

SENIOR SUBJECT GUIDE

A guide for all Parents/Caregivers and
students entering Senior School

2019 – 2020



SENIOR SUBJECT GUIDE

Contents

1	Message from the Principal.....	4
2	Entering Senior Secondary School.....	5
3	Key Personnel	6
4	Senior Education Profile	7
5	Statement of results	7
6	Queensland Certificate of Education (QCE)	7
7	Queensland Certificate of Individual Achievement (QCIA)	8
8	Senior subjects	10
9	Underpinning factors.....	10
10	General syllabuses and Short Courses	11
11	Applied syllabuses	11
12	Vocational Education and Training (VET)	11
13	Australian Tertiary Admission Rank (ATAR) eligibility	11
14	English requirement	12
15	ATAR FAQs.....	12
16	General syllabuses.....	13
17	Applied syllabuses	15
18	Senior External Examinations.....	16
19	Assessment.....	17
20	Alternative Sequences.....	17
21	Vocational Education and Training (VET)	17
22	TAFE at School Program	18
23	School-Based Apprenticeships or Traineeships (SATs).....	19
24	Senior Subject Curriculum	20

25	Learning Pathways.....	21
26	Biology - General	22
27	Business - General	24
28	Chemistry - General.....	25
29	Design - General	27
30	Drama - General	29
31	English - General.....	31
32	English as an Additional Language - General	33
33	General Mathematics - General	35
34	Health - General	37
35	Mathematical Methods - General	39
36	Modern History - General	41
37	Music - General	43
38	Physics - General	45
39	Specialist Mathematics - General.....	47
40	Study of Religion - General.....	49
41	Senior External Examination Languages - General.....	51
42	Essential English - Applied	52
43	Essential Mathematics - Applied	54
44	Business Studies - Applied.....	56
45	Dance in Practice - Applied.....	58
46	Drama in Practice - Applied	60
47	Information and Communication Technology - Applied	62
48	Media Arts in Practice - Applied	64
49	Music in Practice - Applied	66
50	Religion and Ethics - Applied	68
51	Science in Practice – Applied.....	70

52	Tourism - Applied	72
53	Visual Arts in Practice – Applied	74
54	SIT20416 – Certificate II in Kitchen Operations.....	76
	SIT20316 – Certificate II in Hospitality.....	76
55	AHC20416 – Certificate II in Horticulture	78
56	HLT23215 – Certificate II in Health Support.....	80
	HLT33115 – Certificate III in Health Support Services	80
57	SHB30416 – Certificate III in Hairdressing Partial Program.....	82
58	SHB20216 – Certificate II Salon Assistant – Hairdressing or Barbering	83
59	AUR21216 – Certificate II in Automotive Vocational Preparation	85
60	UEE22011 – Certificate II in Electrotechnology.....	87
61	ICT20315 – Certificate II in Telecommunications Technology	90
62	CPC10111 – Certificate I in Construction	92

1 Message from the Principal

Welcome to the St Francis College Guide to the Senior Phase of Learning for 2019 & 2020. This handbook is designed to provide parents and students with information about the various subjects available for study in Years 11 & 12 at St Francis College during the Senior Phase of Learning commencing in 2019.

Government legislation requires that all young people are either “Earning or Learning”. It is compulsory for young people to stay at school until they complete Year 10 or turn 16 (whichever comes first). After this requirement they are then required to participate in education and training for a further two years until they:

- Gain a Queensland Certificate of Education;
- Gain a Certificate III Vocational Qualification (including School-based New Apprenticeships);
- Turn 17.

In entering the Senior Phase of Learning, students also have responsibilities which must include the following commitments. A commitment to:

- Succeed;
- Be an independent learner;
- Be self-disciplined;
- Be organised;
- Study;
- Take personal responsibility for their learning and assessment.

This commitment is required for the entire two years, as many foundations for the future are laid in Year 11.

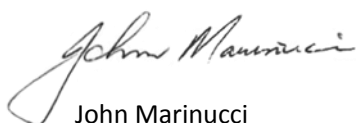
There is no one single program or pathway that is the “right” one for students to follow. Never before has such emphasis been placed on students choosing appropriate individual pathways for learning during their Senior Phase of education.

We are confident that, through the Career program conducted through PD, the Senior Schooling Seminar conducted with Year 10 students and the Parent Pathways Evening held in Semester 2, we have provided a solid foundation for students and their parents to begin discussing and investigating appropriate pathways.

The next step is for students to begin putting their individual pathway plans into action. For most students, their chosen and most appropriate pathway will mean continuing their education through the Senior Phase of learning at St Francis College. For those students who have determined that they wish to remain at St Francis College to complete Years 11 & 12, it is now time to begin the process of selecting the subjects which will form their academic program. Students should choose pathways that provide a range of flexible outcomes which reflect their interests and abilities.

We look forward to working with students and parents during the subject selection process, providing information that supports your very important decisions.

We look forward to working with you, the students, as the young adults in our College Community and you, the parents, who will provide the love and support that they will need.



John Marinucci
Principal

2 Entering Senior Secondary School

2.1 Subject Selections

On the basis of choices made by students, the timetable for next year will be created in such a way as to maximise the degree to which student preferences can be satisfied. For some very few students, it may not be possible to accommodate their particular subject combination. Students in this category will be required to re-consider their Subject Program.

2.2 Review of Academic Performance

All Year 10 students, within a framework of transition into the Senior Phase of Learning are required to co-sign with their parent(s) a Student Education and Training (SET) Plan. This plan will nominate their chosen pathway of learning options. All students will be required to meet minimum standards of this contractual arrangement, by 'banking' learning outcomes and achievements with the Government agency, the Queensland Curriculum and Assessment Authority (QCAA).

To this end, a formal SET Plan/Subject Selection interview is offered to all Year 10 students, where their academic performance and behavioural record are reviewed, as part of the Subject Selection process.

For a student seeking to enter Year 11 or Year 12, performance in his/her Program of Study in the previous year is of great interest to the College in determining if particular subjects or a subject combination, are appropriate for the student to take.

Continuing on into Unit 3 and Unit 4 (Year 12) of a General Subject commenced in Year 11 should be considered conditional upon satisfactory application and/or achievement in the two Units in Year 11. Where the College has concerns regarding a particular student's academic performance and commitment to study, the student may be required to participate in a more formal review of his/her progress in his/her current studies and may also be required to show cause why he/she should commence or continue Senior study in the following year.

Where the student has selected a Subject Program which, in the opinion of the College, is inadvisable on the basis of previous results achieved, he/she will be encouraged to reconsider his/her subject selection.

2.3 Pre-Requisite Requirements and Subject Selection Rules

Pre-requisite requirements are subjects, units of study or Levels of Achievement that need to be studied or attained before a student can expect success in a future subject. Pre-requisite requirements for subjects are outlined in the subject descriptions later in this booklet.

Students whose selections contravene Subject Selection Rules must re-choose unless specific exemptions are granted in their case by the Assistant Principal - Curriculum.

At St Francis College, students are required to study six (6) subjects.

3 Key Personnel

Enquires about the material covered in this booklet should be directed to:

Ms Nella Rizzo

Assistant Principal – Curriculum 6-12

Telephone: 07 3489 4822

Email: nrizzo@bne.catholic.edu.au

New enrolment enquiries should be directed to the College Registrar:

Mrs Nicole Carter

College Registrar

Telephone: 07 3489 4800

Email: nhewson@bne.catholic.edu.au

SCRE_Enrolments@bne.catholic.edu.au

Teaching and Learning Leader 11-12:

Mr Benjamin Bray

Email: bbray@bne.catholic.edu.au

Senior Years Schooling Leader 10-12:

Mrs Claudia Crow

Email: cmartinezlinares@bne.catholic.edu.au

VET Leader 6-12:

Ms Christine Rolfe

Email: crolfe@bne.catholic.edu.au

Careers Leader:

Ms Kaitlyn McNamara

Email: kmcnamara5@bne.catholic.edu.au

Student Services Leader P-12:

Ms Katrina Howie

Email: khowie@bne.catholic.edu.au

Teacher Librarian:

Mrs Louise Schouten

Email: lschouten@bne.catholic.edu.au

Visit our website: <http://www.sfcc.qld.edu.au>

4 Senior Education Profile

Students in Queensland are issued with a Senior Education Profile (SEP) upon completion of senior studies.

4.1 This profile may include a:

- i. Statement of results;
- ii. Queensland Certificate of Education (QCE);
- iii. Queensland Certificate of Individual Achievement (QCIA).

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

5 Statement of results

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

A full record of study will be issued, along with the QCE qualification, in the first December or July after the student meets the requirements for a QCE. Learning accounts are closed after nine years; however, a student may apply to the QCAA to have the account reopened and all credit continued.

6 Queensland Certificate of Education (QCE)

The Queensland Certificate of Education (QCE) is Queensland's internationally recognised senior secondary schooling qualification.

To be issued a QCE, students need to accrue the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. These requirements are aimed at ensuring students complete their senior schooling with the knowledge and skills they need for success in life beyond school. The QCE is issued to eligible students when they meet all requirements, usually at the end of Year 12.

Core courses of study are typically undertaken by students during senior schooling. They are courses of study that have been quality assured by the QCAA or a recognised authority.

The QCE completed Core requirement is 12 credits of the total 20 credits to meet the set amount of learning needed to be issued a QCE.

6.1 Core credit

Schools and other learning providers report students' results at intervals set by the QCAA. General and Applied subject results are reported after students complete Unit 1, Unit 2, and the Unit 3 and 4 pair. QCE credit progressively accrues in students' learning accounts (see the QCE credit allocation table page 10).

Credit from General and Applied courses of study will accrue when the set standard is met and reported. Results reported as satisfactory for Unit 1 or Unit 2 will accrue one credit each to a QCE. A grade of C or better in a Unit 3 and 4 pair will accrue two credits to a QCE. Extension subjects will accrue credit in the Core category of learning. Two credits will accrue to a QCE when the set standard of a grade of C or better is achieved in the Unit 3 and 4 pair.

6.2 Completed Core requirement

Within the QCE set pattern requirement, students must accrue 12 credits from completed Core courses. Students must complete a Core course of study from beginning to end to contribute to the 12 credits.

Students must complete all four units of study for QCAA General or Applied subjects to contribute to the completed Core credit requirement.

In a General or Applied subject, Core credits can only contribute to the completed Core requirement if a student completes Units 1, 2, 3 and 4 and achieves a grade of C or better in the Unit 3 and 4 pair. Credit will accrue for units where the set standard is met. For example, Essential English (Core course of study) completed for all four units may contribute two, three or four QCE credits to the completed Core requirement. More examples are included in the table page 10-11.

In VET qualifications, credits contribute to the completed Core requirement when a student completes a Certificate II, III or IV within other VET QCE requirements. The amount of credit for each completed certificate may vary depending on the notionally agreed nominal hours of learning required (as determined by the Department of Employment, Small Business and Training).

6.3 Relaxation of completed Core credit

Relaxation of the completed Core requirement will be automatically applied for students who change from a QCAA Mathematics subject to another QCAA Mathematics subject, as well as students who change from a QCAA English subject to another QCAA English subject. Credits accrue for units that meet the set standard.

7 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.

QCE credit for a General or Applied Subject		
General Subjects	Set Standard	QCE Credits
Unit 1	Satisfactory	1
Unit 2	Satisfactory	1
Unit 3 and 4	Grade of C or better	2
Maximum credit available (per subject)		4

QCE credit for Vocational Education and Training (VET) – Completed qualification and partial qualification completion		
VET Qualification	Competencies Complete	QCE Credits
Cert II (Maximum credit available for a completed course is 4 credits)	100% complete	4
	75% complete	3
	50% complete	2
	25% complete	1
	<25% complete	0
Cert III, IV or Diploma Example shows an 8 credit Certificate III (maximum credit available for a completed course is 5-8 credits*)	100% complete	8
	75% complete	6
	50% complete	4
	25% complete	2
	<25% complete	0
*Credit is determined by the nominal hours outlined in the training package as outlined in QCE credit for vocational education and training (VET). Some courses may differ from the example above.		

VET qualifications must be completed to contribute credit to the completed Core requirement for a QCE.

QCE credit for Vocational Education and Training (VET) – School-based Apprenticeships and Traineeships		
School-based Apprenticeships and Traineeships	Requirements	QCE Credits
School-based Apprenticeships (VET qualification is not completed while at school in school-based apprenticeship*)	VET qualification: There is a time limit to the amount of training that school-based apprentices may complete while at school, dependent of the nominal term (full-time) of the apprenticeship	Up to 2
	On-the-job: Minimum 50 days (375 hours) per 12 months from the date of commencement (a minimum of 7.5 hours per week averaged over each 3 month period) Electrotechnology school-based apprentices require a minimum of 80 days (600 hours) per 12 months	Up to 4** (2 credits for each 50 days completed each 12 months)
School-based Traineeships	As outlined with the relevant VET certificate level. No additional QCE credit is accrued for on-the-job hours completed for a school based traineeship.	Up to 8
*School-based apprenticeship VET qualifications do not contribute to the completed Core requirements of the QCE as they cannot be completed while at school.		

8 Senior subjects

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

External Examinations and short courses are offered on an individual basis to students with specific needs.

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

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.

8.1 General syllabuses

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

8.2 Applied syllabuses

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

8.3 Senior External Examination

The Senior External Examination consists of individual subject examinations provided across Queensland in October and November each year by the QCAA. These are offered to students who may speak a language other than English at home e.g. Arabic.

8.4 Short Courses

Short Courses are developed to meet a specific curriculum need and are suited to students who are interested in pathways beyond senior secondary schooling that lead to vocational education and training and establish a basis for further education and employment. They are informed by, and articulate closely with, the requirements of the Australian Core Skills Framework (ACSF). A grade of C in Short Courses aligns with the requirements for ACSF Level 3.

9 Underpinning factors

9.1 All senior syllabuses are underpinned by:

- i. **Literacy** — the set of knowledge and skills about language and texts essential for understanding and conveying content;
- ii. **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.

10 General syllabuses and Short Courses

- 10.1 In addition to literacy and numeracy, General syllabuses and Short Courses are underpinned by:
- 21st century skills** — the attributes and skills students need to prepare them for higher education, work and engagement in a complex and rapidly changing world. These include critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills.

11 Applied syllabuses

- 11.1 In addition to literacy and numeracy, Applied syllabuses are underpinned by:
- Applied learning** — the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts;
 - Community connections** — the awareness and understanding of life beyond school through authentic, real-world interactions by connecting classroom experience with the world outside the classroom;
 - Core skills for work** — the set of knowledge, understanding and non-technical skills that underpin successful participation in work.

12 Vocational Education and Training (VET)

- 12.1 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.

13 Australian Tertiary Admission Rank (ATAR) eligibility

From 2020, the Australian Tertiary Admission Rank (ATAR) will replace the Overall Position (OP) as the standard pathway to tertiary study for Queensland Year 12s.

The ATAR is the primary mechanism used nationally for tertiary admissions and indicates a student's position relative to other students.

The ATAR will be introduced for students commencing Year 11 in 2019, who will graduate from the end of 2020 and seek entry to tertiary courses from 2021.

- 13.1 The calculation of an Australian Tertiary Admission Rank (ATAR) will be based on a student's:
- Best five General subject results;
 - Best results in a combination of four General subject results plus an Applied subject result or a Certificate III or higher VET qualification.

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

14 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.

15 ATAR FAQs

15.1 What is the ATAR?

The ATAR is the standard measure of overall school achievement used in all other Australian states and territories. It is a rank indicating a student's position overall relative to other students.

The ATAR is expressed on a 2000-point scale from 99.95 (highest) down to 0, in increments of 0.05.

ATARs below 30 will be reported as '30.00 or less'.

15.2 ATAR eligibility

To be eligible for an ATAR, a student must have:

- i. Satisfactorily completed an English subject;
- ii. Complete five general subjects or four general subjects plus one applied subject or VET course at AQF Certificate III or above;
- iii. Accumulated their subject results within a five-year period.

While students must satisfactorily complete an English subject to be eligible for an ATAR, the result in English will only be included in the ATAR calculation if it is one of the student's best five subjects.

15.3 ATAR calculation

The ATAR will be calculated by combining a student's best five subject scaled scores. Scaled scores will be derived from a student's subject results as reported to QTAC by the Queensland Curriculum and Assessment Authority (QCAA), using a process of inter-subject scaling.

15.4 Inter-subject scaling

Inter-subject scaling is where raw scores for a given subject are adjusted so the results for that subject can be compared fairly with the results of any other subject. Hence, as an example only, if a student of a given ability studies an easier Maths subject they might get a 90/100. But if the same student studied a harder Maths subject they might only get a 70/100. However, if scaling works, they should end up with the same scaled score for inclusion in their ATAR calculation. If subjects were not scaled, students could maximise their ATAR by studying what they believe are the easiest possible subjects to get the highest possible best five subject results to comprise their ATAR.

Inter-subject scaling will not enhance or diminish a student's performance in their subjects. The student's ranking relative to other students in their subjects does not change. Scaling simply allows for performances to be compared across all subjects, and then only for the purposes of including these in the calculation of a student's ATAR.

15.5 Students should choose subjects that:

- i. They enjoy;
- ii. Think they will achieve well in;
- iii. That are subject prerequisites for tertiary courses that they will be seeking entry to.

15.6 Vocational Education and Training (VET) and the ATAR

Each VET qualification level (certificate III or higher) will have a single scaled score that can be included in a student's ATAR.

For example, a Certificate III in Hospitality and a Certificate III in Laboratory Skills will each have the same scaled score; this will be regardless of the duration or area of study of the certificate III.

It is expected that the scaled score for a completed VET diploma will be higher than that for a completed VET Certificate IV, which in turn will be higher than the scaled score for a completed VET Certificate III (only if the student achieves competency).

15.7 Accessing the ATAR

ATARs are expected to be released in mid to late December each year. Students will be able to access their ATARs online and print a PDF version of their Queensland ATAR Result Notice. The result notice will be verifiable from a secure online facility.

15.8 Can you tell me how specific subjects will scale?

As scaling is based on actual subject achievement data, it will not be possible to provide the scaled subject data until 2020 when the first students qualify for ATARs in the new system. The first year of the ATAR system will provide base line information about the scaling of subjects for inclusion in the ATAR calculation.

Trend information on the scaling of subjects will be available in the years immediately following the first year.

15.9 Can I use my ATAR to apply in other states?

Yes. The Queensland ATAR will be recognised in all other Australian states and territories.

16 General syllabuses

16.1 Structure

The syllabus structure consists of a course overview and assessment.

16.2 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.

16.3 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.

16.4 Assessment

i. Units 1 and 2 assessments

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

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

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

ii. Units 3 and 4 assessments

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

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

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

16.5 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.

16.6 External assessment

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

- i. Common to all schools;
- ii. Administered under the same conditions at the same time and on the same day;
- iii. 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.

17 Applied syllabuses

17.1 Structure

The syllabus structure consists of a course overview and assessment.

17.2 Applied syllabuses course overview

Applied syllabuses are developmental four-unit courses of study.

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

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

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

17.3 Assessment

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

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

Applied syllabuses do not use external assessment.

17.4 Instrument-specific standards matrixes

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

17.5 Essential English and Essential Mathematics – Common internal assessment

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

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

- i. Developed by the QCAA;
- ii. Common to all schools;
- iii. Delivered to schools by the QCAA;
- iv. Administered flexibly in Unit 3;
- v. Administered under supervised conditions;
- vi. 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.

17.6 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.

18 Senior External Examinations

18.1 Senior External Examinations course overview

A Senior External Examination syllabus sets out the aims, objectives, learning experiences and assessment requirements for each of these subjects.

Results are based solely on students' demonstrated achievement in examinations. Work undertaken before an examination is not assessed.

The Senior External Examination is for:

- i. Low candidature subjects not otherwise offered as a General subject in Queensland;
- ii. Students in their final year of senior schooling who are unable to access particular subjects at their school;
- iii. Adult students (people of any age not enrolled at a Queensland secondary school):
 - To meet tertiary entrance or employment requirements;
 - For personal interest.

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

For more information about the Senior External Examination, see:

www.qcaa.qld.edu.au/senior/see

19 Assessment

The Senior External Examination consists of individual subject examinations that are held once each year in Term 4. Important dates and the examination timetable are published in the Senior Education Profile (SEP) calendar, available at: <https://www.qcaa.qld.edu.au/senior/sep-calendar>

Results are based solely on students' demonstrated achievement in the examinations. Work undertaken before an examination is not assessed. Results are reported as a mark and grade of A–E. For more information about results, see the QCE and QCIA policy and procedures handbook, Section 10.

20 Alternative Sequences

If the number of students choosing particular general subjects are low then there is a provision to run the subject as an Alternative Sequence (AS). An AS is a course of study consisting of four units. Each pair of units is written as summative learning. The subject matter and assessment described in the units is undertaken by students either as formative or summative studies. In the final two units they study, students will undertake summative assessment. Please note that not all subjects are suitable for AS delivery. The summative assessment techniques and conditions of AS units 1 and 2 are the same for AS units 3 and 4, with three summative internal assessments and one summative external assessment. All summative internal assessments will require Endorsement and Confirmation.

21 Vocational Education and Training (VET)

St Francis College offers students nationally recognised courses which are equivalent to the courses being offered by TAFE Colleges and other private Colleges. These courses have been designed by industry and require St Francis College to consult with industry to ensure that the courses we offer are of the highest possible standard. Since these courses are nationally recognised, students who complete individual competencies or entire Certificate courses will be recognised by employers, TAFE and private Colleges throughout Australia.

21.1 VETiS Funding

All qualifications which are delivered by St Francis College are fully funded (no additional charge or access to VETiS funding). Some courses are delivered through third party agreements with external RTO's, which may either incur a fee or be included in the State Governments VET Investment Budget (VETiS Funding).

Due to funding and restrictions that have been imposed by the State government, the VET Investment Budget will only fund one funded VET in Schools employment stream qualification, delivered by an external Registered Training Organisation. As a result, students who choose a subject covered in VETiS will be unable to receive another funded VET in Schools program.

21.2 Late Enrolment

Should a student start in a VET course late (i.e. after course commencement, Term 1 Year 11), a student may not obtain the full qualification. Where a student has been deemed competent in an individual units, the student will be issued a Statement of Attainment (SOA).

21.3 Industry Placement or Structured Work Placement

Some VET courses require students to undertake work placements in order to complete their qualification. This is a mandatory requirement and students enrolling in these courses need to aware of this.

Industry Placement or Structured Work Placement allows students to gain invaluable knowledge and skills through ongoing involvement with industries of their choice. Students participate in an Industry Placement where they apply the skills they have learnt in their VET courses whilst at school.

Many of our students have attained excellent reports from the industry placements that they have attended. It is important to understand that Industry Placement is NOT a guarantee of employment or apprenticeship, but a stepping stone to providing support to those students involved in the process. Some students have gained part-time work while others have been offered apprenticeships at the completion of their schooling.

21.4 Assessment

The assessment conducted in these subjects involves competency-based assessment, i.e. students must demonstrate that they are competent at a particular task before they are awarded each competency. These courses also allow for the recognition of skills and knowledge that students have previously acquired through formal training/education, work experience or life experience - this is known as Recognition of Prior Learning [RPL]. Vocational Education and Training provides students with another pathway into the career of their choice.

22 TAFE at School Program

Year 11 and 12 students are eligible to participate in a TAFE at School program. You can choose to study from more than 50 exciting and varied certificate level vocational education and training (VET) courses. A TAFE at School certificate can be achieved in conjunction with your senior studies and counts towards your Queensland Certificate of Education (QCE).

22.1 Courses available include:

Animal Studies and Horticulture, Applied Science, Automotive, Beauty and Hairdressing, Building and Construction, Business and Justice Studies, Community Services, Early Childhood Education and Care, Electrotechnology, Engineering, Fashion, Health Services, Hospitality and Cookery, Information Technology, Media and Digital Design, Music and Sound Production, Rail Infrastructure, Retail, Sport and Recreation, Tourism and Events and Visual Arts. Visit <https://tafeqld.edu.au/courses/ways-you-can-study/tafe-at-school.html> for the latest handbook.

22.2 Costs and payment options:

Costs vary from course to course. Please check our website for the most up-to-date prices. A range of TAFE at School courses are fee-free for eligible students, covered under VET in Schools (VETiS) funding. The courses advertised as VETiS funded in this guide are only applicable if you have not accessed VETiS funding in the past. For further information, please refer to the VETiS section of training.qld.gov.au. Eligible students are entitled to one VETiS funded program only. Payment plans may be available to assist students with payment of their course, however, students under 18 will need a guarantor. Applications will be subject to credit checks. For information about our withdrawal and refund policy, please visit the TAFE Queensland website: <https://tafeqld.edu.au/>

23 School-Based Apprenticeships or Traineeships (SATs)

School Based Apprenticeships and Traineeships (SATs) are arranged through the school. Becoming a school-based apprentice or trainee gives you skills in a vocation or trade and allows you to earn money while you're still at school. A school-based apprenticeship or traineeship also contributes credits towards your Queensland Certificate of Education (QCE).

After selecting the industry you are interested in and talking with your school and parents, your next step is to secure employment as an apprentice or trainee. An employer can be found through family and friends, by directly contacting employers and group training organisations, or by applying for advertised jobs. Once you have secured an apprenticeship or traineeship, just let your employer know you want to study with us.

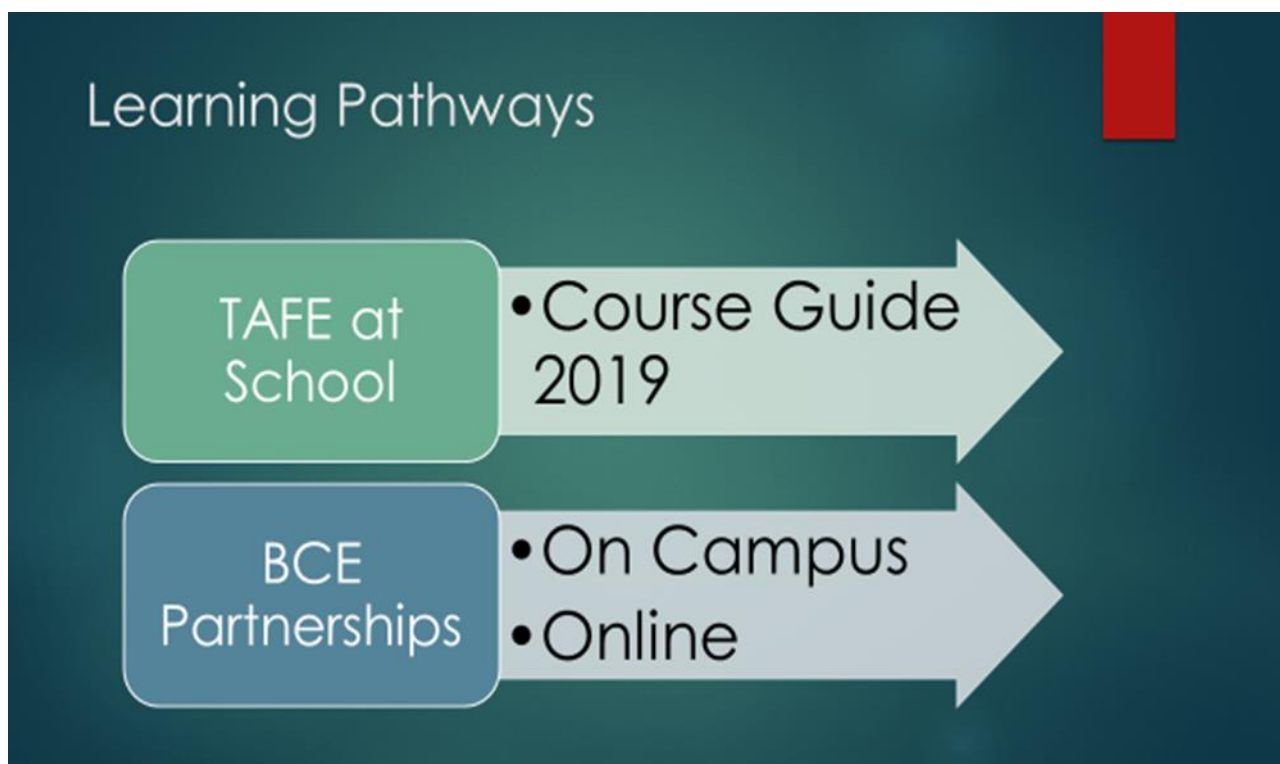
Students are generally work-trained off campus, at a work site, and receive external instruction from a separate provider as well. This is often one day a week. This is a formal indentured process with agreement needed between all parties: parents, employer, registered training provider and the College.

School-based apprentices and trainees do not pay fees for training, however you may need to pay some costs for tools and compulsory personal protective equipment. When you become a full-time Apprentice or Trainee after completing Year 12, you may be eligible for fee-free training for the remainder of your apprenticeship. For more information about school-based apprenticeships or traineeships speak to the College Careers Officer.

24 Senior Subject Curriculum

Year 11 and 12 Subjects for 2019-2020 (Subjects will run according to demand)	
General Subjects (ATAR) Prerequisite Minimum B Grade	Nationally Recognised Vocational Training
Biology Business Chemistry Design Drama English English as an Additional Language General Mathematics Health Mathematical Methods Modern History Music Physics Specialist Mathematics Study of Religion External Arabic (Year 12 only)	**Cert III in Hairdressing [RTO: Matters in Gray] *Cert II in Health Support Services/Cert III in Health Services Assistance [RTO: TAFE Brisbane] *Cert II in Kitchen Operations/Cert II in Hospitality **Cert II in Automotive Vocational Preparation [RTO: TAFE Gold Coast] **Cert II in Electrotechnology [RTO: TAFE Gold Coast] *Cert II in Horticulture [RTO: TAFE Brisbane] **Cert II in Salon Assistance - Hairdressing & Barbering [RTO: Matters in Gray] **Cert II in Telecommunications Technology [RTO: TAFE Skills Tech]
Applied Subjects	
Essential English Essential Mathematics Business Studies Dance in Practice Drama in Practice Information & Communication Technology Media Arts in Practice Music in Practice Religion & Ethics Science in Practice Tourism Visual Arts in Practice	**Cert I in Construction [RTO: Trinity College Beenleigh] TAFE at School Program (see separate handbook) [RTO: TAFE Brisbane, TAFE Skills Tech] *delivered at St Francis College **delivered at Trinity College

- 24.1 The calculation of an Australian Tertiary Admission Rank (ATAR) will be based on a student's:
- Best five General subject results;
 - Best results in a combination of four General subject results plus an Applied subject result or a Certificate III or higher.



26 Biology - General

Biology provides opportunities for students to engage with living systems. Students develop their understanding of cells and multicellular organisms. They engage with the concept of maintaining the internal environment. They study biodiversity and the interconnectedness of life. This knowledge is linked with the concepts of heredity and the continuity of life.

Students learn 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.

26.1 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.

26.2 Objectives

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

- i. Describe and explain scientific concepts, theories, models and systems and their limitations;
- ii. Apply understanding of scientific concepts, theories, models and systems within their limitations;
- iii. Analyse evidence;
- iv. Interpret evidence;
- v. Investigate phenomena;
- vi. Evaluate processes, claims and conclusions;
- vii. Communicate understandings, findings, arguments and conclusions.

26.3 Structure

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

26.4 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).

26.5 Summative assessments

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

27 Business - General

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

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

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

27.1 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.

27.2 Objectives

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

- i. Describe business environments and situations;
- ii. Explain business concepts, strategies and processes;
- iii. Select and analyse business data and information;
- iv. Interpret business relationships, patterns and trends to draw conclusions;
- v. Evaluate business practices and strategies to make decisions and propose recommendations;
- vi. Create responses that communicate meaning to suit purpose and audience.

27.3 Structure

Unit 1	Unit 2	Unit 3	Unit 4
Business creation <ul style="list-style-type: none">Fundamentals of businessCreation of business ideas	Business growth <ul style="list-style-type: none">Establishment of a businessEntering markets	Business diversification <ul style="list-style-type: none">Competitive marketsStrategic development	Business evolution <ul style="list-style-type: none">Repositioning a businessTransformation of a business

27.4 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).

27.5 Summative assessments

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

28 Chemistry - General

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

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

Students develop their appreciation of chemistry and its usefulness; understanding of chemical theories, models and chemical systems; 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.

28.1 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.

28.2 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.

28.3 Structure

Unit 1	Unit 2	Unit 3	Unit 4
Chemical fundamentals — structure, properties and reactions <ul style="list-style-type: none">Properties and structure of atomsProperties and structure of materialsChemical reactions — reactants, products and energy change	Molecular interactions and reactions <ul style="list-style-type: none">Intermolecular forces and gasesAqueous solutions and acidityRates of chemical reactions	Equilibrium, acids and redox reactions <ul style="list-style-type: none">Chemical equilibrium systemsOxidation and reduction	Structure, synthesis and design <ul style="list-style-type: none">Properties and structure of organic materialsChemical synthesis and design

28.4 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).

28.5 Summative assessments

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

29 Design - General

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.

29.1 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.

29.2 Objectives

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

- i. Describe design problems and design criteria;
- ii. Represent ideas, design concepts and design information using drawing and low-fidelity prototyping;
- iii. Analyse needs, wants and opportunities using data;
- iv. Devise ideas in response to design problems;
- v. Synthesise ideas and design information to propose design concepts;
- vi. Evaluate ideas and design concepts to make refinements;
- vii. Make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

29.3 Structure

Unit 1	Unit 2	Unit 3	Unit 4
Design in practice <ul style="list-style-type: none">• Experiencing design• Design process• Design styles	Commercial design <ul style="list-style-type: none">• Explore — client needs and wants• Develop — collaborative design	Human-centred design <ul style="list-style-type: none">• Designing with empathy	Sustainable design <ul style="list-style-type: none">• Explore — sustainable design opportunities• Develop — redesign

29.4 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).

29.5 Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Examination — design challenge	15%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Project	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Project	35%	Summative external assessment (EA): <ul style="list-style-type: none">• Examination — design challenge	25%

30 Drama - General

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

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

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

30.1 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.

30.2 Objectives

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

- i. Demonstrate an understanding of dramatic languages;
- ii. Apply literacy skills;
- iii. Apply and structure dramatic languages;
- iv. Analyse how dramatic languages are used to create dramatic action and meaning;
- v. Interpret purpose, context and text to communicate dramatic meaning;
- vi. Manipulate dramatic languages to create dramatic action and meaning;
- vii. Evaluate and justify the use of dramatic languages to communicate dramatic meaning;
- viii. Synthesise and argue a position about dramatic action and meaning.

30.3 Structure

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

30.4 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).

30.5 Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Performance	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Project — practice-led project	35%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Project — dramatic concept	20%		
Summative external assessment (EA): 25% <ul style="list-style-type: none">• Examination — extended response			

31 English - General

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.

31.1 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.

31.2 Objectives

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

- i. Use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations;
- ii. Establish and maintain roles of the writer/speaker/signer/designer and relationships with audiences;
- iii. Create and analyse perspectives and representations of concepts, identities, times and places;
- iv. Make use of and analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions;
- v. Use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts;
- vi. Select and synthesise subject matter to support perspectives;
- vii. Organise and sequence subject matter to achieve particular purposes;
- viii. Use cohesive devices to emphasise ideas and connect parts of texts;
- ix. Make language choices for particular purposes and contexts;
- x. Use grammar and language structures for particular purposes use mode-appropriate features to achieve particular purposes.

31.3 Structure

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

31.4 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).

31.5 Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	25%	Summative internal assessment 3 (IA3):	25%
<ul style="list-style-type: none"> Extended response — written response for a public audience 		<ul style="list-style-type: none"> Extended response — imaginative written response 	
Summative internal assessment 2 (IA2):	25%	Summative external assessment (EA):	25%
<ul style="list-style-type: none"> Extended response — persuasive spoken response 		<ul style="list-style-type: none"> Examination — analytical written response 	

32 English as an Additional Language - General

English as an Additional Language is designed for students for whom English is not their first or home language. It develops students' knowledge, understanding and language skills in Standard Australian English (SAE), and provides them with opportunities to develop higher-order thinking skills and to interpret and create texts for personal, cultural, social and aesthetic purposes.

Students have opportunities to engage with language and texts to foster the skills to communicate effectively in SAE for the purposes of responding to and creating literary and non-literary texts. They develop the language skills required to be competent users of written and spoken English in a variety of contexts, including academic contexts suitable for tertiary studies.

Students make choices about generic structures, language, textual features and technologies to best convey intended meaning in the most appropriate medium and genre. They explore the ways literary and non-literary texts may reflect or challenge social and cultural ways of thinking and influence audiences. Students develop empathy for others and appreciation of different perspectives through a study of a range of literary texts from diverse cultures and periods.

32.1 Pathways

A course of study in English as an Additional Language promotes not only language and literacy skills, but also 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.

32.2 Objectives

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

- i. Use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations;
- ii. Establish and maintain roles of the writer/speaker/signer/designer and relationships with audiences;
- iii. Create and analyse perspectives and representations of concepts, identities, times and places;
- iv. Make use of and analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions;
- v. Use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts;
- vi. Select and synthesise subject matter to support perspectives;
- vii. Organise and sequence subject matter to achieve particular purposes;
- viii. Use cohesive devices to emphasise ideas and connect parts of texts;
- ix. Make language choices for particular purposes and contexts;
- x. Use grammar and language structures for particular purposes;
- xi. Use mode-appropriate features to achieve particular purposes.

32.3 Structure

Unit 1	Unit 2	Unit 3	Unit 4
Language, text and culture <ul style="list-style-type: none"> Examining and shaping representations of culture in texts Responding to a variety of media and literary texts Creating analytical and persuasive texts 	Perspectives in texts <ul style="list-style-type: none"> Examining and shaping perspectives in texts Responding to literary texts, including a focus on Australian texts Creating imaginative and analytical texts 	Issues, ideas and attitudes <ul style="list-style-type: none"> Exploring representations of issues, ideas and attitudes in texts Responding to literary and persuasive texts Creating analytical and persuasive texts 	Close study of literary texts <ul style="list-style-type: none"> Engaging with literary texts from diverse times and places Responding to literary texts creatively and critically Creating imaginative and analytical texts

32.4 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).

32.5 Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	25%	Summative internal assessment 3 (IA3):	25%
<ul style="list-style-type: none"> Examination – analytical written response 		<ul style="list-style-type: none"> Extended response – imaginative spoken/multimodal response 	
Summative internal assessment 2 (IA2):	25%	Summative external assessment (EA):	25%
<ul style="list-style-type: none"> Extended response – persuasive written response 		<ul style="list-style-type: none"> Examination – analytical extended response 	

33 General Mathematics - General

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

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

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

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

33.1 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.

33.2 Objectives

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

- i. Select, recall and use facts, rules, definitions and procedures drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices;
- ii. Comprehend mathematical concepts and techniques drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices;
- iii. Communicate using mathematical, statistical and everyday language and conventions;
- iv. Evaluate the reasonableness of solutions;
- v. Justify procedures and decisions by explaining mathematical reasoning;
- vi. Solve problems by applying mathematical concepts and techniques drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices.

33.3 Structure

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

33.4 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).

33.5 Summative assessments

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

34 Health - General

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

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

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

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

34.1 Pathways

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

34.2 Objectives

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

- i. Recognise and describe information about health-related topics and issues;
- ii. Comprehend and use health approaches and frameworks;
- iii. Analyse and interpret information about health-related topics and issues;
- iv. Critique information to distinguish determinants that influence health status;
- v. Organise information for particular purposes;
- vi. Investigate and synthesise information to develop action strategies;
- vii. Evaluate and reflect on implemented action strategies to justify recommendations that mediate, advocate and enable health promotion;
- viii. Make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

34.3 Structure

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

34.4 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).

34.5 Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Investigation — action research	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Investigation — analytical exposition	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Examination — extended response	25%	Summative external assessment (EA): <ul style="list-style-type: none">• Examination	25%

35 Mathematical Methods - General

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.

35.1 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.

35.2 Objectives

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

- i. Select, recall and use facts, rules, definitions and procedures drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics;
- ii. Comprehend mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics;
- iii. Communicate using mathematical, statistical and everyday language and conventions;
- iv. Evaluate the reasonableness of solutions;
- v. Justify procedures and decisions by explaining mathematical reasoning;
- vi. Solve problems by applying mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics.

35.3 Structure

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

35.4 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).

35.5 Summative assessments

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

36 Modern History - General

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.

36.1 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.

36.2 Objectives

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

- i. Comprehend terms, issues and concepts;
- ii. Devise historical questions and conduct research;
- iii. Analyse historical sources and evidence;
- iv. Synthesise information from historical sources and evidence;
- v. Evaluate historical interpretations;
- vi. Create responses that communicate meaning.

36.3 Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the modern world <ul style="list-style-type: none">• 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• Meiji Restoration, 1868–1912	Movements in the modern world <ul style="list-style-type: none">• 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• Independence movement in Algeria, 1945–1962	National experiences in the modern world <ul style="list-style-type: none">• 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• Indonesia, 1942–1975• India, 1947–1974• Israel, 1948–1993	International experiences in the modern world <ul style="list-style-type: none">• 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• Nuclear Age since 1945• Cold War, 1945–1991

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • South Korea, 1948–1972 	<ul style="list-style-type: none"> • 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

36.4 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).

36.5 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%

37 Music - General

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

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

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

37.1 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.

37.2 Objectives

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

- i. Demonstrate technical skills;
- ii. Explain music elements and concepts;
- iii. Use music elements and concepts;
- iv. Analyse music;
- v. Apply compositional devices;
- vi. Apply literacy skills;
- vii. Interpret music elements and concepts;
- viii. Evaluate music to justify the use of music elements and concepts;
- ix. Realise music ideas;
- x. Resolve music ideas.

37.3 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?

37.4 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).

37.5 Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Performance	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Integrated project	35%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Composition	20%		
Summative external assessment (EA): 25% <ul style="list-style-type: none">• Examination			

38 Physics - General

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

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

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

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

38.1 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.

38.2 Objectives

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

- i. Describe and explain scientific concepts, theories, models and systems and their limitations;
- ii. Apply understanding of scientific concepts, theories, models and systems within their limitations;
- iii. Analyse evidence;
- iv. Interpret evidence;
- v. Investigate phenomena;
- vi. Evaluate processes, claims and conclusions;
- vii. Communicate understandings, findings, arguments and conclusions.

38.3 Structure

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

38.4 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).

38.5 Summative assessments

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

39 Specialist Mathematics - General

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.

39.1 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.

39.2 Objectives

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

- i. Select, recall and use facts, rules, definitions and procedures drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus;
- ii. Comprehend mathematical concepts and techniques drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus;
- iii. Communicate using mathematical, statistical and everyday language and conventions;
- iv. Evaluate the reasonableness of solutions;
- v. Justify procedures and decisions, and prove propositions by explaining mathematical reasoning;
- vi. Solve problems by applying mathematical concepts and techniques drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus.

39.3 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 <ul style="list-style-type: none">• Combinatorics• Vectors in the plane• Introduction to proof	Complex numbers, trigonometry, functions and matrices <ul style="list-style-type: none">• Complex numbers 1• Trigonometry and functions• Matrices	Mathematical induction, and further vectors, matrices and complex numbers <ul style="list-style-type: none">• Proof by mathematical induction• Vectors and matrices• Complex numbers 2	Further statistical and calculus inference <ul style="list-style-type: none">• Integration and applications of integration• Rates of change and differential equations• Statistical inference

39.4 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).

39.5 Summative assessments

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

40 Study of Religion - General

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.

40.1 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.

40.2 Objectives

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

- i. Describe the characteristics of religion and religious traditions;
- ii. Demonstrate an understanding of religious traditions;
- iii. Differentiate between religious traditions;
- iv. Analyse perspectives about religious expressions within traditions;
- v. Consider and organise information about religion;
- vi. Evaluate and draw conclusions about the significance of religion for individuals and its influence on people, society and culture;
- vii. Create responses that communicate meaning to suit purpose.

40.3 Structure

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

40.4 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).

40.5 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%

41 Senior External Examination Languages - General

The following languages are offered through Senior External Examination (SEE) syllabuses.

- Arabic

41.1 Assessment

All assessment in these syllabuses will be based on the learning across both Units 3 and 4 and will be conducted through external examination.

42 Essential English - Applied

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

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

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

42.1 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.

42.2 Objectives

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

- i. Use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations;
- ii. Use appropriate roles and relationships with audiences;
- iii. Construct and explain representations of identities, places, events and concepts;
- iv. Make use of and explain the ways cultural assumptions, attitudes, values and beliefs underpin texts and influence meaning;
- v. Explain how language features and text structures shape meaning and invite particular responses;
- vi. Select and use subject matter to support perspectives;
- vii. Sequence subject matter and use mode-appropriate cohesive devices to construct coherent texts;
- viii. Make mode-appropriate language choices according to register informed by purpose, audience and context;
- ix. Use language features to achieve particular purposes across modes.

42.3 Structure

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

42.4 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.

42.5 Summative assessments

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

43 Essential Mathematics - Applied

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

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

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

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

43.1 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.

43.2 Objectives

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

- i. Select, recall and use facts, rules, definitions and procedures drawn from Number, Data, Location and time, Measurement and Finance;
- ii. Comprehend mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance
- iii. Communicate using mathematical, statistical and everyday language and conventions;
- iv. Evaluate the reasonableness of solutions;
- v. Justify procedures and decisions by explaining mathematical reasoning;
- vi. Solve problems by applying mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance.

43.3 Structure

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

43.4 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.

43.5 Summative assessments

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

44 Business Studies - Applied

Business Studies provides opportunities for students to develop practical business knowledge, understanding and skills for use, participation and work in a range of business contexts.

Students develop their business knowledge and understanding through applying business practices and business functions in business contexts, analysing business information and proposing and implementing outcomes and solutions in business contexts.

Students develop effective decision-making skills and learn how to plan, implement and evaluate business outcomes and solutions, resulting in improved economic, consumer and financial literacy.

44.1 Pathways

A course of study in Business Studies can establish a basis for further education and employment in office administration, data entry, retail, sales, reception, small business, finance administration, public relations, property management, events administration and marketing.

44.2 Objectives

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

- i. Describe concepts and ideas related to business functions;
- ii. Explain concepts and ideas related to business functions;
- iii. Demonstrate processes, procedures and skills related to business functions to complete tasks;
- iv. Analyse business information related to business functions and contexts;
- v. Apply knowledge, understanding and skills related to business functions and contexts;
- vi. Use language conventions and features to communicate ideas and information;
- vii. Make and justify decisions for business solutions and outcomes;
- viii. Plan and organise business solutions and outcomes;
- ix. Evaluate business decisions, solutions and outcomes.

44.3 Structure

The Business Studies course is designed around core and elective topics. The elective learning occurs through business contexts.

Core topics	Elective topics	
<ul style="list-style-type: none">Business practices, consisting of Business fundamentals, Financial literacy, Business communication and Business technologyBusiness functions, consisting of Working in administration, Working in finance, Working with customers and Working in marketing	<ul style="list-style-type: none">EntertainmentEvents managementFinancial servicesHealth and well-beingInsuranceLegalMediaMining	<ul style="list-style-type: none">Not-for-profitReal estateRetailRuralSports managementTechnical, e.g. manufacturing, construction, engineeringTourismTravel

44.4 Assessment

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

- i. At least one project;
- ii. No more than two assessment instruments from any one technique.

Project	Extended response	Examination
A response to a single task, situation and/or scenario.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
At least two different components from the following: <ul style="list-style-type: none">• written: 500–900 words• spoken: 2½–3½ minutes• multimodal: 3–6 minutes• performance: continuous class time• product: continuous class time.	Presented in one of the following modes: <ul style="list-style-type: none">• written: 600–1000 words• spoken: 3–4 minutes• multimodal: 4–7 minutes.	<ul style="list-style-type: none">• 60–90 minutes• 50–250 words per item on the test

45 Dance in Practice - Applied

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

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

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

45.1 Pathways

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

45.2 Objectives

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

- i. Recall terminology, concepts and ideas associated with dance;
- ii. Interpret and demonstrate the technical and expressive skills required for dance genres;
- iii. Explain dance and dance works;
- iv. Apply dance concepts and ideas through performance and production of dance works;
- v. Analyse dance concepts and ideas for particular purposes, genres, styles and contexts;
- vi. Use language conventions and features to achieve particular purposes;
- vii. Generate, plan and modify creative processes to produce dance works;
- viii. Create communications and make decisions to convey meaning to audiences;
- ix. Evaluate dance works.

45.3 Structure

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

Core	Electives
<ul style="list-style-type: none">• Dance performance• Dance production• Dance literacies	<ul style="list-style-type: none">• Ballet• Contemporary• Jazz• Tap• Ballroom• Popular dance• World dance

45.4 Assessment

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

- i. At least one project, arising from community connections;
- ii. At least one performance, separate to an assessable component of a project.

Project	Performance	Product	Extended response	Investigation
A response to a single task, situation and/or scenario.	A technique that assesses the physical demonstration of identified skills.	A technique that assesses the production of a design solution and folio or choreographic work.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
<p>The Project in Dance in Practice requires:</p> <ul style="list-style-type: none"> • a dance performance: 1½ – 2 minutes • at least one other component from the following <ul style="list-style-type: none"> – written: 500–900 words – spoken: 2½–3½ minutes – multimodal <ul style="list-style-type: none"> ▪ non-presentation: 8 A4 pages max (or equivalent) ▪ presentation: 3–6 minutes • product: variable conditions. 	<ul style="list-style-type: none"> • Dance performance: 2–3 minutes • Production performance: variable conditions • Teaching performance: variable conditions 	<ul style="list-style-type: none"> • Design solution and folio: variable conditions • Choreographic work: 2–3 minutes 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal <ul style="list-style-type: none"> – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes. 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal <ul style="list-style-type: none"> – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes.

46 Drama in Practice - Applied

Drama in Practice gives students opportunities to plan, create, adapt, produce, perform, appreciate and evaluate a range of dramatic works or events in a variety of settings.

Students participate in learning activities that apply knowledge and develop creative and technical skills in communicating meaning to an audience.

Students learn essential workplace health and safety procedures relevant to the drama and theatre industry, as well as effective work practices and industry skills needed by a drama practitioner.

46.1 Pathways

A course of study in Drama in Practice can establish a basis for further education and employment in the drama and theatre industry in areas such as performance, theatre management and promotions.

46.2 Objectives

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

- i. Identify and explain dramatic principles and practices;
- ii. Interpret and explain dramatic works and dramatic meanings;
- iii. Demonstrate dramatic principles and practices;
- iv. Apply dramatic principles and practices when engaging in drama activities and/or with dramatic works;
- v. Analyse the use of dramatic principles and practices to communicate meaning for a purpose;
- vi. Use language conventions and features and terminology to communicate ideas and information about drama, according to purposes;
- vii. Plan and modify dramatic works using dramatic principles and practices to achieve purposes;
- viii. Create dramatic works that convey meaning to audiences;
- ix. Evaluate the application of dramatic principles and practices to drama activities or dramatic works.

46.3 Structure

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

Core	Electives	
<ul style="list-style-type: none">• Dramatic principles• Dramatic practices	<ul style="list-style-type: none">• Acting (stage and screen)• Career pathways (including arts entrepreneurship)• Community theatre• Contemporary theatre• Directing• Playbuilding	<ul style="list-style-type: none">• Scriptwriting• Technical design and production• The theatre industry• Theatre through the ages• World theatre

46.4 Assessment

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

- i. At least one project, arising from community connections;
- ii. At least one performance (acting), separate to an assessable component of a project.

Project	Performance	Product	Extended response	Investigation
A response to a single task, situation and/or scenario.	A technique that assesses the physical demonstration of identified skills.	A technique that assesses the production of a design solution.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
<p>At least two different components from the following:</p> <ul style="list-style-type: none"> written: 500–900 words spoken: 2½–3½ minutes multimodal <ul style="list-style-type: none"> non-presentation: 8 A4 pages max (or equivalent) presentation: 3–6 minutes performance onstage (stage acting) <ul style="list-style-type: none"> 2–4 minutes: individual 1½–3 minutes: group performance onstage (screen acting) <ul style="list-style-type: none"> 2–3 minutes: individual 1½–2 ½ minutes: group performance offstage (directing, designing) <ul style="list-style-type: none"> 4–6 minutes: individual (excluding actors delivering text) workshop performance (other): variable conditions product: variable conditions. 	<ul style="list-style-type: none"> acting performance (stage) <ul style="list-style-type: none"> 3–5 minutes: individual 2–4 minutes: group acting performance (screen) <ul style="list-style-type: none"> 2½–3½ minutes: individual 2–3 minutes: group directing performance <ul style="list-style-type: none"> 5–7 minutes: individual (excluding actors delivering text) 	<ul style="list-style-type: none"> variable conditions 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> written: 600–1000 words spoken: 3–4 minutes multimodal <ul style="list-style-type: none"> non-presentation: 10 A4 pages max (or equivalent) presentation: 4–7 minutes. 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> written: 600–1000 words spoken: 3–4 minutes multimodal <ul style="list-style-type: none"> non-presentation: 10 A4 pages max (or equivalent) presentation: 4–7 minutes.

47 Information and Communication Technology - Applied

Information and Communication Technology (ICT) focuses on the knowledge, understanding and skills related to engagement with information and communication technology through a variety of elective contexts derived from work, study and leisure environments of today.

Students are equipped with knowledge of current and emerging hardware and software combinations, an understanding of how to apply them in real-world contexts and the skills to use them to solve technical and/or creative problems. They develop knowledge, understanding and skills across multiple platforms and operating systems, and are ethical and responsible users and advocates of ICT, aware of the social, environmental and legal impacts of their actions.

Students apply their knowledge of ICT to produce solutions to simulated problems referenced to business, industry, government, education and leisure contexts.

47.1 Pathways

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

47.2 Objectives

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

- i. Identify and explain hardware and software requirements related to ICT problems;
- ii. Identify and explain the use of ICT in society;
- iii. Analyse ICT problems to identify solutions;
- iv. Communicate ICT information to audiences using visual representations and language conventions and features;
- v. Apply software and hardware concepts, ideas and skills to complete tasks in ICT contexts;
- vi. Synthesise ICT concepts and ideas to plan solutions to given ICT problems;
- vii. Produce solutions that address ICT problems;
- viii. Evaluate problem-solving processes and solutions, and make recommendations.

47.3 Structure

The Information & Communication Technology course is designed around:

- i. Core topics integrated into modules of work;
- ii. Using a problem-solving process;
- iii. Three or more elective contexts.

Core topics	Elective contexts	
<ul style="list-style-type: none">• Hardware• Software• ICT in society	<ul style="list-style-type: none">• Animation• Application development• Audio and video production• Data management• Digital imaging and modelling• Document production	<ul style="list-style-type: none">• Network fundamentals• Online communication• Website production

47.4 Assessment

For Information & Communication Technology, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

- i. At least two projects;
- ii. At least one extended response.

Project	Extended response
A response to a single task, situation and/or scenario.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.
A project consists of a product component and at least one of the following components: <ul style="list-style-type: none">• written: 500–900 words• spoken: 2½–3½ minutes• multimodal: 3–6 minutes• product: continuous class time.	Presented in one of the following modes: <ul style="list-style-type: none">• written: 600–1000 words• spoken: 3–4 minutes• multimodal: 4–7 minutes.

48 Media Arts in Practice - Applied

Media Arts in Practice focuses on the role media arts plays in the community in reflecting and shaping society's values, attitudes and beliefs. It provides opportunities for students to create and share media artworks that convey meaning and express insight.

Students learn how to apply media technologies in real-world contexts to solve technical and/or creative problems. When engaging with school and/or local community activities, they gain an appreciation of how media communications connect ideas and purposes with audiences. They use their knowledge and understanding of design elements and principles to develop their own works and to evaluate and reflect on their own and others' art-making processes and aesthetic choices.

Students learn to be ethical and responsible users of and advocates for digital technologies, and aware of the social, environmental and legal impacts of their actions and practices.

48.1 Pathways

A course of study in Media Arts in Practice can establish a basis for further education and employment in a dynamic, creative and global industry that is constantly adapting to new technologies.

48.2 Objectives

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

- i. Identify and explain media art-making processes;
- ii. Interpret information about media arts concepts and ideas for particular purposes;
- iii. Demonstrate practical skills, techniques and technologies required for media arts;
- iv. Organise and apply media art-making processes, concepts and ideas;
- v. Analyse problems within media arts contexts;
- vi. Use language conventions and features to communicate ideas and information about media arts, according to context and purpose;
- vii. Plan and modify media artworks using media art-making processes to achieve purposes;
- viii. Create media arts communications that convey meaning to audiences;
- ix. Evaluate media art-making processes and media artwork concepts and ideas.

48.3 Structure

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

Core	Electives
<ul style="list-style-type: none">• Media technologies• Media communications• Media in society	<ul style="list-style-type: none">• Audio• Curating• Graphic design• Interactive media• Moving images• Still image

48.4 Assessment

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

- i. At least two projects, with at least one project arising from community connections;
- ii. At least one product, separate to an assessable component of a project.

Project	Product	Extended response	Investigation
A response to a single task, situation and/or scenario.	A technique that assesses the application of skills in the production of media artwork/s.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
<p>At least two different components from the following:</p> <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal <ul style="list-style-type: none"> – non-presentation: 8 A4 pages max (or equivalent) – presentation: 3–6 minutes • product: variable conditions. 	<ul style="list-style-type: none"> • variable conditions 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal <ul style="list-style-type: none"> – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes. 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal <ul style="list-style-type: none"> – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes.

49 Music in Practice - Applied

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

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

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

49.1 Pathways

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

49.2 Objectives

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

- i. Identify and explain music principles and practices;
- ii. Interpret music principles and practices;
- iii. Demonstrate music principles and practices;
- iv. Apply technical and expressive skills to performance and production of music works;
- v. Analyse the use of music principles and practices in their own and others' music works;
- vi. Use language conventions and features to communicate ideas and information about music, according to context and purpose;
- vii. Plan and modify music works using music principles and practices to achieve purposes;
- viii. Create music works to communicate music ideas to audiences;
- ix. Evaluate the application of music principles and practices to music works and music activities.

49.3 Structure

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

Core	Electives	
<ul style="list-style-type: none">• Music principles• Music practices	<ul style="list-style-type: none">• Community music• Contemporary music• Live production and performance• Music for film, TV and video games• Music in advertising	<ul style="list-style-type: none">• The music industry• Music technology and production• Performance craft• Practical music skills• Song writing• World music

49.4 Assessment

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

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

Project	Performance	Product (Composition)	Extended response	Investigation
A response to a single task, situation and/or scenario.	A technique that assesses the physical demonstration of identified skills.	A technique that assesses the application of skills to create music.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
<p>At least two different components from the following:</p> <ul style="list-style-type: none"> written: 500–900 words spoken: 2½–3½ minutes multimodal <ul style="list-style-type: none"> non-presentation: 8 A4 pages max (or equivalent) presentation: 3–6 minutes performance: variable conditions product: variable conditions. 	<ul style="list-style-type: none"> music performance: minimum of two minutes total performance time production performance: variable conditions 	<ul style="list-style-type: none"> manipulating existing sounds: minimum of two minutes arranging and creating: minimum of 32 bars or 60 seconds 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> written: 600–1000 words spoken: 3–4 minutes multimodal <ul style="list-style-type: none"> non-presentation: 10 A4 pages max (or equivalent) presentation: 4–7 minutes. 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> written: 600–1000 words spoken: 3–4 minutes multimodal <ul style="list-style-type: none"> non-presentation: 10 A4 pages max (or equivalent) presentation: 4–7 minutes.

50 Religion and Ethics - Applied

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

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

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

50.1 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.

50.2 Objectives

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

- i. Recognise and describe concepts, ideas and terminology about religion, beliefs and ethics;
- ii. Identify and explain the ways religion, beliefs and ethics contribute to the personal, relational and spiritual perspectives of life and society;
- iii. Explain viewpoints and practices related to religion, beliefs and ethics;
- iv. Organise information and material related to religion, beliefs and ethics;
- v. Analyse perspectives, viewpoints and practices related to religion, beliefs and ethics;
- vi. Apply concepts and ideas to make decisions about inquiries;
- vii. Use language conventions and features to communicate ideas and information, according to purposes;
- viii. Plan and undertake inquiries about religion, beliefs and ethics;
- ix. Communicate the outcomes of inquiries to suit audiences;
- x. Appraise inquiry processes and the outcomes of inquiries.

50.3 Structure

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

Core topics	Elective topics	
<ul style="list-style-type: none">• Who am I? the personal perspective• Who are we? the relational perspective• Is there more than this? the spiritual perspective	<ul style="list-style-type: none">• The Australian scene• Ethics and morality• Good and evil• Heroes and role models• Indigenous Australian spiritualities• Meaning and purpose	<ul style="list-style-type: none">• Peace and conflict• Religion and contemporary culture• Religions of the world• Religious citizenship• Sacred stories• Social justice• Spirituality

50.4 Assessment

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

- i. One project or investigation;
- ii. One examination;
- iii. No more than two assessments from each technique.

Project	Investigation	Extended response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
<p>At least two different components from the following:</p> <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • performance: continuous class time • product: continuous class time. 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes. 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes. 	<ul style="list-style-type: none"> • 60–90 minutes • 50–250 words per item on the test

51 Science in Practice – Applied

Science in Practice develops critical thinking skills through the evaluation of claims using systematic reasoning and an enhanced scientific understanding of the natural and physical world.

Students learn through a contextual interdisciplinary approach that includes aspects of at least two science disciplines — Biology, Chemistry, Earth and Environmental Science or Physics. They are encouraged to become scientifically literate, that is, to develop a way of thinking and of viewing and interacting with the world that engages the practical and analytical approaches of scientific inquiry.

Students plan investigations, analyse research and evaluate evidence. They engage in practical activities, such as experiments and hands-on investigations. Through investigations they develop problem-solving skills that are transferable to new situations and a deeper understanding of the nature of science.

51.1 Pathways

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

51.2 Objectives

By the conclusion of the course of study students should:

- i. Describe and explain scientific facts, concepts and phenomena in a range of situations;
- ii. Describe and explain scientific skills, techniques, methods and risks;
- iii. Analyse data, situations and relationships;
- iv. Apply scientific knowledge, understanding and skills to generate solutions;
- v. Communicate using scientific terminology, diagrams, conventions and symbols;
- vi. Plan scientific activities and investigations;
- vii. Evaluate reliability and validity of plans and procedures, and data and information;
- viii. Draw conclusions, and make decisions and recommendations using scientific evidence.

51.3 Structure

The Science in Practice course is designed around core topics and at least three electives.

Core topics	Electives
<ul style="list-style-type: none">• Scientific literacy and working scientifically• Workplace health and safety• Communication and self-management	<ul style="list-style-type: none">• Science for the workplace• Resources, energy and sustainability• Health and lifestyles• Environments• Discovery and change

51.4 Assessment

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

- i. At least one investigation based on primary data;
- ii. A range of assessment instruments that includes no more than two assessment instruments from any one technique.

Project	Investigation	Collection of work	Extended response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A response to a series of tasks relating to a single topic in a module of work.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
<p>At least two different components from the following:</p> <ul style="list-style-type: none"> written: 500–900 words spoken: 2½–3½ minutes multimodal <ul style="list-style-type: none"> non-presentation: 8 A4 pages max (or equivalent) presentation: 3–6 minutes performance: continuous class time product: continuous class time. 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> written: 600–1000 words spoken: 3–4 minutes multimodal <ul style="list-style-type: none"> non-presentation: 10 A4 pages max (or equivalent) presentation: 4–7 minutes. 	<p>At least three different components from the following:</p> <ul style="list-style-type: none"> written: 200–300 words spoken: 1½ – 2½ minutes multimodal <ul style="list-style-type: none"> non-presentation: 6 A4 pages max (or equivalent) presentation: 2–3 minutes performance: continuous class time test: <ul style="list-style-type: none"> 20–30 minutes 50–250 words per item. 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> written: 600–1000 words spoken: 3–4 minutes multimodal <ul style="list-style-type: none"> non-presentation: 10 A4 pages max (or equivalent) presentation: 4–7 minutes. 	<ul style="list-style-type: none"> 60–90 minutes 50–250 words per item

52 Tourism - Applied

Tourism studies enable students to gain an appreciation of the role of the tourism industry and the structure, scope and operation of the related tourism sectors of travel, hospitality and visitor services.

Students examine the socio-cultural, environmental and economic aspects of tourism, as well as tourism opportunities, problems and issues across global, national and local contexts.

Students develop and apply tourism-related knowledge and understanding through learning experiences and assessment in which they plan projects, analyse issues and opportunities, and evaluate concepts and information.

52.1 Pathways

A course of study in Tourism can establish a basis for further education and employment in businesses and industries such as tourist attractions, cruising, gaming, government and industry organisations, meeting and events coordination, caravan parks, marketing, museums and galleries, tour operations, wineries, cultural liaison, tourism and leisure industry development, and transport and travel.

52.2 Objectives

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

- i. Recall terminology associated with tourism and the tourism industry;
- ii. Describe and explain tourism concepts and information;
- iii. Identify and explain tourism issues or opportunities;
- iv. Analyse tourism issues and opportunities;
- v. Apply tourism concepts and information from a local, national and global perspective;
- vi. Communicate meaning and information using language conventions and features relevant to tourism contexts;
- vii. Generate plans based on consumer and industry needs;
- viii. Evaluate concepts and information within tourism and the tourism industry;
- ix. Draw conclusions and make recommendations.

52.3 Structure

The Tourism course is designed around interrelated core topics and electives.

Core topics	Elective topics	
<ul style="list-style-type: none">• Tourism as an industry• The travel experience• Sustainable tourism	<ul style="list-style-type: none">• Technology and tourism• Forms of tourism• Tourist destinations and attractions	<ul style="list-style-type: none">• Tourism marketing• Types of tourism• Tourism client groups

52.4 Assessment

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

- i. One project;
- ii. One examination;
- iii. No more than two assessments from each technique.

Project	Investigation	Extended response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
<p>At least two different components from the following:</p> <ul style="list-style-type: none"> written: 500–900 words spoken: 2½–3½ minutes multimodal <ul style="list-style-type: none"> non-presentation: 8 A4 pages max (or equivalent) presentation: 3–6 minutes performance: continuous class time product: continuous class time. 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> written: 600–1000 words spoken: 3–4 minutes multimodal <ul style="list-style-type: none"> non-presentation: 10 A4 pages max (or equivalent) presentation: 4–7 minutes. 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> written: 600–1000 words spoken: 3–4 minutes multimodal <ul style="list-style-type: none"> non-presentation: 10 A4 pages max (or equivalent) presentation: 4–7 minutes. 	<ul style="list-style-type: none"> 60–90 minutes 50–250 words per item

53 Visual Arts in Practice – Applied

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

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

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

53.1 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.

53.2 Objectives

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

- i. Recall terminology and explain art-making processes;
- ii. Interpret information about concepts and ideas for a purpose;
- iii. Demonstrate art-making processes required for visual artworks;
- iv. Apply art-making processes, concepts and ideas;
- v. Analyse visual art-making processes for particular purposes;
- vi. Use language conventions and features to achieve particular purposes;
- vii. Generate plans and ideas and make decisions;
- viii. Create communications that convey meaning to audiences;
- ix. Evaluate art-making processes, concepts and ideas.

53.3 Structure

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

Core	Electives
<ul style="list-style-type: none">• Visual mediums, technologies, techniques• Visual literacies and contexts• Artwork realisation	<ul style="list-style-type: none">• 2D• 3D• Digital and 4D• Design• Craft

53.4 Assessment

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

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

Project	Product	Extended response	Investigation
A response to a single task, situation and/or scenario.	A technique that assesses the application of identified skills to the production of artworks.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
<p>A project consists of:</p> <ul style="list-style-type: none"> • a product component: variable conditions • at least one different component from the following <ul style="list-style-type: none"> – written: 500–900 words – spoken: 2½–3½ minutes – multimodal <ul style="list-style-type: none"> ▪ non-presentation: 8 A4 pages max (or equivalent) ▪ presentation: 3–6 minutes. 	<ul style="list-style-type: none"> • variable conditions 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal <ul style="list-style-type: none"> – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes. 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal <ul style="list-style-type: none"> – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes.

54 SIT20416 – Certificate II in Kitchen Operations

SIT20316 – Certificate II in Hospitality



Subject Type	VET qualification – delivered at St Francis College	Duration	2 years																																												
Qualification Description	This qualification reflects the role of individuals who have a defined and limited range of hospitality operational skills and basic industry knowledge. They are involved in mainly routine and repetitive tasks and work under direct supervision.																																														
Entry Requirements	There are no entry requirements for this qualification. An interest in hospitality is essential. Sound achievement in Math and English is beneficial.																																														
Qualification Packaging Rules	Certificate packaging rules: 22 units must be completed: <ul style="list-style-type: none">• 10 core units of competency• 12 elective units of competency																																														
Core and Electives	<table><tr><td>BSBWOR203</td><td>Work effectively with others</td></tr><tr><td>SITHCCC001</td><td>Use food preparation equipment</td></tr><tr><td>SITHCCC005</td><td>Prepare dishes using basic methods of cookery</td></tr><tr><td>SITHCCC011</td><td>Use cookery skills effectively</td></tr><tr><td>SITHKOP001</td><td>Clean kitchen premises and equipment</td></tr><tr><td>SITXFSA001</td><td>Use hygienic practices for food safety</td></tr><tr><td>SITXINV002</td><td>Maintain the quality of perishable items</td></tr><tr><td>SITXWHS001</td><td>Participate in safe work practices</td></tr><tr><td>SITHCCC002</td><td>Prepare and present simple dishes</td></tr><tr><td>SITHCCC003</td><td>Prepare and present sandwiches</td></tr><tr><td>SITHCCC004</td><td>Package prepared foodstuffs</td></tr><tr><td>SITHCCC006</td><td>Prepare appetisers and salads</td></tr><tr><td>SITHCCC008</td><td>Prepare vegetable, fruit, egg and farinaceous dishes</td></tr><tr><td>SITHIND002</td><td>Source and use information on the hospitality industry</td></tr><tr><td>SITHIND003</td><td>Use hospitality skills effectively</td></tr><tr><td>SITXCCS003</td><td>Interact with customers</td></tr><tr><td>SITXCOM002</td><td>Show social and cultural sensitivity</td></tr><tr><td>SITXFIN001</td><td>Process financial transactions</td></tr><tr><td>SITXINV001</td><td>Receive and store stock</td></tr><tr><td>SITHFAB004</td><td>Prepare and serve non-alcoholic beverages</td></tr><tr><td>SITHFAB005</td><td>Prepare and serve espresso coffee</td></tr><tr><td>SITXCCS006</td><td>Provide Service to Customers</td></tr></table>			BSBWOR203	Work effectively with others	SITHCCC001	Use food preparation equipment	SITHCCC005	Prepare dishes using basic methods of cookery	SITHCCC011	Use cookery skills effectively	SITHKOP001	Clean kitchen premises and equipment	SITXFSA001	Use hygienic practices for food safety	SITXINV002	Maintain the quality of perishable items	SITXWHS001	Participate in safe work practices	SITHCCC002	Prepare and present simple dishes	SITHCCC003	Prepare and present sandwiches	SITHCCC004	Package prepared foodstuffs	SITHCCC006	Prepare appetisers and salads	SITHCCC008	Prepare vegetable, fruit, egg and farinaceous dishes	SITHIND002	Source and use information on the hospitality industry	SITHIND003	Use hospitality skills effectively	SITXCCS003	Interact with customers	SITXCOM002	Show social and cultural sensitivity	SITXFIN001	Process financial transactions	SITXINV001	Receive and store stock	SITHFAB004	Prepare and serve non-alcoholic beverages	SITHFAB005	Prepare and serve espresso coffee	SITXCCS006	Provide Service to Customers
BSBWOR203	Work effectively with others																																														
SITHCCC001	Use food preparation equipment																																														
SITHCCC005	Prepare dishes using basic methods of cookery																																														
SITHCCC011	Use cookery skills effectively																																														
SITHKOP001	Clean kitchen premises and equipment																																														
SITXFSA001	Use hygienic practices for food safety																																														
SITXINV002	Maintain the quality of perishable items																																														
SITXWHS001	Participate in safe work practices																																														
SITHCCC002	Prepare and present simple dishes																																														
SITHCCC003	Prepare and present sandwiches																																														
SITHCCC004	Package prepared foodstuffs																																														
SITHCCC006	Prepare appetisers and salads																																														
SITHCCC008	Prepare vegetable, fruit, egg and farinaceous dishes																																														
SITHIND002	Source and use information on the hospitality industry																																														
SITHIND003	Use hospitality skills effectively																																														
SITXCCS003	Interact with customers																																														
SITXCOM002	Show social and cultural sensitivity																																														
SITXFIN001	Process financial transactions																																														
SITXINV001	Receive and store stock																																														
SITHFAB004	Prepare and serve non-alcoholic beverages																																														
SITHFAB005	Prepare and serve espresso coffee																																														
SITXCCS006	Provide Service to Customers																																														

Learning Experiences	<ul style="list-style-type: none"> • St Francis College Hospitality Trade Training Centre • Face to face, one day per week • 12 days of mandatory work placement over 2 years • Students must dress for a Hospitality context e.g. black pants and white shirt
Assessment	<p>Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed this way.</p> <p>Evidence gathering methods include:</p> <ul style="list-style-type: none"> • Questioning • Observation and checklist • Written assessment • Projects within a simulated workplace environment
Pathways	<p>These qualifications provide a pathway to work in front of house or back of house operations in a variety of organisations including restaurants, cafés, catering operations, clubs, pubs hotels, coffee shops and other institutions such as aged care facilities, hospitals and schools. Possible job titles include: bar attendant, café attendant, catering assistant, food and beverage attendant, front office assistant, porter, room attendant.</p>
Fees	<p>Funded by St Francis College (RTO #30354).</p>
Further Information	<p>Contact the VET/RTO Manager, Mrs Christine Rolfe, croffe@bne.catholic.edu.au for information regarding support services and other general VET information. Students will be provided with access to a <i>Student VET Handbook</i> prior to enrolment.</p>

55 AHC20416 – Certificate II in Horticulture

TAFE Queensland (RTO Code 0275) and St Francis College (RTO Code 30354) will enter into a third party agreement for delivery of this course. Under this agreement, TAFE Queensland is the Registered Training Organisation (RTO) and St Francis College will conduct all training and assessment on behalf of TAFE Queensland.



Subject Type	VET qualification – delivered at St Francis College	Duration	1 year
Qualification Description	This qualification underpins a range of work functions and job roles that can lead to a horticultural trade qualification.		
Entry Requirements	There are no prerequisites for this course. An interest in Landscaping and working outdoors is essential.		
Qualification Packaging Rules	Certificate packaging rules: 15 units must be completed: <ul style="list-style-type: none"> • 5 core units of competency • 10 elective units of competency 		
Core and Electives	AHPCPM201 Recognise plants AHCPMG201 Treat weeds AHCPMG202 Treat pest and diseases and disorders AHCWHS201 Participate in work health and safety processes AHCSOL202 Assist with soil or growing media sampling and testing AHCLSC202 Construct low profile timber or modular walls AHCPGD201 Plant trees and shrubs AHCIRG215 Assist with Low Volume irrigation AHCPGD203 Prune trees and shrubs AHCWRK204 Work effectively in the industry AHCMOM203 Operate basic machinery and equipment AHCLSC201 Assist with landscape construction work AHCLSC204 Lay paving MEM18002B Use powertools / hand held tools		
Learning Experiences	<ul style="list-style-type: none"> • St Francis College Horticulture Trade Training Centre • Face to face, one day a week • 12 days of work placement over 2 years • Materials or equipment will be supplied to students e.g. outdoor work shirt, straw hat, boots 		
Assessment	Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed this way. Evidence gathering methods include: <ul style="list-style-type: none"> • Questioning • Observation and checklist • Written assessment • Projects within a simulated workplace environment 		
Pathways	Junior gardener, landscaping assistant, gardener, nursery hand, landscaper, horticulture trades worker.		

Fees	<p>VETiS course - funded by the Queensland Government – all Queensland Education students can access the Department Education & Training under the VETiS funding. This means there is no training cost to the parent/guardian of the student. In accessing the DET VETiS funding the student will not be able to access this funding a second time. The VET investment budget provides funding for students to complete one VETiS qualification listed on the Queensland Training Subsidies List while at school. If students enrol in this certificate course they will be unable to access VETiS in Year 11/12.</p> <p>Where a student has utilised their VETiS funding, a Fee for Service cost of \$495 per student applies.</p>
Further Information	<p>Contact the VET/RTO Manager, Mrs Christine Rolfe, crolfe@bne.catholic.edu.au for information regarding support services and other general VET information. Students will be provided with access to a <i>Student VET Handbook</i> prior to enrolment.</p>
Service Agreement	<p>St Francis College will provide students with an information handbook will provide additional information regarding enrolment into this VET course. 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.</p> <p>This information is correct at time of publication but subject to change (30 June 2018).</p>

56 HLT23215 – Certificate II in Health Support

HLT33115 – Certificate III in Health Support Services

TAFE Queensland (RTO Code 0275) and St Francis College (RTO Code 30354) will enter into a third party agreement for delivery of this course. Under this agreement, TAFE Queensland is the Registered Training Organisation (RTO) and St Francis College will conduct all training and assessment on behalf of TAFE Queensland.



Subject Type	VET qualification – delivered at St Francis College	Duration	18 months
Qualification Description	<p>At St Francis College Health Hub, you can learn and develop in-demand practical skills, highly valued by universities and health industry employers and delivered by TAFE Queensland Brisbane (RTO#0275).</p> <p>Year 11 & 12 Study Option - HLT23215 - Cert II in Health Support Services.</p> <p>We will teach you skills with a variety of areas in the Healthcare environment. This qualification will enable you to support clients as well as other staff thus improving the effectiveness of health services.</p> <p>Year 12 Study Option - HLT33115 - Cert III in Health Support Services</p> <p>We will teach you how to care directly for clients along with being able to work effectively with a range of health workers.</p> <p>In both of these courses, you will also complete a First Aid Certificate while learning to work effectively with others, You will be able to communicate with others using principles of cultural safety and will learn how to effectively apply work place health and safety practices along with other essential skills.</p>		
Entry Requirements	There are no pre-requisites for study in this course. Sound achievement in Math and English is beneficial.		
Qualification Packaging Rules	<p>Certificate packaging rules: 20 units must be completed</p> <ul style="list-style-type: none"> • 12 core units • 8 elective units 		
Core and Electives	<p>CHCCOM005 - Communicate and work in health or community services</p> <p>CHCDIV001 - Work with diverse people</p> <p>HLTINF001 - Comply with infection prevention and control policies and procedures</p> <p>HLTWHS001 - Participate in workplace health and safety</p> <p>HLTAID003 - Provide first aid</p> <p>CHCCCS010 - Maintain a high standard of service</p> <p>HLTFSE001 - Follow basic food safety practices</p> <p>HLTFSE002 - Provide ward or unit based food preparation and distribution services</p> <p>CHCCCS026 - Transport individuals</p> <p>CHCCCS020 - Respond effectively to behaviours of concern</p> <p>HLTHSS004 - Handle and move equipment, goods and mail</p> <p>CHCCCS012 - Prepare and maintain beds</p> <p>CHCCOM005 - Communicate and work in health or community services</p> <p>CHCDIV001 - Work with diverse people</p>		

	HLTINF001 - Comply with infection prevention and control policies and procedures HLTWHS001 - Participate in workplace health and safety HLTAAP001 - Recognise healthy body systems BSBWOR301 - Organise personal work priorities and development BSBMED301 - Interpret and apply medical terminology appropriately CHCCCS026 - Transport individuals CHCCCS020 - Respond effectively to behaviours of concern CHCCCS010 - Maintain a high standard of service HLTHSS004 - Handle and move equipment, goods and mail HLTFS001 - Follow basic food practices HLTAID003 - Provide first aid HLTAID001 - Provide cardiopulmonary resuscitation CHCAGE001 - Facilitate the empowerment of older people OR CHCDIS007 - Facilitate the empowerment of people with a disability
Learning Experiences	<ul style="list-style-type: none"> Delivered on-site at St Francis College Health Hub Face to face, one day a week Students will be required to complete 40 hours work experience or vocational placement
Assessment	<ul style="list-style-type: none"> Written theory In class practical assessment Work experience/vocational placement
Pathways	<ul style="list-style-type: none"> Assistant Nurse Diploma of Nursing Bachelor of Nursing Students may receive credit for relevant competencies when completing further studies
Fees	VETis funded for Certificate II/Certificate III Fee \$1,600 – funded by St Francis College.
Further Information	Contact the VET/RTO Manager, Mrs Christine Rolfe, crolfe@bne.catholic.edu.au for information regarding support services and other general VET information. Students will be provided with access to a <i>Student VET Handbook</i> prior to enrolment.
Service Agreement	<p>St Francis College will provide students with an information handbook which will provide additional information regarding enrolment into this VET course. 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.</p> <p>This information is correct at time of publication but subject to change (30 May 2018).</p>

Subject Type	VET qualification – delivered at Trinity College	Duration	2 years
Qualification Description	<p>This qualification reflects the role of individuals employed as hairdressers working as part of a team in a hairdressing environment, and who are competent in communicating in the workplace, consulting with clients, selling products and services, and designing and applying a broad range of technical hairdressing services on clients.</p> <p>These individuals possess a range of well-developed skills where discretion and judgment is required and are responsible for their own outputs.</p> <p>This qualification is suitable for an Australian Apprenticeship pathway, however, it is not suitable for VETiS delivery.</p> <p>This course is delivered by Matters in Gray (RTO #1685).</p> <p>As this qualification is delivered and trained by an external provider, we are unable to provide a Semester Report for students undertaking this course. You will need to contact the RTO directly for information regarding the progress of your child at any stage during the course.</p> <p>Note: at the end of this course, students will obtain a statement of attainment. In order to achieve full Certificate III, students are required to continue on with an apprenticeship.</p>		
Entry Requirements	Certificate II in Hairdressing		
Qualification Packaging Rules	<p>Certificate packaging rules: 28 units must be completed</p> <ul style="list-style-type: none"> • 21 core units • 7 elective units 		
Core and Electives	<p>Students will continue developing the skills acquired in Certificate II Salon Assistant and begin developing some practical skills in cutting . A further 4 units will be completed in the course to meet the theoretical components of this qualification.</p> <p>Students may consider to complete a school based apprenticeship to further their completion of the certificate.</p>		
Learning Experiences	<ul style="list-style-type: none"> • Face to face delivery at Trinity College Trade Training Centre • One day a week, closed black shoes and Hairdressing uniform must be purchased through the Trade Training Centre 		
Assessment	Written and practical assessment is used to complete the required units of competency.		
Pathways	<p>After achieving SHB30416 Certificate III in Hairdressing, individuals may undertake:</p> <p>SHB40216 Certificate IV in Hairdressing</p> <p>SHB50216 Diploma of Salon Management</p> <p>SHB80116 Graduate Certificate in Hairdressing Creative Leadership</p>		
Fees	\$1200		

Subject Type	VET qualification – delivered at Trinity College	Duration	2 years
Qualification Description	<p>This is a preparatory qualification which provides a defined and limited range of basic skills and knowledge used in hairdressing salons or in barbers by individuals who provide assistance with client services. These routine and repetitive tasks are completed under direct supervision and with guidance from hairdressers or barbers who manage the client service.</p> <p>The combined skills and knowledge do not provide for a job outcome as a hairdresser and this qualification is intended to prepare individuals for further training.</p> <p>The course is delivered by Matters in Gray (RTO# 1685).</p>		
Entry Requirements	There are no pre-requisites for study in this course.		
Qualification Packaging Rules	<p>Certificate packaging rules: 12 units must be completed</p> <ul style="list-style-type: none"> • 8 core units • 4 elective units 		
Core and Electives	<p>BSBWHS201 Contribute to health and safety of self and others</p> <p>SHBHBAS001 Provide shampoo and basin services</p> <p>SHBHDES001 Dry hair to shape</p> <p>SHBHIND001 Maintain and organise tools, equipment and work areas</p> <p>SHBXCCS001 Conduct salon financial transactions</p> <p>SHBXCCS003 Greet and prepare clients for salon services</p> <p>SHBXIND001 Comply with organisational requirements within a personal services environment</p> <p>SHBXIND002 Communicate as part of a salon team</p> <p>SHBHBAS002 Provide head, neck and shoulder massages for relaxation</p> <p>SHBHCLS001 Apply hair colour products</p> <p>SHBHDES002 Braid hair</p> <p>SHBHIND002 Research and use hairdressing industry information</p> <p>SHBHREF005 Rinse and neutralise chemically restructured hair</p> <p>SHBXCCS004 Recommend products and services</p> <p>SIRRMER001 Produce visual merchandise displays</p> <p>SIRRINV001 Receive and handle retail stock</p> <p>SIRXSLS001 Sell to the retail customer</p> <p>NB: Units may change based on training regulation requirements</p>		

Learning Experiences	<ul style="list-style-type: none"> • Face to face delivery at Trinity College Trade Training Centre • One day a week, closed black shoes and Hairdressing uniform must be purchased through the Trade Training Centre • Work placement is compulsory for this course.
Assessment	Written and practical assessment is used to complete the required units of competency.
Pathways	The combined skills and knowledge do not provide for a job outcome as a hairdresser and this qualification is intended to prepare individuals for further training.
Fees	<p>VETiS course - funded by the Queensland Government – all Queensland Education students can access the Department Education & Training under the VETiS funding.</p> <p>Where a student has utilised their VETiS funding, a Fee for Service cost of \$495 per student applies.</p>
Further Information	Contact the VET/RTO Manager, Ms Alicki Bellas, alicki.bellas@bne.catholic.edu.au for information regarding support services and other general VET information. Students will be provided with access to a <i>Student VET Handbook</i> prior to enrolment.
Service Agreement	<p>Matters in Gray will provide students with an information handbook which will provide additional information regarding enrolment into this VET course. Students successfully achieving all course requirements will be issued with a nationally recognised Qualification. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.</p> <p>This information is correct at time of publication but subject to change (30 May 2018).</p>

As this qualification is delivered and trained by an external provider, we are unable to provide a Semester Report for students undertaking this course. You will need to contact the RTO directly for information regarding the progress of your child at any stage during the course.

Subject Type	VET qualification – delivered at Trinity College	Duration	2 years
Qualification Description	<p>This entry-level qualification will set you on the path to seeking an apprenticeship in the automotive industry. Learn the basic skills and knowledge you need to increase your employability. The automotive industry offers the opportunity to get involved in a broad-based skills area driven by new technologies. Automotive employment opportunities are emerging in specialised diagnostic, servicing, repair and maintenance roles.</p> <p>In this course you will learn basic skills and knowledge required to inspect and service components of the underbody of vehicles including braking, steering, suspension, ... and exhaust systems. You may also learn about inspecting, testing and servicing batteries, electrical systems and components, and other elective topics. Industry experienced teachers will provide all the support you need to succeed.</p> <p>Successful completion of this course gives you the skills you need to confidently seek an apprenticeship in a range of automotive occupations such as light or heavy vehicle mechanic, automotive electrician, automotive parts interpreter or diesel fitter. You may also choose to seek employment as a vehicle service assistant in a service or repair business.</p> <p>NOTE: This course is currently offered by an external Registered Training Organization (RTO), TAFE Queensland Gold Coast. (RTO # 0083) As this qualification is delivered and trained by an external provider, we are unable to provide a Semester Report for students undertaking this course. You will need to contact the RTO directly for information regarding the progress of your child at any stage during the course.</p>		
Entry Requirements	There are no pre-requisites for study in this course.		
Qualification Packaging Rules	<p>Certificate packaging rules: 14 units must be completed</p> <ul style="list-style-type: none"> • 8 core units • 6 elective units 		
Core and Electives	<p>AURAEA002 Follow environmental and sustainability best practice in an automotive workplace</p> <p>AURAF003 Communicate effectively in an automotive workplace</p> <p>AURASA002 Follow safe working practices in an automotive workplace</p> <p>AURATA001 Identify basic automotive faults using troubleshooting processes</p> <p>AURTTA004 Carry out servicing operations</p> <p>AURTTB001 Inspect and service braking systems</p> <p>AURTTD002 Inspect and service steering systems</p> <p>AURTTD004 Inspect and service suspension systems</p> <p>AURTTK002 Use and maintain tools and equipment in an automotive workplace</p>		

	<p>AURTTQ001 Inspect and service final drive assemblies</p> <p>AURTTZ002 Diagnose and repair exhaust systems</p> <p>AURTTA001 Remove and tag steering, suspension and braking system components</p> <p>AURTTA002 Assist with automotive workplace activities</p> <p>AURFAA004 Resolve routine problems in an automotive workplace</p>
Learning Experiences	<ul style="list-style-type: none"> • Face to face delivery at Trinity College Trade Training Centre • One day a week, Steel cap boots, uniform and textbook must be purchased through the Trade Training Centre • Work placement is compulsory for this course
Assessment	<p>Automotive Service Technology students may be assessed using a variety of techniques:</p> <ul style="list-style-type: none"> • Practical based tests and assignments • Demonstration of automotive skills
Pathways	<p>This qualification satisfies the training & skills requirements for a number of occupations including: Mechanics Assistant, a Specialist Service Person in the light automotive, agricultural and mining industries. Students can also follow a pathway to Certificate III in Mechanical Technology or a Certificate III in Automotive Specialist.</p>
Fees	<p>VETiS course - funded by the Queensland Government – all Queensland Education students can access the Department Education & Training under the VETiS funding. Where a student has utilised their VETiS funding, a Fee for Service cost of \$495 per student applies.</p>
Further Information	<p>Contact the VET/RTO Manager, Ms Alicki Bellas, alicki.bellas@bne.catholic.edu.au for information regarding support services and other general VET information. Students will be provided with access to a <i>Student VET Handbook</i> prior to enrolment.</p>
Service Agreement	<p>Gold Coast TAFE will provide students with an information handbook which will provide additional information regarding enrolment into this VET course. Students successfully achieving all course requirements will be issued with a nationally recognised Qualification. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.</p> <p>This information is correct at time of publication but subject to change (30 May 2018).</p>

Subject Type	VET qualification – delivered at Trinity College	Duration	2 years
Qualification Description	<p>Kick start your career in the electrotechnology industry with this entry-level course. Build the skills you need to get your foot in the door for an apprenticeship or seek trade assistant work to get you started.</p> <p>With the electrical services industry one of the largest special construction industries in Australia, demand for qualified workers is high with over 50,000 job openings in the next five years. As electrical services and technology become more integrated into homes and offices, your specialised skills will be required for installation, maintenance and upgrades.</p> <p>In this course you will learn the skills needed to safely undertake basic electrotechnology work and solve problems in extra-low voltage single-path and multiple-path DC circuits. You'll learn about environmentally sustainable work practices and the selection and use of materials, tools and components for electrical work. This course also covers a General Safety Induction course (White Card) – an industry requirement to work on Queensland construction sites, and some of the units needed for the first stage of an electrical apprenticeship.</p> <p>Successful completion of this course will put you on the path to an apprenticeship with a huge choice in the industry. Opportunities exist in electrical cabling, equipment, instrumentation, switchgear, telecommunications, air conditioning and refrigeration, or renewable energy.</p> <p>This course is delivered by TAFE Gold Coast (RTO# 0083).</p>		
Entry Requirements	Energy Skills Queensland recommends that students have completed Year 10 with passes in Mathematics, English and Science and have a minimum entry age of 14.		
Qualification Packaging Rules	<p>Must complete all core competency units = 220 points</p> <p>Elective units = 140 points</p>		
Core and Electives	<p>CPCCWHS1001 Prepare to work safely in the construction industry</p> <p>UEENEEE101A Apply Occupational Health and Safety regulations, codes and practices in the workplace</p> <p>UEENEEE102A Fabricate, assemble and dismantle utilities industry components</p> <p>UEENEEE104A Solve problems in d.c. circuits</p> <p>UEENEEE105A Fix and secure electrotechnology equipment</p> <p>UEENEEE107A Use drawings, diagrams, schedules, standards, codes and specifications</p> <p>UEENEEE130A Provide solutions and report on routine electrotechnology problems</p> <p>UEENEEE141A Use of routine equipment/plant/technologies in an energy sector environment</p> <p>UEENEEE148A Carry out routine work activities in an energy sector environment</p>		

	<p>UEENEE179A Identify and select components, accessories and materials for energy sector work activities</p> <p>UEENEE142A Apply environmentally and sustainable procedures in the energy sector</p> <p>HLTAID001 Provide cardiopulmonary resuscitation</p> <p>UETDTRRF06B Perform rescue from a live LV panel</p>
Learning Experiences	<ul style="list-style-type: none"> • Face to face delivery at Trinity College Trade Training Centre • One day a week, Steel cap boots, uniform and textbook must be purchased through the Trade Training Centre • Work placement is compulsory for this course • Special Equipment: Students will require protective clothing which can be purchased from the uniform shop, steel capped safety work boots, clear safety glasses, recommended wrap around ear plugs, Casio FX82 scientific calculator, a ring binder with suitable ruled paper, a pen, a 5GB USB. Students are to bring the calculator on the first day. • There is also a recommended but not mandatory textbook, "Electrical Trade Principles" by Jeffrey Hampson (co-author Steven Hanssen) approximately \$105.00 which can be obtained through most bookstores. Any version is sufficient with the latest version being 3.2.
Assessment	<p>Electrotechnology students may be assessed using a variety of techniques:</p> <ul style="list-style-type: none"> • Practical based tests and assignments • Demonstration of skills using particular electrical equipment • Completion of electrical simulations • Written and practical case studies/assignments/tests • Compulsory Work placement is required <p>As this qualification is delivered and trained by an external provider, we are unable to provide a Semester Report for students undertaking this course. You will need to contact the RTO directly for information regarding the progress of your child at any stage during the course.</p>
Pathways	<p>Graduates of this course will gain credits towards the underpinning knowledge of a Trade Certificate (first year apprenticeship) in the Electrotechnology trade. Students can also follow a pathway to the UEE30811 Certificate III in Electrotechnology (Electrician) qualification, UEE32211 Certificate III in Refrigeration and Air Conditioning.</p>
Fees	<p>VETiS course - funded by the Queensland Government – all Queensland Education students can access the Department Education & Training under the VETiS funding. Where a student has utilised their VETiS funding, a Fee for Service cost is available on request.</p>
Further Information	<p>Contact the VET/RTO Manager, Ms Alicki Bellas, alicki.bellas@bne.catholic.edu.au for information regarding support services and other general VET information. Students will be provided with access to a <i>Student VET Handbook</i> prior to enrolment.</p>

Service Agreement	<p>Gold Coast TAFE will provide students with an information handbook which will provide additional information regarding enrolment into this VET course. Students successfully achieving all course requirements will be issued with a nationally recognised Qualification. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.</p> <p>This information is correct at time of publication but subject to change (30 May 2018).</p>
--------------------------	---

Subject Type	VET qualification – delivered at Trinity College	Duration	2 years
Qualification Description	<p>The telecommunications industry is the backbone of our country, get set up for a career in connecting the nation. This qualification will provide you with entry level skills in the telecommunications industry, including installation and testing of internet protocol devices in convergence networks, software applications, home or small office networks, build and maintaining secure networks and connecting hardware peripherals which include the termination of optical fibre</p> <p>This program suits new entrants with limited industry experience. Students will undertake extensive practical work in a simulated commercial environment while learning the theoretical knowledge about cabling rules. Students will also be trained to use typical commercial telecommunications equipment and gain a knowledge base of the industry, in preparation for future employment positions.</p> <p>This qualification awards the student with their restricted cabling licence with the broadband endorsement which allows the student the ability to work on specialised cabling incorporating specialised cabling which includes: data or coaxial cable in the home or small office environment for the purpose of broadband telecommunications (NBN).</p> <p>This course is delivered by TAFE SkillsTech (RTO: # 31396) over a 12-month period. If this subject is selected for year 11, students must select another subject in year 12.</p>		
Entry Requirements	Sound understanding in year 10 Mathematics.		
Qualification Packaging Rules	<p>Certificate packaging rules: 15 units must be completed</p> <ul style="list-style-type: none"> • 6 core units • 9 elective units 		
Core and Electives	<p>ICTWHS204 Follow Work health and safety and environmental policy and procedures</p> <p>BSBSUS201 Participate in environmentally sustainable work practices</p> <p>ICTTEN202 Use hand and power tools</p> <p>ICTTEN201 Use electrical skills in telecommunications</p> <p>ICTWOR201 Work effectively in telecommunications technology</p> <p>ICTCBL201 Install customer cable support systems</p> <p>ICTCBL202 Place and secure customer cables</p> <p>ICTCBL203 Terminate metallic conductor customer cable</p> <p>ICTCBL236* Install, maintain and modify customer premises communications cabling: ACMA Restricted Rule</p> <p>ICTCBL207 Haul underground cable</p> <p>ICTCBL208 Splice and terminate optical fibre cable for carriers and service providers</p> <p>ICTCMP202* Perform restricted customer premises broadband cabling work: ACMA</p>		

	<p>BSBCUS201 Deliver a service to customers</p> <p>ICTTEN203 Install and configure a home or small office network</p> <p>ICTTEN207 Install and test internet protocol devices in convergence networks</p> <p>NB: Units may change based on training regulation requirements.</p>
Learning Experiences	<ul style="list-style-type: none"> • Face to face delivery at Trinity College Trade Training Centre • One day a week, Black leather shoes, uniform, safety glasses and textbook must be purchased through the Trade Training Centre • Work placement is compulsory for this course <p>Once complete, students may register to attain restricted cable licence. Optional cost for licence is \$90 for 3 years. There is no extra charge for having endorsements attached to the licence.</p>
Assessment	<ul style="list-style-type: none"> • Theory tasks • Practical assessments • Work placement <p>Practical skill performance Work placement feedback or evidence gathered through work placement, project assessment and teacher questioning As this qualification is delivered by an external provider, we are unable to provide a Semester Report for students undertaking this course. You will need to contact the RTO directly for information regarding the progress of your child at any stage during the course.</p>
Pathways	<ul style="list-style-type: none"> • Cabler and Installer • Telecommunications Equipment Operator • Security Alarm Installer • Equipment Installer
Fees	<p>VETiS course - funded by the Queensland Government – all Queensland Education students can access the Department Education & Training under the VETiS funding. Where a student has utilised their VETiS funding, a Fee for Service cost is available on request.</p>
Further Information	<p>Contact the VET/RTO Manager, Ms Alicki Bellas, alicki.bellas@bne.catholic.edu.au for information regarding support services and other general VET information. Students will be provided with access to a <i>Student VET Handbook</i> prior to enrolment.</p>
Service Agreement	<p>Gold Coast TAFE will provide students with an information handbook which will provide additional information regarding enrolment into this VET course. Students successfully achieving all course requirements will be issued with a nationally recognised Qualification. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.</p> <p>This information is correct at time of publication but subject to change (30 May 2018).</p>

Subject Type	VET qualification – delivered at Trinity College	Duration	2 years
Qualification Description	<p>This qualification was developed primarily to provide a general Vocational Education and Training (VET) in Schools option for students interested in manufacturing below the technician and professional levels. The Certificate I in Construction offers students an opportunity to study at a basic level the principles of manufacturing practice and to apply this knowledge to practical projects.</p> <p>Areas of the industry they will cover are:</p> <ul style="list-style-type: none"> • Carpentry • Concreting • Brick and block laying • Tiling <p>This course is delivered by Trinity College (RTO: # 30527)</p>		
Entry Requirements	Year 10 Industrial Technology and Design is recommended but not essential.		
Qualification Packaging Rules	<p>Certificate packaging rules: 11 units must be completed</p> <ul style="list-style-type: none"> • 8 core units • 3 elective units 		
Core and Electives	<p>CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry</p> <p>CPCCOHS1001 Work safely in the construction industry</p> <p>CPCCCM2005B Use construction tools and equipment</p> <p>CPCCCM1012A Work effectively and sustainably in the construction industry</p> <p>CPCCCM1013A Plan and organise work</p> <p>CPCCCM1014A Conduct workplace communication</p> <p>CPCCCM1015A Carry out measurements and calculations</p> <p>CPCCVE1011A Undertake a basic construction project</p> <p>CPCCCM2001A Read and interpret plans and specifications</p> <p>CPCCCM2004A Handle construction materials</p> <p>CPCCCM2006B Apply basic levelling procedures</p>		
Learning Experiences	<ul style="list-style-type: none"> • Face to face delivery at Trinity College Trade Training Centre • One day a week • Steel cap boots and uniform must be purchased through the Trade Training Centre • Work placement is compulsory for this course 		

Assessment	<p>Folio of work</p> <ul style="list-style-type: none"> • Written theory books • Observations with checklists • Practical skill performance • Work placement feedback or evidence gathered through work placement, project assessment and teacher questioning
Pathways	<p>Further construction fields:</p> <ul style="list-style-type: none"> • Certificate II in Construction • Diploma in Construction • Diploma in Engineering • Diploma in Surveying
Fees	Funded by Trinity College, \$120 for uniforms excluding boots.
Further Information	<p>Contact the VET/RTO Manager, Ms Alicki Bellas, alicki.bellas@bne.catholic.edu.au for information regarding support services and other general VET information. Students will be provided with access to a <i>Student VET Handbook</i> prior to enrolment.</p>