B	Ecology
Unit option C	Forensic science
Unit option D	Disease
Unit option E	Sustainability
Unit option F	Transport

Assessment

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

Technique	Description	Response requirements
Applied investigation	Students investigate a research question by collecting, analysing and interpreting primary or secondary information.	One of the following: Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media Written: up to 1000 words
Practical project	Students use practical skills to complete a project in response to a scenario.	Completed project One of the following: Product: 1 Performance: up to 4 minutes Documented process Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Hospitality Practices

Applied senior subject

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

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

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

• Pathways

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

• Objectives

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

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

• Structure

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

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

• Assessment

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

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

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

Dance in Practice

Applied senior subject

Dance in Practice focuses on experiencing and understanding the role of dance in and across communities and, where possible, interacting with practising performers, choreographers and designers.

Students create, perform and produce dance works in class, school and community contexts, and use their senses as a means of understanding and responding to their own and others' dance works. This fosters creativity, helps students develop problem-solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences.

Students explore and apply techniques, processes and technologies individually and in groups to express dance ideas that serve particular purposes. Students explore safe dance practices for themselves and groups. They gain practical and technical skills, employ terminology specific to dance, investigate ways to solve problems, and make choices to communicate through dance and about dance.

- **Pathways**

A course of study in Dance in Practice can establish a basis for further education and employment in dance education, dance teaching, choreography, performance and event production.

- **Structure**

The Dance in Practice course is designed around core and elective topics. Students explore at least two dance genres across Units 1 and 2 and again in Units 3 and 4, and three genres across the four units.

Objectives

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

- recall terminology, concepts and ideas associated with dance
- interpret and demonstrate the technical and expressive skills required for dance genres
- explain dance and dance works
- apply dance concepts and ideas through performance and production of dance works
- analyse dance concepts and ideas for particular purposes, genres, styles and contexts
- use language conventions and features to achieve particular purposes
- generate, plan and modify creative processes to produce dance works
- create communications and make decisions to convey meaning to audiences
- evaluate dance works.

Core	Electives
------	-----------

• Dance performance • Dance production • Dance literacies	• Ballet • Contemporary • Jazz • Tap • Ballroom
	• Popular dance • World dance

• **Assessment**

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

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

Project	Performance	Product	Extended response	Investigation
A response to a single task, situation and/or scenario that contains two or more components.	A technique that assesses the physical demonstration of identified skills.	A technique that assesses the production of a design solution and folio or choreographic work.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
The Project in Dance in Practice requires: • a dance performance: 1½ – 2 minutes • at least one other component from the following – written: 500–900 words – spoken: 2½–3½ minutes – multimodal ▪ non-presentation: 8 A4 pages max (or equivalent) ▪ presentation: 3–6 minutes • product: variable conditions.	• Dance performance: 2–3 minutes • Production performance: variable conditions • Teaching performance: variable conditions	• Design solution and folio: variable conditions • Choreographic work: 2–3 minutes	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes.

Music in Practice

Applied senior subject

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

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

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

• Pathways

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

• Objectives

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

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

• Structure

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

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

• Assessment

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

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

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

Visual Arts in Practice

Applied senior subject

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

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

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

• Pathways

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

• Objectives

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

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

• Structure

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

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

• Assessment

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

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

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

Dance

General senior subject

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
Moving bodies How does dance communicate meaning for different purposes and in different contexts? • Genres: – Contemporary – at least one other genre • Subject matter: – meaning, purpose and context – historical and cultural origins of focus genres	Moving through environments How does the integration of the environment shape dance to communicate meaning? • Genres: – Contemporary – at least one other genre • Subject matter: – physical dance environments including site-specific dance – virtual dance environments	Moving statements How is dance used to communicate viewpoints? • Genres: – Contemporary – at least one other genre • Subject matter: – social, political and cultural influences on dance	Moving my way How does dance communicate meaning for me? • Genres: – fusion of movement styles • Subject matter: – 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):	20%	Summative internal assessment 3 (IA3):	35%
• Performance		• Project — dance work	
Summative internal assessment 2 (IA2):	20%		
• Choreography			
Summative external assessment (EA): 25% • Examination — extended response			

Music

General senior subject

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 such as arts administration and management, music journalism, arts/music education, creative and performance industries, music/media advertising, music and voice therapy, music/entertainment law, and the recording industry.

- **Objectives**

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

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

• Structure

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

Assessment

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

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

Summative assessments

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

Visual Art

General senior subject

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
Art as lens Through inquiry learning, the following are explored: • Concept: lenses to explore the material world • Contexts: personal and contemporary • Focus: People, place, objects • Media: 2D, 3D, and time-based	Art as code Through inquiry learning, the following are explored: • Concept: art as a coded visual language • Contexts: formal and cultural • Focus: Codes, symbols, signs and art conventions • Media: 2D, 3D, and time-based	Art as knowledge Through inquiry learning, the following are explored: • Concept: constructing knowledge as artist and audience • Contexts: contemporary, personal, cultural and/or formal • Focus: student-directed • Media: student-directed	Art as alternate Through inquiry learning, the following are explored: • Concept: evolving alternate representations and meaning • Contexts: contemporary and personal, cultural and/or formal • Focus: continued exploration of Unit 3 student-directed focus • Media: student-directed

Assessment

Schools devise assessments in 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):	15%	Summative internal assessment 3 (IA3):	35%
• Investigation — inquiry phase 1		• Project — inquiry phase 3	
Summative internal assessment 2 (IA2):	25%		
• Project — inquiry phase 2			
Summative external assessment (EA): 25%			
• Examination			

19 Appendix 2 – VET Syllabuses

Certificate II in Engineering Pathways (MEM20422)

Registered Training Organisation (RTO): Saint Mary's Catholic College (RTO Code 30486)

QCE Credits: 4 Core Credits

Description

The qualification MEM20422 provides students with an introduction to an engineering or manufacturing related working environment.

Students gain skills and knowledge in a range of engineering and manufacturing tasks which will enhance their entry-level employment prospects for apprenticeships, traineeships or general employment in an engineering-related workplace.

Commencing in Year 11 and delivered in the school workshop, during normal school hours as a part of the student's regular school timetable, the course is completed over a period of two (2) years. To complete the course the student must successfully complete 12 competencies. (see below.)

Competencies covered by the course

MEM13015	Work safely and effectively in manufacturing and engineering
MEMPE005	Develop a career plan for the engineering and manufacturing industries
MEMPE006	Undertake a basic engineering project
MSMENV272	Participate in environmentally sustainable work practices
MEM11011*	Undertake manual handling
MEM16006*	Organise and communicate information
MSMSUP106	Work in a team
MEM18001*	Use hand tools
MEM18002*	Use power tools/handheld operations
MEMPE001	Use engineering workshop machines
MEMPE002	Use electric welding machines
MEMPE003	Use oxy acetylene and soldering equipment

Application

The learning program develops trade-like skills but not trade-level skills. As an example, the outcome level of welding skills from this qualification is not about learning trade-level welding theory and practice; it is about being introduced to welding, how it can be used to join metal and having the opportunity to weld metal together. Similarly with machining, the outcome should be something produced on a lathe etc, not the theory and practice of machining. The focus should be on using engineering tools and equipment to produce or modify objects. This is done in a safe manner for each learner and those around them.

Eligibility - Cost

This course incurs a school levy of \$296 per annum.

Training and Assessment Delivery

The program is delivered as part of their timetabled classes.

Students receive training and regular safety talk. They work through the competencies at their own pace. All competencies must be completed to receive a Cert II Pathways Engineering.

Certificate II in Construction Pathways (CPC20220)

Registered training organisation (RTO): Blue Dog Training (RTO Code 31193)

www.bluedogtraining.com.au
07 3331 6004



QCE Credits: 4 Core Credits

Description

The qualification CPC20220 is designed to introduce learners to the recognised trade callings in the construction industry and provide meaningful credit in a construction industry Australian Apprenticeship with the exception of plumbing.

The units of competency within this qualification cover essential work health and safety requirements, communication skills, work planning, and basic use of tools and materials and have core units of competency requirements that are required in most Certificate III qualifications. The qualification is built around a basic construction project unit that integrates the skills and embeds the facets of employability skills in context.

Commencing in Year 11 and delivered in the school workshops, during normal school hours as a part of the student's regular school timetable, the course is completed over a period of two (2) years. A student can only participate in a Blue Dog Training VETiS program with the permission of their school.

Application

The learning program should develop trade-like skills but not aim to deliver trade-level expertise. For example, the expected outcome in tiling is not to master trade-level techniques and theory, but to gain an introduction to tiling—understanding how tiles are laid, aligned, and adhered, and having the opportunity to tile a basic surface. Similarly, in general construction, the focus should be on learning how to safely use hand and power tools to construct or modify simple timber projects, rather than teaching advanced joinery or structural framing. The emphasis should be on using construction tools and equipment to complete practical tasks safely, ensuring the well-being of each learner and those around them.

Eligibility - Cost

This qualification may be funded by the Department of Trade, Employment and Training (DTET) through the Career Ready VET in Schools (VETiS) program. Funded enrolments will depend on the DTET's final publication of the 2026 Career Ready VETiS funded qualifications list. Our school will confirm delivery arrangements with the approved SAS provider before finalising Career Ready VET-funded enrolments for 2026.

Enrolment in this qualification is being offered to students under a fee for service arrangement by Blue Dog Training in 2026. Fee for service cost = \$1200.

Please refer to the Blue Dog Training Website for information on their refund policy.

https://bluedogtraining.com.au/storage/app/media/pdf_documents/policies/Student_Fee_Refund_Policy.pdf

Training and Assessment Delivery

The Blue Dog Training VETiS program is delivered at the student's school as part of their timetabled classes by Blue Dog Training's qualified trainers and assessors.

Secondary school students are enrolled as a student with Blue Dog Training and their qualification or statement of attainment is issued by Blue Dog Training.

Training and assessment are via Blue Dog Training's blended mode of delivery which comprises both on-line training and face to face classroom-based training at the school workshop.

Blue Dog Training trainers and assessors attend the school on a structured basis throughout the school year. Blue Dog Training is responsible for all training and assessment.

Core

CPCCOM1012	Work effectively and sustainably in the construction industry
CPCCOM1013	Plan and organise work
CPCCVE1011*	Undertake a basic construction project
CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry
CPCCOM1015	Carry out measurements and calculations

Elective

CPCWHS1001#	Prepare to work safely in the construction industry
CPCCCM2004*	Handle construction materials
CPCCCM1011	Undertake basic estimation and costing
CPCCCA2002*	Use carpentry tools and equipment
CPCCWF2002*	Use wall and floor tiling tools and equipment

Notes:

- *Prerequisite units of competency - An asterisk (*) against a unit of competency code in the list above indicates there is a prerequisite requirement that must be met. Prerequisite unit(s) of competency must be assessed before assessment of any unit of competency with an asterisk.
- Elective units may be subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices.
- # The unit CPCWHS1001 Prepare to work safely in the construction industry is designed to meet WHSQ regulatory authority requirements for General Construction Induction Training (GCIT) and must be achieved before access to any building and construction work site. Successful completion of this unit of competency as part of this Blue Dog Training VETiS program will result in the student being issued with a Workplace Health and Safety Queensland Construction Induction 'White Card'.

More information about this qualification is available at: <https://training.gov.au/Training/Details/CPC20220>

Certificate II in Sampling and Measurement (MSL20122) & Certificate III in Laboratory Skills (MSL30122)

Registered Training Organisation (RTO): ABC Training & Consulting (TRO number 5800)

Unit 10, Level 2, 349 Coronation Drive, Milton, QLD 4064
(07) 3876 3177

QCE Credits: Up to 6 Core Credits

Description

Students can begin their journey with a Certificate II in Sampling and Measurement, which comprises 8 units of study. Certificate III in Laboratory Skills requires the completion of an additional 5 units.

Successful completion of the course not only equips students with valuable skills but also provides an ATAR equivalent of 68*, enhancing their prospects for further education and employment. (*Refer to specific tertiary institution for entry requirements)

This course will teach students the skills and knowledge required to perform a range of sampling and measurement activities as part of laboratory, production or field operations in the construction, manufacturing, food processing, resources and environmental industry sectors.

As a result of completing Certificate II in Sampling and Measurement and Certificate III in Laboratory skills, students will know how to:

- Safely participate in laboratory and field work
- Collect and measure site samples in environmentally sustainable ways
- Calibrate laboratory equipment
- Perform basic tests in the laboratory and in the field
- Record and represent data
- Prepare working solutions
- Contribute to the achievement of quality objectives and communicate with other people

Eligibility - Cost

MSL20122 - This program is fully funded by QLD VETiS for eligible students. If students are deemed ineligible, a Fee for Service arrangement of \$1900 is available including enrolment fee.

MSL30122 – This program is under a Fee for Service agreement and costs \$500, which includes an enrolment fee if MSL20122 has been completed.

Training and Assessment Delivery

Theory Components: Students are guided through the modules using our self-paced online learning resources.

Face-To-Face Days: 2 days for Certificate II, an additional 1 day for Certificate III. The practical sessions offer students the chance to engage in activities that closely resemble those commonly found in real-world industry settings. These provide students with an experiential learning that connects their classroom knowledge to tangible industry outcomes.

Certificate II in Health Support (HLT23221) & Certificate III in Health Services Assistance (HLT33115)

Delivered in Partnership with
Connect 'n' Grow® RTO number: 40518



HLT33115 Certificate III in Health Services Assistance

(including HLT23221 Certificate II in Health Support Services)

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.

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.

Duration and location

This is a two-year course delivered on site to senior school students and in partnership with Connect 'n' Grow®.

Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- face-to-face training
- practicals and scenarios
- online learning

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.

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).

Course units Year 1 (Certificate II units)

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 *

*units Credit Transferred from Cert II into the Cert III

Course units Year 2 (Certificate III units)

Unit code	Title
HLTAAP001	Recognise healthy body systems
BSBMED301	Interpret and apply medical terminology
BSBWOR301*	Organise personal work priorities and development
BSBPEF301	Organise personal work priorities
HLTAID011	Provide first aid
HLTAID009	Provide cardiopulmonary resuscitation
HLTAID010	Provide basic emergency life support
CHCINM002	Meet community information needs
CHCCCS009	Facilitate responsible behaviour
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety

Assessment

Assessment is competency based.

Assessment techniques include:

- observation
- folios of work
- questionnaires
- written and practical tasks

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.

Pathways

Potential options may include:

- Various Certificate IV qualifications
- Diploma of Nursing
- Bachelor Degrees (B.Nursing)
- entry level employment within the health industry.

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.

Certificate II in Community Services (CHC22015) & Certificate III in Community Services (CHC32015)

Delivered in Partnership with
Connect 'n' Grow® RTO number: 40518



CHC32015 Certificate III in Community Services (including CHC22015 Certificate II in Community Services)

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 community services 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, personal time management, managing personal stress in the workplace, working with diverse people, responding to client needs and providing individualised support.

Refer to training.gov.au for specific information about the qualification.

Entry requirements

There are no entry requirements to commence the first year of this qualification; however successful completion of the Certificate II in Community 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.

Duration and location

This is a two-year course delivered on site to senior school students and in partnership with Connect 'n' Grow®.

Course units Year 1 (Certificate II units)

Unit code	Title
HLTWHS001	Participate in workplace health and safety
BSBWOR202	Organise and complete daily work activities
CHCCOM005	Communicate and work in health or community services *
CHCDIV001	Work with diverse people *
HLTINF006	Apply basic principles and practices of infection prevention and control
CHCCOM001	Provide first point of contact *
CHCINM002	Meet community information needs
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety*
HLTWHS006	Manage personal work stressors in the work environment

*units Credit Transferred from Cert II into the Cert III

Course units Year 2 (Certificate III units)

Unit code	Title
HLTWHS002	Follow safe work practices for direct client care
HLTAAP001	Recognise healthy body systems
CHCCCS016	Respond to client needs
CHCCCS009	Facilitate responsible behaviour
BSBWOR301*	Organise personal work priorities and development
BSBPEF301	Organise personal work priorities
HLTAID011	Provide First Aid
HLTAID009	Provide cardiopulmonary resuscitation

Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- face-to-face training
- practicals and scenarios
- online learning

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.

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).

Assessment

Assessment is competency based. Assessment techniques include:

- observation
- folios of work
- questionnaires
- written and practical tasks

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.

Pathways

Potential options may include:

- Various Certificate IV qualifications in Aged Care
- Bachelor's degrees
- entry level employment within the health industry.

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.