HOLY SPIRIT COLLEGE

FITZGIBBON

Curriculum Handbook

Senior 11-12, 2026

Contents

Introduction

Year 11 students are tasked with many important decisions, and choosing a course of study for Years 11 and 12 are among one of the more important decisions. Students are tasked with making discerning decisions about their post-school aims and Senior pathway preferences including their commitment to and suitability for:

- the Australian Tertiary Admission Rank (ATAR) – suitable for students seeking entry into a university course
- Ranking (achieved through completion of Certificate III or higher) – suitable for students seeking post-school study but not necessarily in a competitive course, or at universities such as UQ. Some universities accept Ranks but only on completion of Certitficate IV or higher e.g. ACU, QUT).
- Vocational Pathway – suitable for students who are looking to begin work, complete post-school study at TAFE, or pursue a traineeship or apprenticeship.

Compulsory core subjects include one of each of the following:

- English (General), Literature (General) or Essential English (Applied)
- Mathematical Methods (General), General Mathematics (General), Essential Mathematics (Applied)
- Religion (Applied), Study of Religion (General) or Religion, Meaning and Life (School Based)

Students may then select three (3) additional electives if they study Religion and Ethics or Study of Religion. Those who study Religion Meaning and Life may study four (4) electives.

Your child's discernment as to what subjects they will select should be guided by:

- demonstrated capacity to achieve a satisfactory standard (as determined by college pre-requisites) and Queensland Certificate of Education (QCE) requirements
- enjoyment and interest in the subject
- tertiary entrance pre-requisites (which can be appreciated by reviewing course entry requirements on the QTAC website: Course Search - QTAC
- alignment between subjects and post-school ambitions
- consideration of workload and well-being, including ongoing active contribution to community life which is central to Holy Spirit College

To assist in making these important decisions, current Year 10 students and their parents/carers are asked to attend a SET planning interview, where they will receive subject preference advice specific to their needs. Students are to come prepared for this meeting, having completed the appropriate SET plan booklet. Meetings will run for approximately 30 minutes and should involve all stakeholders (parents / carers and students). Details in relation to scheduling appointments with assigned mentors will be sent out closer to date.

It is our hope that each one of our senior students looks back on their Year 11 and 12 with a deep sense of satisfaction. Being equipped with comprehensive and current subject information coupled with informed conversations around course options is critical to making sound decisions.

I hope that your journey with us is both exciting and rewarding and I look forward to working with you, as together we strive to grow in *Hope, Compassion and Wisdom by Igniting Spirit and Inspiring Minds.*

Andrew McEwan
Acting Principal

Vision

We are a hope filled faith community empowered by the presence of the Holy Spirit and guided by the Scriptures to ignite and inspire the minds and hearts of each person as we journey together in wisdom towards a more just, sustainable, and compassionate world.

Mission

At Holy Spirit College we are:

- accountable as caretakers of creation
- empowered to be critical and innovative learners
- a community that celebrates and supports the uniqueness of each person
- called to be of service to those in need

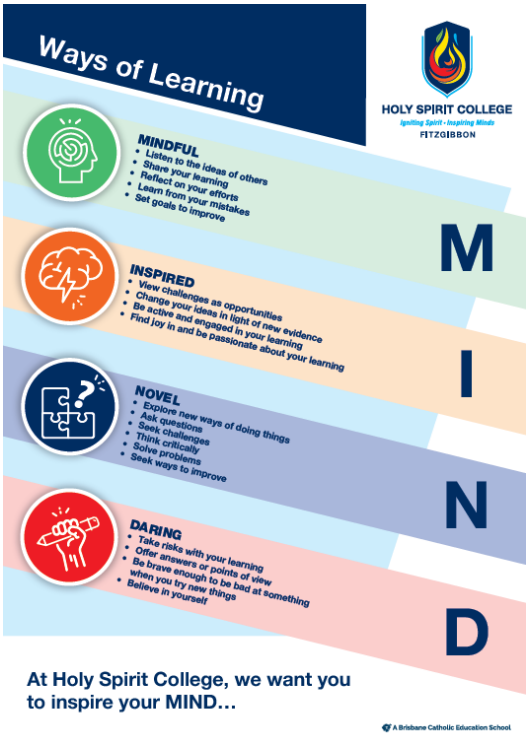
Values

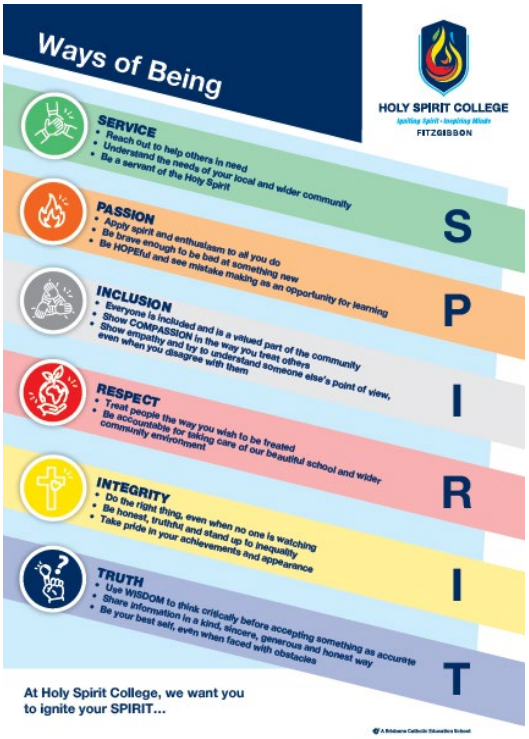
Holy Spirit College is a faith community of:

- Hope
- Compassion
- Wisdom

Student Dispositions

We are a hope filled faith community empowered by the presence of the Holy Spirit and guided by the Scriptures to ignite and inspire the minds and hearts of each person as we journey together in wisdom towards a more just, sustainable, and compassionate world. To do this, we must show 'hope', 'compassion' and 'wisdom' in all we say and do when we are engaged in our learning or interacting with our community.





Queensland Certificate of Education

Most Senior students in Queensland undertake a QCE (Queensland Certificate of Education) the senior secondary schooling qualification which provides evidence of senior schooling achievements. For students who have disabilities that affect learning that are not primarily due to socioeconomic, cultural and/or linguistic factors, with an individual learning program, they may instead undertake the Queensland Certificate of Individual Achievement (QCIA). Holy Spirit College seeks to ensure that all students achieve either a QCE or QCIA. Requirements for the QCE are as follows:

- **20 credits** from contributing courses of study
- **Satisfactory** completion of a unit in literacy and a unit in numeracy
- A minimum of **12 credits** must accrue from completed Core courses of study

In Years 11 and 12, four types of courses may contributed to QCE: **General**, **Applied (Essential), Certificate** and **School Based Apprenticeships or Traineeships.**

General subjects are suited to students who are interested in pathways beyond senior secondary schooling that lead to direct entry into tertiary studies and to pathways for vocational education and training and work. They include Extension subjects. Results in General subjects contribute to the award of a QCE and may contribute to an ATAR. General subjects consist of four units. Unit One and Two are studied in Year 11 and are formative. Unit Three and Four are summative. At Mount Alvernia , Unit Three commences for most subjects in Term Four Year 11. Students are assessed by a combination of internal and external assessment. In Maths and Science subjects, 50% of the overall result for Units Three and Four is determined by external examination, while 50% is determined by internal assessment. For all other General subjects, the overall result is determined by 75% internal assessment and 25% external examination. Student work is marked according to instrument specific marking guides (ISMGs).

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, or to students who have not demonstrated a capacity to achieve a C in General courses. Results in Applied subjects contribute to the award of a QCE, and one Applied subject result may contribute to an ATAR. Students seeking a competitive ATAR are discouraged from selecting an Applied subject as they may reduce ATAR potential. Students intending on a Rank only pathway may select more than one Applied or Certificate course. . In Essential English and Essential Mathematics, students are required to sit a CIA (Common Internal Assessment) set by the state. Credit in Applied subjects is dependent on adherence to assessment submission conditions and achievement of minimum standards.

Certificate subjects are suited to those students who are primarily interested in vocational education and training and work through practical learning. Students who study VET as part of QCE may leave with a statement of attainment (partially completed course) or a qualification and record of results (all course requirements met and completed).

One VET course at Certificate III or higher may contribute to an ATAR. Students on ATAR pathways should note that Certificate and Diploma courses are unlikely to scale well. Certificate III, IV or Diploma courses are accepted by some universities for entry. Students who study a Certificate III, IV or Diploma successfully, will achieve a rank which can then be used as a basis for application to tertiary study. Ranking is not acknowledged as a basis for entry by UQ directly from school. Certificate courses and Diploma may be studied either at Holy Spirit College or as part of the TAFE at Schools Program (for students who are not ATAR eligible). Certificate courses sit as part of the Australian Qualifications Framework.

Australian School Based Apprenticeship provides secondary school students with hands-on industry experience under the guidance of a training organization, and the ability to work towards or complete a nationally recognised qualification, while they complete their secondary school certificate.A school-based apprenticeship gives a student training in a skilled trade, e.g. electrical, plumbing, cabinet making and automotive mechanics. A traineeship gives a student training in a specific vocational area e.g. administration, ICT, hospitality.

Australian Tertiary Admission Rank (ATAR)

ATARs are generated by the Queensland Tertiary Admissions Centre (QTAC) at the end of Year 12 and are for students who are seeking to go directly to university from high school. ATARs are reported in descending order, starting from 99,95 and decreasing by .05 down to 0.00. Scores below 30 are reported as '30.00 or less'.

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

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

Requirements for ATAR

To be eligible for ATAR students must:

- have a minimum of 4 General Subjects + 1 Applied Subject or 1 Certificate III course or higher
- satisfactorily complete a QCAA English subject – English, Essential English or Literature in Units 3 and 4.

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. A student's top 5 subjects contribute to ATAR calculation.

Which Universities Recognise ATARs and Ranks?

All Australian universities recognise ATAR. Some universities also recognise 'Ranking' as a basis for entry into tertiary courses. Currently, Queensland Year 12 university admissions criteria indicates the following:

- UQ – ATAR only
- QUT – ATAR or Rank - Cert IV or higher
- Griffith – ATAR or Rank
- ACU – ATAR or Rank (students are encouraged to have a Cert IV or higher, given variability of ACU entry requirements around Rank).
- UniSC – ATAR eligible students will be considered for an offer based on their ATAR (or other recognised qualifications undertaken while at school - Cert III and IV, Diplomas)

Most other universities and Colleges in Queensland recognise ATAR and / or Rank providing students have met cut off and pre-requisite requirements.

While completion of Certificate III courses (or higher) provides a rank, students need to ensure that the rank is valued at the minimum entry requirements of their desired course. For example, a Certificate III is currently recognised as a rank of approximately 63-68. A student couldn't get into a course where the minimum requirement was 70, even though they have a rank.

*This information is correct at the time of booklet production (June, 2025)

Should I be on an ATAR or Rank pathway?

Current skills, subject interests, academic dispositions and standards achieved are the most accurate predictors of future successes. Students undertaking an ATAR pathway must be capable of high-stakes external examinations testing and have demonstrated C grades or better, in Year 10 General subjects. ATAR eligible students must avoid offsite study options.

Minimum Entry Requirements for Senior - Years 11-12

Senior subjects are indicative only and are subject to change annually due to student interest, staffing and changes in courses. They should not be read as the subjects that will be offered and are provided as a guide only to assist in subject progression and potential selection. Students should not select subjects unless the minimum entry requirements have been met. Doing so places students at risk of not achieving a Satisfactory result and losing QCE points. All students seeking to study General subjects MUST have achieved a minimum C in English in Year 10.

Faculty	Subject	Minimum Entry requirements
Arts and Technologies	Design	C+ in Design Technologies
	Digital Solutions	C+ in Digital Technologies
	Drama	C in English and C+ in Drama in year10
	Music	C+ in Music in Year 10
	Visual Art	C+ in Visual Art in Year 10
Health, Mathematics and Science	Biology	C+ or above in Biology in Year 10 and C+ in Pre-General Mathematics in Year 10
	Chemistry	C+ in Chemistry in Year 10 and B in Pre-General Mathematics or C+ in Pre-Mathematical Methods in Year 10
	General Mathematics	C in Year 10 Pre-General Mathematics or C in Pre-Mathematical Methods
	Mathematical Methods	C+ in Year 10 Pre-Mathematical Methods
	Physical Education	C+ in Physical Education in Year 10
	Physics	C+ in Physics in Year 10 and B in Pre-General Mathematics or C+ in Pre-Mathematical Methods
	Specialist Mathematics	B+ in Year 10 Pre-Mathematical Methods
Humanities, Commerce and Languages	Economics	C+ in Pre-General Mathematics in Year 10
	Geography	C in English in Year 10 and C in any Humanities subject
	Japanese	C in Japanese in Year 10
	Modern History	C+ in English in Year 10 and C in any Humanities subject
English and Religion	General English	C in English in Year 10
	Literature	B- in English in Year 10
	Study of Religion	C+ in English in Year 10 C in any Humanities subject
Vocational Education	Certificate IV in Justice Studies (online)	C in English in Year 10
	Diploma of Business	C in English and C in Pre-General Mathematics or B- in Pre-Essential Mathematics Students are also required to have successful completion of LLN.

Curriculum Structure

Students in Senior Years 11-12 study up to 7 subjects. Compulsory subjects include:

- English
- Mathematics
- Religious Education

Students wishing to be **ATAR eligible and access highly competitive** courses should have a minimum of 6 General subjects.
Students wishing to be **ATAR eligible and Rank** should have a minimum of 5 subjects General subjects and one Certificate IV/Diploma
Students wishing to be **VET** pathway should choose a minimum of 2 Certificate courses.

English / Literature / Essential English	Full Study Line	Study of Religion / Religion and Ethic	Essential Mathematics/ General Mathematics / Mathematical Methods/ Specialist Mathematics	Elective	Elective	Elective
	OR ½ Study Line + RML	OR Elective if completing RML				
Compulsory Subjects						

2026 Course Offerings Year 11

Subjects offered will depend on demand across the student cohort. In the event of low demand, some subjects may not be delivered, and students will be given reserves

Learning and Teaching Leader – Curriculum **Arts and Technology**	**Learning and Teaching Leader – Curriculum** **Health, Mathematics and Science**	**Learning and Teaching Leader – Curriculum** **Humanities, Commerce and Languages**
Design - G	Biology – G	Economics - G
	Chemistry - G	
Digital Solutions - G	Essential Mathematics - A	Japanese - G
Information and Communication Technology - A	General Mathematics – G	
	Mathematical Methods – G	Modern History - G
Media Arts in Practice - A	Physical Education – G	
	Physics – G	
Learning and Teaching Leader – Curriculum **English and Religion**	**Assistant Principal Pathways** **Vocational Education and Training (VET)**	
English – G	Cert II Active Volunteering -C	Cert IV Justice Studies - C
Literature – G	Cert II in Skills for work and Vocational Pathways - C	Cert II/III Sports Coaching -C
Essential English – A		
Religion and Ethics – A	Cert II/III Health Services - C	Diploma of Business - C
Study of Religion – G		
Religion Meaning and Life – School based (no QCE)	Cert II/III Hospitality - C	School Based Apprenticeship/ Traineeship Or TAFE at School - C

Important Contacts

To learn more about the Senior curriculum offerings, please refer to the below contacts.

Role	Name	Email
Acting Deputy Principal	Katie Pacey	kpacey@bne.catholic.edu.au
Assistant Principal Religious Education	Karen Davidson	karen.Davidson@bne.catholic.edu.au
Acting Assistant Principal Pathways	Troy Schultz	Troy.M.Schultz@bne.catholic.edu.au
Acting Head of Senior Years	Alicia Thompson	Alicia.R.Thompson@bne.catholic.edu.au
Learning and Teaching Leader – Curriculum (English, Religious Education)	Amy Callaghan Karen Davidson	Amy.Callaghan@bne.catholic.edu.au Karen.Davidson@bne.catholic.edu.au
Learning and Teaching Leader – Curriculum (Mathematics, Science, Health and Physical Education)	Anne Elmer	aelmer@bne.catholic.edu.au
Learning and Teaching Leader – Curriculum (The Arts, Technologies)	Mark Toohey	mark.toohey@bne.catholic.edu.au
Learning and Teaching Leader – Curriculum Investigation (Language, Humanities)	Sarah Brown	Sarah.brown@bne.catholic.edu.au
Learning and Teaching Leader – Student Engagement Year 10	Blake Kroning	blake.kroning@bne.catholic.edu.au
Guidance Counsellor	Anna Wallace	anna.wallace@bne.catholic.edu.au
Learning and Teaching Leader – Inclusive Education	Elyse Clarke	Elyse.Clarke@bne.catholic.edu.au

Senior Subject Information

Biology

General Senior Subject

Course Overview

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

Biology aims to develop students' sense of wonder and curiosity about life; respect for all living things and the environment; understanding of how biological systems interact and are interrelated, the flow of matter and energy through and between these systems; understanding of major biological concepts, theories and models related to biological systems, appreciation of how biological knowledge has developed over time, how scientists use biology in a wide range of applications; and how biological knowledge influences society in local, regional and global contexts;

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

Pathways

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

Objectives

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

- Describe ideas and findings.
- Apply understanding.
- Analyse data
- Interpret evidence
- Evaluate conclusions, claims and processes
- Investigate phenomena.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Cells and multicellular organisms • Cells as the basis of life • Exchange of nutrients and waste • Cellular energy, gas exchange and plant physiology	**Maintaining the internal environment** • Homeostasis • Infectious disease and epidemiology	**Biodiversity and the interconnectedness of life** • Biodiversity and populations • Functioning ecosystems and succession	**Heredity and continuity of life** • Genetics and heredity • Continuity of life on Earth

Assessment

In units 1-4 students regularly will sit progress assessments providing valuable formative feedback which is used in targeted revision and self-regulated study plans. Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1)
• Data test</td><td>10 %</td><td rowspan="2">Summative internal assessment 3 (IA3)
• Research investigation</td><td rowspan="2">20%</td></tr>
<tr><td>Summative internal assessment 2 (IA2)
• Student experiment</td><td>20 %</td></tr>
<tr><td colspan="4">Summative external assessment (EA) 50%
Examination</td></tr>
</table>

CHC: Certificate II in Active Volunteering VET Certificate Senior Subject

Why study Active Volunteering?
This course is designed as an ideal pathway into industry areas including community services, sport and recreation, environment and conservations, arts, emergency service and human rights and justice. There is also an opportunity for students to be engaged and connected in their community whilst learning employability skills such as communication, teamwork, problem solving, planning, organisation and self-management.

This course equips students with the key skills needed to thrive in volunteer roles across various industries, under supervision. Volunteering is not only a meaningful way to give back to the community but also a powerful avenue for personal growth. Students gain the opportunity to build connections, develop professional networks, and acquire hands-on experience that enhances both their resumes and their confidence in entering the workforce.

Pathways
Volunteering benefits the community and enriches the volunteer. By contributing their time and energy, students gain invaluable real-world experience, expand their professional networks, and build resilience, empathy, and leadership skills. It's an opportunity for personal growth while making a meaningful impact.

Students completing this Certificate will be awarded up to 4 points towards their QCE. Students who complete the course will have improved work-readiness including experience that will help to ensure their confident articulation into work beyond school.

How will I learn in Active Volunteering?
A range of teaching and learning strategies including volunteer experience, group work and written tasks. Weekly lessons will be scheduled to participate in projects within the school as well as opportunities to work with outside organisations such as St Vincent de Paul.
Students must complete a minimum of 20 hours in a structured volunteer program, providing real-world experience in community engagement and service. This hands-on experience helps students apply their learning in practical settings while contributing to meaningful causes.

Parents/caregivers can assist by ensuring that students maintain a consistent approach to their competency work and maintain regular communication with the teacher.

Assessment
Assessment in this course is competency based. Various assessment techniques are employed, including practical observations, project and assignment work and role plays to measure student performance and to determine student competence for each of the units of competency in the course. There will be multiple opportunities for the students to provide evidence and demonstrate they have attained the required knowledge and skills.

Entry requirements
A Language, Literacy & Numeracy (LLN) Screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content. Further information can be provided once students select as a preference in SSO.

Students are expected to commit to both the theory and practical components for the entire duration of the course. Students must also complete 20 hours of volunteer placement with a non-profit organisation in their community in order to meet the requirements for completion of this course.

Cost
Approximately $350-450

Important statement about VET and subject selection

- The Queensland Department of Trade, Employment and Training (DTET) is in the process of finalising the transition from the VET in Schools (VETiS) funding model to the new **Career Ready** and **Career Taster** funding frameworks, scheduled for implementation from **1 January 2026**.
- Please note that not all information regarding Career Ready programs and funding is currently finalised or publicly available. While every effort has been made to ensure the accuracy of the information presented in this guide, changes may still occur, including updates to eligibility rules, program availability, and funding arrangements. Key elements, such as the **Career Ready Provisional Qualification List**, are subject to change pending ministerial approval and ongoing contractual negotiations between the Department and Registered Training Organisations (RTOs).
- Schools, students, and families are encouraged to refer directly to the **Queensland Government's Career Ready website** (qld.gov.au/education/training/subsidies/career-ready) and the latest **Career Ready Provisional Qualification List** (PDF link) for the most up-to-date information.

Why study Hospitality?
Hospitality focuses on the knowledge, understanding and skills relating to food and beverage production and service. You will learn about the structure, scope and operation of the food and beverage sector and develop appreciation of industry workplace culture and practices. You will be encouraged to develop skills, processes, and attitudes desirable for future employment in the sector.

Pathways
The hospitality industry has become increasingly important economically in Australian society and is one of the largest employers in the country. The industry is dynamic and uses skills that are transferrable across sectors and geographic borders and offers a range of exciting and challenging long-term career opportunities across a range of businesses.

Students completing this Certificate will be awarded up to 8 points towards their QCE. Also, upon completion of the course they may be eligible for an ATAR and/or Selection Rank for entry into further study.

How will I learn in Hospitality?
In Hospitality you will learn through practical application, developing skills in food and beverage production and service, and working as an individual as well as part of a team to plan and implement events in a hospitality context. The training will be carried out in our training kitchen as well as La Cucina (College café) under the supervision of our hospitality teacher and the college chef.

The course will be involved in a range of events, for example the Open Day café, dinners and catering functions that will provide an opportunity for the students to participate in and produce food and beverage products (e.g., canapes, plated meals, hot and cold beverages, espresso coffee cart service). Work experience opportunities will be provided during the course to enable the students to experience real-world hospitality contexts (e.g., coffee shop, cafés, and restaurants). It is mandatory for the students to work a minimum number of hours for course completion; students are expected to attend and serve at/cater for a minimum number of school events over the duration of the course, with at least four of these occurring outside school hours.

Assessment
Assessment in this course is competency based. Various assessment techniques are employed, including practical observations, project and assignment work and role plays to measure student performance and to determine student competence for each of the units of competency in the course. There will be multiple opportunities for the students to provide evidence and demonstrate they have attained the required knowledge and skills.

Entry requirements
A Language, Literacy & Numeracy (LLN) Screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content. Further information can be provided once students select as a preference in SSO.

Cost
TBA

Important statement about VET and subject selection

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Ready and **Career Taster**funding frameworks, scheduled for implementation from **1 January 2026**.

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HLT Certificate II in Health Support Services/Certificate III in Health Services Assistance

VET Certificate Senior Subject

Why study in Health?
Students will gain valuable experience in a healthcare setting and learn about infection control, patient safety, first aid and other foundational care and principles. You will be encouraged to develop skills, processes, and attitudes desirable for future employment in the sector.

Pathways
The health industry has become increasingly important economically in Australian society. The industry is dynamic and uses skills that are transferrable across sectors and geographic borders and offers a range of exciting and challenging long-term career opportunities. Awardees will Play a key role in supporting front-line healthcare works as an acute care assistant, patient care attendant, orderly or wards person.

On completion, students will graduate with a qualification that will carry the Nationally Recognised Training logo and be ready to pursue a rewarding career. Should students leave the course before completion, they will receive a Statement of Attainment for any units of competence you completed. Students completing this Certificate will be awarded up to 6 points towards their QCE. Also, upon completion of the Certificate III course students may be eligible for an ATAR and/or Selection Rank for entry into further study

How will I learn in the Health Certificates?
In both certificates students will study at a clinical simulation facility on one day per week, where a faculty of contemporary expert clinicians and educators will help students learn through a practical, problem-solving approach.

Assessment
Assessment in this course is competency based. Various assessment techniques are employed, including practical observations, project and assignment work and role plays to measure student performance and to determine student competence for each of the units of competency in the course. There will be multiple opportunities for the students to provide evidence and demonstrate they have attained the required knowledge and skills.

Entry requirements
To be accepted to study the Certificate II in Health Support Services, students must obtain approval from your school and parent/guardian; have a laptop or portable devise with internet access (Wifi available on campus); have basic computure skills. Further, **Language, Literacy & Numeracy (LLN) Screening process** is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content. Further information can be provided once students select as a preference in SSO.
To continue to study the Certificate III in Health Services assistance Gap Program, students must have successfully completed the Certificate II in Health Support services.

Cost
TBA

Important statement about VET and subject selection

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- Schools, students, and families are encouraged to refer directly to the **Queensland Government's Career Ready website** (qld.gov.au/education/training/subsidies/career-ready) and the latest **Career Ready Provisional Qualification List** (PDF link) for the most up-to-date information.

SIS Certificate II and III in Sport Coaching **VET Certificate Senior Subject**

Why study Sport Coaching?
Sport Coaching focuses on the knowledge, understanding and skills relating to coaching. You will be encouraged to develop skills, processes, and attitudes desirable for future employment in the sector.

Pathways
The Sporting industry has become increasingly important economically in Australian society. The industry is dynamic and uses skills that are transferrable across sectors and geographic borders and offers a range of exciting and challenging long-term career opportunities across a range of businesses.

Students completing this Certificate will be awarded up to 8 points towards their QCE. Also, upon completion of the course they may be eligible for an ATAR and/or Selection Rank for entry into further study.

How will I learn in Sport Coaching
In Sport Coaching you will learn through practical application, developing skills in group work, hands on activities involving participants/clients, logbook of practical experience. The training will be carried out under the supervision of our teachers. The course will involve some mandatory tasks and recommended tasks for the students to complete.

Assessment
Assessment in this course is competency based. Various assessment techniques are employed, including practical observations, project and assignment work and role plays to measure student performance and to determine student competence for each of the units of competency in the course. There will be multiple opportunities for the students to provide evidence and demonstrate they have attained the required knowledge and skills.

Entry requirements
A Language, Literacy & Numeracy (LLN) Screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content. Further information can be provided once students select as a preference in SSO.

Cost
Approx.. $250-350

Important statement about VET and subject selection

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NAT: Certificate IV in Justice Studies VET Certificate Senior Subject

Why study Justice Studies
Certificate IV in Justice Studies is an accredited course. The Certificate IV in Justice Studies is designed by justice professionals for people who would like to achieve employment in the criminal justice system and wish to develop a deeper understanding of the justice system. The Certificate IV in Justice Studies course is designed to provide students with a broad understanding of the justice system. In addition, it seeks to develop the personal skills and knowledge which underpin employment in the justice system.

Pathways
The Certificate IV in Justice Studies is recommended for students looking to gain employment or further study opportunites in justice and law related fields such as the police service, justice related occupations, corrective services, courts, legal offices, customs service, security industry and private investigations.

Students completing this Certificate will be awarded up to points towards their QCE. Also, upon completion of the course they may be eligible for an ATAR and/or Selection Rank for entry into further study.

How will I learn in Justice Studies?
Content is delivered via online. Course content provided by the trainer and assessor online. This can be in the format of online reading and activities, whole day workshops, 3 x compulsory workshops with industry professionals

Technology required: access to the internet.

Assessment
Evidence contributing towards competency will be collected throughout the program. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies. Evidence is gathered through the following: Written projects, Online quizzes, Observation of skills, Oral and written questions.

Entry requirements
There are no formal entry requirements for this course. It is recommended that students have a **C standard in Year 10 General English or Literature or a B- in Essential English** to demonstrate sufficient spoken and written comprehension to successfully complete all study and assessment requirements.
Students need to demonstrate independent learning skills

A Language, Literacy & Numeracy (LLN) Screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content. Further information can be provided once students select as a preference in SSO.

Cost
TBA

Important statement about VET and subject selection

- The Queensland Department of Trade, Employment and Training (DTET) is in the process of finalising the transition from the VET in Schools (VETiS) funding model to the new **Career Ready** and **Career Taster**funding frameworks, scheduled for implementation from **1 January 2026**.
- Please note that not all information regarding Career Ready programs and funding is currently finalised or publicly available. While every effort has been made to ensure the accuracy of the information presented in this guide, changes may still occur, including updates to eligibility rules, program availability, and funding arrangements. Key elements, such as the **Career Ready**

Provisional Qualification List, are subject to change pending ministerial approval and ongoing contractual negotiations between the Department and Registered Training Organisations (RTOs).

- Schools, students, and families are encouraged to refer directly to the **Queensland Government's Career Ready website** (qld.gov.au/education/training/subsidies/career-ready) and the latest **Career Ready Provisional Qualification List** (PDF link) for the most up-to-date information.

FSK: Certificate II in Skills for Work and Vocational Pathway VET Certificate Senior Subject

Why study Skills for work and Vocational Pathway?
The Certificate II in Skills for Work and Vocational Pathways is offered as a senior subject. This qualification is designed for individuals who require further foundation skills development to prepare for workforce entry or vocational training pathways.

Pathways
It is suitable for individuals who require:

- a pathway to employment or vocational training
- reading, writing, numeracy, oral communication and learning skills
- entry level digital literacy and employability skills

Students completing this Certificate will be awarded 4 points towards their Queensland Certificate of Education (QCE).

How will I learn in Skills for Work and Vocational Pathway?
A range of teaching/learning strategies will be used to deliver the competencies. These include:

- practical tasks / experience
- hands-on activities involving customer service
- group projects

Evidence contributing towards competency will be collected throughout the program. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies.

Assessment
Evidence contributing towards competency will be collected throughout the program. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies. Evidence is gathered through the following: Written projects, Online quizzes, Observation of skills, Oral and written questions.

Entry requirements
There are no formal entry requirements for this course. It is recommended that students have a **C standard in Year 10 General English or Literature or a B- in Essential English** to demonstrate sufficient spoken and written comprehension to successfully complete all study and assessment requirements. Students need to demonstrate independent learning skills.

A Language, Literacy & Numeracy (LLN) Screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content. Further information can be provided once students select as a preference in SSO.

Cost
Approx. $345

Important statement about VET and subject selection

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Chemistry

General Senior Subject

Course Overview

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

Chemistry aims to develop an understanding of phenomena and solve problems encountered in their ever-changing world; understanding of the theories and models used to describe, explain and make predictions about chemical systems, structures and properties; understanding of the factors that affect chemical systems and how chemical systems can be controlled to produce desired products; appreciation of chemistry as an experimental science that has developed through independent and collaborative research, and that has significant impacts on society and implications for decision-making

Students conduct a range of scientific investigations, including the collection and analysis of qualitative and quantitative data, and the interpretation of evidence. They critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions. Students communicate chemical understanding and findings to a range of audiences, including through the use of appropriate representations, language and nomenclature.

Pathways

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

Objectives

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

- Describe ideas and findings.
- Apply understanding.
- Analyse data
- Interpret evidence
- Evaluate conclusions, claims and processes
- Investigate phenomena.

Structure

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

Assessment

In units 1-4 students regularly will sit progress assessments providing valuable formative feedback which is used in targeted revision and self-regulated study plans. Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1)
• Data test</td><td>10 %</td><td rowspan="2">Summative internal assessment 3 (IA3)
• Research investigation</td><td rowspan="2">20%</td></tr>
<tr><td>Summative internal assessment 2 (IA2)
• Student experiment</td><td>20 %</td></tr>
<tr><td colspan="4">Summative external assessment (EA) 50%
• Examination</td></tr>
</table>

Design **General Senior Subject**

Course Overview

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

Students learn about and experience designing in the context of stakeholder-centred design. They are introduced to the range and importance of stakeholders and how the design process is used to respond to their needs and wants. Students learn about and experience designing in the context of commercial design, considering the role of the client and the influence of economic, social and cultural issues. They use a collaborative design approach. Students learn about and experience designing in the context of humancentred design. They use designing with empathy as an approach as they respond to the needs and wants of a particular person. Students learn about and experience designing in the context of sustainable design. They explore design opportunities and design to improve economic, social and ecological sustainability.

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

Pathways

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

Objectives

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

- Describe design problems and design criteria.
- Represent ideas, design concepts and design information using visual representation skills.
- Analyse needs, wants and opportunities using data.
- Devise ideas in response to design problems
- Evaluate ideas to make refinements.
- Propose design concepts in response to design problems.
- Make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Stakeholder centred design • Designing for others	**Commercial design influences** • Responding to needs and wants	**Human-centred design** • Designing with empathy	**Sustainable design influences** • Responding to opportunities

Assessment

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

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

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1)
• Design challenge</td><td>20 %</td><td rowspan="2">Summative internal assessment 3 (IA3)
• Project</td><td rowspan="2">25%</td></tr>
<tr><td>Summative internal assessment 2 (IA2)
• Project</td><td>30 %</td></tr>
<tr><td colspan="4">Summative external assessment (EA) 25%
• Examination – extended response</td></tr>
</table>

Digital Solutions

General Senior Subject

Course Overview

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

Students engage in problem-based learning that enables them to explore and develop ideas, generate digital solutions, and evaluate impacts, components and solutions. They understand that solutions enhance their world and benefit society. To generate digital solutions, students analyse problems and apply computational, design and systems thinking processes. Students understand that progress in the development of digital solutions is driven by people and their needs.

By using the problem-based learning framework, students develop confidence in dealing with complexity, as well as tolerance for ambiguity and persistence in working with difficult problems that may have many solutions. Students are able to communicate and work with others in order to achieve a common goal or solution. Students write computer programs to generate digital solutions that use data; require interactions with users and within systems; and affect people, the economy and environments. Solutions are generated using combinations of readily available hardware and software development environments, code libraries or specific instructions provided through programming. Some examples of digital solutions include instructions for a robotic system, an instructional game, a productivity application, products featuring interactive data, animations and websites.

Pathways

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

Objectives

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

- Recognise and describe elements, components, principles and processes.
- Symbolise and explain information, ideas and interrelationships.
- Analyse problems and information.
- Determine solution requirements and criteria.
- Synthesise information and ideas to develop possible digital solutions.
- Generate components of the digital solution.
- Evaluate components and solutions against criteria to make refinements and justified recommendations and evaluate impacts.
- Make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Structure

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

Assessment

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

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

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1)
• Technical proposal</td><td>25 %</td><td rowspan="2">Summative internal assessment 3 (IA3)
• Digital Solution</td><td rowspan="2">25%</td></tr>
<tr><td>Summative internal assessment 2 (IA2)
• Digital Solution</td><td>25 %</td></tr>
<tr><td colspan="4">Summative external assessment (EA) 25%
• Examination – combination response</td></tr>
</table>

BSB: Diploma of Business

VET Certificate Senior Subject

Why study Business?

The Diploma of Business will be delivered over 7 terms at Holy Spirit College. It is delivered as a timetabled subject. The Diploma of Business is designed for students looking for a university rank or transition into the workforce pathway. Students who complete the Diploma of Business will receive a university fixed selection rank of between 82 – 87.

Pathways

The Diploma of Business is designed for students looking for a university rank or transition into the workforce pathway. A Diploma of Business can also be used as a basis for work or further study to become a Business Manager, Business Development Manager, Administrator, Executive Officer, Program Consultant, Program Coordinator.

Students completing this Diploma will be awarded up to 8 points towards their QCE. Students who complete the Diploma of Business will may be eligible for an ATAR and/or Selection Rank for entry into further study. Universities determine the fixed selection rank of between 82 – 87. **All prerequisites must be satisfied when selecting a university course. Each university has their own rules relating to using a Diploma qualification for admission.**

How will I learn in the Diploma of Business?

The Diploma of Business will be delivered over 7 terms at Holy Spirit College. It is delivered as a timetabled subject in class by staff of the external provider. There will be an additional teacher of Holy Spirit College supervising these lessons. An online platform will be provided to students for resources and assessment.

Adjustments can be made for students with diverse learning needs. Assistance with language, literacy and numeracy is available and may be provided in consultation with the course teacher.

Assessment

Evidence contributing towards competency will be collected throughout the program. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies. Evidence is gathered through the following: Written projects, Online quizzes, Observation of skills, Oral and written questions.

Entry requirements

There are no formal entry requirements for this course. It is recommended that students have a **C standard in Year 10 General English or Literature or a B- in Essential English** to demonstrate sufficient spoken and written comprehension to successfully complete all study and assessment requirements.

Students need to demonstrate independent learning skills

A Language, Literacy & Numeracy (LLN) Screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content. Further information can be provided once students select as a preference in SSO.

Cost

Approx. $2300

Important statement about VET and subject selection

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Economics

General Senior Subject

Course Overview

In Economics, students develop knowledge and cognitive skills to comprehend, apply analytical processes and use economic knowledge. They examine data and information to determine validity and consider economic policies from various perspectives. Economic models and analytical tools are used to investigate and evaluate outcomes to make decisions. In the process, students appreciate ideas, viewpoints and values underlying economic issues

The field of economics is typically divided into two: microeconomics being the study of individuals, households and businesses; and macroeconomics, the study of economy-wide phenomena. Within this context, students study opportunity costs, economic models and the market forces of demand and supply. These concepts are applied to real-world issues of how and why markets may be modified, and the effects of government strategies and interventions. The final units of the course dissect and interpret the complex nature of international economic relationships and the dynamics of Australia's place in the global economy. This segues to Australian economic management, as students analyse trends and evaluate economic policies.

It appeals to students from Humanities and Business, and those interested in the broader relevance of Mathematics, Technology and Science because of their connections with economic forces. The subject positions students to think deeply about the challenges that confront individuals, business and government, and provides students with tools to think creatively beyond what is known and predictable. Economics is an excellent complement for students who want to solve real-world science or environmental problems and participate in government policy debates.

Pathways

A course of study in Economics can establish a basis for further education and employment in the fields of economics, econometrics, management, data analytics, business, accounting, finance, actuarial science, law, and political science.

Economics is an excellent complement for students who want to solve real-world science or environmental problems and participate in government policy debates. It provides a competitive advantage for career options where students are aiming for management roles and developing their entrepreneurial skills to create business opportunities as agents of innovation.

Objectives

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

- Comprehend economic concepts, principles and models.
- Analyse economic issues
- Analyse problems and information.
- Evaluate economic outcomes.
- Create responses that communicate economic meaning to suit the intended purpose.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Markets and models • The basic economic problem • Economic flows • Market forces	**Modified markets** • Markets and efficiency • Case options of market • measures and strategies	**International economics** • International trade • Global economic issues	**Contemporary macroeconomics** • Macro-economic objectives and theory • Economic indicators and past budget stances • Economic management

Assessment

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

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

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1)
• Examination – combination response</td><td>25 %</td><td rowspan="2">Summative internal assessment 3 (IA3)
• Examination – extended response</td><td rowspan="2">25%</td></tr>
<tr><td>Summative internal assessment 2 (IA2)
• Investigation</td><td>25 %</td></tr>
<tr><td colspan="4">Summative external assessment (EA) 25%
• Examination – combination response</td></tr>
</table>

English

General Senior Subject

Course Overview

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Perspectives and texts	**Texts and culture**	**Textual connections** • Conversations about issues in texts • Conversations about concepts in texts	**Close study of literary texts** • Creative responses to literary texts • Critical responses to literary texts

Assessment

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

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

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1)
• Spoken persuasive response</td><td>25 %</td><td rowspan="2">Summative internal assessment 3 (IA3)
• Examination – extended response</td><td rowspan="2">25%</td></tr>
<tr><td>Summative internal assessment 2 (IA2)
• Written response for a public audience</td><td>25 %</td></tr>
<tr><td colspan="4">Summative external assessment (EA) 25%
• Examination – extended response</td></tr>
</table>

Essential English

Applied Senior Subject

Course Overview

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

Students have opportunities to engage with language and texts through a range of teaching and learning experiences that foster skills to communicate confidently and effectively in Standard Australian English across various contexts, including everyday, social, community, further education, and work-related situations. They develop the ability to choose appropriate generic structures, language features, and technologies to convey meaning, read for purpose and critique a variety of contemporary texts, and produce texts for diverse purposes and audiences. Additionally, students are encouraged to think creatively and imaginatively, interact critically with texts, and appreciate different perspectives through the study of diverse cultures, including Australian texts by Aboriginal and Torres Strait Islander writers, while enjoying contemporary literary and non-literary texts, including digital formats.

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Language that works	**Texts and human experiences**	**Language that influences** • Creating and shaping perspectives on community, local and global issues in texts • Responding to texts that seek to influence audiences	**Representations and popular culture texts** • Responding to popular culture texts • Creating representations of Australian identities, places, events and/ or concepts

Assessment

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

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

Summative assessments

Unit 3	Unit 4
Summative Internal assessment 1 (IA1) • Spoken response	Summative Internal assessment 3 (IA3) • Multimodal response
Summative internal assessment 2 (CIA) • Common internal assessment	Summative Internal assessment 4 (IA4) • Written response

Essential Maths

Applied Senior Subject

Course Overview

The major domains of mathematics in Essential Mathematics are Number, Data, Location and time, Measurement and Finance. Teaching and learning builds on the proficiency strands of the P–10 Australian Curriculum. Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations and relations. They will learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes.

Students will benefit from studies in Essential Mathematics because they will develop skills that go beyond the traditional ideas of numeracy. This is achieved through a greater emphasis on estimation, problem-solving and reasoning, which develops students into thinking citizens who interpret and use mathematics to make informed predictions and decisions about personal and financial priorities. Students will see mathematics as applicable to their employability and lifestyles, and develop leadership skills through self-direction and productive engagement in their learning. They will show curiosity and imagination, and appreciate the benefits of technology. Students will gain an appreciation that there is rarely one way of doing things and that real-world mathematics requires adaptability and flexibility

Pathways

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

Objectives

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

- Recall mathematical knowledge. establish and maintain roles of the writer/speaker/signer/designer and relationships with audiences
- Use mathematical knowledge.
- Communicate mathematical knowledge.
- Evaluate the reasonableness of solutions.
- Justify procedures and decisions.
- Solve mathematical problems.

Structure

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

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. Schools develop three summative internal assessments, and the common internal assessment is developed by the QCAA.

Summative assessments

Unit 3	Unit 4
Summative Internal assessment 1 (IA1) • Problem-solving and modelling task	Summative Internal assessment 3 (IA3) • Problem-solving and modelling task
Summative internal assessment 2 (CIA) • Common internal assessment	Internal assessment 4 (IA4) • Examination – short response

General Maths

General Senior Subject

Course Overview

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. It is a way of thinking in which problems are explored and solved through observation, reflection and logical reasoning. General Mathematics covers domains such as Number and algebra, Measurement and geometry, Statistics, and Networks and matrices, building on the P–10 Australian Curriculum. It reinforces prior knowledge and develops key mathematical ideas, including rates and percentages, financial mathematics, linear and non-linear expressions, sequences, matrices, networks, trigonometry, and statistics.

General Mathematics is designed for students who want to extend their mathematical skills beyond Year 10 without requiring calculus, incorporating a practical approach to equip learners for their future needs as citizens. Students will learn to ask questions, map pathways, reason about complex solutions, set up models, and communicate in various forms, experiencing the relevance of mathematics to their daily lives, communities, and cultural backgrounds. They will develop the ability to understand, analyze, and take action regarding social issues in their world, gaining skill and self-assurance, understanding the content, and evaluating their success by using and transferring their knowledge to develop a mathematical mindset.

Pathways

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

Objectives

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

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

Structure

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

Assessment

In units 1-4 students regularly will sit progress assessments providing valuable formative feedback which is used in targeted revision and self-regulated study plans. Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1)
• Problem-solving and modelling task</td><td>20 %</td><td rowspan="2">Summative internal assessment 3 (IA3)
• Examination — short response</td><td rowspan="2">15%</td></tr>
<tr><td>Summative internal assessment 2 (IA2)
• Examination — short response</td><td>15 %</td></tr>
<tr><td colspan="4">Summative external assessment (EA) 50%
• Examination – combination response</td></tr>
</table>

Information Communication and Technology — Applied Senior Subject

Course Overview

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

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

Pathways

A course of study in Information Communication and Technology can establish a basis for further education and employment in the fields of robotics, app development, audio and video production, web design and development, publishing and digital imaging.

Objectives

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

- Demonstrate practices, skills and processes
- Interpret client briefs and technical information
- Select practices and processes
- Sequence processes
- Evaluate processes and products
- Adapt processes and products

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Robotics	**App development**	**Audio and video production**	**Web development**

NB; Other possible units which may be taught in lieu of one or more listed above include Layout and publishing in addition to Digital imaging and modelling.

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context. Schools make A–E judgments on individual assessment instruments implemented in Unit 1 and Unit 2 using reporting standards. Schools are also responsible for determining and reporting an A–E final subject result to the QCAA. The subject result is an on-balance judgment about how the pattern of evidence across the four assessments in Units 3 and 4 best matches the characteristics of the reporting standards at one of five levels (A–E)

Summative assessments

Unit 3	Unit 4
Summative Internal assessment 1 (IA1) • Product	Summative Internal assessment 3 (IA3) • Product Proposal
Summative internal assessment 2 (IA2) • Product Proposal	Summative Internal assessment 4 (IA4) • Project

Japanese

General Senior Subject

Course Overview

Japanese includes the study of communicate and language development. People use language to achieve their personal communicative needs — to express, exchange, interpret and negotiate meaning, and to understand the world around them. The central goal for additional language acquisition is communication, where students participate in a range of interactions, becoming active participants in understanding and constructing written, spoken, and visual texts.

Additional language acquisition provides students with opportunities to reflect on their understanding of a language and the communities that use it, assisting in the effective negotiation of experiences and meaning across cultures and languages. Communicating with people from Japanese-speaking communities offers insight into the purpose and nature of language, promoting greater sensitivity to linguistic structures, including those of English. This engagement fosters intercultural understanding as students explore cultural diversity and similarities between languages.

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
私のくらし **My world** • Family/carers • Peers • Education	**私達の世界をたんけんする** **Exploring our world** • Travel and exploration • Social customs • Japanese influences around the world	私達の社会、文化とアイデンティティ **Our society; culture and identity** • Lifestyles and leisure • The arts, entertainment and sports • Groups in society	私の現在と将来 **My present; my future** • The present • Future choices

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

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<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
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• Written response for a public audience</td><td>25 %</td></tr>
<tr><td colspan="4">Summative external assessment (EA) 25%
• Examination – extended response</td></tr>
</table>

Literature

General Senior Subject

Course Overview

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

Students engage with language and texts through a range of teaching and learning experiences to foster the skills to communicate effectively. They make choices about generic structures, language, textual features and technologies to participate actively in the dialogue and detail of literary analysis and the creation of imaginative and analytical texts in a range of modes, mediums and forms.

Students explore how literary texts shape perceptions of the world and enable us to enter the worlds of others. They explore ways in which literary texts may reflect or challenge social and cultural ways of thinking and influence audiences.

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Introduction to literary studies	**Intertextuality**	**Literature and identity**	**Independent explorations**

Assessment

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

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

overall subject result (A–E).

Summative assessments

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• Imaginative response</td><td>25 %</td></tr>
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</table>

Mathematical Methods

General Senior Subject

Course Overview

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. 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 make complex use of factual knowledge to successfully formulate, represent and solve mathematical problems.

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Surds, algebra, functions and probability • Surds and quadratic functions • Binomial expansion and cubic functions • Functions and relations • Trigonometric functions • Probability	**Calculus and further functions** • Exponential functions • Logarithms and logarithmic functions • Introduction to differential calculus • Applications of differential calculus • Further differentiation	**Further calculus and introduction to statistics** • Differentiation of exponential and logarithmic functions • Differentiation trigonometric functions and differentiation rules • Further applications of differentiation • Introduction to integration • Discrete random variables.	**Further calculus, trigonometry and statistics** • Further integration • Trigonometry • Continuous random variables and the normal distribution • Sampling and proportions • Interval estimates for proportions.

Assessment

In units 1-4 students regularly will sit progress assessments providing valuable formative feedback which is used in targeted revision and self-regulated study plans. Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

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</table>

Media Arts in Practice

Applied Senior Subject

Course Overview

Media arts refers to art-making and artworks composed and transmitted through film, television, radio, print, gaming and web-based media. Students explore the role of the media in reflecting and shaping society's values, attitudes and beliefs. They learn to be ethical and responsible users and creators of digital technologies and to be aware of the social, environmental and legal impacts of their actions and practices.

Students learn to respond use analytical processes to identify individual, community or global problems and develop plans and designs for media artworks. They use reasoning and decisionmaking to justify their choices, reflecting and evaluating on the success of their own and others' art-making. When making, students demonstrate knowledge and understanding of media arts practices to communicate artistic intention. They gain an appreciation of how media artworks connect ideas and purposes with audiences. Students develop competency with and independent selection of modes, media technologies and media techniques as they make design products and media artworks, synthesising ideas developed through the responding phase.

Pathways

A course of study in Media Arts in Practice can establish a basis for further education and employment in the fields of advertising and marketing, publishing, web design, television and filmmaking, animation and gaming, photography, curating, 3D and mobile application design, concept art and digital illustration.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Personal Viewpoints	**Representations**	**Community**	**Persuasion**

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context. Schools make A–E judgments on individual assessment instruments implemented in Unit 1 and Unit 2 using reporting standards. Schools are also responsible for determining and reporting an A–E final subject result to the QCAA. The subject result is an on-balance judgment about how the pattern of evidence across the four assessments in Units 3 and 4 best matches the characteristics of the reporting standards at one of five levels (A–E)

Summative assessments

Unit 3	Unit 4
Summative Internal assessment 1 (IA1) • Project	Summative Internal assessment 3 (IA3) • Project
Summative internal assessment 2 (IA2) • Media artwork	Summative Internal assessment 4 (IA4) • Media artwork

Modern History

General Senior Subject

Course Overview

Modern History provides opportunities for students to gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World and to think historically and form a historical consciousness in relation to these same forces. Modern History enables students to empathise with others and make meaningful connections between the past, present and possible futures.

Students learn that the past is contestable and tentative. Through inquiry into ideas, movements, national experiences, and international experiences they discover how the past consists of various perspectives and interpretations. Students gain a range of transferable skills that will help them become empathetic and critically literate citizens who are equipped to embrace a multicultural, pluralistic, inclusive, democratic, compassionate and sustainable future.

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the modern world (two topics will be studied in this unit)	**Movements in the Modern World** (two topics will be studied in this unit)	**National experiences in the Modern World** (two topics will be studied in this unit)	**International experiences in the Modern World** (two topics will be studied in this unit)

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

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• Investigation</td><td rowspan="2">25%</td></tr>
<tr><td>Summative internal assessment 2 (IA2)
• Investigation</td><td>25%</td></tr>
<tr><td colspan="4">Summative external assessment (EA) 25%
• Examination – short response</td></tr>
</table>

Physical Education

General Senior Subject

Course Overview

Physical Education enable students to explore and enhance their own and others' health and physical activity in diverse and changing contexts.

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

Through their purposeful and authentic experiences in physical activities, students gather, analyse and synthesise data to devise strategies to optimise engagement and performance. They evaluate and justify strategies about and in movement by drawing on informed, reflective decision-making.

Pathways

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

Objectives

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

- Recognise and explain concepts and principles about movement
- Demonstrate specialised movement sequences and movement strategies
- Apply concepts to specialised movement sequences and movement strategies
- Analyse and synthesise data to devise strategies about movement
- Evaluate strategies about and in movement
- Justify strategies about and in movement
- Make decisions about and use language, conventions and mode-appropriate features for particular purposes and contexts

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Motor learning, functional anatomy and biomechanics in physical activity • Motor learning in physical activity • Functional anatomy and biomechanics in physical activity	**Sport psychology and equity in physical activity** • Sport psychology in physical activity • Equity – barriers and enablers	**Tactical awareness and ethics in physical activity** • Tactical awareness in physical activity • Ethics and integrity in physical activity	**Energy, fitness and training in physical activity** • Energy, fitness and • training integrated in physical activity

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

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<tr><td>Summative internal assessment 1 (IA1)
• Project - folio</td><td>25%</td><td rowspan="2">Summative internal assessment 3 (IA3)
• Project – folio</td><td rowspan="2">25%</td></tr>
<tr><td>Summative internal assessment 2 (IA2)
• Investigation - report</td><td>25%</td></tr>
<tr><td colspan="4">Summative external assessment (EA) 25%
• Examination – combination response</td></tr>
</table>

Physics

General Senior Subject

Course Overview

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

Pathways

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

Objectives

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

- Describe ideas and findings
- Apply understanding
- Analyse data
- Interpret evidence
- Evaluate conclusions, claims and processes
- Investigate phenomena

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Thermal, nuclear and electrical physics • Heating processes • Ionising radiation and nuclear reactions • Electrical circuits	**Linear motion and waves** • Linear motion and force • Waves	**Gravity and electromagnetism** • Gravity and motion • Electromagnetism	**Revolutions in modern physics** • Special relativity • Quantum theory • The Standard Model

Assessment

In units 1-4 students regularly will sit progress assessments providing valuable formative feedback which is used in targeted revision and self-regulated study plans. Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

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<tr><td>Summative internal assessment 1 (IA1)
• Data test</td><td>10%</td><td rowspan="2">Summative internal assessment 3 (IA3)
• Research investigation</td><td rowspan="2">20%</td></tr>
<tr><td>Summative internal assessment 2 (IA2)
• Student experiment</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA) 25%
• Examination – combination response</td></tr>
</table>

Religion and Ethics

Applied Senior Subject

Course Overview

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

Religion & Ethics focuses on the personal, relational and spiritual perspectives of human experience. It enables students to investigate and critically reflect on the role and function of religion and ethics in society and to communicate principles and ideas relevant to their lives and the world.

Pathways

A course of study in Religion and 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, including further education and the workforce.

Objectives

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

- Explain religious, spiritual and ethical principles and practices.
- Examine religious, spiritual and ethical information.
- Apply religious, spiritual and ethical knowledge.
- Communicate responses
- Evaluate projects.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Australian Identity	**Social Justice**	**Meaning, purpose and expression**	**World religions and spiritualities**

NB; Alternative units of study may be taught in lieu of any listed above. These may include Sacred stories.

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. In the final two units studied, the QCAA uses a student's results for these assessments to determine an exit result.

Summative assessments

Unit 3	Unit 4
Summative Internal assessment 1 (IA1) • Investigation	Summative Internal assessment 3 (IA3) • Project
Summative internal assessment 2 (IA2) • Extended response	Summative Internal assessment 4 (IA4) • Extended response

Religion, Meaning and Life

School-based Senior Subject

Course Overview

Within this course, students will have an opportunity to access quality theological material in multiple learning modes and engage in a variety of religious experiences and service-learning opportunities. Furthermore, opportunity for a personal response to key religious ideas through dialogue and an evaluation of a range of secular perspectives will be offered. Informed by the Catholic Christian Tradition and other wisdom traditions, this dialogue will address the meaning and purpose of human existence and what that may mean for students' lives.

Pathways

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

Objectives

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

- Identify that religions, religious traditions and other belief systems are internally pluralistic.
- Demonstrate a post-critical understanding of religious ideas, narratives and practices within respective religious traditions and the recontextualising of meaning within a contemporary context.
- Understand that horizons of meaning shift, historically speaking, requiring that the deeper questions about life's meaning and purpose be asked in accordance with the prevailing horizon of meaning.
- Reflect on and evaluate diverse hermeneutical viewpoints enabling a critical and productive encounter of belief system and context.
- Develop skills that contribute to dialogue with alternative religious and secular narratives and discourses in accordance with the hermeneutical-communicative model.
- Apply learnings through focused engagement in the religious life of the school via religious experience and/or service learning.
- Develop and demonstrate effective time-management and self-monitoring skills

Assessment

This course does not have traditional assessment. Instead, evidence of learning is identified for each unit and topic and examples are selected from ongoing student work to contribute to a Learnings for Life Portfolio. Towards the end of each topic, students are given time in both the Face to Face (FTF) mode and Self-Directed Learning mode (SDL) to add to their Learnings for Life Portfolio.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
The Spiritual and Sacred Dimension to Life	**Holy Words, Sacred Stories**	**The Implications of Belief**	**Church: Learning from the past, living in the present, creating the future**

Specialist Mathematics General Senior Subject

Course Overview

Specialist Mathematics' major domains are vectors and matrices, real and complex numbers, trigonometry, statistics
and calculus. Students who undertake Specialist Mathematics will develop confidence in their mathematical knowledge and ability and gain a positive view of themselves as mathematics learners. They will gain an appreciation of the true nature of mathematics, its beauty and its power.

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Combinatorics, proof, vectors and matrices • Combinatorics • Introduction to proof • Vectors in the plane • Algebra of vectors in two dimensions • Matrices.	**Complex numbers, further proof, trigonometry, functions and transformations** • Complex numbers • Complex arithmetic and • algebra • Circle and geometric proofs. • Trigonometry and functions • Matrices and transformation	**Further complex numbers, proof, vectors and matrices** • Further complex numbers • Mathematical induction and trigonometric proofs • Vectors in two and three dimensions • Vector calculus • Further matrices	**Further calculus and statistical inference** • Integration techniques • Applications of integral calculus • Rates of change and differential equations • Modelling motion • Statistical inference

Assessment

In units 1-4 students regularly will sit progress assessments providing valuable formative feedback which is used in targeted revision and self-regulated study plans. Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

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</table>

Study of Religion

General Senior Subject

Course Overview

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

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

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

Pathways

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

Objectives

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

- Explain features and expressions of religious traditions
- Analyse perspectives about religious expression
- Evaluate the significance and influence of religion
- Communicate to suit purpose

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Religion, meaning and purpose • Nature and purpose of religion • Sacred texts	**Religion and ritual** • Lifecycle rituals • Calendrical rituals	**Religious ethics** • Social ethics • Personal ethics	**Religion – rights and relationships** • Religion and nation-state

Assessment

In units 1-4 students regularly will sit progress assessments providing valuable formative feedback which is used in targeted revision and self-regulated study plans. Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

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HOLY SPIRIT
COLLEGE
FITZGIBBON