St John Fisher College
BRACKEN RIDGE

SUBJECT GUIDE
Senior

Contents

Our Mission

The St John Fisher College Community

is inspired by God's Spirit and

the Catholic faith tradition

to live, to love and to learn

with respect for truth,

the courage to seek justice,

the gift of peace

and the grace to forgive

as we respond with equal dynamism

to society's challenges today and tomorrow.

Message from the Principal

Welcome to your senior years of schooling. All young people in Queensland are required by law to participate in education or training - until they have gained a Queensland Certificate of Education (QCE) or VET qualifications or turned 17. However, there are many different educational pathways available to students after Year Ten to help them move into life after school.

Your senior secondary school education makes up a very important part of your life-long journey. It does place new responsibilities on you. You need to be prepared to work hard, to juggle your commitments carefully so that you maintain a balance in your life and to focus carefully on the goals you set yourself in planning your future education and training (SET Plan). Your choice to continue at school does mean that your schoolwork needs to be your main priority.

Continuing students will be aware already of the expectations our community has of its students. You are familiar with the 'John Fisher Way of Learning'. You know that the values we hold dear emphasise the importance of personal responsibility and self-discipline, working to the best of your ability, respecting and caring for yourself and others and contributing to making St John Fisher College a great community. We strongly encourage our students to be problem solvers and to work through the challenges themselves.

As a senior student of this College you will be expected to uphold the values we espouse and model them positively for our younger students. You also have a responsibility to give your best effort to your studies in order to give yourself the best opportunity for success. In these next two years you will be expected to become a more independent learner who relies less on your teacher to keep you focused and more on your own personal goals and plans to keep you motivated.

With so many pathways available in your senior years of education, you need to plan your own pathway through senior education and beyond, according to your own gifts and talents. This will vary for all of you and therefore comparing yourself with others will not be of value. What is important is that you put your best efforts into all that you do during your time here at the College.

The staff of St John Fisher College will do all we can to help you achieve your goals. We are committed to working with you to develop intellectual, social, physical and spiritual resources. We will provide you with a range of options and guide you towards a learning program to meet your specific needs. You would be wise to listen to them and take advantage of their expertise.

This handbook is designed to provide you with information about senior studies but you should also seek information from additional sources, speak to your teachers and listen to information provided to you at various times throughout Year 10. You should take into consideration your academic strengths and weaknesses and other interests. Gather information from as many sources as possible before making your final choices.

We look forward to your active participation in the life of St John Fisher College and our staff will be beside you as you travel these senior years of education. I wish you well for your senior years, and the life journey that opens us for you as a result of your time with us at St John Fisher College. Regards

Ms Britt Gurnett
Principal

Year 11 2024 – Year 12 2025

A new Queensland Certificate of Education (QCE) system began in 2019 with students entering Year 11. The Australian Tertiary Admission Rank (ATAR) is now the standard pathway to tertiary study for Queensland Year 12s. This curriculum handbook will assist you to understand the QCE system and help you to plan what to study in Years 11 and 12. You will use this information to explore the jobs or careers you are interested in and then choose the subjects and courses that will enable you to achieve a QCE and work towards your goals.

St John Fisher College students will be required to study six subjects for their studies in Year 11 & 12. Once you have made your initial selections, the 2024 timetable will be prepared. On occasion the College may need to cancel a subject being offered if the numbers of students selecting are insufficient and this impacts on staffing and resources. There are limits to class sizes and this will vary from subject to subject. This may result in a request for a subject change not being met if the class is full or not accessible at that time in the timetable.

Guidelines for Subject Selection

When selecting subjects, it is important for you to consider the subjects that:
- you enjoy
- you have achieved good results in previously (work with your strengths)
- reflect your interests and abilities
- help you reach your career goals
- meet any subject prerequisites you need for further study after Year 12
- will develop skills, knowledge and attitudes useful throughout your life
- will keep many post Year 12 options open.

Be aware of the following:
- Do not select a subject because someone told you that it, 'will help you get a better ATAR'.
- Do not choose a subject because a friend/mother/father/brother/sister liked or disliked it.
- Do not select a subject because you think a certain teacher may, or may not, be teaching that subject next year.

It is important to consider other peoples' opinions of the subjects, but do not make your decision on these opinions only. You need to gather information about subjects yourself. If you and your parents are still uncertain about the combination of subjects you have chosen, check again with some of the many people who are available to help you e.g. teachers, the Guidance Counsellor, Curriculum Leaders and Pastoral Leaders.

SET Planning

All students are required to develop a plan for their senior studies. This is called a Senior Education and Training (SET) Plan. This plan will be based on:
- your career aspirations and further study and training goals
- your interests
- consultation with teachers, the Careers and Guidance Counsellor, and parents.

The SET Plan may be revisited during Years 10, 11 and 12 and adjustments made when necessary.

Senior Learning Pathways

OPTION	FOR	REQUIREMENTS	OUTCOME
ATAR	Students who wish to gain **tertiary entry** as their preferred post-school option	• 6 General subjects OR • 5 General & 1 Applied subject OR • 4 General & 2 Applied subjects	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 General subjects & 1 VET subject OR • 4 General subjects & 1 VET subject & 1 Applied subject OR • 4 General & 2 VET subjects	QCE ATAR Certificate/s or Statement of Attainment (Nationally recognised)
VET	Students who wish to gain tertiary options but wish to be engaged in **VET** in their Senior Phase of Learning	• 3 or more - Applied subjects and/ or VET OR • 3 subjects or less - General subjects	QCE Certificate/s or Statement of Attainment (Nationally recognised)

All students are required to select:
- Study of Religion or Religion & Ethics
- General English or Essential English
- Mathematical Methods or General Mathematics or Essential Mathematics

Senior Education Profile

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

- Senior Statement

- Queensland Certificate of Education (QCE)

- Queensland Certificate of Individual Achievement (QCIA).

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

Senior Statement

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

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

Queensland Certificate of Education (QCE)

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

Queensland Certificate of Individual Achievement (QCIA)

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

Senior Subjects

The QCAA develops 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

Applied and Applied (Essential) Syllabuses

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

General Syllabuses

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

General (Extension) Syllabuses

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.

Extension courses offer more challenging than the related General courses and build on the studies students have already undertaken in the subject.

General (Senior External Examination) syllabuses

Senior External Examinations are suited to:

- 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.

Underpinning factors

All senior syllabuses are underpinned by:

- literacy — the set of knowledge and skills about language and texts essential for understanding and conveying content

- numeracy — the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully.

Applied and Applied (Essential) Syllabuses

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

- applied learning — the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts

- community connections — the awareness and understanding of life beyond school through authentic, real-world interactions by connecting classroom experience with the world outside the classroom

- skills for work — the set of knowledge, understanding and non-technical skills that underpin successful participation in work.

General Syllabuses

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

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

Vocational Education and Training (VET)

Students can access VET programs through the school if it:

- is a registered training organisation (RTO)

- has a third-party arrangement with an external provider who is an RTO

- offers opportunities for students to undertake school-based apprenticeships or traineeships.

Australian Tertiary Admission Rank (ATAR) eligibility

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

- best five General subject results or

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

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

English requirement

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

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

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

Applied and Applied (Essential) Syllabuses

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

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

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

Course Structure

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

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

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

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

Curriculum

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

Schools have autonomy to decide:

- which four units they will deliver

- how and when the subject matter of the units will be delivered

- how, when and why learning experiences are developed, and the context in which the learning will occur

- how opportunities are provided in the course of study for explicit and integrated teaching and learning of complementary skills such as literacy, numeracy and 21st century skills

- how the subject-specific information found in this section of the syllabus is enlivened through the course of study.

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

Assessment

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

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

Schools have autonomy to decide:

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

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

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

Essential English and Essential Mathematics – Common Internal Assessment

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

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

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

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

Summative internal assessment — instrument-specific standards

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

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

General Syllabuses

Course Overview

General syllabuses are developmental four-unit courses of study.

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

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

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

Assessment

Unit 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.

Unit 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.

General (Extension) Syllabuses

Course Overview

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

Extension syllabuses are courses of study that consist of two units (Units 3 and 4).

Subject matter, learning experiences and assessment increase in complexity across the two units as students develop greater independence as learners.

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

Note: In the case of Music Extension, this subject has three syllabuses, one for each of the specialisations — Composition, Musicology and Performance.

Assessment

Unit 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%.

General (Senior External Examination) Syllabuses

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.

School Students

These are students who are:

- in the **final year of senior secondary schooling** (Year 12)

- enrolled in a Queensland secondary school, and

- unable to study particular subjects at their school because the subjects are not taught or there is a timetable clash.

Eligibility - School Students

Eligible Year 12 students can sit a maximum of *two* 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.**

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/certificates-and-qualifications/sep/sep-calendar/sep-calendar-search.

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.

QCAA senior syllabuses at SJFC

Mathematics

General
- General Mathematics
- Mathematical Methods
- Specialist Mathematics

Applied
- Essential Mathematics

Health and Physical Education

General
- Physical Education

English

General
- English

Applied
- Essential English

Science

General
- Biology
- Chemistry
- Physics

Humanities

General
- Business
- Legal Studies
- Modern History
- Study of Religion

Applied
- Religion & Ethics

Languages

General
- French

General (Extension)
- French Extension

Technologies

General
- Design
- Digital Solutions
- Food & Nutrition

The Arts

General
- Drama
- Music
- Visual Art

General (Extension)
- Music Extension

Applied
- Visual Arts in Practice

Prerequisites for general subjects

Yr. 11/12 Subject	Yr. 10 Subject	Minimum Yr. 10 Result
General Mathematics	Mathematics	C
Mathematical Methods	Mathematics Extension	B
Specialist Mathematics	Mathematics Extension	B
General English	English	C
Business	English	C
	OR	
	Economics and Business	C
Legal Studies	Legal Studies or Modern History	C
	English	C
Modern History	Legal Studies or Modern History	C
	English	C
Study of Religion	Religious Education	B
	English	B
Design	English	C
Digital Solutions	English	C
	Mathematics	C
Food & Nutrition	English	C
Physical Education	Health & Physical Education	C
Biology	Science	B
Chemistry	Science	B
	Mathematics Extension	C
Physics	Science	B
	Mathematics Extension	B
French	French	C
	English	C
Drama	English	C
	Drama	C
Music	English	C
	Music	B
Visual Arts	English	C
	Year 9 or 10 Visual Arts	C

- ❖ Students wanting to study Specialist Mathematics must also study Mathematical Methods.

- ❖ Students wanting to study Physics are **required** to study Mathematical Methods and are **encouraged** to also study Specialist Mathematics.

- ❖ Students wanting to study Chemistry are **encouraged** to study Mathematical Methods.

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): • 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			

Specialist Mathematics

General senior subject

Specialist Mathematics' major domains are Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus.

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

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

Student learning experiences range from practising essential mathematical routines to developing procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning.

Pathways

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

Objectives

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

- select, recall and use facts, rules, definitions and procedures drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus

- comprehend mathematical concepts and techniques drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus

- communicate using mathematical, statistical and everyday language and conventions

- evaluate the reasonableness of solutions

- justify procedures and decisions, and prove propositions by explaining mathematical reasoning

- solve problems by applying mathematical concepts and techniques drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus.

Structure

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

Unit 1	Unit 2	Unit 3	Unit 4
Combinatorics, vectors and proof • Combinatorics • Vectors in the plane • Introduction to proof	**Complex numbers, trigonometry, functions and matrices** • Complex numbers 1 • Trigonometry and functions • Matrices	**Mathematical induction, and further vectors, matrices and complex numbers** • Proof by mathematical induction • Vectors and matrices • Complex numbers 2	**Further statistical and calculus inference** • Integration and applications of integration • Rates of change and differential equations • Statistical inference

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			

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	**Money, travel and data**	**Measurement, scales and data**	**Graphs, chance and loans**
- Fundamental topic: Calculations - Number - Representing data - Graphs	- Fundamental topic: Calculations - Managing money - Time and motion - Data collection	- Fundamental topic: Calculations - Measurement - Scales, plans and models - Summarising and comparing data	- 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

English

General senior subject

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

Students 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): • Extended response — imaginative written response	25%
Summative internal assessment 2 (IA2): • Extended response — persuasive spoken response	25%	Summative external assessment (EA): • Examination — analytical written response	25%

Essential English

Applied senior subject

Essential English develops and refines students' understanding of language, literature and literacy to enable them to interact confidently and effectively with others in everyday, community and social contexts. 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)	Summative internal assessment (IA4): • Extended response — Written response

Business

General senior subject

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

Legal Studies
General senior subject

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

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

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

Pathways

A course of study in Legal Studies can establish a basis for further education and employment in the fields of law, law enforcement, criminology, justice studies and politics. The knowledge, skills and attitudes students gain are transferable to all discipline areas and post-schooling tertiary pathways. The research and analytical skills this course develops are universally valued in business, health, science and engineering industries.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Beyond reasonable doubt - Legal foundations - Criminal investigation process - Criminal trial process - Punishment and sentencing	**Balance of probabilities** - Civil law foundations - Contractual obligations - Negligence and the duty of care	**Law, governance and change** - Governance in Australia - Law reform within a dynamic society	**Human rights in legal contexts** - Human rights - The effectiveness of international law - Human rights in Australian contexts

Assessment

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

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

Summative assessments

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

Modern History

General senior subject

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

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

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

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

Pathways

A course of study in Modern History can establish a basis for further education and employment in the fields of history, education, psychology, sociology, law, business, economics, politics, journalism, the media, writing, academia and strategic analysis.

Objectives

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

- comprehend terms, issues and concepts

- devise historical questions and conduct research

- analyse historical sources and evidence

- synthesise information from historical sources and evidence

- evaluate historical interpretations

- create responses that communicate meaning.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the modern world - Australian Frontier Wars, 1788–1930s - Age of Enlightenment, 1750s–1789 - Industrial Revolution, 1760s–1890s - American Revolution, 1763–1783 - French Revolution, 1789–1799 - Age of Imperialism, 1848–1914	**Movements in the modern world** - Australian Indigenous rights movement since 1967 - Independence movement in India, 1857–1947 - Workers' movement since the 1860s - Women's movement since 1893 - May Fourth Movement in China, 1919	**National experiences in the modern world** - Australia, 1914–1949 - England, 1707–1837 - France, 1799–1815 - New Zealand, 1841–1934 - Germany,1914–1945 - United States of America, 1917–1945 - Soviet Union, 1920s–1945 - Japan, 1931–1967 - China, 1931–1976	**International experiences in the modern world** - Australian engagement with Asia since 1945 - Search for collective peace and security since 1815 - Trade and commerce between nations since 1833 - Mass migrations since 1848 - Information Age since 1936 - Genocides and ethnic cleansings since 1941

Unit 1	Unit 2	Unit 3	Unit 4
• Age of Imperialism, 1848-1914 • Meiji Restoration, 1868–1912	• Independence movement in Algeria, 1945–1962	• Indonesia, 1942–1975 • India, 1947–1974 • Israel, 1948–1993	• Genocides and ethnic cleansings since the 1930s • Nuclear Age since 1945 • Cold War, 1945–1991
• Boxer Rebellion, 1900–1901 • Russian Revolution, 1905–1920s • Xinhai Revolution, 1911–1912 • Iranian Revolution, 1977–1979 • Arab Spring since 2010 • Alternative topic for Unit 1	• Independence movement in Vietnam, 1945–1975 • Anti-apartheid movement in South Africa, 1948–1991 • African-American civil rights movement, 1954–1968 • Environmental movement since the 1960s • LGBTIQ civil rights movement since 1969 • Pro-democracy movement in Myanmar (Burma) since 1988 • Alternative topic for Unit 2	• South Korea, 1948–1972	• Struggle for peace in the Middle East since 1948 • Cultural globalisation since 1956 • Space exploration since 1957 • Rights and recognition of First Peoples since 1982 • Terrorism, anti-terrorism and counter-terrorism since 1984

Assessment

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

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

Summative assessments

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

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

Religion & Ethics
Applied senior subject

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

In this syllabus, religion is understood as a faith tradition based on a common understanding of beliefs and practices. In a religious sense, beliefs are tenets, creeds or faiths; religious belief is belief in a power or powers that influence human behaviours.

Ethics refers to a system of moral principles; the rules of conduct or approaches to making decisions for the good of the individual and society. Both religion and ethics prompt questions about values, the determination of a moral course of action, and what personal and community decisions can be considered when confronted with situations requiring significant decisions.

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

Religion & Ethics focuses on the personal, relational and spiritual perspectives of human experience. It enables students to investigate and critically reflect on the role and function of religion and ethics in society and to communicate principles and ideas relevant to their lives and the world. Learning experiences should be practical and experiential in emphasis and access the benefits of networking within the community. Schools may consider involvement with religious communities, charities, welfare and service groups and organisations. The syllabus enables students to interact with the ideas and perspectives of members of the wider community who may express beliefs and values different from their own.

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

Pathways

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

Objectives

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

- explain religions, spiritual and ethical principles and practices

- examine religions, spiritual and ethical information

- apply religious, spiritual and ethical knowledge

- communicate responses

- evaluate projects.

Structure

Religion & Ethics is a four-unit course of study. This syllabus contains six QCAA-developed units as options for schools to select from to develop their course of study.

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

Assessment

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

Technique	Description	Response requirements
Project	Students provide a view on a scenario.	**Product/Plan/Campaign** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, or 8 A4 pages, or equivalent digital media • Spoken: up to 4 minutes, or signed equivalent • Written: up to 800 words **Evaluation** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, or 8 A4 pages, or equivalent digital media • Spoken: up to 4 minutes, or signed equivalent • Written: up to 600 words
Investigation	Students investigate a question, opportunity or issue to develop a response.	One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, or 10 A4 pages, or equivalent digital media • Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words
Extended response	Students respond to stimulus related to a scenario.	One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, or 10 A4 pages, or equivalent digital media • Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words

Design

General senior subject

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

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

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

Pathways

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

Objectives

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

- describe design problems and design criteria

- represent ideas, design concepts and design information using drawing and low-fidelity prototyping

- analyse needs, wants and opportunities using data

- devise ideas in response to design problems

- synthesise ideas and design information to propose design concepts

- evaluate ideas and design concepts to make refinements

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Design in practice • Experiencing design • Design process • Design styles	**Commercial design** • Explore — client needs and wants • Develop — collaborative design	**Human-centred design** • Designing with empathy	**Sustainable design** • Explore — sustainable design opportunities • Develop — redesign

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — design challenge	15%	Summative internal assessment 3 (IA3): • Project	25%
Summative internal assessment 2 (IA2): • Project	35%	Summative external assessment (EA): • Examination — design challenge	25%

Digital Solutions

General senior subject

Digital Solutions enables students to learn about algorithms, computer languages and user interfaces through generating digital solutions to problems. Students engage with data, information and applications to create digital solutions that filter and present data in timely and efficient ways while understanding the need to encrypt and protect data. They understand computing's personal, local and global impact, and the issues associated with the ethical integration of technology into our daily lives.

Students use problem-based learning to write computer programs to create digital solutions that: use data; require interactions with users and within systems; and affect people, the economy and environments. They develop solutions using combinations of readily available hardware and software development environments, code libraries or specific instructions provided through programming.

Students create, construct and repurpose solutions that are relevant in a world where data and digital realms are transforming entertainment, education, business, manufacturing and many other industries.

Pathways

A course of study in Digital Solutions can establish a basis for further education and employment in the fields of science, technologies, engineering and mathematics.

Objectives

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

- recognise and describe elements, components, principles and processes
- symbolise and explain information, ideas and interrelationships
- analyse problems and information
- determine solution requirements and criteria
- synthesise information and ideas to determine possible digital solutions
- generate components of the digital solution
- evaluate impacts, components and solutions against criteria to make refinements and justified recommendations
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Creating with code • Understanding digital problems • User experiences and interfaces • Algorithms and programming techniques • Programmed solutions	**Application and data solutions** • Data-driven problems and solution requirements • Data and programming techniques • Prototype data solutions	**Digital innovation** • Interactions between users, data and digital systems • Real-world problems and solution requirements • Innovative digital solutions	**Digital impacts** • Digital methods for exchanging data • Complex digital data exchange problems and solution requirements • Prototype digital data exchanges

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Investigation — technical proposal	20%	Summative internal assessment 3 (IA3): • Project — folio	25%
Summative internal assessment 2 (IA2): • Project — digital solution	30%	Summative external assessment (EA): • Examination	25%

Food & Nutrition

General senior subject

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

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

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

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

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

Pathways

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

Objectives

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

- recognise and describe food and nutrition facts and principles

- explain food and nutrition ideas and problems

- analyse problems, information and data

- determine solution requirements and criteria

- synthesise information and data to develop ideas for solutions

- generate solutions to provide data to determine the feasibility of the solution

- evaluate and refine ideas and solutions to make justified recommendations for enhancement

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Food science of vitamins, minerals and protein • Introduction to the food system • Vitamins and minerals • Protein • Developing food solutions	**Food drivers and emerging trends** • Consumer food drivers • Sensory profiling • Labelling and food safety • Food formulation for consumer markets	**Food science of carbohydrate and fat** • The food system • Carbohydrate • Fat • Developing food solutions	**Food solution development for nutrition consumer markets** • Formulation and reformulation for nutrition consumer markets • Food development process

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	20%	Summative internal assessment 3 (IA3): • Project — folio	30%
Summative internal assessment 2 (IA2): • Project — folio	25%	Summative external assessment (EA): • Examination	25%

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%

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			

Chemistry
General senior subject

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

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

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

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

Pathways

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

Objectives

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

- describe and explain scientific concepts, theories, models and systems and their limitations

- apply understanding of scientific concepts, theories, models and systems within their limitations

- analyse evidence

- interpret evidence

- investigate phenomena

- evaluate processes, claims and conclusions

- communicate understandings, findings, arguments and conclusions.

Structure

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

Assessment

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

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

Summative assessments

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 natter 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			

French

General senior subject

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

Students communicate with people from French-speaking communities to understand the purpose and nature of language and to gain understanding of linguistic structures. They acquire language in social and cultural settings and communicate across a range of contexts for a variety of purposes.

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

Pathways

A course of study in French can establish a basis for further education and employment in many professions and industries, particularly those where the knowledge of an additional language and the intercultural understanding it encompasses could be of value, such as business, hospitality, law, science, technology, sociology and education.

Objectives

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

- comprehend French to understand information, ideas, opinions and experiences

- identify tone, purpose, context and audience to infer meaning, values and attitudes

- analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives

- apply knowledge of French language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions

- structure, sequence and synthesise information to justify opinions, ideas and perspectives

- use strategies to maintain communication and exchange meaning in French.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ma vie **My world** • Family/carers and friends • Lifestyle and leisure • Education	**L'exploration du monde** **Exploring our world** • Travel • Technology and media • The contribution of French culture to the world	**Notre société** **Our society** • Roles and relationships • Socialising and connecting with my peers • Groups in society	**Mon avenir** **My future** • Finishing secondary school, plans and reflections • Responsibilities and moving on

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	15%	Summative internal assessment 3 (IA3): • Extended response	30%
Summative internal assessment 2 (IA2): • Examination — combination response	30%	Summative external assessment (EA): • Examination — combination response	25%

French Extension

General senior subject

French Extension equips students with a deeper intercultural understanding and enhanced communicative abilities, preparing them for an increasingly globalised world. As this course is an Extension subject, it is expected that students will engage with authentic texts that are challenging in their language elements and in their ideas and concepts.

Students use their background knowledge and skills in French to investigate how meaning is communicated in French texts. In doing so, they use and enhance the language acquired and developed in the General French syllabus to engage more deeply with a range of text types by creating meaning in French.

Students engage with creative thought and expression in French in an increasingly complex range of social and cultural contexts. As students develop their analytical, creative and critical thinking in French, they reflect on their perspectives and attitudes and develop a deeper appreciation of cultural context as they analyse, investigate and create a range of French texts. Students develop the ability to recognise the attitudes, perspectives and values that underpin texts and influence communities. They reflect on their own attitudes, perspectives and values, and appreciate how these have been influenced by cultural context.

French Extension is a course of study consisting of two units. It is an extension of the General syllabus in French and should be read in conjunction with that syllabus.

The course is studied either concurrently with, or after, Units 3 and 4 of the General course in French, or its equivalent.

Pathways

A course of study in French Extension can establish a basis for further education and employment in fields such as linguistics, translation or teaching. Many professions and industries, including business, hospitality, law, science, technology, sociology and anthropology, value the knowledge of an additional language and the intercultural understanding it encompasses.

Objectives

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

apply knowledge of language elements, structures and textual conventions to understand how meaning is conveyed in texts

apply knowledge of language elements, structures and textual conventions to create meaning in texts

identify how meaning, attitudes, perspectives and values underpin texts and influence audiences

analyse and evaluate information and ideas to draw conclusions and justify points of view and arguments

create texts that convey information and ideas in French for context, purpose, audience and cultural conventions

structure, sequence and synthesise information to respond to texts personally, critically and/or creatively.

Structure

Unit 3	Unit 4
Guided investigation The school chooses two areas of study from the list below: • literature • the arts • social sciences • media studies • innovation, science and technology • business and commerce.	**Independent investigation** The student chooses an area of special interest that is not an extension of a learning experience undertaken in the subject matter of Unit 3.

Assessment

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

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

Drama
General senior subject

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

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

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

Pathways

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

Objectives

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

- demonstrate an understanding of dramatic languages

- apply literacy skills

- apply and structure dramatic languages

- analyse how dramatic languages are used to create dramatic action and meaning

- interpret purpose, context and text to communicate dramatic meaning

- manipulate dramatic languages to create dramatic action and meaning

- evaluate and justify the use of dramatic languages to communicate dramatic meaning

- synthesise and argue a position about dramatic action and meaning.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Share How does drama promote shared	**Reflect** How is drama shaped to reflect lived experience?	**Challenge** How can we use drama to challenge our	**Transform** How can you transform dramatic practice?

understandings of the human experience? • cultural inheritances of storytelling • oral history and emerging practices • a range of linear and non-linear forms	• Realism, including Magical Realism, Australian Gothic • associated conventions of styles and texts	understanding of humanity? • Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre • associated conventions of styles and texts	• Contemporary performance • associated conventions of styles and texts • inherited texts as stimulus

Assessment

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

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

Summative assessments

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

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 of arts administration, communication, education, creative industries, public relations and science and technology.

Objectives

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

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

Music Extension

General senior subject

Music Extension is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their

expertise. Students select one specialisation only, and follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation.

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

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

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

Pathways

A course of study in Music Extension can establish a basis for further education and employment in the fields 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

Common objectives

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

- apply literacy skills
- evaluate music and ideas about music
- examine music and ideas about music
- express meaning, emotion or ideas about music.

Specialist objectives

By the conclusion of the course of study, in addition to the common objectives, students who specialise in **composition** will also:

- apply compositional devices
- manipulate music elements and concepts
- resolve music ideas.

By the conclusion of the course of study, in addition to the common objectives, students who specialise in **musicology** will also:

- analyse music
- investigate music
- synthesise information.

By the conclusion of the course of study, in addition to the common objectives, students who specialise in **performance** will also:

- apply technical skills
- interpret music elements and concepts
- realise music ideas.

Structure

Unit 3	Unit 4
Explore • Key idea 1: Initiate best practice • Key idea 2: Consolidate best practice	**Emerge** • Key idea 3: Independent best practice

Assessment

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

Note: The Summative external assessment (EA): Examination — extended response is the same assessment for all three specialisations.

Summative assessments — Composition specialisation

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

Summative assessments — Musicology specialisation

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

Summative assessments — Performance specialisation

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

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

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Investigation — inquiry phase 1	15%	Summative internal assessment 3 (IA3): • Project — inquiry phase 3	35%
Summative internal assessment 2 (IA2): • Project — inquiry phase 2	25%		
Summative external assessment (EA): 25% <div align=center>• Examination</div>			

Visual Arts in Practice

Applied senior subject

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

In Visual Arts in Practice, students respond to authentic, real-world stimulus (e.g. problems, events, stories, places, objects, the work of artists or artisans), seeing

or making new links between art-making purposes and contexts. They explore visual language in combination with media, technologies and skills to make artworks.

Throughout the course, students are exposed to two or more art-making modes, selecting from 2D, 3D, digital (static) and time-based and using these in isolation

or combination, as well as innovating new ways of working.

When responding, students use analytical processes to identify problems and develop plans or designs for artworks. They use reasoning and decision-making to justify their choices, reflecting and evaluating on

the success of their own and others' art-making. When making, students demonstrate knowledge and understanding of visual features to communicate artistic intention. They develop competency with

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

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

Pathways

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

Objectives

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

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

Structure

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

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

Assessment

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

Technique	Description	Response requirements
Project	Students make artwork, design proposals and stylistic experiments. They evaluate artworks, art style and/or practices that explore the focus of the unit. Students plan resolved artworks.	**Experimental folio** Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based (up to 30 seconds) OR **Prototype artwork** One of the following: • 2D, 3D, digital (static): up to 4 artwork/s • Time-based: up to 3 minutes OR **Design proposal** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media, including up to 4 prototype artwork/s — 2D, 3D, digital (static) and/or time-based (up to 30 seconds each) OR **Folio of stylistic experiments** Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based (up to 30 seconds) AND **Planning and evaluations** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent
Resolved artwork	Students make a resolved artwork that communicates and/or addresses the focus of the unit.	**Resolved artwork** One of the following: • 2D, 3D, digital (static): up to 4 artwork/s • Time-based: up to 3 minutes

Brisbane Catholic Education, St John Fisher College (2018)

VOCATIONAL EDUCATION AND TRAINING (VET)

PROGRAM INFORMATION
AND
2024 COURSE OFFERINGS

Vocational Education and Training

Vocational Education & Training is the delivery of nationally recognised qualifications to students. VET qualifications provide skills and knowledge required for employment in specific industries. If students choose to complete a VET course that is delivered by the school, either through a third-party agreement or the school RTO, this forms part of their timetable. Students can also complete a VET course through an external provider, for example TAFE Queensland. The 'TAFE @ School' program, generally run one day per week for the duration of Year Eleven and Twelve, allows students to attend TAFE whilst still a full-time school student. Students have access to a range of courses that lead to vocational qualifications - Diploma, Certificates I, II, III and IV. Some of these qualifications, especially Certificates I to III, may be offered under a 'VET in schools' program.

The 'VET in Schools' Program offers many benefits. These may include:
- credit points towards the Queensland Certificate of Education
- direct entry into TAFE when students finish Year Twelve
- credit towards a diploma course
- readiness to undertake employment in the industry.

The school also supports students completing school-based traineeships and apprenticeships. Through a school-based traineeship, students are able to undertake employment-based training while continuing full-time enrolment. Traineeship and apprenticeships are available for a range of qualifications. For more information about traineeship and apprenticeship options students are encouraged to visit the VET Office.

VETiS (VET in Schools) qualifications are funded by the government. These courses are subject to change and are listed on the Priority Skills List. Students can access VETiS funding for one course during their senior schooling. Subject guides outline if a course is VETiS funded. This means that if students are enrolled in more than one VETiS funded course, the funding will only apply to one of the courses and there will be a cost attached for the second qualification.

APPLYING FOR TAFE COURSES
The Institute most commonly attended by our students is TAFE Queensland. It is important to visit the website of the institution to check the accurate details of what is on offer:

TAFE @ School Program - https://tafeqld.edu.au/courses/ways-you-can-study/tafe-at-school.html

TAFE offers Certificate I, II, III & IV courses, in a range of study areas, such as:
- Beauty and Hairdressing
- Building and Constructions
- Childcare
- Community services
- Electrotechnology and Utilities
- Engineering
- Hospitality and cookery
- Nursing and health
- Tourism and events

If the Certificate course has been identified in the student's SET plan and is in an identified skill shortage area, then a small tuition fee may apply. All costs, including tuition fees, student ID, utility fee and material fees, will apply for enrolled students in these programs. These fees will be met by the student and made directly to the institution. For more information students are encouraged to visit the VET Office.

BSB30120 Certificate III in Business

Registered Training Organisation – 30022 – St John Fisher College, Bracken Ridge

DETAILS			
Subject type:	VET Qualification	**Duration:**	2 years
Qualification description:	This qualification reflects the varied roles of individuals across different industry sectors who apply a broad range of competencies using some discretion, judgment and relevant theoretical knowledge. They may provide technical advice and support to a team. This course will give you practical skills that are used in a range of office and business environments. Refer to training.gov.au for specific information about the qualification.		
Entry requirements:	Entry-level course. There are no entry requirements for this qualification. It is recommended that students have a satisfactory completion of Year 10 English.		
Qualification packaging rules:	Qualification packaging rules: 13 units must be completed: • 6 core units of competency • 7 elective units of competency		
CORE AND ELECTIVES			
Core:	BSBCRT311	Apply critical thinking skills in a team environment	
	BSBPEF201	Support personal wellbeing in the workplace	
	BSBSUS211	Participate in sustainable work practices	
	BSBTWK301	Use inclusive work practices	
	BSBWHS311	Assist with maintaining workplace safety	
	BSBXCM301	Engage in workplace communication	
Elective:	BSBDAT201	Collect and record data	
	BSBTEC301	Design and produce business documents	
	BSBTEC302	Design and produce spreadsheets	
	BSBTEC202	Use digital technologies to communicate in a work environment	
	BSBPMG430	Undertake Project Work	
	BSBOPS304	Deliver and monitor a service to customers	
	BSBPEF301	Organise personal work priorities	
Delivery Modes:	A range of delivery modes will be used during the teaching and learning of this qualification. These include: • face-to-face instruction • work-based learning • guided learning		
QCE Points	Maximum of 8 QCE Points		
Assessment:	Assessment is competency based and therefore no levels of achievement are awarded. Assessment will be completed in a simulated business environment. Evidence gathering methods for this qualification is continuous and units of competency have been clustered into projects to replicate what occurs in a business office as closely as possible. Assessment techniques include: • observation		

	• folios of work
	• questioning
Pathways:	This qualification may articulate into:
	• BSB40120 Certificate IV in Business
	• work within a business/office administration area.
	See other financial qualifications at training.gov.au.
Fees:	There are no additional costs involved in this course.
Work Placement:	Students are provided with the opportunity to do structured workplace learning, where they could work in a real office environment. They may be required to attend events outside of school hours.
RTO Obligation:	The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.
	Students who are deemed competent in all 12 units of competency will be awarded a Qualification and a record of results.
	Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.
	These details are correct as at 12/05/2023

St John Fisher College
BRACKEN RIDGE *goodness · knowledge · discipline*

NATIONALLY RECOGNISED TRAINING

SIS20122 Certificate II in Sport and Recreation

Registered Training Organisation – 30022 – St John Fisher College, Bracken Ridge

VET

DETAILS				
Subject type:	VET Qualification	**Duration:**		1 year
Qualification description:	This qualification covers the skills and knowledge required for students wanting to pursue a career in the sport and/or community recreation industry. It reflects the multi-skilled role of individuals in operational and customer support positions in the sport or community recreation industry. It will teach students how to perform first aid, assist with activity sessions and equipment maintenance along with other skills that will enable the to work towards a career in the sport, fitness and recreation environment, in locations such as fitness centres, sporting grounds or complexes, leisure and aquatic centres and community recreation centres. Refer to training.gov.au for specific information about the qualification.			
Entry requirements:	Entry-level course. There are no entry requirements for this qualification. It is recommended that students have a satisfactory completion of Year 10 English.			
Qualification packaging rules:	Qualification packaging rules: 10 units must be completed: • 6 core units of competency • 4 elective units of competency			
CORE AND ELECTIVES				
Core:	SISOFLD001	Assist in conducting recreation sessions		
	SISXFAC006	Maintain activity equipment		
	SISXCCS004	Provide quality service		
	SISXIND011	Maintain sport, fitness and recreation industry knowledge		
	HLTWHS001	Participate in workplace health and safety		
	SISXEMR003	Respond to emergency situations		
Elective:	BSBSUS211	Participate in sustainable work practices		
	HLTAID011	Provide First Aid		
	SISFFIT052	Provide healthy eating information		
	SISFFIT035	Plan group exercise sessions		
Delivery Modes:	A range of delivery modes will be used during the teaching and learning of this qualification. These include: • face-to-face instruction • work-based learning • guided learning			
QCE Points	Maximum 4 QCE points			
Assessment:	Assessment is competency based and therefore no levels of achievement are awarded. Assessment will be completed in a simulated business environment. Evidence gathering methods for this qualification is continuous and units of competency have been clustered into projects to replicate what occurs in a business office as closely as possible. Assessment techniques include: • observation • folios of work			

	• questioning
Pathways:	This qualification may articulate into: • SIS30122 Certificate III in Sport, Aquatics and Recreation See other qualifications at training.gov.au.
Fees:	There are no additional costs involved in this course.
Work Placement:	Students are provided with the opportunity to do structured workplace learning, where they could work in a real sporting environment. They may be required to attend sporting activities outside of school hours.
RTO Obligation:	The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification. Students who are deemed competent in all 10 units of competency will be awarded a Qualification and a record of results. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment. These details are correct as at 12/05/2023

St John Fisher College
BRACKEN RIDGE *goodness · knowledge · discipline*

NATIONALLY RECOGNISED TRAINING

SIS30115 Certificate III in Sport and Recreation

Registered Training Organisation – 30022 – St John Fisher College, Bracken Ridge

VET

DETAILS				
Subject type:	VET Qualification		**Duration:**	1 year
Qualification description:	This qualification covers the skills and knowledge required for students wanting to pursue a career in the sport and/or community recreation industry. It reflects the multi-skilled role of individuals in operational and customer support positions in the sport or community recreation industry. It will teach students how to perform first aid, assist with activity sessions and equipment maintenance along with other skills that will enable them to work towards a career in the sport, fitness and recreation environment, in locations such as fitness centres, sporting grounds or complexes, leisure and aquatic centres and community recreation centres. Refer to training.gov.au for specific information about the qualification.			
Entry requirements:	Students must have completed SIS20122 Certificate II in Sport and Recreation.			
Qualification packaging rules:	Qualification packaging rules: 15 units must be completed: • 9 core units of competency • 6 elective units of competency			
CORE AND ELECTIVES *(** credit transfer)*				
Core:	BSBWHS303	Participate in WHS hazard identification, risk assessment and risk control		
	HLTAID003	Provide First Aid **		
	HLTWHS001	Participate in Workplace Health and safety **		
	BSBWOR301	Organise personal work priorities and development		
	SISXCCS001	Provide quality service **		
	SISXEMR001	Respond to emergency situations **		
Elective:	ICTWEB201	Use social media tools for collaboration and engagement		
	SISXCAI003	Conduct non-instructional sport, fitness or recreation sessions		
	SISXCAI004	Plan and conduct programs		
	SISXCAI006	Facilitate groups		
	SISXDIS002	Plan and conduct disability programs		
	SISXIND006	Conduct sport, fitness or recreation events		
	SISSSCO001	Conduct sport coaching sessions with foundation level participants		
	CHCVOL001	Be an effective volunteer		
	CHCCOM001	Provide first point of contact		
Delivery Modes:	A range of delivery modes will be used during the teaching and learning of this qualification. These include: • face-to-face instruction • work-based learning • guided learning			
QCE Points	Maximum of 6 QCE Points			

Assessment:	Assessment is competency based and therefore no levels of achievement are awarded. Assessment will be completed in a simulated business environment. Evidence gathering methods for this qualification is continuous and units of competency have been clustered into projects to replicate what occurs in a business office as closely as possible. Assessment techniques include: • observation • folios of work • questioning
Pathways:	This qualification may articulate into: • SIS50321 Diploma of Sport See other qualifications at training.gov.au.
Fees:	There are no additional costs involved in this course.
Work Placement:	Students are provided with the opportunity to do structured workplace learning, where they could work in a real sporting environment. They may be required to attend sporting activities outside of school hours.
RTO Obligation:	The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification. Students who are deemed competent in all 15 units of competency will be awarded a Qualification and a record of results. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment. These details are correct as at 12/05/2023

MSL20122 Certificate II in Sampling and Measurement
TAFE Queensland Registered Training Organisation 0275

TAFE Queensland (RTO 0275) and St. John Fisher College (TRO 30022) will enter into a Third Party Agreement for delivery of this course from Semester 1, 2024. Under this agreement, TAFE Queensland is the Registered Training Organisation (RTO) and St. John Fisher College will conduct all training and assessment on behalf of TAFE Queensland. TAFE Queensland is responsible for the quality of the training and assessment services and the issuing of the AQF certification documentation.

DETAILS				
Subject type:	VET Qualification		**Duration:**	1 year
Qualification description:	MSL20122 Certificate II in Sampling and Measurement is a nationally recognised qualification that covers the skills and knowledge required for students wanting to pursue a career in a laboratory. This course gives students basic practical skills required for sampling and laboratory work. This qualification covers 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, resources and environmental industry sectors. Employment outcomes targeted by this qualification include samplers and testers, production personnel, plant operators, production operators, field assistants, drivers, sample couriers and many others.			
Entry requirements:	Entry-level course. There are no entry requirements for this qualification.			
Qualification packaging rules:	Qualification packaging rules: 8 units must be completed: • 3 core units • 5 elective units			
CORE AND ELECTIVES *(** Credit Transfer)*				
Core:	MSL912002	Work within a laboratory or field workplace (induction)		
	MSL922002	Record and present data		
	MSL943004	Participate in laboratory or field workplace safety		
Elective:	MSMENV272	Participate in environmentally sustainable work practices		
	MSL952003	Collect routine site samples		
	MSL972002	Conduct routine site measurements		
	MSL973015	Prepare culture media		
	MSL973027	Perform techniques that prevent cross-contamination		
Learning experiences:	• St. John Fisher College - classroom and laboratory • Mode of Delivery – blended theory and practical • Materials or equipment that the learner must provide: a fine tip permanent marker for practical classes			
QCE:	4 QCE Credits			
Assessment:	Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering methods for this qualification is continuous and units of competency have been clustered into groups and assessed this way. They include: • Observation and oral questioning • Written assessment			

	Assessment for each unit of work is competency based; therefore students must demonstrate on various occasions the ability to consistently demonstrate knowledge and application of skill to the standard of performance required in the workplace. All assessment is conducted and submitted via the TAFE Queensland Connect learning management system.
Pathways:	Further training pathways from this qualification include: Certificate III in Laboratory Skills MSL30122.
Fees:	There are no additional costs involved in this course.
Further information:	Contact the School's VET Curriculum Leader for information regarding support services including Language, Literacy and Numeracy, Assistive Technology, additional tutorials, other mechanisms e.g. assistance in using technology for online delivery components and other general VET information. Students will be provided with access to further information via TAFE Queensland's website; TAFE Queensland's Connect (Online) site or via the school's publication prior to enrolment.
	This is a 1-year course. St. John Fisher College will ensure that the students under this qualification will be provided with every opportunity to complete the course as per the rights and obligations outlined in the enrolment process and information provided. Students successfully achieving all course requirements will be issued with a nationally recognised Qualification by TAFE Queensland (RTO). Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.
	This information is correct at time of publication but is subject to change 1 November 2023

MSL30122 Certificate III in Laboratory Skills

TAFE Queensland Registered Training Organisation 0275

TAFE Queensland (RTO 0275) and St. John Fisher College (TRO 30022) will enter into a Third Party Agreement for delivery of this course from Semester 1, 2024. Under this agreement, TAFE Queensland is the Registered Training Organisation (RTO) and St. John Fisher College will conduct all training and assessment on behalf of TAFE Queensland. TAFE Queensland is responsible for the quality of the training and assessment services and the issuing of the AQF certification documentation.

DETAILS			
Subject type:	VET Qualification	**Duration:**	1 year
Qualification description:			

Subject type:	VET Qualification	**Duration:**	1 year
Qualification description:	MSL30122 Certificate III in Laboratory Skills is a nationally recognised qualification that covers the skills and knowledge required for students wanting to pursue a career in a laboratory. This course gives students the practical skills and knowledge to plan and conduct laboratory and field work, perform simple scientific calculations, present information, and record and store data. Students will also develop effective interpersonal skills, learn how to follow work health and safety (WHS) policies and procedures, and comply with environmental regulations. Successful completion of this course will qualify you to work as a laboratory assistant in food technology, pathology, schools or trades. It will also give you the foundation knowledge you need to undertake further studies in the field.		
Entry requirements:	Completion of MSL20122 Certificate II in Sampling and Measurement		
Qualification packaging rules:	Qualification packaging rules: 13 units must be completed: • 5 core units • 8 elective units		
CORE AND ELECTIVES *(** Credit Transfer)*			
Core:	BSBCMM211	Apply communication skills	
	MSL913004	Plan and conduct laboratory/field work	
	MSL922002	Record and present data**	
	MSL933009	Contribute to the achievement of quality objectives	
	MSL943004	Participate in laboratory or field workplace safety**	
Elective:	MSL973025	Perform basic tests	
	MSL973027	Perform techniques that prevent cross-contamination**	
	MSL952003	Collect routine site samples**	
	MSL972002	Conduct routine site measurements**	
	MSL973026	Prepare working solutions	
	MSL912002	Work within a laboratory or field workplace**	
	MSL973015	Prepare culture media**	
	MSMENV272	Participate in environmentally sustainable work practices**	
Learning experiences:	1. St. John Fisher College - classroom and laboratory 2. Mode of Delivery – blended theory and practical 3. Materials or equipment that the learner must provide: a fine tip permanent marker for practical classes		

QCE:	Up to 6 QCE Credits
Assessment:	Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering methods for this qualification is continuous and units of competency have been clustered into groups and assessed this way. They include: • Observation and oral questioning • Written assessment Assessment for each unit of work is competency based; therefore students must demonstrate on various occasions the ability to consistently demonstrate knowledge and application of skill to the standard of performance required in the workplace. All assessment is conducted and submitted via the TAFE Queensland Connect learning management system.
Pathways:	Further training pathways from this qualification include: Certificate IV in Laboratory Techniques MSL40118.
Fees:	There are no additional costs involved in this course.
Further information:	Contact the School's VET Curriculum Leader, Laura Chapman, for information regarding support services including Language, Literacy and Numeracy, Assistive Technology, additional tutorials, other mechanisms e.g. assistance in using technology for online delivery components and other general VET information. Students will be provided with access to further information via TAFE Queensland's website; TAFE Queensland's Connect (Online) site or via the school's publication prior to enrolment. This is a 1-year course. St. John Fisher College will ensure that the students under this qualification will be provided with every opportunity to complete the course as per the rights and obligations outlined in the enrolment process and information provided. Students successfully achieving all course requirements will be issued with a nationally recognised Qualification by TAFE Queensland (RTO). Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. This information is correct at time of publication but is subject to change 1 November 2023

SIT20322 Certificate II in Hospitality

This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafés, and coffee shops.

Job Prospects	Units of Competency		
▪ Café attendant	BSBTWK201	Work effectively with others	Core
▪ Catering assistant	SITHIND006	Source and use information on the hospitality industry	Core
▪ Food & beverage attendant	SITHIND007	Use hospitality skills effectively	Core
	SITXCCS011	Interact with customers	Core
	SITXCOM007	Show social and cultural sensitivity	Core
	SITXWHS005	Participate in safe work practices	Core
	SITXFSA005	Use hygienic practices for food safety	Elective
	SITHCCC024	Prepare and present simple dishes	Elective
	SITHCCC025	Prepare and present sandwiches	Elective
	SITHFAB021	Provide responsible service of alcohol	Elective
	SITHFAB024	Prepare and serve non-alcoholic beverages	Elective
	SITHFAB025	Prepare and serve espresso coffee	Elective

To achieve SIT20316 Certificate II in Hospitality 12 units of competency must be completed.

For eligible applicants, the Queensland Department of Employment, Small Business and Training can fund this training.

For more information on VETiS, visit https://desbt.qld.gov.au/training/providers/funded/vetis

NATIONALLY RECOGNISED
TRAINING

CERTIFICATE IV in Justice Studies (10971NAT)

(RTO – Unity College - 32123)

Certificate IV in Justice Studies		Duration:	2 years
Qualification description:	Certificate IV in Justice Studies is an accredited course. The Certificate IV in Justice Studies is designed by justice professionals for people who would like to achieve employment in the criminal justice system and wish to develop a deeper understanding of the justice system. Aims: The Certificate IV in Justice Studies course is designed to • provide students with a broad understanding of the justice system • develop the personal skills and knowledge which underpin employment in the justice system.		
Entry requirements:	Academic - There are no formal entry requirements for this course. It is recommended that students have a pass in Year 10 English to demonstrate sufficient spoken and written comprehension to successfully complete all study and assessment requirements. Attitude – students need to demonstrate independent learning skills Students will be required to undertake an LLN test to determine suitability and any support needs.		
Qualification packaging rules:	To attain this certificate, 10 units of competency (6 core and 4 elective) must be completed.		
Units of Competency delivered:	1. NAT10971001 Provide information and referral advice on justice-related issues 2. NAT10971002 Prepare documentation for court proceedings 3. NAT10971003 Analyse social justice issues 4. BSBXCM401 Apply communication strategies in the workplace 5. PSPREG033 Apply Regulatory Powers 6. BSBLEG421 Apply understanding of the Australian Legal System 7. BSBPEF402 Develop personal work priorities 8. BSBLEG523 Apply legal principles in tort law matters 9. PSPREG010 Prepare a brief of evidence 10. BSBLDR414 Lead team effectiveness or PSPREG012 Gather Information through interviews		
Learning experiences:	Content is delivered in a classroom environment through Legal Studies/Certificate IV in Justice Studies classes or via an online plus face-to face option. Course content provided by the trainer and assessor. This can be in the format of online reading and activities, whole day workshops, 3 x compulsory workshops with industry professionals. **Technology required: access to the internet**		
Assessment:	Evidence contributing towards competency will be collected throughout the program. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies. Evidence is gathered through the following; Written projects, Online quizzes, Observation of skills, Oral and written questions.		
Pathways:	The Certificate IV in Justice Studies is reccommended for students looking to gain employment or further study opportunites in justice and law related fields such as the police service, justice related occupations, corrective services, courts, legal offices, customs service, security industry and private investigations.		
Course Costs:	$750 up-front fee (current at 30th September 2022)		
Further information	Refund Policy: Refund for students exiting a certificate course is on prorate basis related to the unit/s of competency covered (less a $50.00 administration fee). Students must have evidence of the reason/s why exit from the course is being sought (e.g. a medical certificate or show extreme personal hardship). Applications for refund are made to the Unity College Principal and are at the discretion of the Principal.		

Learning Enhancement

The curriculum at St John Fisher College offers a diverse range of subjects to cater for the needs, interests, and abilities of all students. Classroom teachers employ a wide range of effective learning and teaching strategies to help all students achieve success. In addition, learning support is offered to identified students with disability to help them achieve to the best of their ability.

Learning Enhancement programs may include:

- Learning Enhancement Acceleration program (LEAP) for identified students
- Lunch time assignment help by appointment with a ST-IE, Student Services Centre
- Homework Club: Monday, Wednesday, and Thursday, 3 – 4pm, Room 9
- Liaison between the Support Teacher and parents of students with disabilities to negotiate Personalised Learning Plans
- Provision of strategies for teachers of students with additional needs
- Teacher Aide or Support Teacher co-planning and teaching support in the classroom

For students in Years Eleven and Twelve, the granting of assessment Access Arrangements and Reasonable Adjustments (AARA) is governed by the QCAA. AARA are provided upon application BEFORE summative assessment to minimise, as much as possible, barriers for a student whose disability, impairment or medical condition or other circumstances may affect her ability to read, respond to or participate in assessment. All applications for AARA are to be discussed with the Curriculum Middle Leader – Learning Enhancement, Guidance Counsellor, or Deputy Principal. For more information about AARA please contact the College or go to the QCAA website.

Careers

A career is no longer considered just one job for the course of your life. A career includes a lifetime of experiences including periods of education, training, paid employment, unpaid employment, unemployment, volunteer work and life roles which map your life journey. Within this life journey, decisions about which occupation pathway to follow make the journey more exciting. The idea is to be flexible enough to progress towards individual goals whilst still allowing movement with changes to ideas or shifts in goals.

The more information a student gathers about themselves, their strengths, interests, lifestyle preferences and their current career goals, the better equipped they are to making good decisions for the future.

SUBJECT CHOICE
Sometimes we put a great deal of pressure on ourselves to choose 'the right' subjects so we don't disadvantage ourselves with future opportunities. The best way to choose senior subjects is to make considerations in two stages.

The first stage is to choose subjects based on those:

- you enjoy the most,
- in which you have previously felt a sense of achievement
- that reflect your interests and abilities
- that will help you develop skills and abilities useful throughout your life.

The second stage of subject choice is to check

- the essential prerequisite requirements for further careers and tertiary courses
- those subjects which are highly recommended for further careers and tertiary courses.

Remember, the choice of occupation is only one of the aspects to consider when choosing subjects. Do not avoid subjects just because they are not related to the chosen occupation. Keep your options open and ensure you also consider your wellbeing!

AVAILABLE RESOURCES

There are several staff available at the College to assist you with your career planning. St John Fisher College Careers' Office is home to our Vocational Education and Training (VET) Coordinator, Ms Laura Chapman who supports students with VET related careers. Our College Guidance Counsellors, Ms Amy Hodgkinson and Ms Kirsty Magarry are available for students and parents to access for support with tertiary level careers including university entry. The Deputy Principal, Ms Britt Gurnett, is also available in relation to Curriculum requirements, Access Arrangement and Reasonable Adjustments (AARA) for assessment, and Queensland Certificate of Education (QCE) eligibility discussions.

In addition, the College newsletter and the College Portal are other places to check the latest career information including tertiary course information, careers' resources, employment, and market trends as well as upcoming career events.

Be aware that the information on tertiary courses can, and does, change rapidly and we must ensure we are accessing the most recent and relevant resources available. All tertiary institutions have a dedicated team of student advisors to assist you navigate the entry criteria and understand the course requirements. If you have a particular occupation in mind, it is also useful to talk to someone working within that field or to gain some work experience in this field to help

you understand the role requirements. You will need to visit the Careers Office to assist you with organising work experience opportunities as there are insurance requirements. Most importantly, be prepared to ask for assistance.

SOME USEFUL RESOURCES TO EXPLORE

Myfuture - www.myfuture.edu.au
myfuture is the on-line national career information service for Australia. The website contains information on occupations, employment opportunities, study/training pathways, financial assistance and many other topics useful for career decision-makers. There is also a very useful section dedicated to helping caregivers to assist their child explore their career options.

Australian Labour Market Insights — https://labourmarketinsights.gov.au/
Job Outlook is a careers and labour market research information site to help you decide on your future career. It provides a wealth of information covering around 350 individual occupations, including job overviews, skill development and job prospects. The Job Outlook website is an initiative of the Department of Employment.

SEEK CAREER ADVICE - https://www.seek.com.au/career-advice/
The SEEK Career Advice website provides an opportunity to explore a range of careers and employment industries to understand employment conditions, expected salary scales, training requirements, projected career growth statistics, reported job satisfaction and current job advertisements related to your chosen field. This is a great place to explore various career opportunities and understand the Australian-specific conditions associated with these roles.

My QCE - https://myqce.qcaa.qld.edu.au/
The My QCE website is designed to provide students, teachers and parents with accurate, up-to-date and useful information about attaining a Queensland Certificate of Education (QCE). The Student Portal gives students secure access to information related to their senior studies. Students can access their subject enrolments, results, track their progress towards a QCE and download their official statement once eligible.

Queensland Tertiary Admissions Centre - www.qtac.edu.au
The Queensland Tertiary Admissions Centre (QTAC) is responsible for the calculation of ATARs for Queensland students and is also responsible for facilitating the process of allocating tertiary offers to students for their post-secondary studies. If you are elibible for an ATAR through your subject selections, you will need to register with QTAC to ensure they calculate an ATAR on your behalf. Access the QTAC ATAR Portal to register for an ATAR, https://www.qtac.edu.au/atar/

The QTAC website and printed 'Guide' contains information on tertiary level courses offered in Queensland (and nearby) through various universities, institutions and colleges. Further information is provided below.

Queensland Tertiary Admissions Centre (QTAC)

WHAT IS QTAC?

The Queensland Tertiary Admissions Centre (QTAC) is a non-profit, public company that receives and processes applications for selected courses from the following institutions:
- Australian Catholic University www.acu.edu.au

- Australian Maritime College www.amc.edu.au
- Bond University www.bond.edu.au
- Central Queensland University www.cqu.edu.au
- Christian Heritage College www.chc.edu.au
- Griffith College www.griffithcollege.edu.au
- Griffith University www.griffith.edu.au
- James Cook University www.jcu.edu.au
- Queensland University of Technology www.qut.edu.au
- SAE Creative Media Institute https://sae.edu.au/campuses/brisbane/
- Southern Cross University www.scu.edu.au
- TAFE Queensland www.tafe.qld.gov.au
- The University of Queensland www.uq.edu.au/study
- Torrens University Australia www.torrens.edu.au
- University of New England www.une.edu.au
- University of Southern Queensland www.usq.edu.au
- University of the Sunshine Coast www.usc.edu.au

To help you understand the QTAC process, you need to undertake the following tasks:
- Ensure you are familiar with the QTAC Guide, which is given to all Year Twelve students in Queensland in approximately August. Up-to-date information is also available online.
- Access the QTAC website - www.qtac.edu.au;
- Attend the sessions offered by the school to learn about the QTAC application process;
- If you have any additional questions about QTAC and the QTAC application process, contact the Guidance Counsellor, Deputy Principal or QTAC on 1300 467 822.

GENERAL DATES

Below is a general timeline of the dates in the QTAC process. Please refer to the current QTAC guide or the website (www.qtac.edu.au) for the latest dates as these are subject to change.

Semester 1	All Year 12 students access the Student Portal via the QCAA website to track their results and ensure there is a record of their completed courses. **https://myqce.qcaa.qld.edu.au/**
August	The QTAC Guide is distributed to all Year Twelve students in Queensland. Course information is also available online.
August	QTAC Applications open on the QTAC website.
End of September	Closing date for many courses which require auditions, portfolio submissions or interviews. These courses are most commonly in the performing and creative arts.
Late November	Students start receiving early offers for some courses. Note: You have 4 days to respond to your offer before it expires.
December	Year Twelve results released by QCAA. Results available online via the Student Portal **https://myqce.qcaa.qld.edu.au/**
End December/ Early January	Last chance for Year Twelve students to change QTAC preferences for the biggest offer round (January).
January	Offers released for QTACs biggest offer round. Note: You have 4 days to respond to your offer before it expires.
February	QTAC have subsequent offer rounds depending on course vacancies.

THE QTAC APPLICATION

To help you receive an offer for a place in your preferred tertiary course, QTAC allows you to apply for up to six (6) courses at different institutions on the one QTAC application. This gives

you the best opportunity to gain a position in your most preferred courses and identify a range of 'back up plans' or upgrading pathways.

QTAC applications are completed through the online application service at www.qtac.edu.au. As it is likely you will want to make some changes to your QTAC preferences, applicants receive three free course preference changes and following this, will be charged a fee to submit changes.

Students will be supported to prepare for their application by attending the *Design My Future career event* in Term 3 as well as school based QTAC sessions with the College Guidance Counsellor during Term 3 of Year 12.

As a Year 12 student, you will need your Learner Unique Identifier (LUI) number in order to submit an application with QTAC. At the completion of your online application, you will be given a QTAC application number. You will need to refer to this number when contacting QTAC to discuss your application.

COURSE CUT-OFFs and LOWEST ATAR/RANK OFFERED in previous year

QTAC course listings will provide details of the previous course cut-off required to gain entry into that particular course in the previous year. These course cut-offs are a helpful guide to understand the demand for entry in that course based on the applications received at that time, however course cut-offs will change each year based on supply and demand factors. As a result, these cut-offs should be used as a guide only and should be interpreted carefully.

ORDERING YOUR QTAC PREFERENCES

Because ATAR cut-offs for course entry can, and do, change from year to year, it is important to include a range of courses when submitting your QTAC preferences. The following 'recipe' is recommended to order to course preferences:

COURSE PREFERENCES		
1st 2nd	Desired Courses	These are the courses you would really like to study the most. Your dream courses! You don't need to worry as much about the previous years 'course cut-off' for these preferences.
3rd 4th	Back Up Courses	These courses are the ones you want to study, however these preferences have been made with more consideration of the course cut-offs from previous years to guide your chances of gaining an offer.
5th 6th	Pathway Courses	These courses are the ones you are prepared to do if you miss out on your other preferences. These are the courses that will help you upgrade to your preferred courses.

Please note: When ordering your preferences, applicants MUST consider the dates of offer rounds and course start dates. Later offer rounds should be listed last.
For example, if a course does not commence until July and it is one of your 'Desired courses', you will not be considered for any lower preferences for earlier start dates (such as February/March start in the same year) as QTAC looks at the criteria for the higher preference first. Mistakes like this will limit your chances or receiving any offer. If you are concerned, you can discuss this with the Guidance Counsellor.

HOW ARE APPLICANTS SELECTED FOR COURSES THROUGH QTAC?

There are usually more applicants than available places for most of the courses you can apply for through QTAC. Consequently, entry to these courses is competitive. To select students for their courses, institutions use specific selection criteria.

Selection is based on:
- **Eligibility :** meeting course prerequisites (school subjects) / entry requirements such as audition, portfolio or interview.
- **Order of Merit :** how competitive you are in comparison to other applications for entry (ie. your ATAR result or Rank).

Prerequisites can include:
- Year Twelve subjects or alternatives acceptable to the institution;
- Portfolio, interview, audition, written statement and/or questionnaire;
- Completion of a specific course or access to a work environment;
- Minimum age requirements.

If a course has prerequisites and/or other entry requirements (check the *QTAC Guide)* you must meet them in a way that is acceptable to the institution, or you will not be considered for entry to the course (regardless of your ATAR or results).

Some courses do not have prerequisites. They may have 'Assumed Knowledge' or 'Recommended Study'. An assumed knowledge subject is not a prerequisite; however, you will find the course more challenging without this pre-learning. Nevertheless, not having an Assumed Knowledge subject will not prevent you from being given an offer. A Recommended Study subject is one that would be helpful for the course.

Applicants should contact the institution(s) to which they are applying to ensure that they meet any Prerequisites, Assumed Knowledge or Recommended Study expectations.

Order of Merit is:
- How competitive you are in comparison to other applications based on your ATAR or Rank.

Through the QTAC process, eligible applicants (i.e. those who meet prerequisites) are considered in order of merit (i.e. your ATAR).

Because of this, it is important to list courses on your QTAC application in strict order of your preference. Other applicants, who have listed the same course as you but as a higher preference than you, will not be offered this course before you if:
- you have a better ATAR score than them, and
- the course is the highest preference for which you meet all the requirements (i.e., prerequisites and merit).

For more information on ATARs and tertiary entrance please refer to:
https://www.qtac.edu.au/admission-criteria/

Responding to your QTAC Offer:
You have a short amount of time to respond to your QTAC offer so it is important you check your account regularly. In most cases you are given four (4) days to provide QTAC with a response via your QTAC application. Should your offer expire, you can attempt to 'reactive your offer' by contacting QTAC directly, however please note that reactivation is not always possible (call 1300 467 822).

When responding to an offer, you have up to three options:

ACCEPT : if you want to accept a place in this course and commence at the proposed start date.

REJECT: if you NO LONGER want a place in this course nor do you want to be considered for other course offers.

DEFER: if you want to hold a place in this course, however you want to delay your commencement date. Note, you must check the institutions deferment rules to ensure this is an available option for your chosen course.

For more information on responses to offers please refer to:
https://www.qtac.edu.au/offers/

Educational Access Scheme (EAS) through QTAC

There are a number of processes available for students wo have experienced difficult circumstances beyond their control that have adversely impacted on their senior studies. These circumstances could include:

- Financial hardship
- Home environment and responsibilities
- English language difficulty
- Personal illness/disability
- Educational disruption

If you are eligible for EAS through QTAC, you may receive adjustments that increase your changes of getting an offer. In addition, if you are assessed by QTAC as being eligible under the category of 'financial hardship' you may automatically be entitled to financial assistance, such as scholarships or bursaries from some institutions.

To apply to the Educational Access Scheme (EAS) through QTAC, students are required to:

- Indicate on their QTAC application that they plan to apply for one or more Educational Access Scheme (EAS) categories.
- Complete the relevant documentation and gather the specified supporting documentation.
- Send the completed documents and supporting evidence to QTAC within the set timeframe (usually November/December). School documentation may be sent to QTAC directly on your behalf. Please discuss this with your Guidance Counsellor.

Educational Access Scheme information can be found on the QTAC website at
https://www.qtac.edu.au/educational-access-scheme/

QTAC also provide further information about a range of Assistance Schemes to accommodate the unique needs of individuals including, Year 12 subject schemes, financial assistance schemes, access and equity schemes, rural access schemes, Aboriginal and Torres Strait Islander schemes, as well as various elite athlete and performer schemes. Please refer to the QTAC website and specific institution websites for further information.
https://www.qtac.edu.au/assistance-schemes/

Career planning

There are many Internet sites that can help you with your career planning. Below is a selection you might find useful. Many of these sites have links to other helpful sites. Be aware that Internet addresses do change. These addresses were active on 19 May 2022.

Career questionnaires
Job Outlook – Career quiz
http://joboutlook.gov.au/careerquiz.aspx
myfuture
https://myfuture.edu.au/login?ReturnUrl=http%3a%2f%2fmyfuture.edu.au%2fmy-career-profile
Career Quest
http://www.careers.govt.nz/tools/

Career planning and exploration
Australia's Careers Online
http://www.careersonline.com.au/
Student Connect
https://studentconnect.qcaa.qld.edu.au/
Australian Government School to Work Transitions
https://www.education.gov.au/school-work-transitions
Outlook
http://joboutlook.gov.au/
The Good Careers Guide
https://www.gooduniversitiesguide.com.au/careers-guide
Youth.gov
au http://www.youth.gov.au/
My Future
https://myfuture.edu.au/
Open Universities
https://www.open.edu.au/your-career/

Specific occupations
Accounting
http://www.charteredaccountants.com.au/Students
Architecture
http://www.architecture.com.au/
Careers in Health
http://www.myhealthcareer.com.au/
http://health.uq.edu.au/undergraduate
http://healthheroes.health.gov.au/internet/heroes/publishing.nsf
Defence jobs
http://www.defencejobs.gov.au/
Engineering

http://www.engineeryourcareer.org.au/
https://www.engineersaustralia.org.au/
(click on 'For students')
Financial planning
http://fpa.asn.au/
Information Technology
https://www.open.edu.au/your-career/information-communication-technology
http://www.ichoosetechnology.com.au/
Manufacturing
https://www.open.edu.au/your-career/manufacturing
Mathematics
http://www.mathscareers.org.au/
Mining
https://www.australianfifominingjobs.com.au/
Nursing
https://www.myhealthcareer.com.au/nursing-career/
Performing Arts
http://www.aipa.com.au/
http://www.artshub.com.au/
http://stagewhispers.com.au/showcase
Police – State/Federal
http://www.policerecruit.qld.gov.au/
https://www.afp.gov.au/careers
Real Estate
http://www.reiq.com/
Sport and Recreation
https://youthcentral.vic.gov.au/jobs-and-careers/plan-your-career/industry-profiles/sport-recreation
http://www.australiansportsacademy.edu.au/career-outcomes/
Science
http://www.science.uq.edu.au/career-profiles
http://www.raci.org.au/
http://www.abc.net.au/science/careers/
Surveying
http://www.alifewithoutlimits.com.au/
http://www.destinationspatial.org/
Tourism and Hospitality
http://www.qtic.com.au
Veterinary Science

http://www.ava.com.au

Working conditions
ACTU Worksite
http://worksite.actu.org.au/
Fair Work Ombudsman
http://www.fairwork.gov.au/home/Home
Lawful
http://www.lawstuff.org.au/lawstuff

Training sites
My Skills
http://www.myskills.gov.au/
TAFE Qld
http://tafeqld.edu.au/
Training Qld
http://www.training.qld.gov.au/
National Apprentice Employee Network
http://naen.com.au/
http://www.apprenticeemploymentnetwork.com.au/
Australian Apprenticeships Pathways
http://www.aapathways.com.au/Home
Australian Apprenticeships
https://www.australianapprenticeships.gov.au/

Financial Assistance
Study Assist
http://studyassist.gov.au/sites/StudyAssist/
Centrelink
http://www.humanservices.gov.au/customer/subjects/payments-for-students-and-trainees
Quality Indicators of Learning and Teaching (QILT) https://www.qilt.edu.au/ ('Paying for your studies')

Scholarships
Study Assist
http://studyassist.gov.au/sites/StudyAssist/
myfuture
http://myfuture.edu.au/ (search for 'scholarships')
Commonwealth Relocation Scholarship
http://www.humanservices.gov.au/customer/services/centrelink/relocation-scholarship
Commonwealth Student Start Up Loan
https://www.humanservices.gov.au/individuals/services/centrelink/student-start-loan
The Good Universities Guide
https://www.gooduniversitiesguide.com.au/scholarships

The Aspiration Initiative (Indigenous)
https://www.adcet.edu.au/resource/8948/the-aspiration-initiative/

Queensland tertiary institutions
Australian Catholic University
http://www.acu.edu.au/
Bond University
http://www.bond.edu.au/
Christian Heritage College
http://www.chc.edu.au/
CQUniversity
http://www.cqu.edu.au/
Griffith University
http://www.griffith.edu.au/
James Cook University
http://www.jcu.edu.au/
Queensland University of Technology
http://www.qut.edu.au/
TAFE Queensland
http://tafeqld.edu.au/
The University of Queensland
http://www.uq.edu.au/
University of Southern Queensland
http://www.usq.edu.au/
University of the Sunshine Coast
http://www.usc.edu.au/

Tertiary admissions centres
New South Wales and the Australian Capital Territory - University Admissions Centre (UAC) http://www.uac.edu.au/
Queensland - Queensland Tertiary Admissions Centre (QTAC)
http://www.qtac.edu.au/
Victoria – Victoria Tertiary Admissions Centre (VTAC)
http://www.vtac.edu.au/
South Australia and the Northern Territory – SATAC
http://www.satac.edu.au/
Western Australia – Tertiary Institutions Service Centre (TISC)
http://www.tisc.edu.au/
Tasmania - University of Tasmania
http://www.utas.edu.au/

Job search

Australian Job Search
http://jobsearch.gov.au
Australian Public Service
https://www.apsjobs.gov.au/

Career one
http://www.careerone.com.au/
Defence Jobs
http://www.defencejobs.gov.au/
Adzuna
https://www.adzuna.com.au/
Queensland Government Employment and Jobs
http://www.qld.gov.au/jobs/
Seek
http://www.seek.com.au/

Sites for students with a disability
Job Access
http://www.jobaccess.gov.au/
Disabilities Employment Service Providers
https://disabilityemployment.org.au/provider-search/qld/
University disability services – do a search on university websites

Info for indigenous students
Deadly Pathways
https://studentconnect.qcaa.qld.edu.au/pathways.html
Queensland Government
www.qld.gov.au/education/training/indigenous

Glossary of Terms

ASBA	Australian School Based Apprenticeship and Traineeship
ATAR	The Australian Tertiary Admission Rank will be calculated by QTAC.QTAC will calculate ATARs based on either: a student's best five General subject results, OR a student's best results in a combination of four General subject results, plus an Applied subject result or a Certificate III, IV or Diploma. If a student is eligible for an ATAR in both categories, QTAC will use their highest ATAR.
	Eligibility for an ATAR will require satisfactory completion (a result that is equivalent to a Sound Level of Achievement) of a QCAA English subject. While students must meet this standard to be eligible to receive an ATAR, it won't be mandatory for a student's English result to be included in the calculation of their ATAR.
Learning Account	The Learning Account is created following the registration of each student in Year Ten with the QCAA. The Learning Account records all QCAA approved learning achievements earned by the student during their senior phase of learning. The achievements of students at school will be recorded by the College in their Learning Account. Achievements by students through other learning providers such as TAFE College or accredited groups such as the Australian Music Examination Board (AMEB) will be recorded directly by those providers into the student's Learning Account with the QCAA.
LUI: Learners Unique Identifier	The Learners Unique Identifier (LUI) is the Learning Account registration number and password which identifies each student in the Senior Phase of Learning with the QCAA. Students are able to use their LUI to access their own Learning Account with the QCAA as well as access a range of helpful websites relevant to their learning and their future study and career paths.
QCE: Queensland Certificate of Education	The Queensland Certificate of Education (QCE) is Queensland's senior schooling qualification. The QCAA awards young people a QCE when they complete the senior phase of learning — most often at the end of Year Twelve. To be awarded a QCE young people will need to achieve a minimum amount of learning, including literacy and numeracy, at set standards.
QCAA: Queensland Curriculum and Assessment Authority	The Queensland Curriculum and Assessment Authority (QCAA) is a statutory body of the Queensland Government. It provides syllabuses, guidelines, assessment, reporting, testing, accreditation and certification services for Queensland schools. QCAA issues the QCE, the Senior Statement, the Tertiary Entrance Statement and the QCIA. The QCAA also sets and marks the QCS Test.
QTAC: Queensland Tertiary Admissions Centre	The Queensland Tertiary Admissions Centre (QTAC) handles tertiary entrance applications on behalf of tertiary institutions. If a student wants to apply for a tertiary course she will need to do so through QTAC for most courses. If she is OP ineligible she will not receive a Tertiary Entrance Statement but, she is still able to apply through QTAC for courses using a Selection Rank.

SET PLANS: Senior Education and Training Plans	A SET Plan is completed by all Year Ten students to support that all students 'Learning or Earning' phase from Year Ten to Age 17. The aim of the SETP is to set out students' planned courses of education and training through the Senior Phase of Learning. While the plans will help students decide on their course of study from Year Ten, they will still be flexible enough to allow students to make changes when and if needed.
Senior Statement	The Senior Statement is an official record of all the learning achievements in a Learning Account. It details what learning was attempted, the standard achieved and where and when the learning took place.
TAFE	Technical and Further Education is part of the tertiary education sector which provides vocational education and training at certificate and diploma levels.
VET: Vocational Education and Training	VET is a national system designed to skill workers to work in particular industries e.g. business, childcare, construction, sport and recreation, multimedia, hospitality, retail or creative arts.