



San Sisto College
Senior Subject Information
Handbook
2026

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INTRODUCTION

We have developed this guide to support you, our students and families, as you make thoughtful, confident decisions about senior subjects for Years 11 and 12. Choosing subjects is a shared process, and it's one that benefits from open conversations, careful consideration, and time to explore what feels right for the future.

At our upcoming Subject Selection and Careers Expo Evening, you will have the chance to speak directly with Learning and Teaching Leaders and teachers from a wide range of senior subjects. We encourage families to take full advantage of this opportunity. If you need more time or a deeper discussion, please feel free to arrange a follow-up conversation with the relevant staff.

Students will soon be asked to nominate the subjects they would like to study next year. After this initial selection, each student will take part in an interview to discuss how their choices align with their SET Plan and long-term goals. These conversations help us shape subject lines that best reflect student preferences. Because of this, it is important that students choose carefully and thoughtfully. If too few students select a subject, it may not proceed, and it may not appear in the final subject lines.

The information provided outlines all the subjects available for study. Students can choose from ATAR-eligible subjects or from vocational pathways that offer nationally recognised qualifications and strong preparation for entering the workforce. By offering multiple pathways, San Sisto ensures that every student can pursue an option that suits their strengths, interests, and aspirations. Before finalising choices, we encourage students to explore all possibilities and consider how each pathway supports their goals.

Alongside academic study, we also encourage every student to take an active role in the life of the college. Opportunities in community service, sport, drama, music, and the arts help students grow, discover new strengths, and maintain a healthy balance between their intellectual, spiritual, physical, and emotional wellbeing. We are committed to educating the whole person, and we invite students to step into leadership and involvement wherever they feel called to contribute.

Warren Bath
Principal

CHOOSING SENIOR SUBJECTS

Choosing your senior subjects is an exciting step, and it's one that will shape your learning experience in Years 11 and 12. We encourage you to approach this process with curiosity, confidence, and a focus on what will help you thrive in your final years at San Sisto College.

When selecting subjects, aim for options that:

- you genuinely enjoy
- you feel confident in and can succeed in
- match your strengths, work habits, and past performance
- support your future goals and pathways
- meet any relevant tertiary prerequisites
- give you a balanced and engaging mix of learning experiences

Making these decisions takes time, conversation, and a bit of research — and that's all part of the journey.

To explore a subject more deeply, you might:

- talk with your Year 10 teachers about how the subject builds on what you're doing now
- discuss your ideas with your parents or caregivers
- look through the books, materials, or sample work used in the subject by connecting with a current Year 11 or 12 student
- read the information provided about the course
- listen carefully during class discussions or information sessions
- check the QCAA syllabus for a clear picture of what the subject involves

As you consider your options, pay attention to both the content and the types of assessment. Think about whether the style of work suits the way you learn and the skills you've shown so far. It's important to choose subjects based on your interests and goals — not on what friends are choosing or who you think might be teaching the class.

It also helps to look at the overall workload across all your subjects. Ask yourself:

- Can I manage the assessment load across these subjects?
- Do the assessment styles play to my strengths (e.g., reports, practical tasks, exams)?
- Am I comfortable with subjects that require independent research?
- Can I balance schoolwork with my commitments outside of school?
- Am I prepared for the practical components required in these subjects?

Even after careful reading and discussion, it's completely normal to feel unsure about your subject choices. You're not alone in this. Please reach out—your teachers, Learning and Teaching Leaders, the Learning Pathways and Learning Enhancement teams, your Assistant Principal and the Deputy Principal are all here to help.

TYPES OF SUBJECTS

You'll find a wide range of subjects available to help you shape a senior pathway that reflects your interests, strengths, and future goals.

Each type of subject offers something different, and understanding these differences will help you make confident choices:

General Subjects

General subjects are suited to students who are interested in pathways beyond senior secondary schooling that lead to tertiary studies and to pathways for vocational education and training and work. Results in General subjects contribute to the award of a QCE and may contribute to an ATAR .

General subjects build on the skills developed in Year 10. Some General subjects—like Japanese, Italian, Mathematical Methods, and Specialist Mathematics—assume you already have a strong foundation from earlier years. You may notice as you work your way through this document that some subjects work well together. Specialist Mathematics and Physics, for example, both require Mathematical Methods as a mandatory companion subject.

Achievement in General subjects is reported on a numerical scale, and your Unit 3 and 4 results contribute to ATAR calculations through QCAA data.

Applied Subjects

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. Results in Applied subjects contribute to the award of a QCE and one Applied subject result may contribute to an ATAR.

Opportunities for the development of complementary skills have been embedded throughout subject matter in the Applied syllabuses. These skills, which overlap and interact with syllabus subject matter, are derived from current education, industry and community expectations and encompass the knowledge, skills, capabilities, behaviours and dispositions that will help students live and work successfully in the 21st century.

Achievement is reported on an A–E scale.

Vocational Education and Training (VET)

VET provides pathways for all young people, including those seeking further education and training and those seeking employment-specific skills. VET qualifications are nationally recognised and can be completed as part of your senior schooling. Certificate III qualifications (and above) can also contribute to ATAR eligibility.

Your progress is recorded through the completion of units of competency. Completing all required units earns you the full certificate. Some tertiary institutions also accept VET qualifications directly for entry.

SUBJECT SELECTION

Students must select the following combination of **six** subjects:

1. An English Subject (General or Applied)
2. A Religion Subject (General or Applied)
3. A Mathematics Subject (General or Applied)
4. 3 x Elective Subjects (General or Applied or VET)

ATAR ELIGIBILITY

The ATAR is used nationally and indicates a student's position relative to other ATAR-eligible students. To be eligible for an ATAR a student must:

- complete five General subjects (Unit 3 and 4), or
- complete four General subjects (Unit 3 and 4), plus one Applied subject (Unit 3 and 4), or
- complete four General subjects (Unit 3 and 4), plus one completed VET qualification at AQF Certificate III level or above.

To be eligible for an ATAR, students must satisfactorily complete (i.e., achieve a minimum grade of C or higher) an English subject. The result in English will only be included in the ATAR calculation if it is one of the student's best five scaled results.

CERTIFICATES ISSUED TO STUDENTS ON COMPLETION OF YEAR 12

As students complete their senior schooling, they are provided with official documents that celebrate their progress and confirm the learning they have successfully achieved.

Statement of Results

The Queensland Curriculum and Assessment Authority (QCAA) issues a Statement of Results at the end of Year 12. This document lists all learning recorded in a student's learning account, including any vocational education competencies achieved – even if the full certificate has not yet been completed.

Queensland Certificate of Education (QCE)

The Queensland Certificate of Education is awarded to students who successfully complete 20 credits or more in their learning account.

To receive a QCE, students must:

- Complete the required amount of learning
- Meet the set standard
- Follow the required pattern of learning
- Satisfy literacy and numeracy requirements

Credits fall into three categories: core, preparatory, and complementary. At least 12 of the 20 credits must come from completed core studies.

Students earn credit for a course when they achieve:

- At least a Sound achievement (for General or Applied subjects)
- A Competent result (for VET units of competency)
- A Pass (for other recognised learning)

If these standards are not met, the course does not contribute credit toward the QCE.

Students who finish Year 12 with fewer than 20 credits will receive a Statement of Results only. The QCE is awarded based solely on credits earned—it is independent of ATAR eligibility.

Most students who complete either an ATAR-eligible or non-ATAR pathway will comfortably meet QCE requirements, as they typically pass all of their subjects.

CAREERS

As part of this year's Career Development and Work Education Program, students have been focusing on discovering and identifying their unique sets of skills, interests and abilities in the lead up to subject selection. Students have also been guided through a series of career assessment tools in order to increase their knowledge about the 'World of Work' and the careers of the future.

It is no secret that some of the careers of today didn't exist 10 years ago and unfortunately for some, jobs of today will not exist in the future. In order to future-proof their careers, today's school students will need to develop their social interactions, their creative problem solving and their resilience to adapt to a constantly changing workplace. They will also need to commit to being life-long learners.

It has been estimated that close to 85% of Year 12 students will participate in tertiary study upon completion of their senior schooling. Therefore, when considering senior subjects, our Year 10 students need to not only consider their strengths, interests and abilities but also the tertiary prerequisites required for entry into specific courses.

Because course requirements may change, it is important to consult up-to-date resources. Students and parents can locate the 2029 tertiary prerequisites for each university and college on the QTAC website or through the link [2029 QTAC Yr10Guide.pdf](#). Each university and college has listed the prerequisites required for entry to tertiary courses in the year the students commence their tertiary studies. All Year 10 students have been given access to this guide. Students should check through the course requirements before they make their final selection. As well, students may choose to speak to the Learning and Teaching Leader: Learning Pathways.

By accessing the 2029 tertiary prerequisites you will become aware of the distinction between:

- **Prerequisite** (i.e. audition, senior subjects, portfolios you must meet before you are considered for entry. Subject prerequisites are subjects you must complete and achieve a specified result before you are considered for entry).
- **Recommended** (not essential, but which are likely to make future courses easier to follow)
- **Assumed** (assumed knowledge is the minimum level of achievement in Senior studies considered necessary for success – bridging courses may have to be undertaken).

All Year 10 students and their parents will attend a SET-Plan interview in term 3. The Senior Education and Training Plan has been designed, to not only assist students in their subject selection process but also educate, equip and assist them in future proofing their careers. Students need to not only consider the senior subject prerequisites required for specific course entry but also keep in mind that a well-rounded education which focuses on strengths, abilities and interests, will lead them onto a pathway of success.

YEAR 10 RECOMMENDED ACHIEVEMENT STANDARDS FOR SUCCESS

The following guidelines show the recommended Year 10 achievement levels that best support success in senior subjects:

Subjects	Year 10 Subject	Recommended achievement standard	Mandatory companion subjects	Complementary subjects (not mandatory)
Accounting	Economics and Business	C		
Biology	Mathematics Science	C C		English or Literature
Business	Economics and Business	C		
Chemistry	Mathematics (Methods) Science	B B		English or Literature Mathematical Methods
Economics	Economics and Business Mathematics	C C		English or Literature
Cert IV School Based Education Support	Mathematics	C	English or Literature General Mathematics/ Mathematical Methods	
Food and Nutrition	Science	C		Hospitality and/or Biology
Geography	Geography	C		
Health	HPE	C		English or Literature
Italian	Italian	C		
Japanese	Japanese	C		
Legal Studies	History	C		English or Literature
Literature	English	B		
Mathematical Methods	Mathematics (Methods)	B		
General Mathematics	Mathematics	C		
Specialist Mathematics	Mathematics (Methods)	B	Mathematical Methods	Physics or Chemistry
Modern History	History	C		English or Literature
Music	Music	C		
Physical Education	HPE	C		English or Literature
Physics	Mathematics (Methods) Science	B B	Mathematical Methods	Specialist Mathematics
Psychology	Mathematics Science	C C		English or Literature General Maths/Mathematical Methods
Study of Religion	History RE	B B	English or Literature	
Visual Art	Visual Art	C		English or Literature

SENIOR SCHOOLING

A new level of independence

Senior school gives you more personal responsibility and trust. It's an exciting chance to step up, grow, and take greater ownership of your learning.

Consistent effort leads to success

Your workload will increase, with more reading, note-taking, and skill development. Steady work throughout the year is the key to feeling confident and prepared. Cramming at the end won't get you there! Hard work beats talent when talent doesn't work hard.

Owning your progress

Your teachers will guide and support you, but your success ultimately comes from your own commitment. Senior school is your opportunity to take charge of your learning journey.

Developing productive habits and strong academic skills

You'll have more freedom and fewer day-to-day reminders, so planning ahead becomes essential. Assessment dates are provided early, and you'll notice busy periods across each semester. A good nightly routine includes about 25–30 minutes per subject you had that day, focusing on:

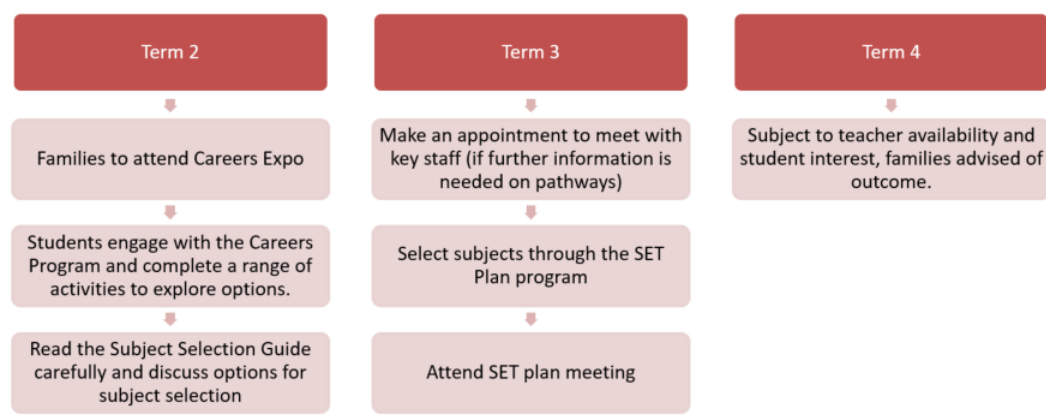
- reviewing the day's learning
- completing set homework
- preparing for upcoming tasks through reading, research, and planning
- getting ready for the next day's lessons

ASSESSMENT PROCEDURES

The College's Assessment Policy outlines how assessment is designed, supported, and managed across Years 7–12, including expectations for students, the use of drafts and checkpoints, academic integrity requirements, AARA (Access Arrangements and Reasonable Adjustment) processes, and procedures for extensions or illness.

Parents can access the full policy at any time through the Parent Portal or on the San Sisto College website.

WHERE TO FROM HERE



General Subjects



Mathematics

General Mathematics
Mathematical Methods
Specialist Mathematics



English

English
Literature



Humanities

Accounting
Business
Economics
Geography
Legal Studies
Modern History
Study of Religion



Technologies

Food and Nutrition



Science

Biology
Chemistry
Physics
Psychology



Health and Physical Education

Health
Physical Education



Languages

Italian
Japanese



The Arts

Drama
Music
Visual Art

Accounting (GENERAL)

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

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

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

Pathways

A course of study in Accounting can establish a basis for further education and employment in the fields of accounting, business, management, banking, finance, entrepreneurship law, economics and commerce.

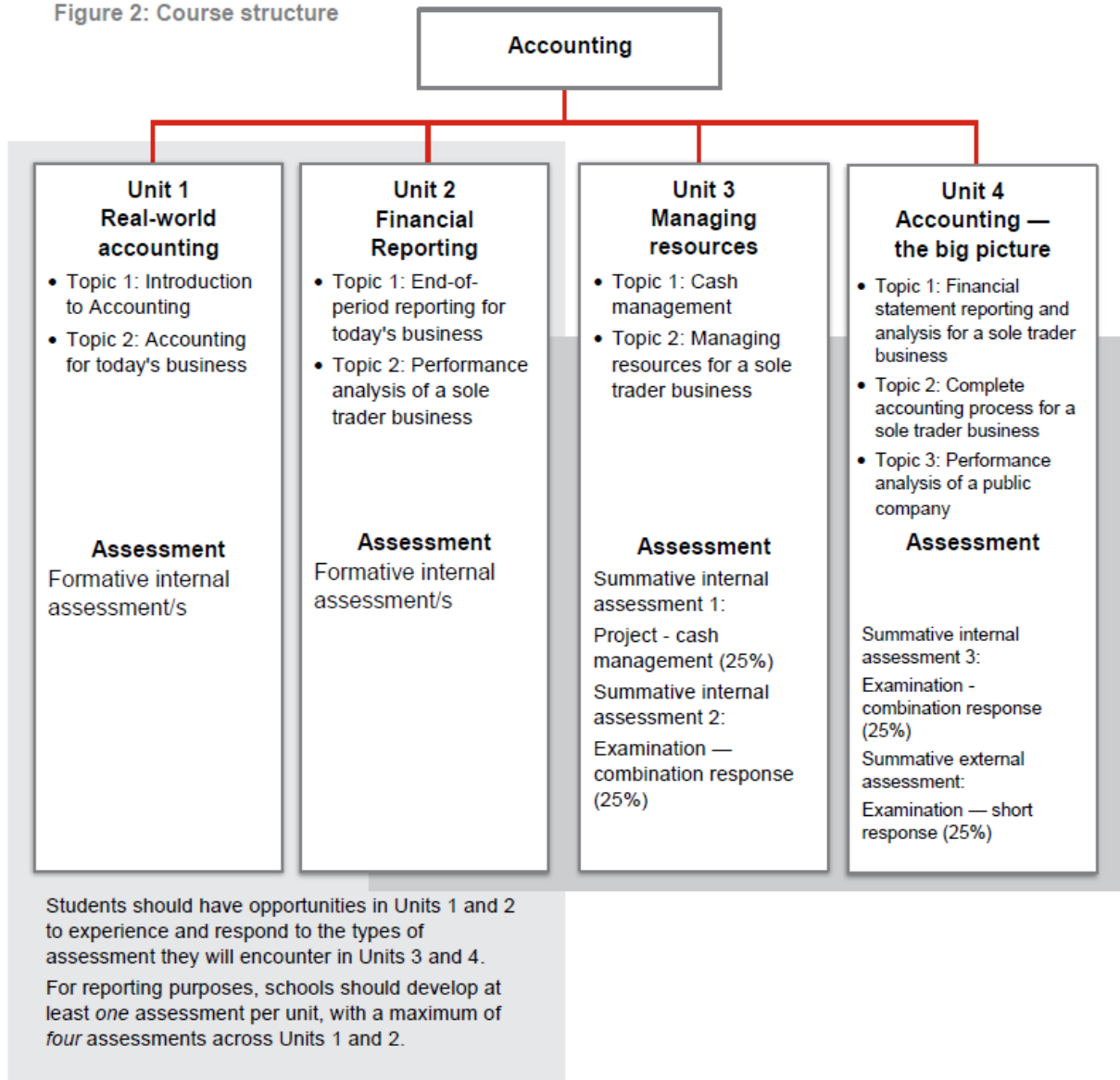
Overview - Accounting Syllabus

Objectives

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

- comprehend accounting concepts, principles and processes
- synthesise accounting principles and processes
- analyse and interpret financial data and information
- evaluate practices of financial management to make decisions and propose recommendations
- create responses that communicate meaning.

Figure 2: Course structure



Biology (GENERAL)

Biology provides opportunities for students to engage with living systems.

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

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

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

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.

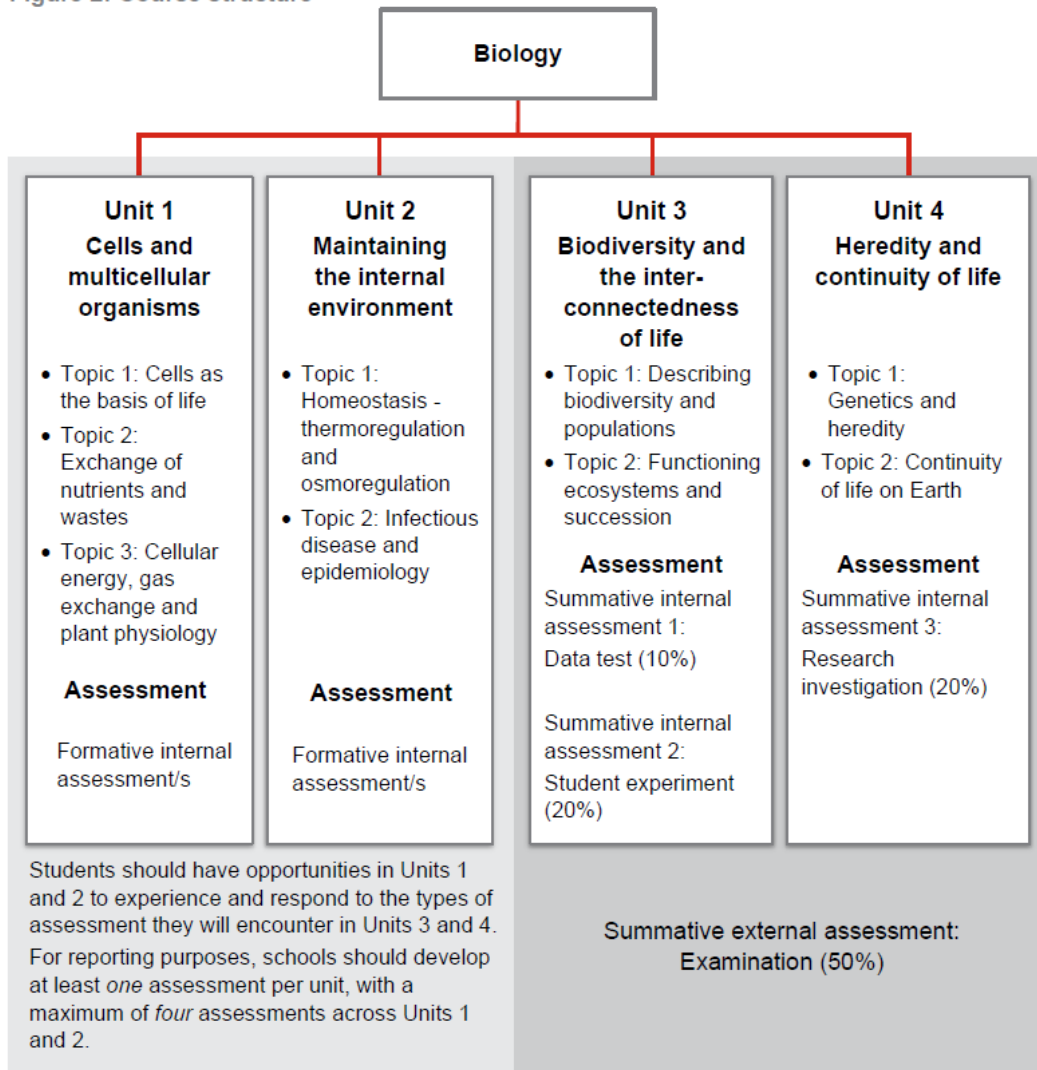
Overview - Biology Syllabus

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

Figure 2: Course structure



Business (GENERAL)

Business is a contemporary discipline with representation in every aspect of society including individuals, community and government.

Students investigate the business life cycle from the seed to post-maturity stage and develop skills in examining business data and information.

Students learn business concepts, theories and strategies relevant to leadership, management and entrepreneurship. A range of business environments and situations is explored. Through this exploration, students investigate the influence of and implications for strategic development in the functional areas of finance, human resources, marketing and operations.

Learning in Business integrates an inquiry approach with authentic case studies.

Students become critical observers of business practices by applying an inquiry process in undertaking investigations of business situations. They use a variety of technological, communication and analytical tools to comprehend, analyse and interpret business data and information. Students evaluate strategies using business criteria that are flexible, adaptable and underpinned by communication, leadership, creativity and sophistication of thought.

Pathways

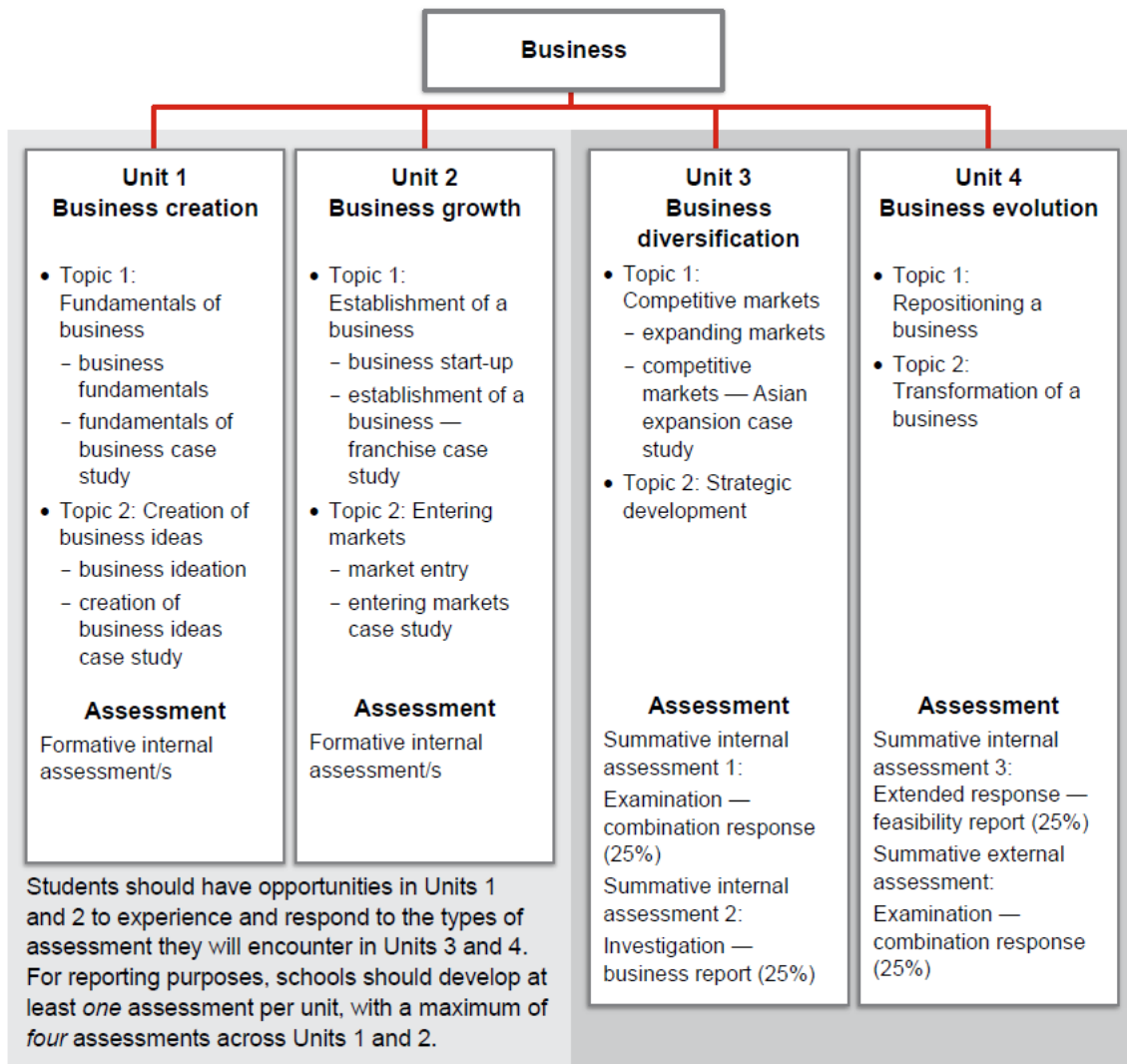
A course of study in Business can establish a basis for further education and employment in the fields of business, economics, finance, management, leadership, international business, marketing and communications

Overview - Business Syllabus

Objectives

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

- describe business situations and environments.
- Explain business concepts and strategies
- analyse and interpret business situations
- evaluate business strategies
- create responses that communicate meaning to suit audience, context and purpose



Chemistry (GENERAL)

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

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

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

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

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.

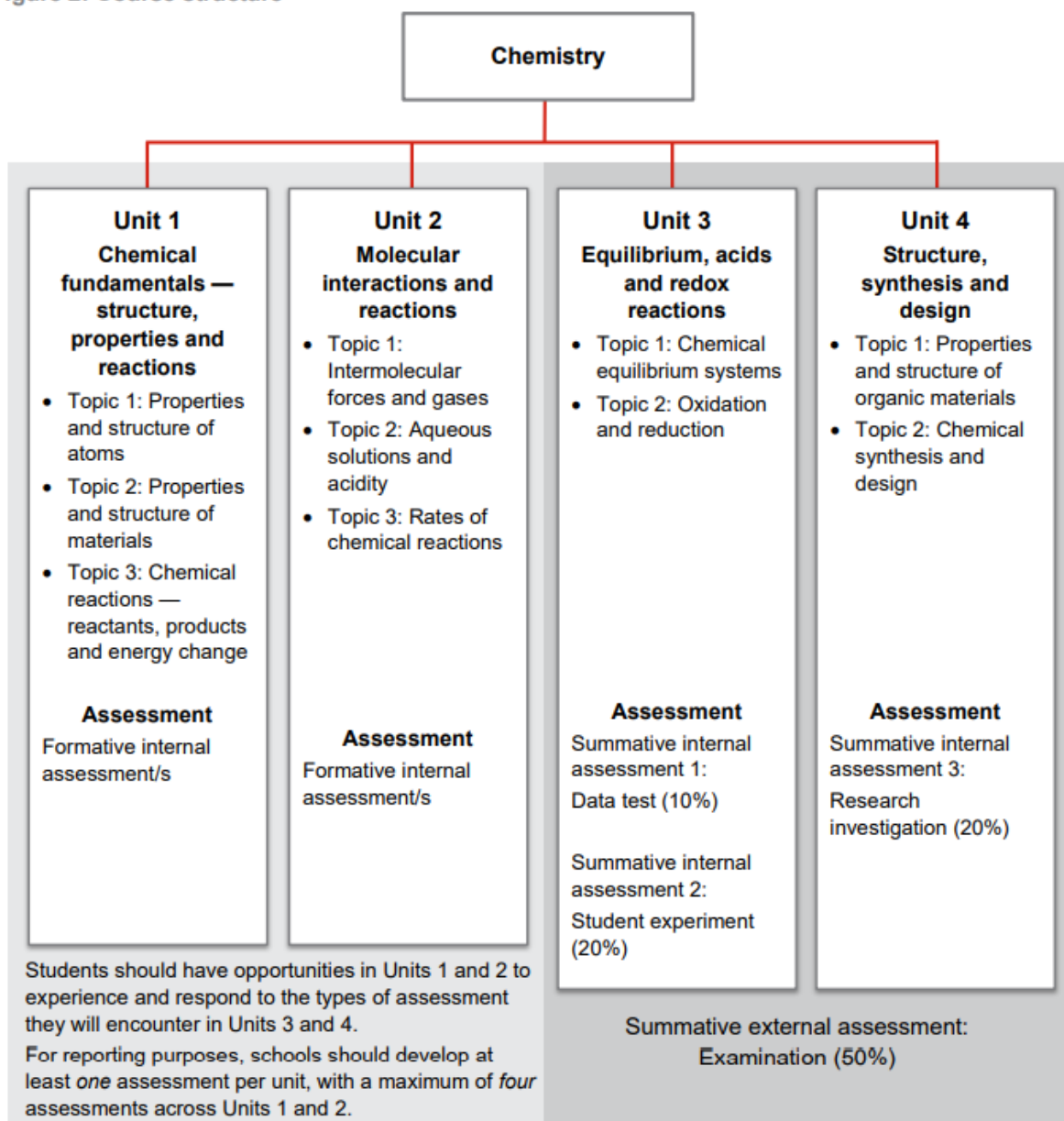
Overview - Chemistry Syllabus

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

Figure 2: Course structure



Drama (GENERAL)

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

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

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

Pathways

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

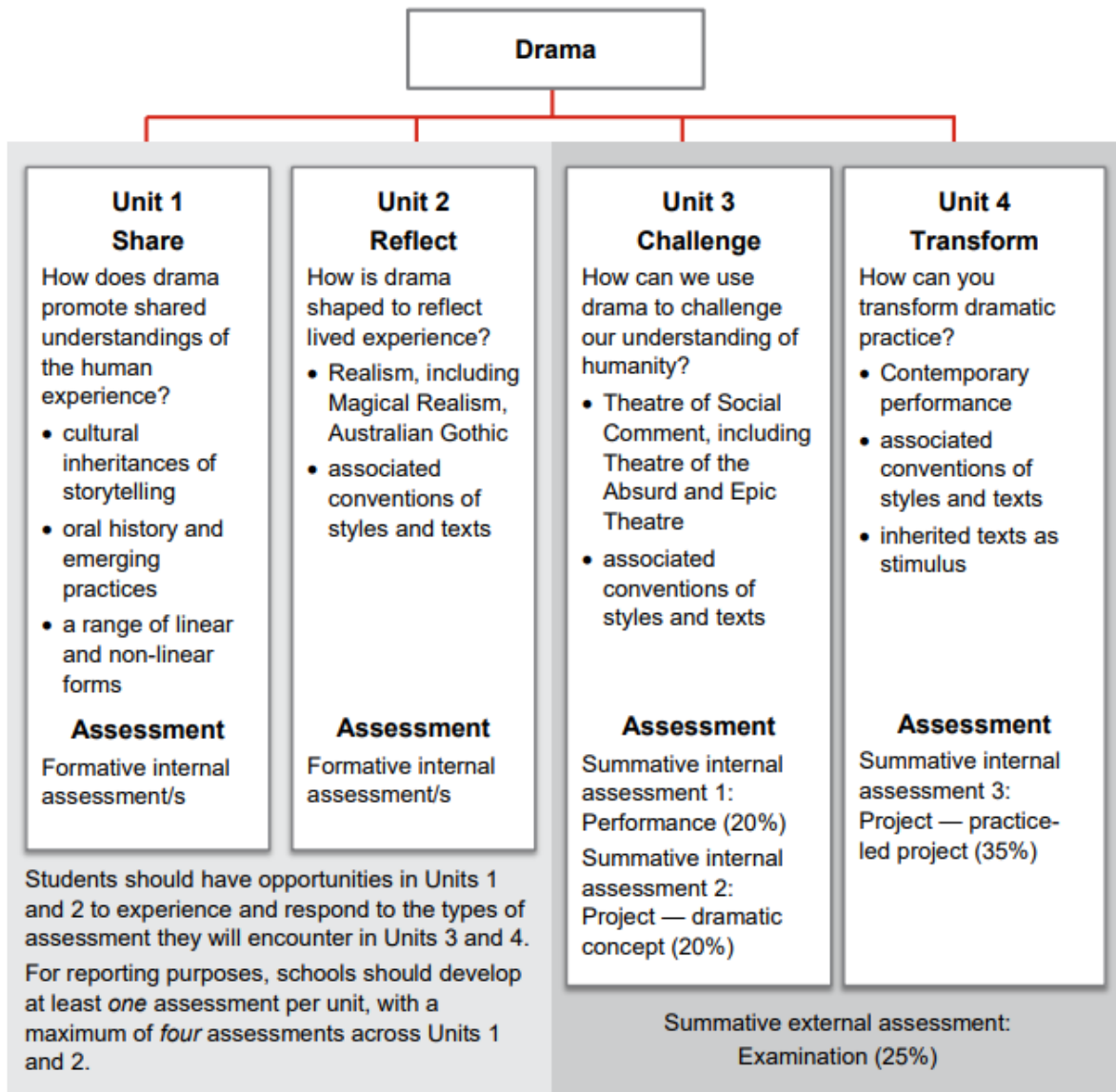
Overview - Drama Syllabus

Objectives

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

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

Figure 2: Course structure



Economics (GENERAL)

Economics encourages students to think deeply about the global challenges facing individuals, business and government, including how to allocate and distribute scarce resources to maximise well-being.

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. They use economic models and analytical tools to investigate and evaluate outcomes to draw conclusions.

Students study opportunity costs, economic models and the market forces of demand and supply. They dissect and interpret the complex nature of international economic relationships and the dynamics of Australia's place in the global economy. They develop intellectual flexibility, digital literacy and economic thinking skills.

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.

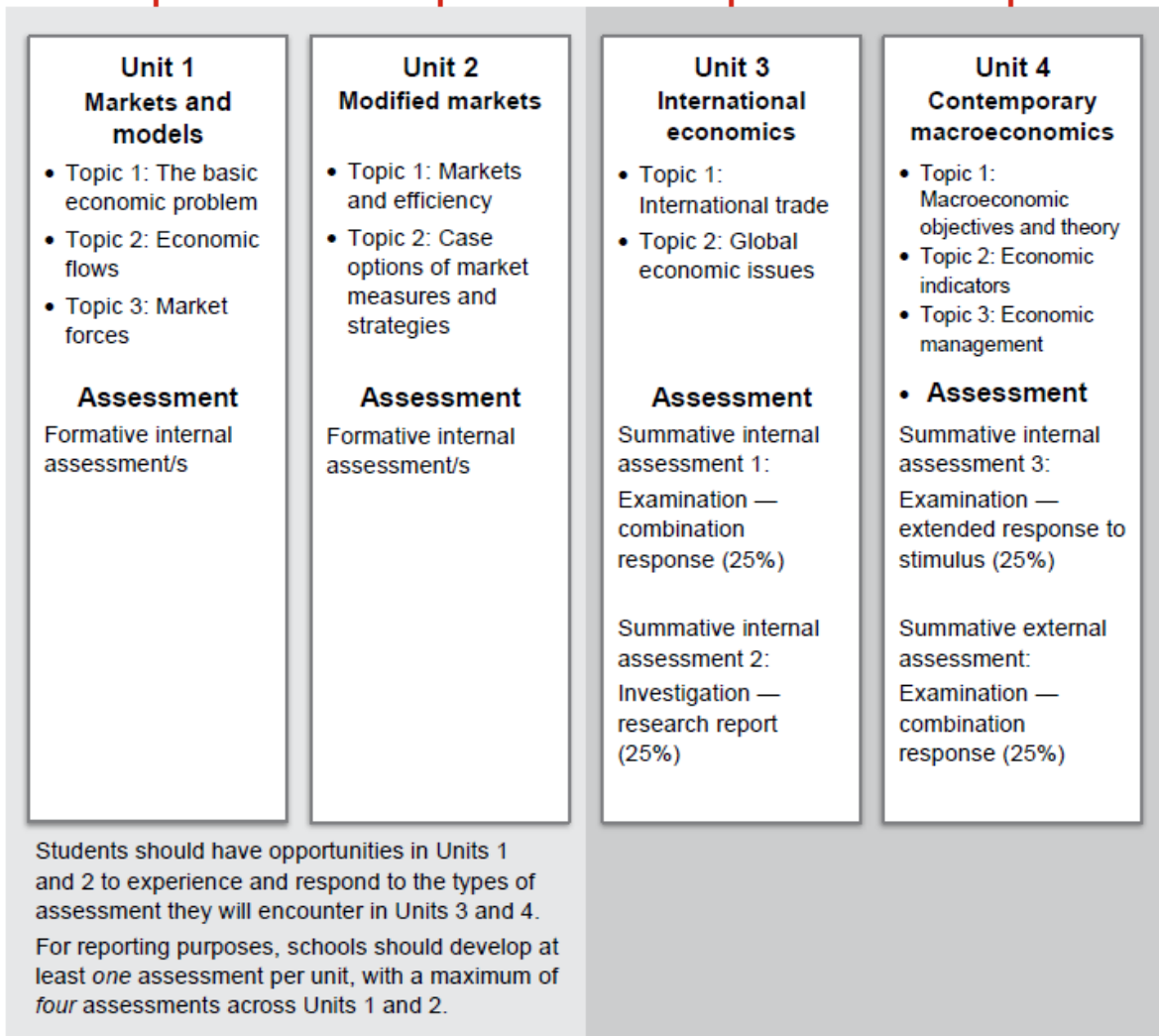
Overview - Economics Syllabus

Objectives

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

- comprehend economic concepts, principles and models
- select data and economic information from sources
- analyse economic issues
- evaluate economic outcomes
- create responses that communicate economic meaning.

Economics



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

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

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

Pathways

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

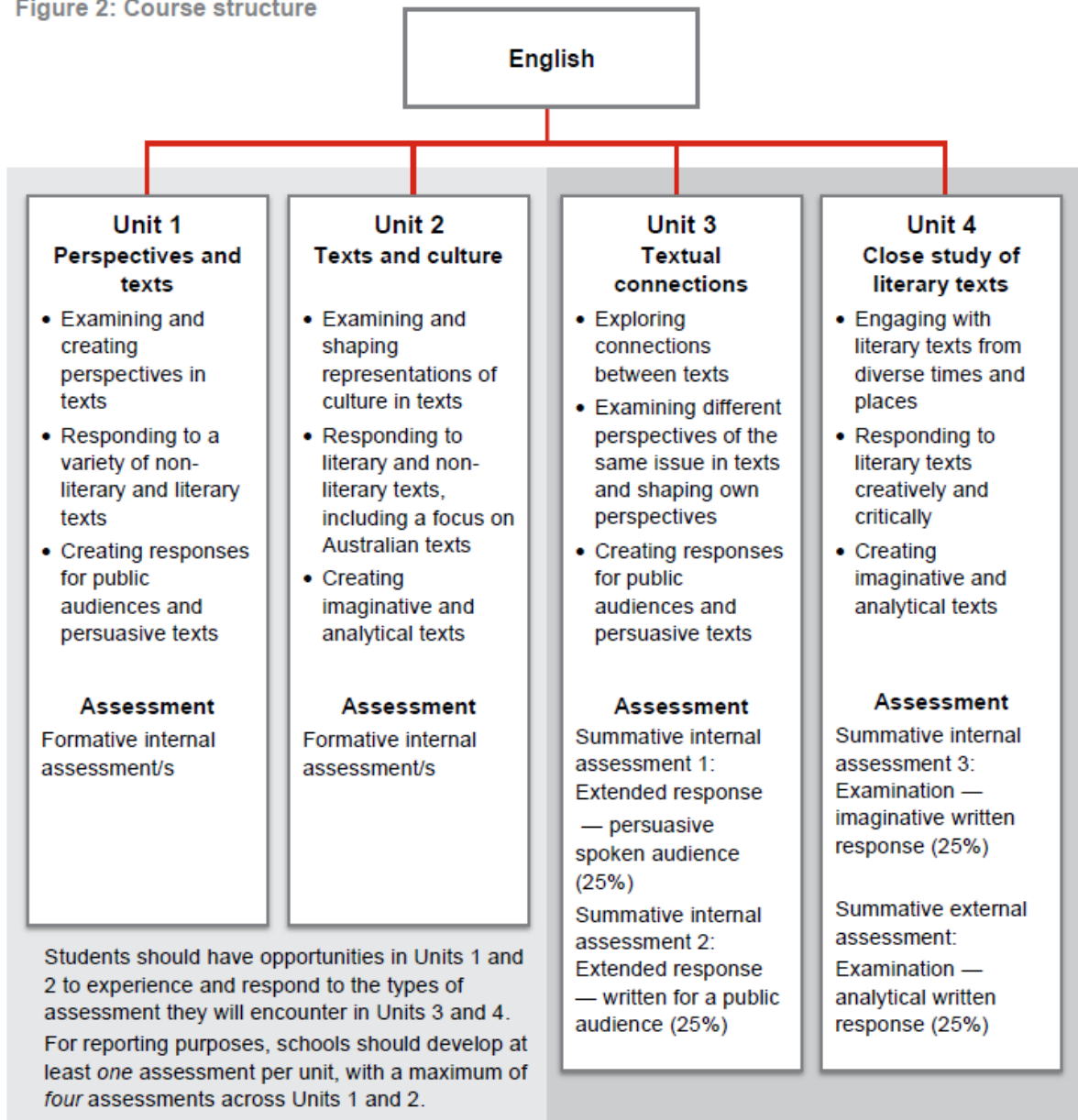
Overview - English Syllabus

Objectives

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

- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
- establish and maintain roles of the writer/speaker/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.

Figure 2: Course structure



Food & Nutrition (GENERAL)

Food & Nutrition is the study of food in the context of food science, nutrition and food technologies, considering overarching concepts of waste management, sustainability and food protection.

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

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

Pathways

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

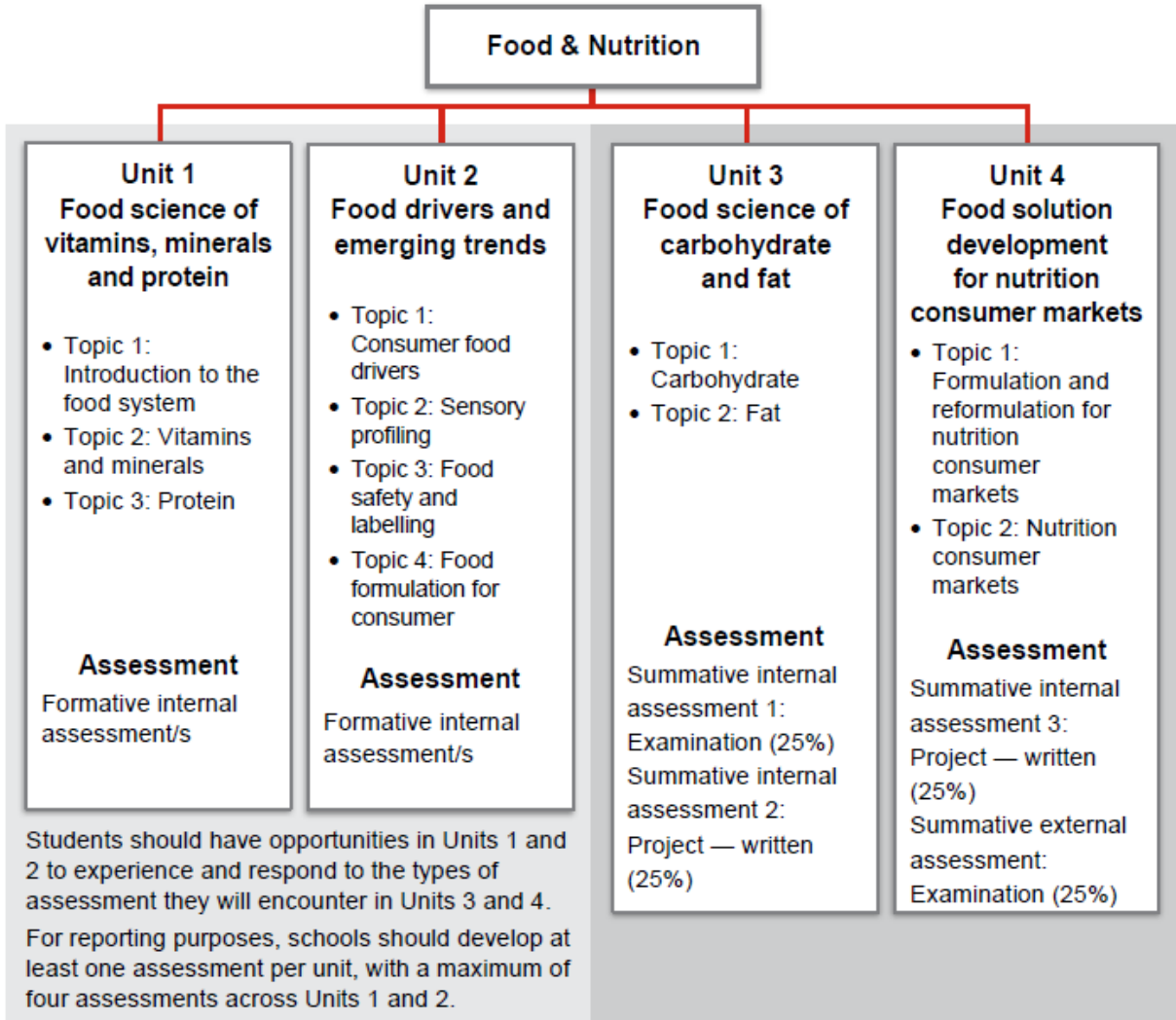
Overview - Food & Nutrition Syllabus

Objectives

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

- recognise and describe food and nutrition facts and principles
- explain food and nutrition ideas and problems
- analyse problems, information and data
- determine solution requirements and criteria
- synthesise information and data
- generate solutions to provide data to determine the feasibility of the solution
- evaluate and refine ideas and solutions to make justified recommendations for enhancement
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Figure 2: Course structure



Geography (GENERAL)

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

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

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

Pathways

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

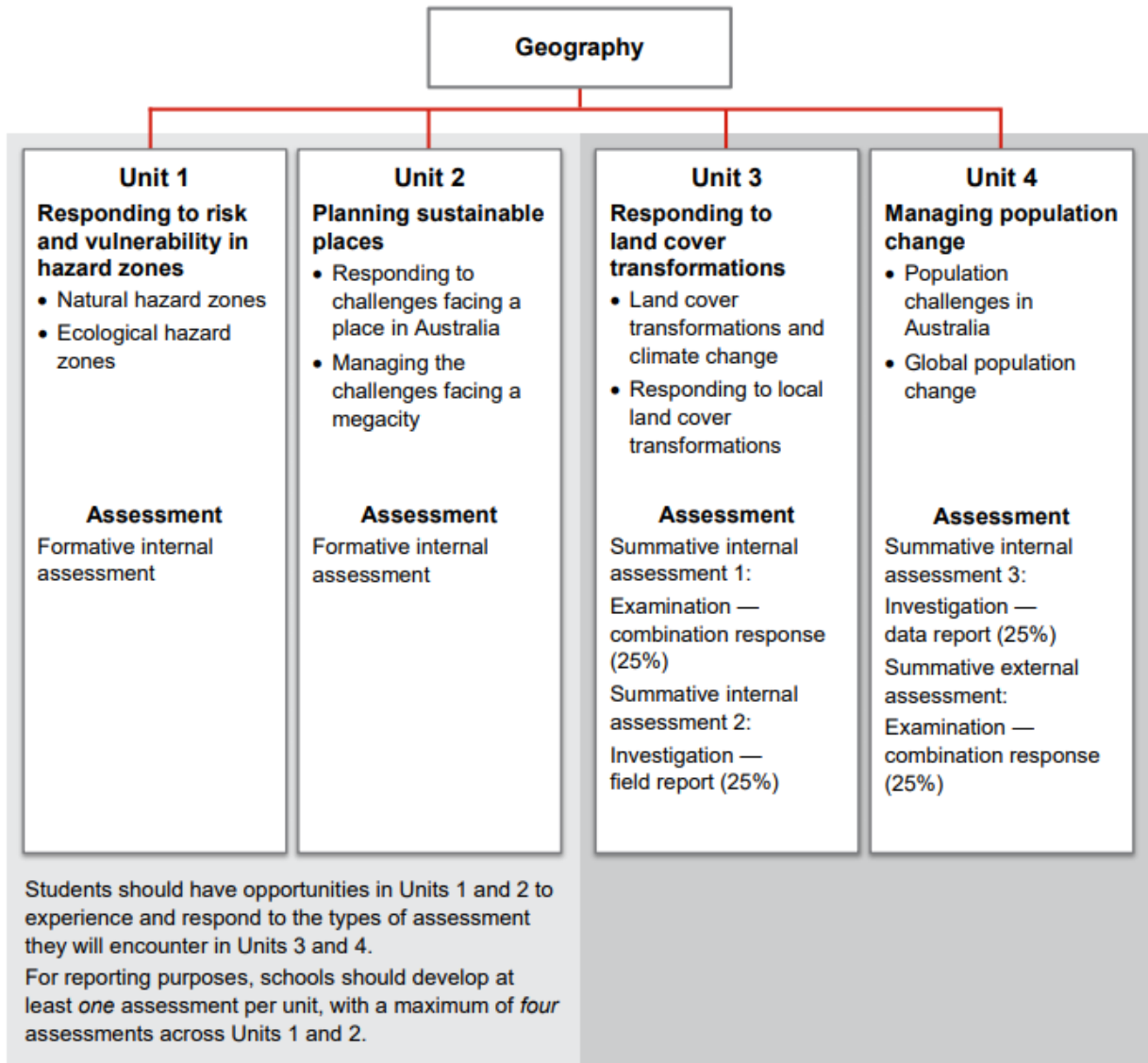
Overview - Geography Syllabus

Objectives

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

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

Figure 2: Course structure



Health (GENERAL)

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

The Health syllabus is developmental and becomes increasingly more complex across the four units through the use of overarching approaches, frameworks and resources. This syllabus is underpinned by a salutogenic (strengths-based) approach, which focuses on how health resources are accessed and enhanced. Resilience as a personal health resource in Unit 1, establishes key teaching and learning concepts, which build capacity for the depth of understanding over the course of study. Unit 2 focuses on the role and influence of peers and family as resources through one topic selected from two choices: Elective topic 1: Alcohol, or Elective topic 2: Body image. Unit 3 explores the role of the community in shaping resources through one topic selected from three choices: Elective topic 1: Homelessness, Elective topic 2: Road safety, or Elective topic 3: Anxiety. The culminating unit challenges students to investigate and evaluate innovations that influence respectful relationships to help them navigate the post-schooling life-course transition.

Health uses an inquiry approach informed by the critical analysis of health information to investigate sustainable health change at personal, peer, family and community levels. Students define and understand broad health topics, which they reframe into specific contextualised health issues for further investigation. Students plan, implement, evaluate and reflect on action strategies that mediate, enable and advocate change through health promotion.

Overview - Health Syllabus

Pathways

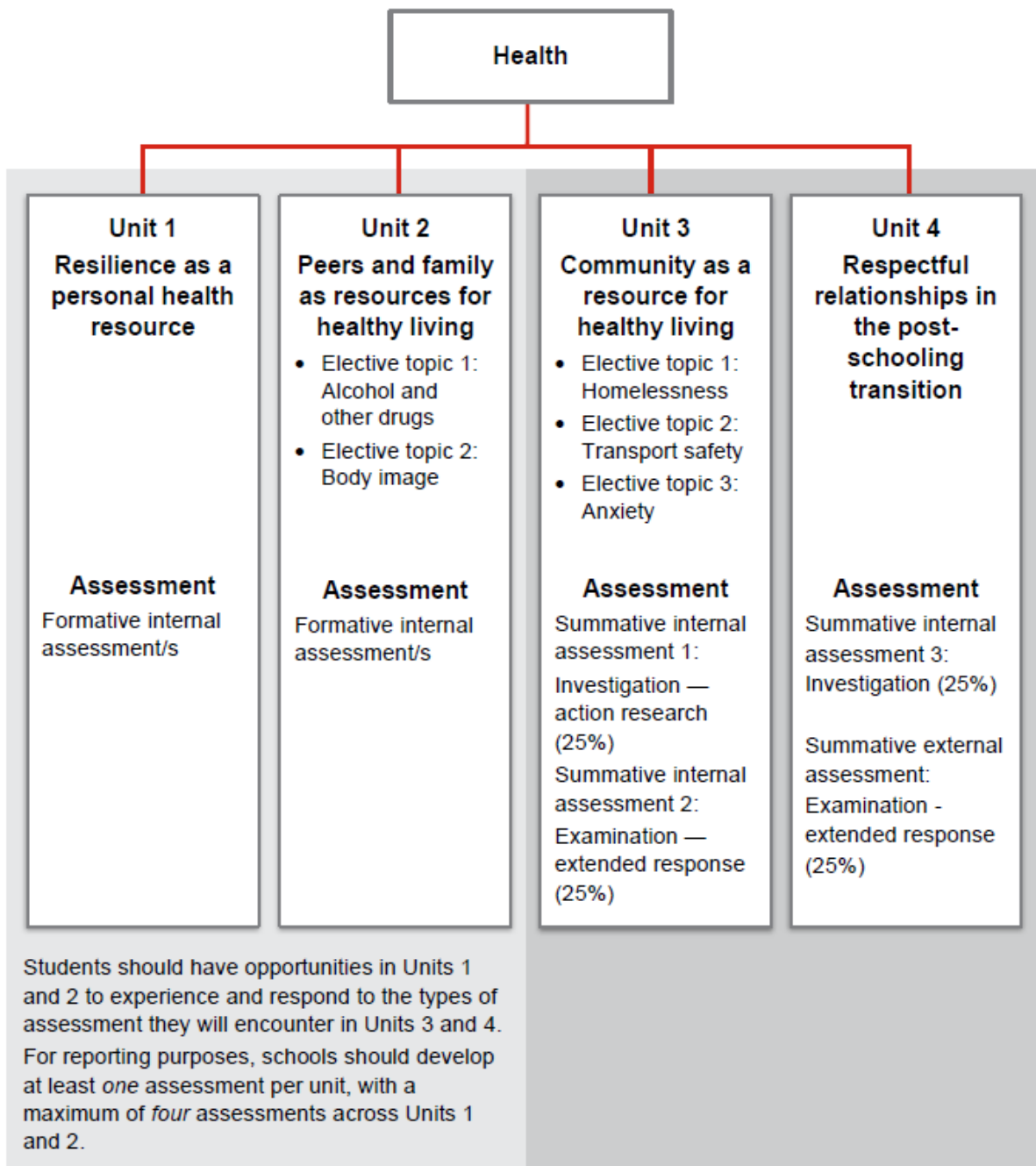
Health is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Health can establish a basis for further education and employment in the fields of health science, public health, health education, allied health, nursing and medical professions.

Objectives

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

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

Figure 2: Course structure



Italian (GENERAL)



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

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

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

Pathways

A course of study in Italian 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.

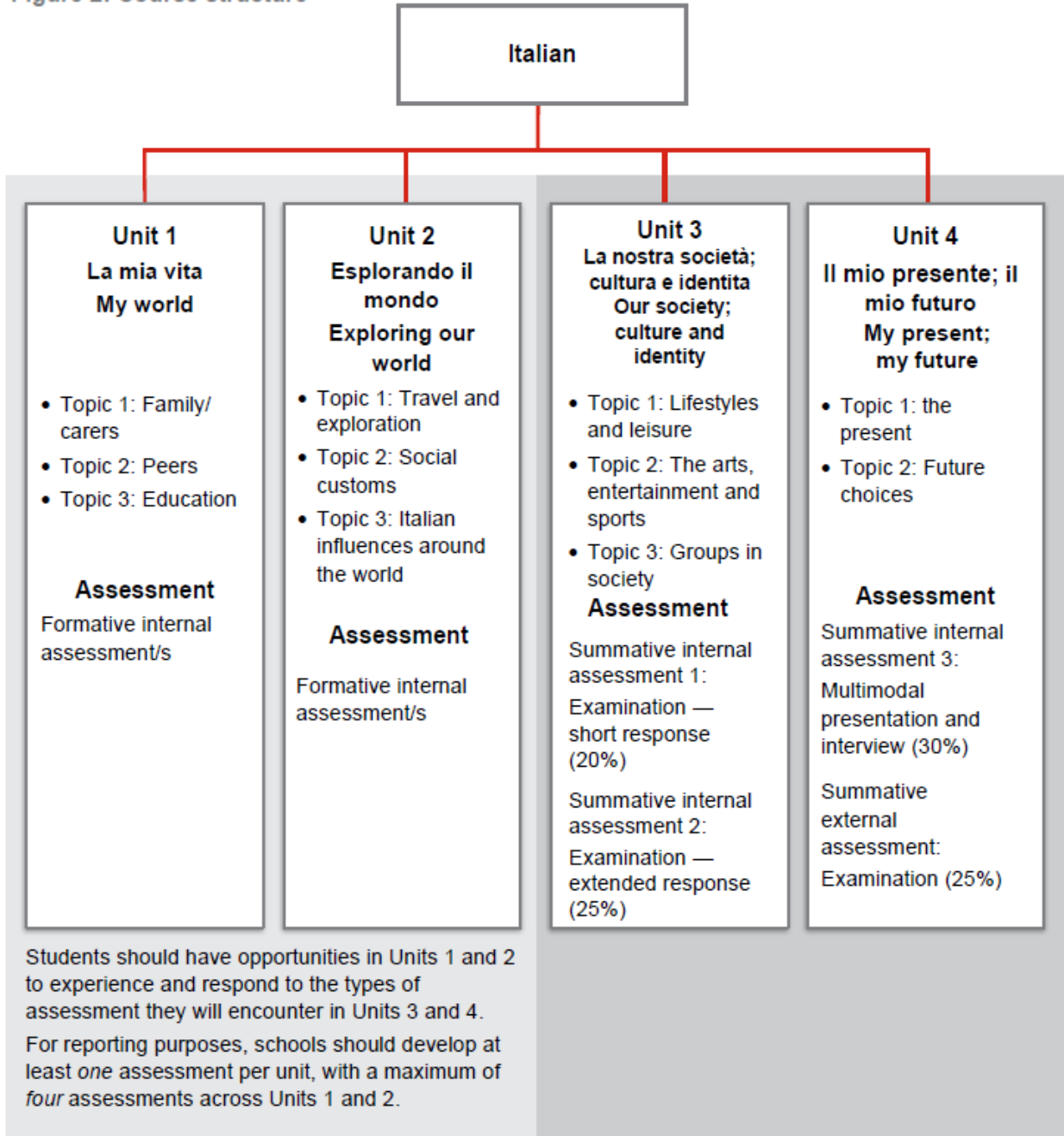
Overview - Italian Syllabus

Objectives

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

- comprehend Italian 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 Italian to construct meaning
- structure, sequence and synthesise information to justify opinions and perspectives
- communicate using contextually appropriate Italian

Figure 2: Course structure



Japanese (GENERAL)



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

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

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

Pathways

A course of study in 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.

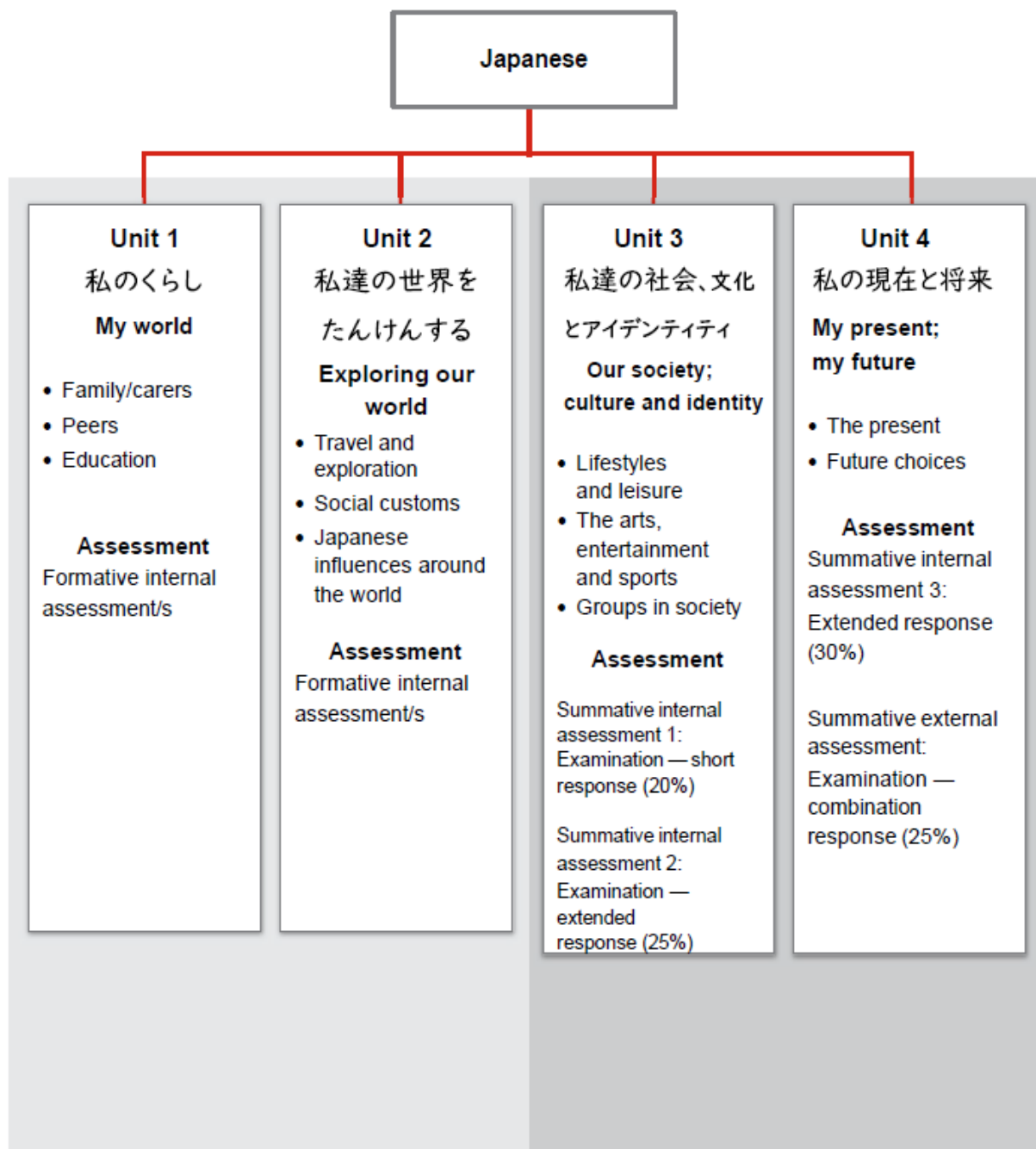
Overview - Japanese Syllabus

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, values and attitudes
- analyse and evaluate information and ideas to draw conclusions
- apply knowledge of Japanese language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions
- structure, sequence and synthesise information to justify opinions, ideas and perspectives
- communicate using contextually appropriate Japanese

Figure 2: Course structure



Legal Studies (GENERAL)

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

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

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

Pathways

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

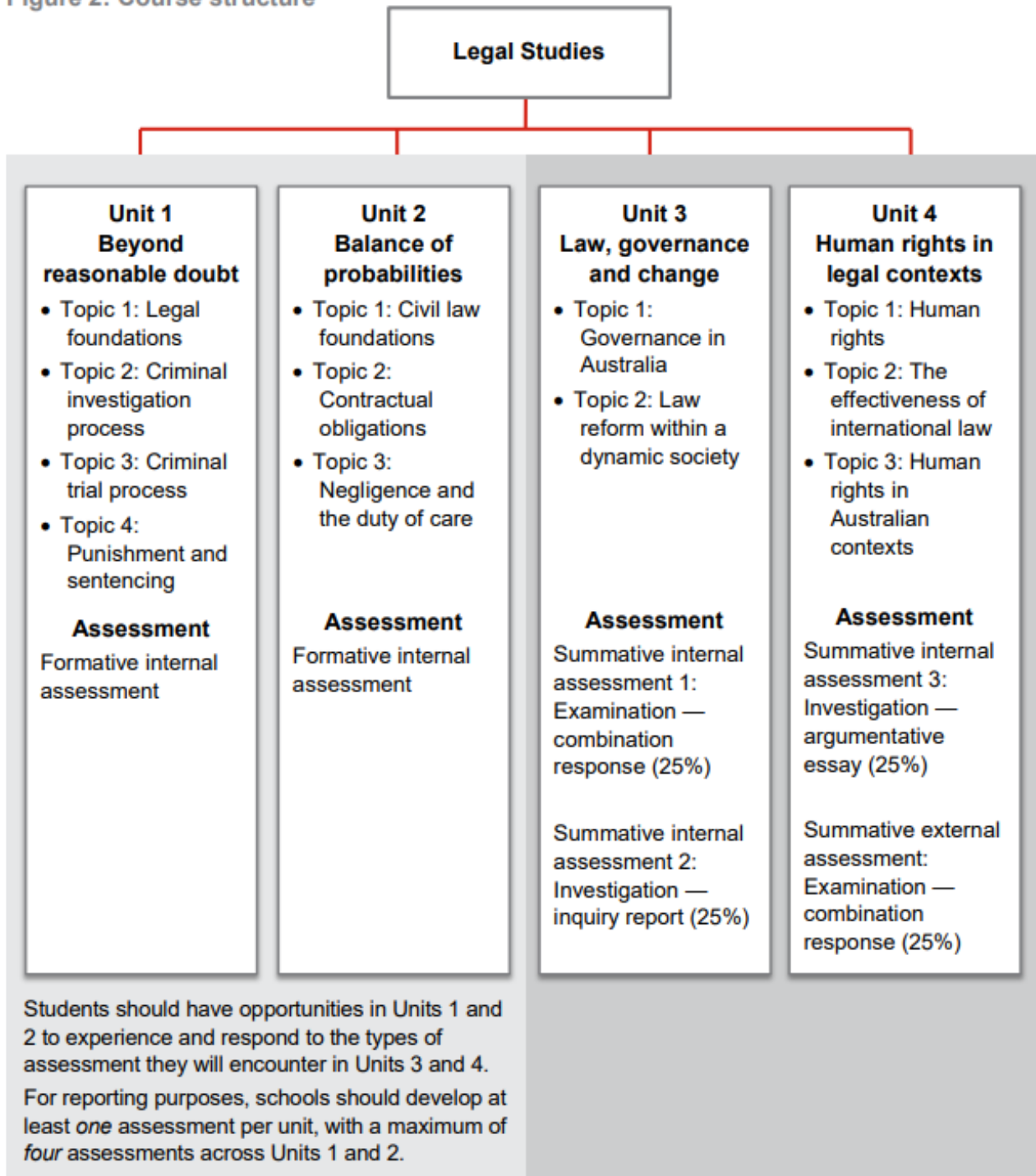
Overview - Legal Studies Syllabus

Objectives

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

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

Figure 2: Course structure



Literature (GENERAL)

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

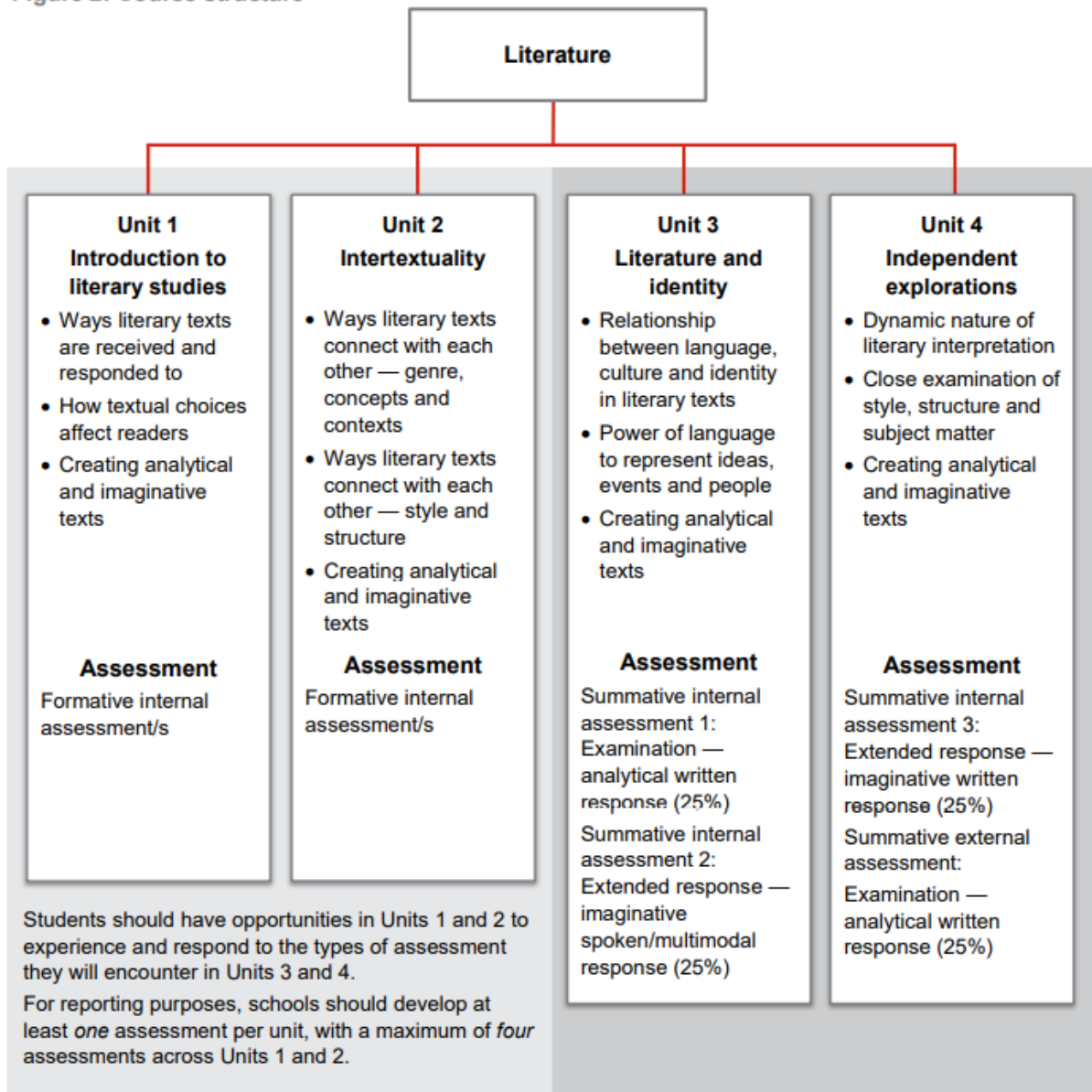
[Overview - Literature Syllabus](#)

Objectives

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

- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
- establish and maintain roles of the writer/speaker/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.

Figure 2: Course structure



General Mathematics (GENERAL)

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

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

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

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

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.

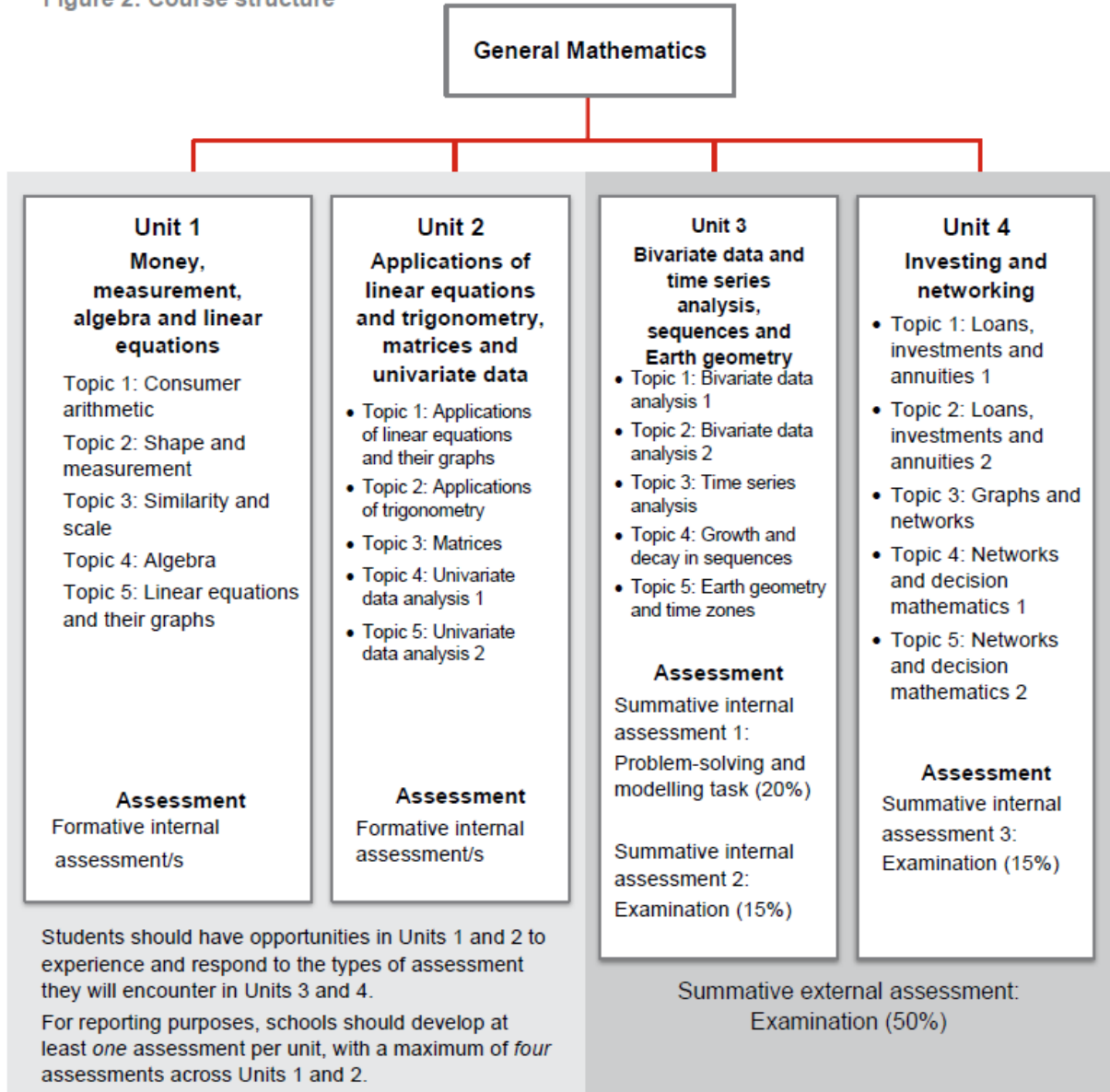
Overview - General Mathematics Syllabus

Objectives

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

- recall mathematical knowledge recognizing concepts, rules, definitions, techniques and algorithms drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices
- use mathematical knowledge, putting into effect concepts, rules, definitions, techniques and algorithms drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices, developing mathematical models where appropriate.

Figure 2: Course structure



Mathematical Methods (GENERAL)



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

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

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

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

Pathways

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

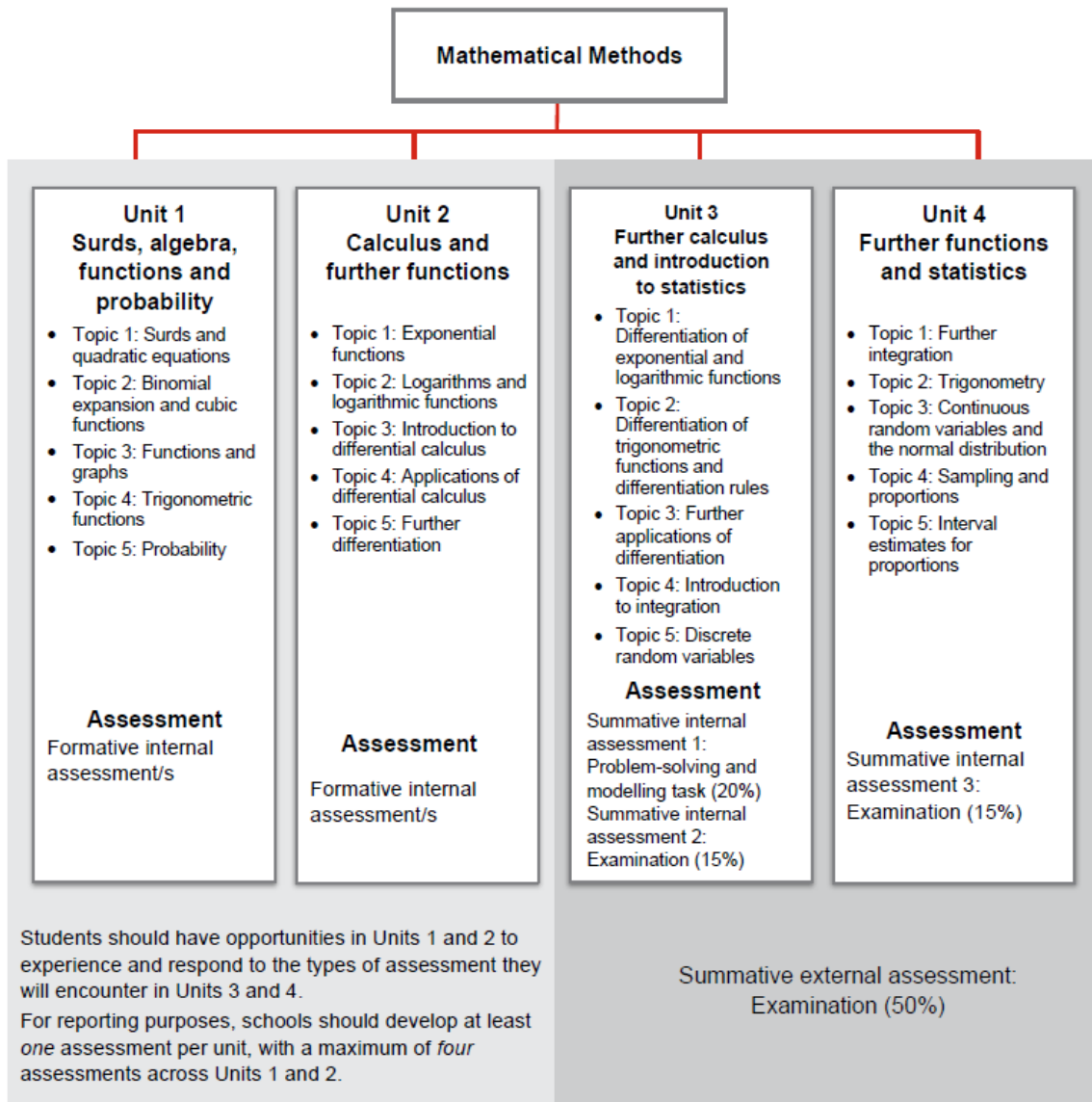
Overview - Mathematical Methods Syllabus

Objectives

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

- recall mathematical knowledge and recognize concepts, rules, definitions, techniques and algorithms drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics
- use mathematical knowledge putting into effect concepts, rules, definitions, techniques and algorithms drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics. Make decisions about technology usage and develop, refine and use mathematical models as appropriate.

Figure 2: Course structure



Specialist Mathematics (GENERAL)

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

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

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

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

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.

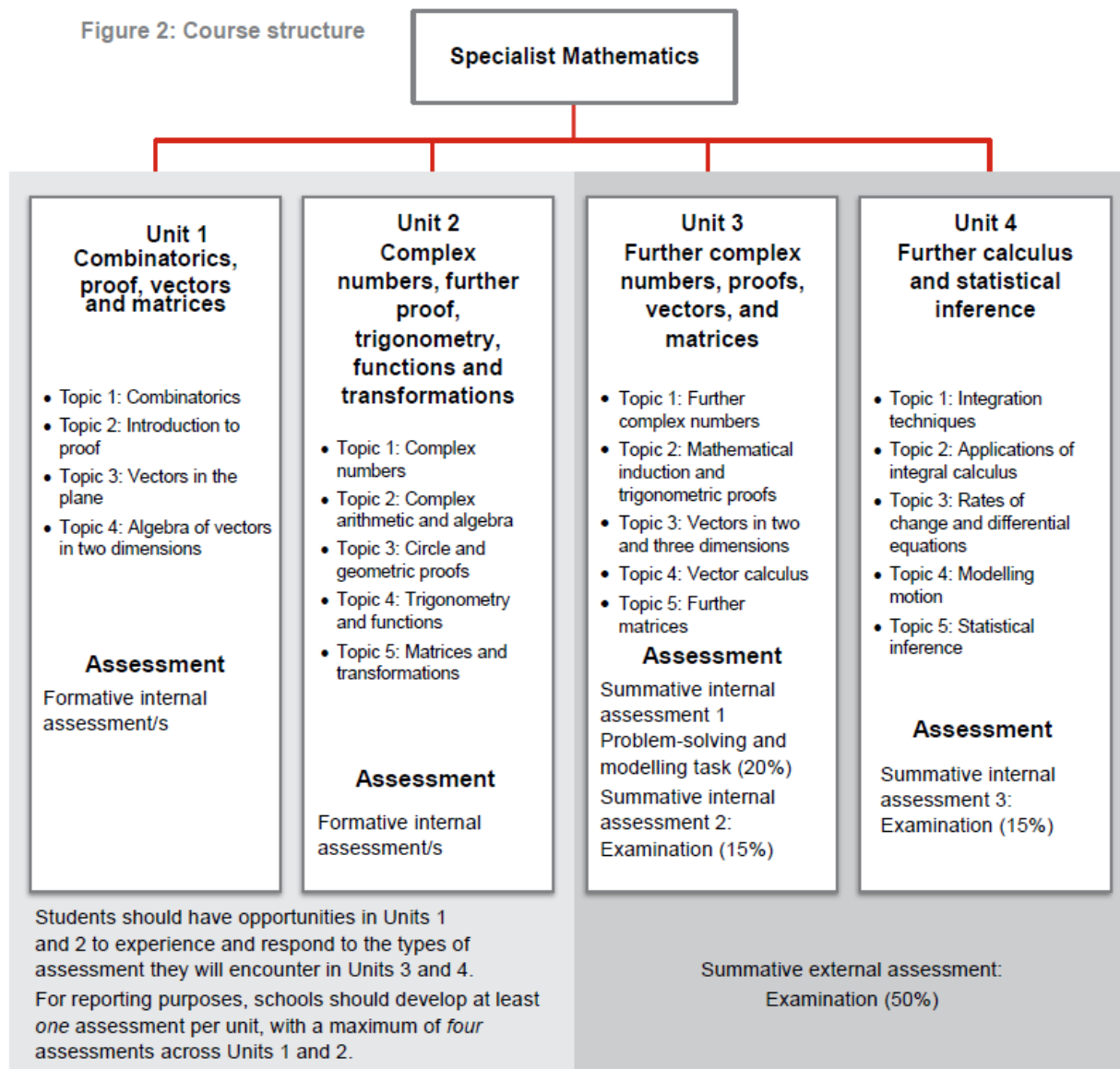
Overview - Specialist Mathematics Syllabus

Objectives

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

- recall mathematical knowledge recognizing concepts, rules, definitions, techniques and algorithms from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus
- use mathematical knowledge putting into effect relevant concepts, rules, definitions, techniques and algorithms; performing calculations with and without technology
- communicate mathematical knowledge using mathematical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions, and prove propositions by explaining mathematical reasoning
- solve mathematical problems by applying mathematical concepts and techniques drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus with and without technology. They develop, refine and use mathematical models where appropriate.

Figure 2: Course structure



Modern History (GENERAL)

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

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

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

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

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.

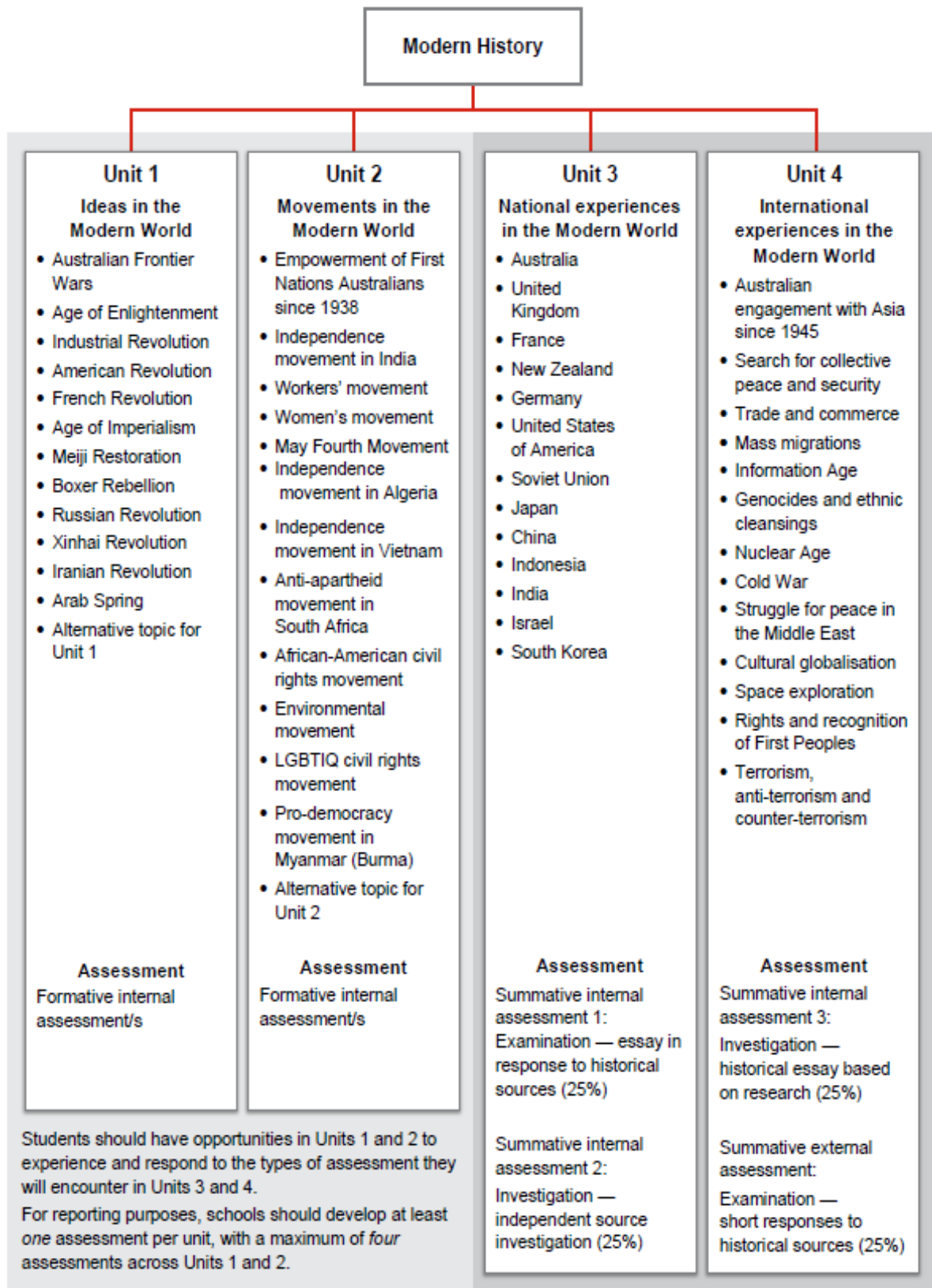
Overview - Modern History Syllabus

Objectives

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

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

Figure 2: Course structure



Music (GENERAL)

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

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

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

Pathways

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

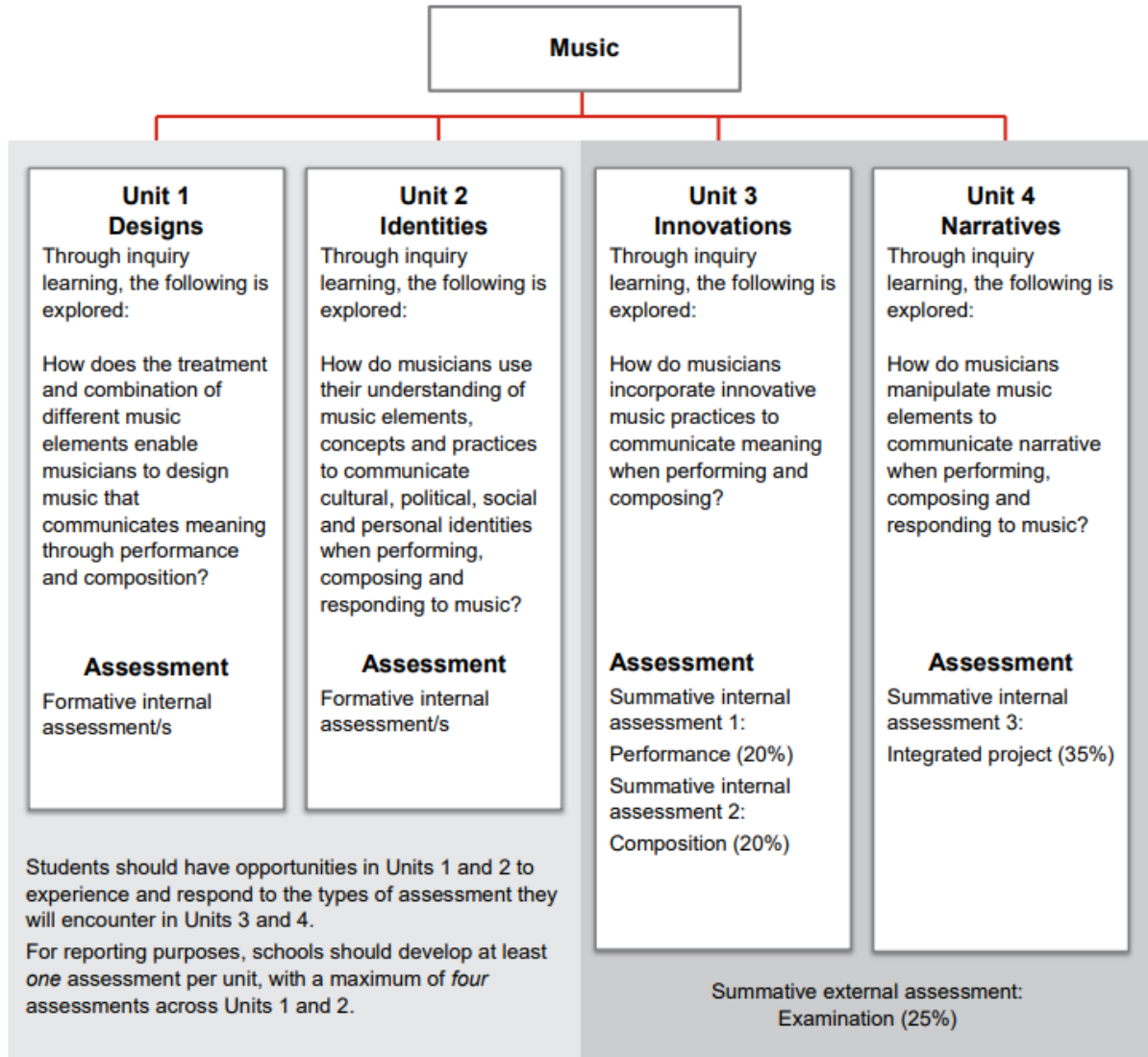
Overview - Music Syllabus

Objectives

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

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

Figure 2: Course structure



Physical Education (GENERAL)

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

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

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

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

Pathways

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

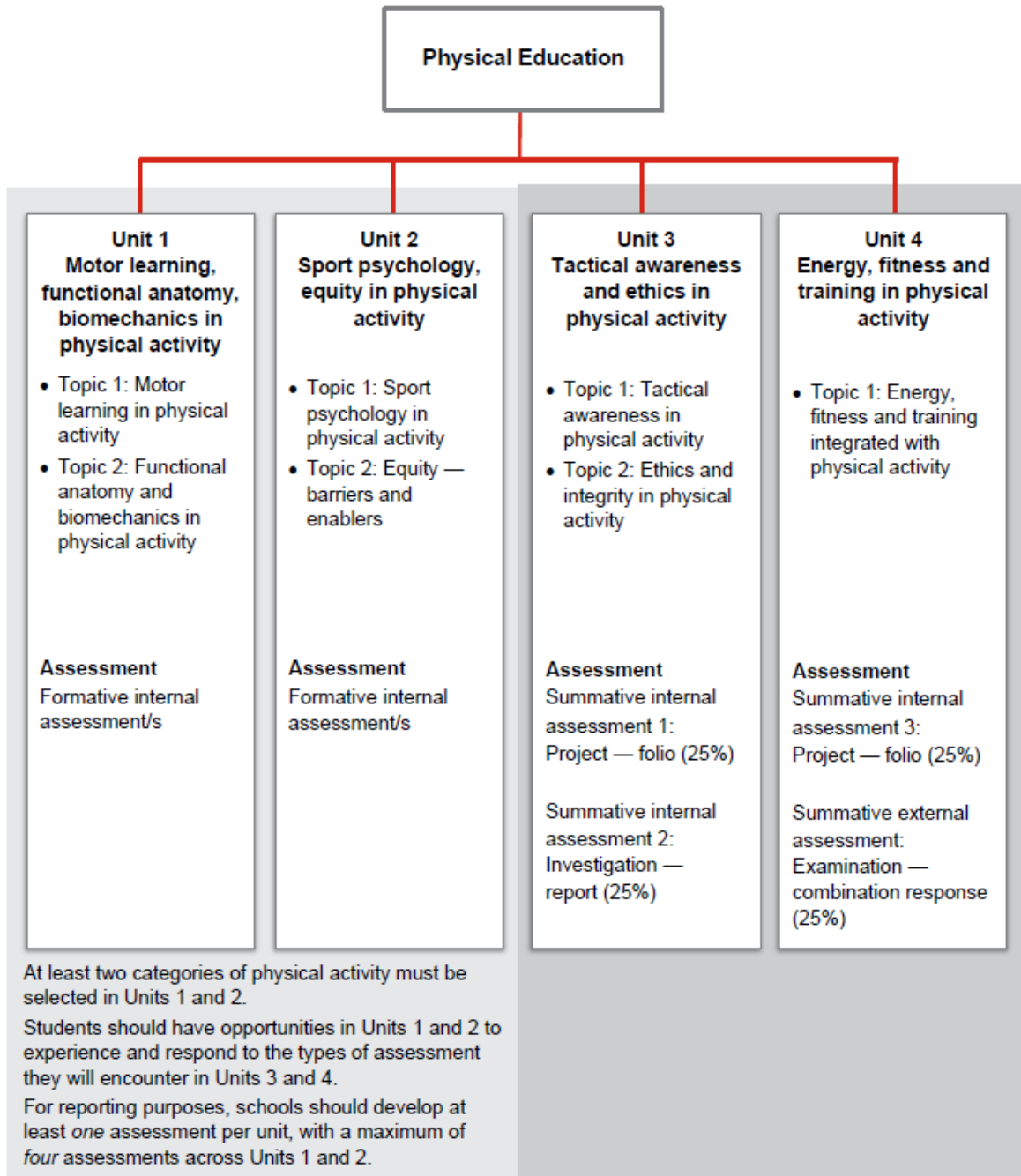
Overview - Physical Education Syllabus

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.

Figure 2: Course structure



Physics (GENERAL)

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

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

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

Pathways

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

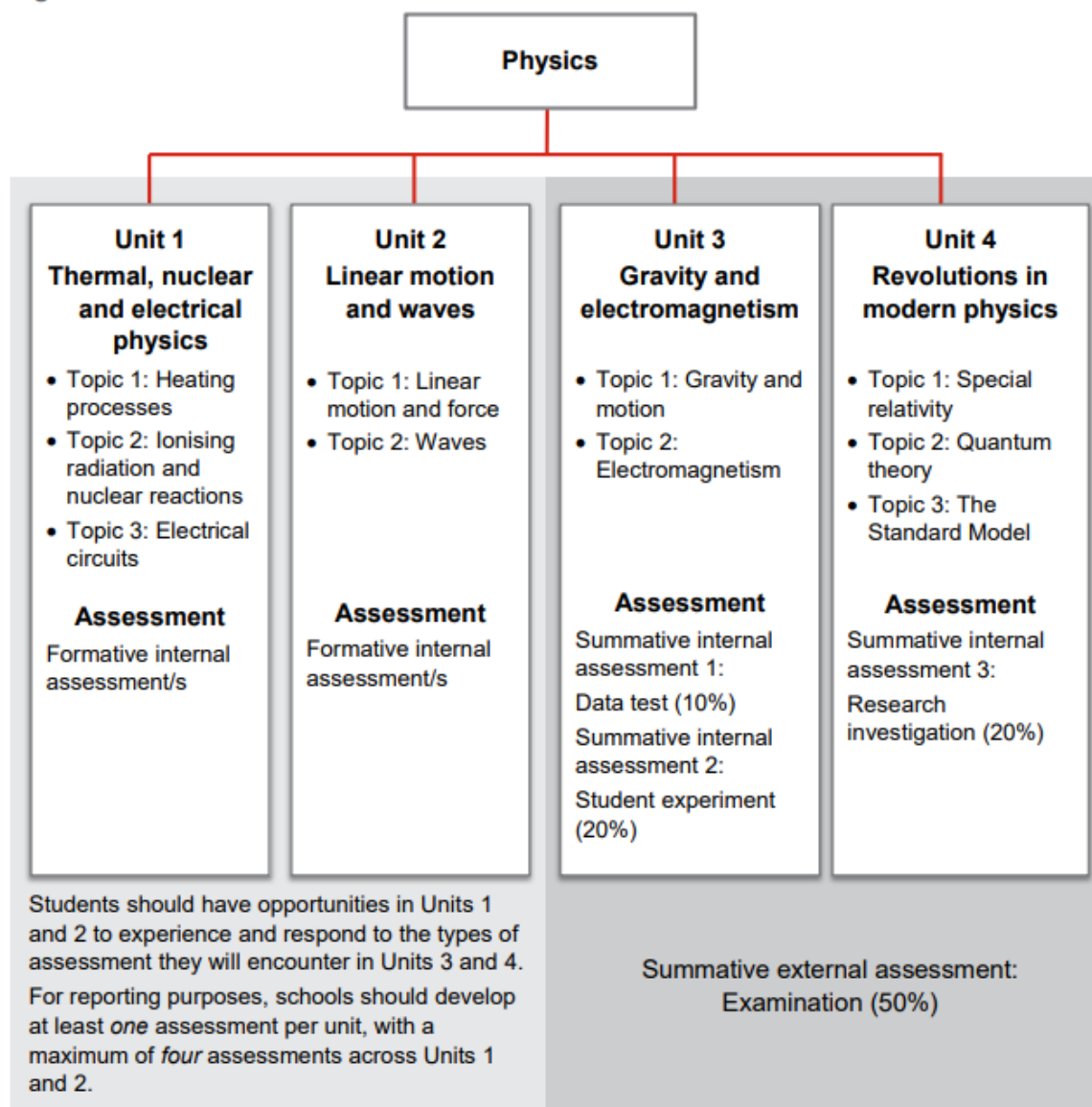
Overview - Physics Syllabus

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

Figure 2: Course structure



Psychology (GENERAL)

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

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

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

Pathways

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

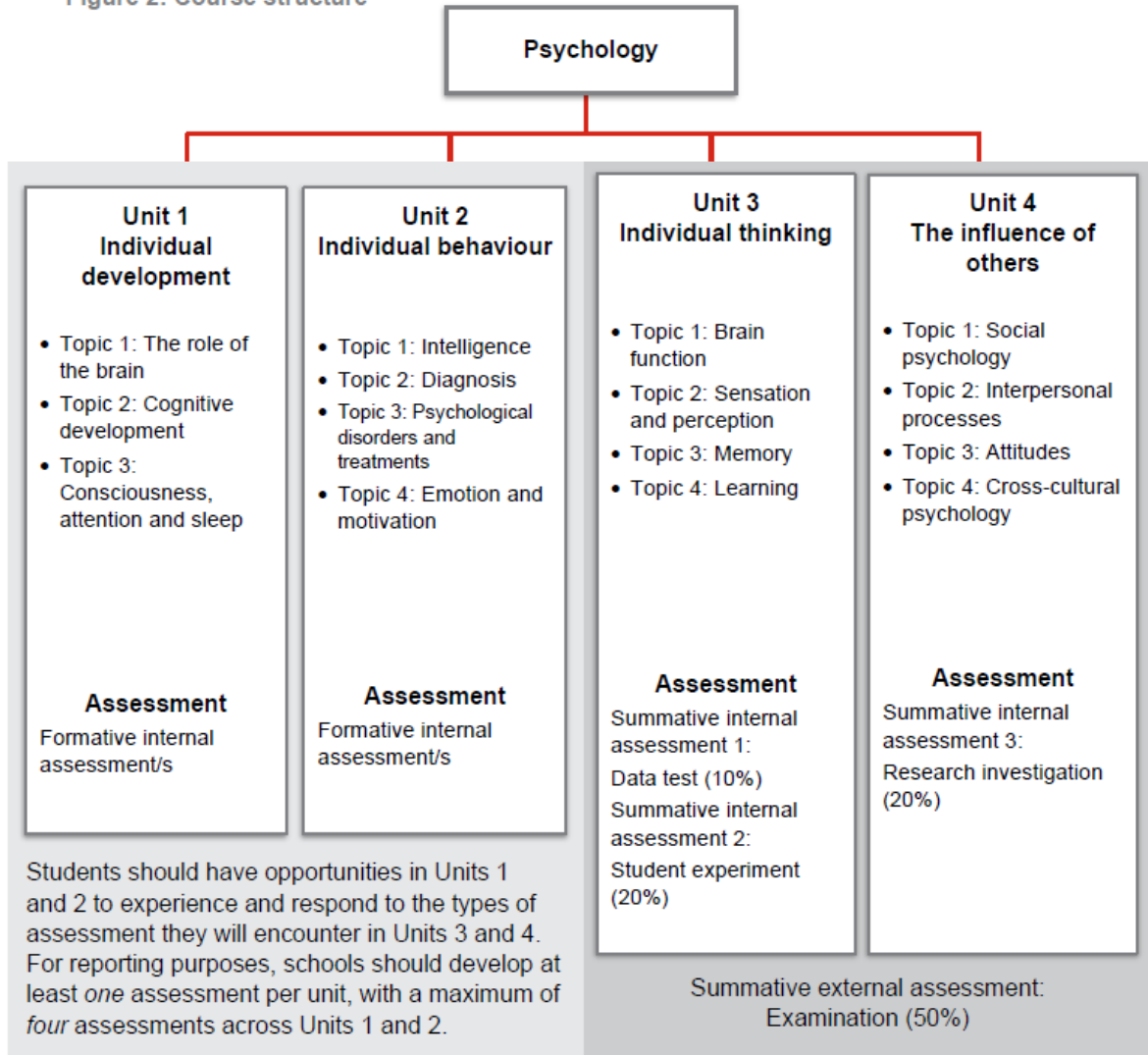
Overview - Psychology Syllabus

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

Figure 2: Course structure



Study of Religion (GENERAL)

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

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

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

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.

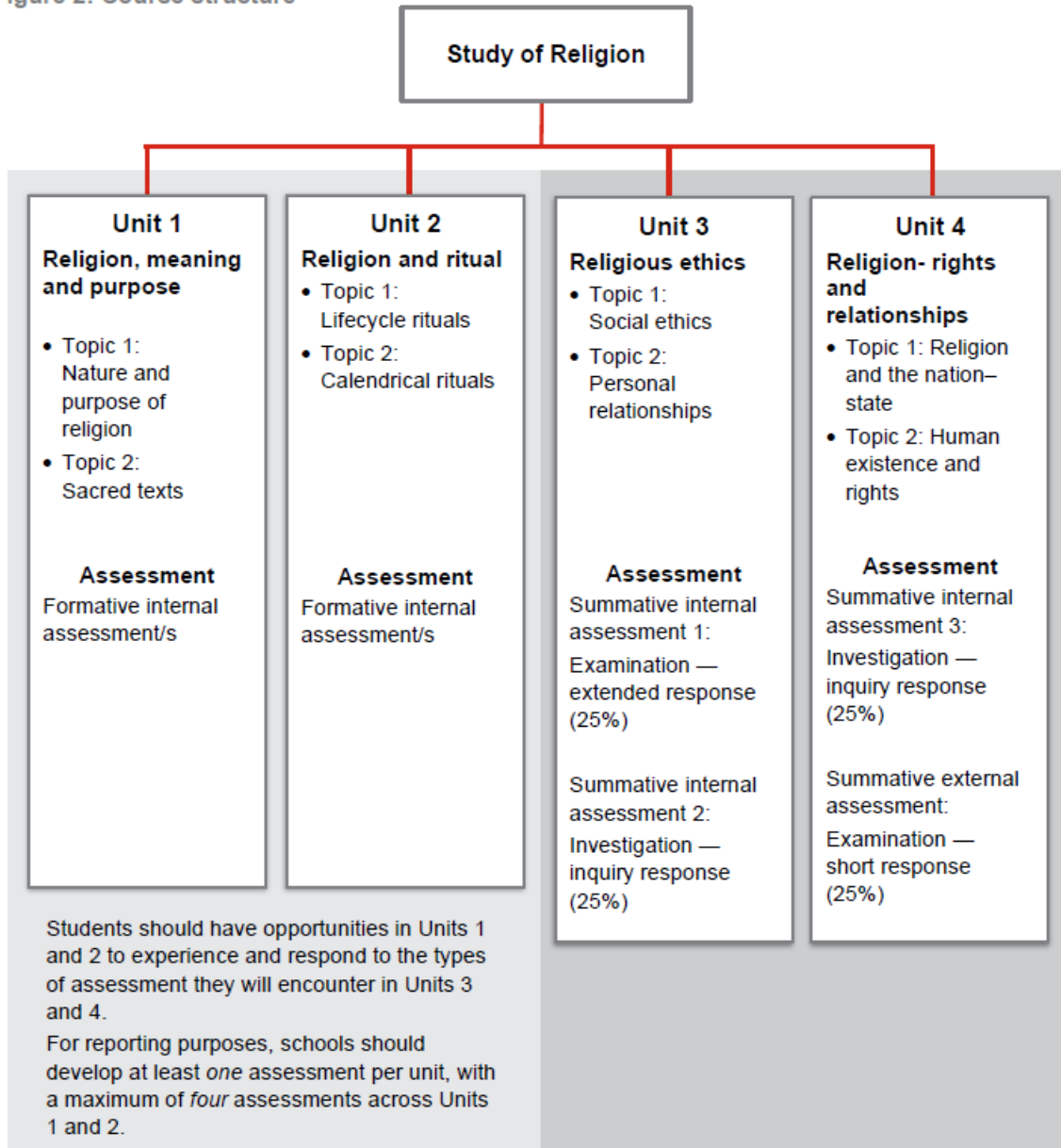
Overview - Study of Religion Syllabus

Objectives

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

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

Figure 2: Course structure



Visual Art (GENERAL)



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

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

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

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

Pathways

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

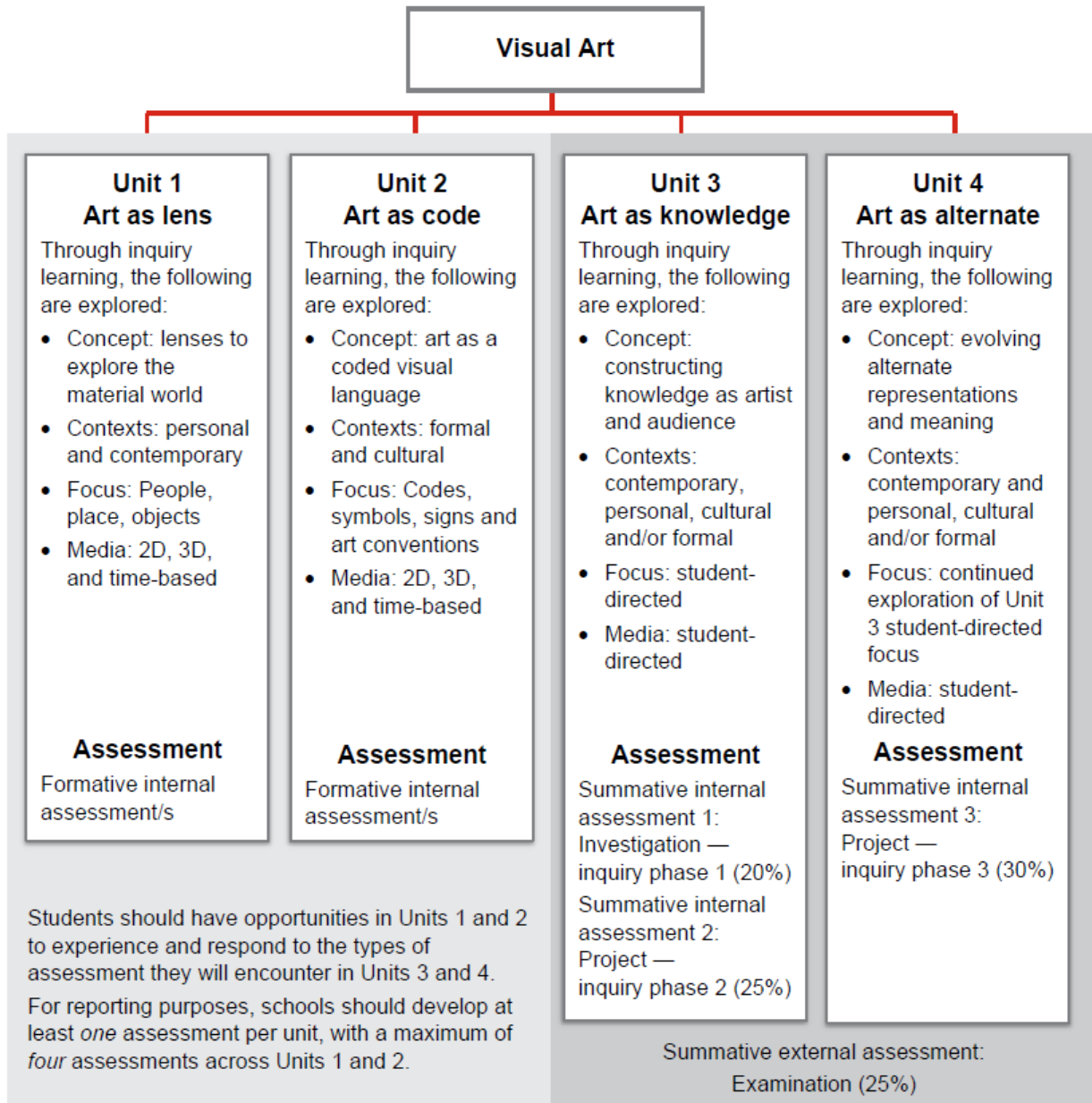
Overview - Visual Art Syllabus

Objectives

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

- implement ideas and representations
- apply literacy skills
- analyse and interpret visual language, expression and meaning in artworks and practices
- evaluate influences
- justify viewpoints
- experiment in response to stimulus
- create visual responses using knowledge and understanding of art media
- realise responses to communicate meaning.

Figure 2: Course structure



FisherONE Online Learning

The FisherONE online learning program is designed to meet the needs of BCE students who have difficulty accessing specific subjects at their current school.

Subjects are fully facilitated learning engagements that happen in conjunction with the subject choices at San Sisto College.

When students enrol in one of the FisherONE online subjects, it becomes part of their school timetable and they have specific time scheduled for the subject, just like all their other subjects.

Currently, the fee for students to study with FisherONE is \$1500 per year.

General Subjects on offer:

- Accounting
- Biology
- Business
- Design
- Digital Solutions
- Economics
- Engineering
- Food and Nutrition
- Geography
- Health
- Japanese
- Literature
- Math Methods
- Modern History
- Music
- Physics
- Specialist Mathematics
- Study of Religion


For more information on the FisherONE subject offerings, please visit their Subject Selection Handbook at


<https://www.fisherone.qld.edu.au/ArticleDocuments/1069/Student%20Subject%20Guide%202026-2027.pdf?Embed=Y>





Applied Subjects and School Based Vocational Education Qualifications at San Sisto College


Applied Subjects

 **Mathematics**
Essential Mathematics


 **English**
Essential English

 **Humanities**
Religion and Ethics

 **Technologies**
Fashion
Hospitality Practices

 **The Arts**
Media Arts in Practice
Visual Arts in Practice

Vocational Education Qualifications

 **VET Subjects**

- Diploma of Business
- Certificate IV in School Based Education Support
- Certificate IV in Justice Studies
- Certificate III in Business
- Certificate III in Health Services Assistance/Cert II in Health Support Services
- Certificate III in Fitness

Essential English (APPLIED)

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

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

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

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.

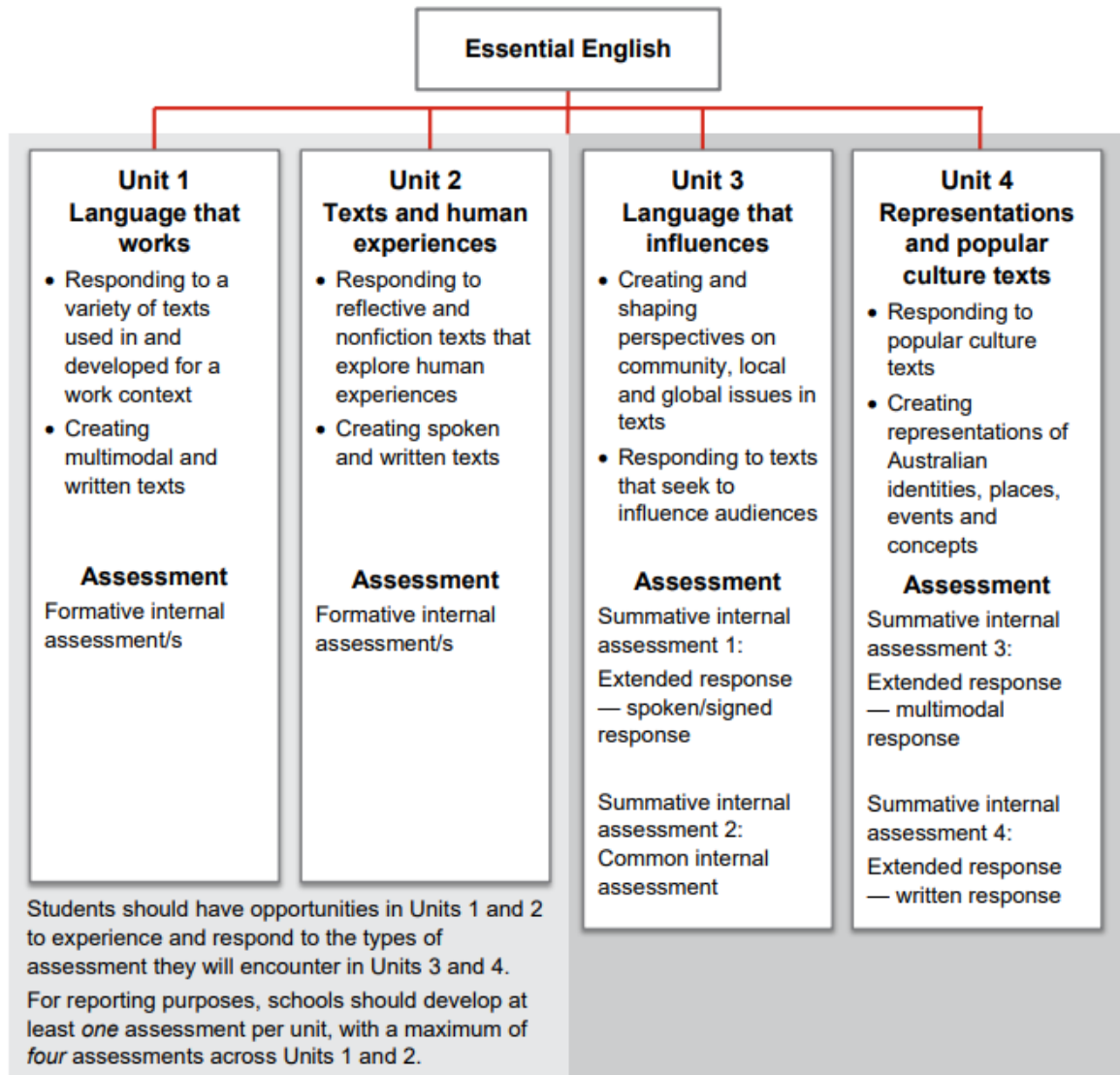
Overview - Essential English Syllabus

Objectives

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

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

Figure 2: Course structure



Essential Mathematics (APPLIED)

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

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

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

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

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.

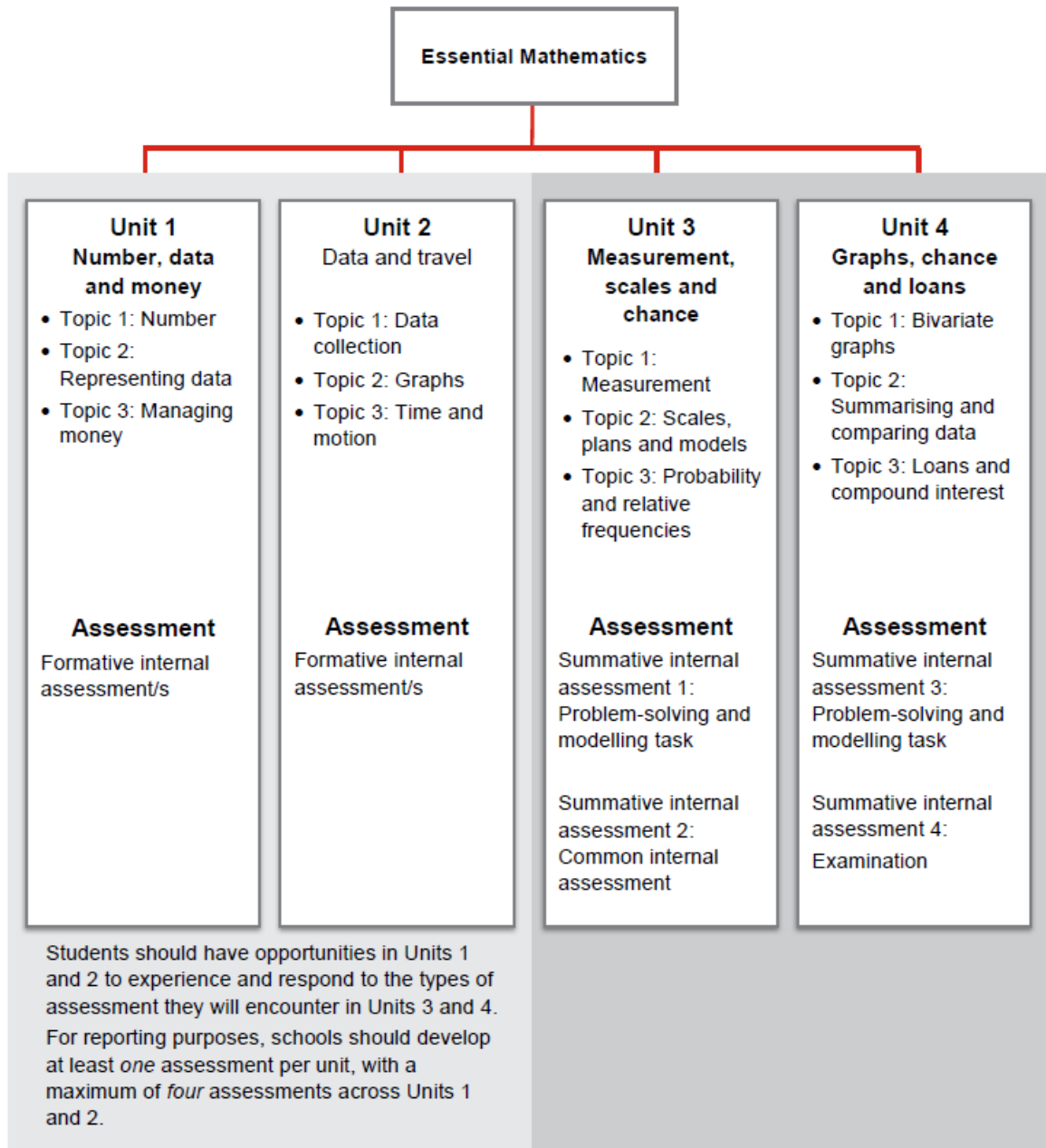
Overview - Essential Mathematics Syllabus

Objectives

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

- recall mathematical knowledge recognising concepts, rules, definitions, techniques and algorithms drawn from Number, Data, Location and time, Measurement and Finance
- use mathematical knowledge, putting into effect concepts, rules, definitions, techniques and algorithms with and without technology; drawn from Number, Data, Location and time, Measurement and Finance
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions by explaining mathematical reasoning
- solve problems by applying mathematical concepts, techniques and technology drawn from Number, Data, Location and time, Measurement and Finance.

Figure 2: Course structure



Fashion (APPLIED)

Fashion explores what underpins fashion culture, technology and design. Students use their imaginations to create, innovate and express themselves and their ideas, and to design and produce design solutions in a range of fashion contexts.

Students learn to appreciate the design aesthetics of others while developing their own personal style and aesthetic. They explore contemporary and historical fashion culture; learn to identify, understand and interpret fashion trends; and examine how the needs of different markets are met.

Students engage in a design process to plan, generate and produce fashion items. They investigate textiles and materials and their characteristics and how these qualities impact on their end use. They experiment with combining textiles and materials and how to make and justify aesthetic choices. They investigate fashion merchandising and marketing, the visual literacies of fashion and become discerning consumers of fashion while appraising and critiquing fashion items and trends as well as their own products.

Pathways

A course of study in Fashion can establish a basis for further education and employment in the fields of design, personal styling, costume design, production manufacture, merchandising, and retail.

Overview - Fashion Syllabus

Objectives

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

- Demonstrate practices, skills and processes
- Interpret briefs
- Select practices, skills and procedures
- Sequence processes
- Evaluate skills, procedures and products
- Adapt production plans, techniques and procedures

Structure

The Fashion course contains six unit options from which the schools decided which 4 units they will deliver (must allocate the options below into Units 1 – 4).

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

Assessment

For Fashion, assessment from Units 3 and 4 is used to determine the student’s exit result, and consists of four instruments from whichever unit options are allocated to Units 3 & 4.

Unit Option A	Unit Option B	Unit Option C	Unit Option D	Unit Option E	Unit Option F
Project Response requirements: <ul style="list-style-type: none"> • Fashion garments inspired by a designer • Planning and evaluation: multimodal 	Practical demonstration Response requirements: <ul style="list-style-type: none"> • Fashion drawings inspired by historical fashion influences • Planning and evaluation: multimodal 	Project Response requirements: <ul style="list-style-type: none"> • Fashion garments upcycled from preloved garments • Planning and evaluation: multimodal 	Practical demonstration Response requirements: <ul style="list-style-type: none"> • Fashion collection • Planning and evaluation: multimodal 	Project Response requirements: <ul style="list-style-type: none"> • Fashion garments in response to an emerging fashion trend • Planning and evaluation: multimodal 	Project Response requirements: <ul style="list-style-type: none"> • Adornment items for a specific client • Planning and evaluation: multimodal
Practical demonstration Response requirements: <ul style="list-style-type: none"> • Outfit design inspired by the environment • Planning and evaluation: multimodal 	Project Response requirements: <ul style="list-style-type: none"> • Fashion garments inspired by historical influences • Planning and evaluation: multimodal 	Practical demonstration Response requirements: <ul style="list-style-type: none"> • Awareness campaign promoting sustainable fashion practices • Planning and evaluation: multimodal 	Project Response requirements: <ul style="list-style-type: none"> • Fashion garments that are part of a fashion collection • Planning and evaluation: multimodal 	Practical demonstration Response requirements: <ul style="list-style-type: none"> • Marketing campaign for specific fashion products • Planning and evaluation: multimodal 	Practical demonstration Response requirements: <ul style="list-style-type: none"> • Fashion drawings for an adornment extension line of items • Planning and evaluation: multimodal

Hospitality Practices (APPLIED)

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

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

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

Pathways

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

Overview - Hospitality Practices Syllabus

Objectives

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

- Demonstrate practices, skills and processes
- Interpret briefs
- Select practices, skills and procedures
- Sequence processes
- Evaluate skills, procedures and products
- Adapt production plans, techniques and procedures

Structure

The Hospitality Practices course contains six unit options from which the schools decided which 4 units they will deliver (must allocate the options below into Units 1 – 4).

Unit Option A	Unit Option B	Unit Option C	Unit Option D	Unit Option E	Unit Option F
Culinary trends	Bar and barista basics	In-house dining	Casual dining	Formal dining	Guest services

Assessment

For Hospitality Practices, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments from whichever unit options are allocated to Units 3 & 4.

Unit Options A, B, C, D and E	Unit Option F
<p>Practical Demonstration</p> <p>Response requirements:</p> <ul style="list-style-type: none"> • Practical demonstration: menu item • Planning and evaluation: multimodal 	<p>Investigation</p> <p>Response requirements:</p> <ul style="list-style-type: none"> • One of the following: <ul style="list-style-type: none"> – Multimodal – Written (up to 1000 words)
<p>Project</p> <p>Response requirements:</p> <ul style="list-style-type: none"> • Practical demonstration: delivery of event • Planning and evaluation: multimodal 	<p>Project</p> <p>Response requirements:</p> <ul style="list-style-type: none"> • Practical demonstration: delivery of event <ul style="list-style-type: none"> – Planning and evaluation: multimodal

Media Arts in Practice (APPLIED)



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

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

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

Pathways

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

Overview - Media Arts in Practice Syllabus

Objectives

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

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

Structure

The Media Arts in Practice course contains four units from which the schools decided which order to deliver (must allocate the options below into Units 1 – 4).

Unit Option A	Unit Option B	Unit Option C	Unit Option D
Personal viewpoints	Representations	Community	Persuasion

Assessment

For Media Arts in Practice, assessment from Units 3 and 4 is used to determine the student’s exit result, and consists of four instruments from whichever unit options are allocated to Units 3 & 4.

Unit Option A	Unit Option B	Unit Option C	Unit Option D
<p>Project</p> <p>Response requirements:</p> <ul style="list-style-type: none"> design products <ul style="list-style-type: none"> variable depending on selected pre-production format and length or requirements of media artwork Planning and evaluation <p>One of the following:</p> <ul style="list-style-type: none"> Multimodal Written (up to 600 words) Spoken (up to 4 mins) 	<p>Project</p> <p>Response requirements:</p> <ul style="list-style-type: none"> design products <ul style="list-style-type: none"> variable depending on selected pre-production format and length or requirements of media artwork Planning and evaluation <p>One of the following:</p> <ul style="list-style-type: none"> Multimodal Written (up to 600 words) Spoken (up to 4 mins) 	<p>Project</p> <p>Response requirements:</p> <ul style="list-style-type: none"> design products <ul style="list-style-type: none"> variable depending on selected pre-production format and length or requirements of media artwork Planning and evaluation <p>One of the following:</p> <ul style="list-style-type: none"> Multimodal Written (up to 600 words) Spoken (up to 4 mins) 	<p>Project</p> <p>Response requirements:</p> <ul style="list-style-type: none"> Design pitch <p>One of the following:</p> <ul style="list-style-type: none"> Multimodal Written (up to 400 words) Spoken (up to 3 mins) <ul style="list-style-type: none"> Evaluation of pitch <p>One of the following:</p> <ul style="list-style-type: none"> Multimodal Written (up to 200 words) Spoken (up to 1.5 mins)
<p>Media Artwork</p> <p>Response requirements:</p> <ul style="list-style-type: none"> Media artwork <p>One of the following:</p> <ul style="list-style-type: none"> Audio (up to 3 mins) Moving image (up to 3 mins) Still image (up to 4 media artworks) 	<p>Media Artwork</p> <p>Response requirements:</p> <ul style="list-style-type: none"> Media artwork <p>One of the following:</p> <ul style="list-style-type: none"> Audio (up to 3 mins) Moving image (up to 3 mins) Still image (up to 4 media artworks) 	<p>Media Artwork</p> <p>Response requirements:</p> <ul style="list-style-type: none"> Media artwork <p>One of the following:</p> <ul style="list-style-type: none"> Audio (up to 3 mins) Moving image (up to 3 mins) Still image (up to 4 media artworks) 	<p>Media Artwork</p> <p>Response requirements:</p> <ul style="list-style-type: none"> Media artwork <p>One of the following:</p> <ul style="list-style-type: none"> Audio (up to 3 mins) Moving image (up to 3 mins) Still image (up to 4 media artworks)

Religion & Ethics (APPLIED)

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

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

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

Pathways

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

Overview - Religion and Ethics Syllabus

Objectives

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

- 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

The Religion and Ethics course contains six unit options from which the schools decided which 4 units they will deliver (must allocate the options below into Units 1 – 4).

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

Assessment

For Religion and Ethics, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments from whichever unit options are allocated to Units 3 & 4.

Unit Options A and C	Unit Options B and D	Unit Option E	Unit Option F
<p>Investigation Response requirements:</p> <ul style="list-style-type: none"> • One of the following: <ul style="list-style-type: none"> – Multimodal – Written (up to 1000 words) – Spoken (up to 7 mins) 	<p>Extended Response Response requirements:</p> <ul style="list-style-type: none"> • One of the following: <ul style="list-style-type: none"> – Multimodal – Written (up to 1000 words) – Spoken (up to 7 mins) 	<p>Extended Response Response requirements:</p> <ul style="list-style-type: none"> • One of the following: <ul style="list-style-type: none"> – Multimodal – Written (up to 1000 words) – Spoken (up to 7 mins) 	<p>Investigation Response requirements:</p> <ul style="list-style-type: none"> • One of the following: <ul style="list-style-type: none"> – Multimodal – Written (up to 1000 words) – Spoken (up to 7 mins)
<p>Project Response requirements:</p> <ul style="list-style-type: none"> • Product <p>One of the following:</p> <ul style="list-style-type: none"> – Multimodal – Written (up to 600 words) – Spoken (up to 4 mins) <ul style="list-style-type: none"> • Evaluation <p>One of the following:</p> <ul style="list-style-type: none"> – Multimodal – Written (up to 400 words) – Spoken (up to 3 mins) 	<p>Project Response requirements:</p> <ul style="list-style-type: none"> • Social justice action plan (B)/ Product (D) <p>One of the following:</p> <ul style="list-style-type: none"> – Multimodal – Written (up to 600 words) – Spoken (up to 4 mins) <ul style="list-style-type: none"> • Evaluation <p>One of the following:</p> <ul style="list-style-type: none"> – Multimodal – Written (up to 400 words) – Spoken (up to 3 mins) 	<p>Project Response requirements:</p> <ul style="list-style-type: none"> • Community awareness campaign <p>One of the following:</p> <ul style="list-style-type: none"> – Multimodal – Written (up to 600 words) – Spoken (up to 4 mins) <ul style="list-style-type: none"> • Evaluation <p>One of the following:</p> <ul style="list-style-type: none"> – Multimodal – Written (up to 400 words) – Spoken (up to 3 mins) 	<p>Project Response requirements:</p> <ul style="list-style-type: none"> • Product <p>One of the following:</p> <ul style="list-style-type: none"> – Multimodal – Written (up to 600 words) – Spoken (up to 4 mins) <ul style="list-style-type: none"> • Evaluation <p>One of the following:</p> <ul style="list-style-type: none"> – Multimodal – Written (up to 400 words) – Spoken (up to 3 mins)

Visual Arts in Practice (APPLIED)

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

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

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

Pathways

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

Overview - Visual Arts in Practice Syllabus

Objectives

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

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

Structure

The Visual Arts in Practice course contains four units from which the schools decided which order to deliver (must allocate the options below into Units 1 – 4).

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

Assessment

For Visual Arts in Practice, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments from whichever unit options are allocated to Units 3 & 4.

Unit Option A	Unit Option B	Unit Option C	Unit Option D
<p>Project Response requirements:</p> <ul style="list-style-type: none"> • experimental folio <ul style="list-style-type: none"> – up to 8 experimental artworks – 2D, 3D, digital and/or time based • Planning and evaluation <ul style="list-style-type: none"> – One of the following: – Multimodal – Written (up to 600 words) – Spoken (up to 4 mins) 	<p>Project Response requirements:</p> <ul style="list-style-type: none"> • experimental folio <ul style="list-style-type: none"> – up to 4 artworks – 2D, 3D, digital and/or time based • Planning and evaluation <ul style="list-style-type: none"> – One of the following: – Multimodal – Written (up to 600 words) – Spoken (up to 4 mins) 	<p>Project Response requirements:</p> <ul style="list-style-type: none"> • Design proposal <ul style="list-style-type: none"> – up to 4 prototype artworks – Multimodal • Planning and evaluation <ul style="list-style-type: none"> – One of the following: – Multimodal – Written (up to 600 words) – Spoken (up to 4 mins) 	<p>Project Response requirements:</p> <ul style="list-style-type: none"> • Folio of stylistic experiments <ul style="list-style-type: none"> – up to 8 experimental artworks – 2D, 3D, digital and/or time based • Planning and evaluation <ul style="list-style-type: none"> – One of the following: – Multimodal – Written (up to 600 words) – Spoken (up to 4 mins)
<p>Resolved Artwork Response requirements:</p> <ul style="list-style-type: none"> • Resolved artwork <ul style="list-style-type: none"> – up to 4 artworks – 2D, 3D, digital and/or time based 	<p>Resolved Artwork Response requirements:</p> <ul style="list-style-type: none"> • Resolved artwork <ul style="list-style-type: none"> – up to 4 artworks – 2D, 3D, digital and/or time based 	<p>Resolved Artwork Response requirements:</p> <ul style="list-style-type: none"> • Resolved artwork <ul style="list-style-type: none"> – up to 4 artworks – 2D, 3D, digital and/or time based 	<p>Resolved Artwork Response requirements:</p> <ul style="list-style-type: none"> • Resolved artwork <ul style="list-style-type: none"> – up to 4 artworks – 2D, 3D, digital and/or time based

VOCATIONAL EDUCATION PROGRAM

At San Sisto College, we have an integrated studies program which incorporates General subjects, Applied subjects, Vocational Education and Training Certificates, TAFE and external study, traineeships and apprenticeships. Students have many options when it comes to choosing the pathway that best suits them.

WHY STUDY A VOCATIONAL EDUCATION QUALIFICATION?

Vocational Education and Training (VET) helps Year 11 and Year 12 students in their transition from school to work. It is also an alternative pathway to university entrance. It contributes to young people's chances of obtaining employment upon leaving school and offers other benefits. Recognised Vocational Education and Training allows students to reinforce and consolidate general learning in more applied contexts. In this way, our Vocational Education and Training program at San Sisto College caters for a broader range of students' learning styles.

VET potentially opens up a range of post-school further education, training and employment possibilities. Many students are able to link their study in VET qualifications with a school-based traineeship/apprenticeship whilst completing Years 11 and 12. Students may also be eligible to enrol in the TAFE at School Program run by TAFE Brisbane where students can study a Certificate qualification on campus at TAFE one day a week.

WORK PLACEMENT/WORK EXPERIENCE

Students completing some of the qualifications will undertake work placement, which complements their vocational studies and future career path. Please note that placement requirements are different across the suite of VET qualifications on offer. An outline of how many times students need to attend placement for each VET qualification is included in the individual course information following. Students are required to locate their own work placements. Once the student has found the workplace, the school will organise the insurance paperwork.

RECOGNITION OF PRIOR LEARNING

RPL recognises your current skills and knowledge obtained through other subjects; previous training; things you have learned outside school; work experiences or your part time job. If you can show that you have the skills described in the units of competency of any VET qualification through activities undertaken at work, home or elsewhere, you may not have to do prove competence again. With the assistance of your teacher in this subject you can apply for recognition of your prior learning.

'Recognition of Prior Learning' application forms and checklists are available from the Program Leader – VET. Students may be asked to attend a meeting to discuss the details of their application. If a student thinks they may be eligible for RPL they can apply at any time during the course and have their current skills recognised.

From a QCE perspective, RPL should be viewed in light of the QCAA policy regarding duplication of learning: [2.3 Additional VET QCE credit rules | Queensland Curriculum and Assessment Authority \(qcaa.qld.edu.au\)](https://www.qcaa.qld.edu.au/resources/curriculum/2-3-additional-vet-qce-credit-rules)

THE ROLE OF VET QUALIFICATIONS IN APPLYING FOR TERTIARY COURSES

Some Universities will accept VET qualifications (Cert III or higher) as a pathway into a range of University courses. Individual universities will publish which courses VET qualification can be used for entry. Please note that some universities won't accept a VET qualification for entry. Students are reminded that VET qualifications of Certificate III and above can be utilised within an ATAR calculation under a "4 + 1" enrolment pattern.

POST SCHOOL PATHWAYS

For students who do not wish to go to University immediately upon leaving Year 12, VET courses can provide a wide range of attractive options.

- Entry-level employment.
- You may enrol in a Cert IV or Diploma course at TAFE which leads to further employment opportunities or University entry.
- You may enrol in a Dual Award course at TAFE which transitions you from a Diploma to a University Degree after 6 months to 1 year (depending on the course).
- You may consider furthering traineeship opportunities by converting your existing traineeship into full time employment.

OTHER NOTES

The VET qualifications on offer are designed to be completed during Year 11 and 12. Due to some circumstances i.e. enrolling late into the course, not completing course requirements etc, students are not guaranteed the completed qualification but may receive a Statement of Attainment for the units of competency they have completed. Gaining a VET Qualification will also not guarantee employment in the industry.

VOCATIONAL EDUCATION FEE SCHEDULE

All the school-based VET qualifications are run by external Registered Training Organisations (RTOs) and include an RTO fee. Please see the table below for a summary of the costs of each course.

Some Certificate II courses are free under the Queensland Government VETiS funding scheme. To be eligible for VETiS funding, a student must meet the following criteria:

- Be an Australian Citizen, Permanent Resident or NZ Citizen
- Permanently reside in Queensland
- Be currently enrolled in Secondary School in Years 10, 11 or 12
- Have never previously completed a Cert II level qualification under VETiS funding (VETiS funding can only be accessed once).

Qualification	Cost with VETiS funding	Cost without VETiS funding	Method of payment
Diploma of Business		\$2700 (add \$100 extra if paying via monthly payment plan)	Invoiced directly by RTO Barrington College at the start of the course
Cert IV in School Based Education Support		\$990	Invoiced directly by RTO Adapt Education at the start of the course
Cert IV in Justice Studies		\$750	Invoiced directly by RTO Unity College at enrolment
Cert III in Business		\$395	Added to Term 1, Yr 11 school fees
Cert III in Health Services Assistance/Cert II in Health Support Services	\$399	\$1899	Added to Term 3, Yr 11 school fees if VETiS funded, or if not VETiS funded, added to Term 1, Yr 11 school fees
Cert III in Fitness		\$600	Invoiced directly by RTO Adapt Education at the start of the course



BARRINGTON COLLEGE AUSTRALIA

Course Overview

Our program enables students to achieve a nationally-accredited qualification while still at secondary school.

The BSB50120 Diploma of Business provides students with a sound overview of the business sector, and prepares them for employment opportunities across a range of business disciplines.




The Diploma can also be used as a pathway into university, and may provide academic credit towards undergraduate study.

Course delivery is flexible and students can choose to attend Diploma of Business classes at their school, at the College's Gold Coast or Brisbane campus or online.


Course Structure | 12 units

Core	5 units
BSBCRT511	Develop Critical Thinking in Others
BSBFIN501	Manage Budgets and Financial Plans
BSBOPS501	Manage Business Resources
BSBXCM501	Lead Communication in the Workplace
BSBSUS511	Develop Workplace Policies and Procedures for Sustainability
Elective	7 units
BSBHRM525	Manage Recruitment and Onboarding
BSBOPS504	Manage Business Risk
BSBPMG430	Undertake Project Work
BSBTWK503	Manage Meetings
BSBPEF502	Develop and Use Emotional Intelligence
BSBCMM411	Make Presentations
BSBMKG541	Identify and Evaluate Marketing Opportunities

Delivery Options

-  In-school workshop delivery
-  Face-to-face at a Barrington College campus
-  Online classes after school

Course Duration

-  Duration: 18 months

Course Eligibility

Students in Years 10 and 11 are eligible to apply for admission into this course with studies generally commencing in Year 11.

Course fees

Domestic students

Tuition fees: \$2,450
Enrolment fee (Non-refundable): \$250
Total: \$2,700

International students

Tuition fees: \$2,650
Enrolment fee (Non-refundable): \$300
Total: \$2,950

A monthly instalment plan is available at an additional charge of \$100.

About Us

Barrington College Australia is a leading boutique provider of vocational education, and we have been proudly delivering in-school programs since 2014.

We have a business campus in Brisbane and a purpose-built hospitality and business campus on the Gold Coast.

We currently partner with over 40 private, independent and public schools predominantly in South East Queensland, however we have students enrolled with us from throughout the State.

Why Study With Barrington College Australia?

- ✓ A recognised leader in the delivery of in-school vocational programs
- ✓ Established university pathways
- ✓ Potential academic credit towards university undergraduate degrees
- ✓ Flexible study through a cloud-based learning management system
- ✓ Qualification provides ATAR-equivalency and up to eight QCE points
- ✓ CRICOS-registered for international students
- ✓ Students can achieve a nationally-accredited vocational qualification while still at secondary school
- ✓ Personalised study experience and strong student support that includes holiday workshops

University Pathways

We have established university pathways that may provide potential academic credit towards undergraduate degrees.



Your Next Step

For further information on the Diploma of Business In-School Program, please contact your school's designated representative.

Alternatively, you can contact our Future Students Team by telephone on 07 5562 5700 or by email at schools@barringtoncollege.edu.au

Connect with us



Email: schools@barringtoncollege.edu.au | Phone: 07 5562 5700 | www.barringtoncollege.edu.au | RTO 45030 | CRICOS 03552K
Gold Coast campus: 9 Seabank Ln, Southport, QLD 4215 | Brisbane campus: Level 7, 119 Charlotte St, Brisbane City, QLD 4000

CERTIFICATE IV IN SCHOOL BASED EDUCATION SUPPORT CHC40225



KEY POINTS

- The course will create pathways to:
 - Studying an Education Degree at university and/or
 - Working as a Teacher Aide in a school
- Successful completion of the course can contribute up to a maximum of 8 Credit Points towards your Queensland Certificate of Education
- This course can contribute towards an ATAR and direct University entrance (to be determined by the Universities)
- Students will commence this course in Year 11 and will have 2 years to complete
- This Nationally Recognised course will qualify you to work as a Teacher Aide from Prep to Year 12 in a Public school, Private school or community education setting.

COURSE UNITS

Unit Code	Unit Title	
CHCEDS033	Meet legal and ethical obligations in an education environment	Core
CHCEDS047	Assist in facilitation of student learning	Core
CHCEDS051	Facilitate learning for students with disabilities	Elective
HLTWS001	Participate in work health and safety	Core
CHCEDS046	Support student literacy learning	Elective
CHCEDS045	Support student mathematics learning	Elective
CHCDIV001	Work with diverse people	Core
CHCEDS059	Contribute to the health, safety, and wellbeing of students	Core
CHCEDS058	Support the implementation of behaviour plans	Core
CHCEDS048	Work with students in need of additional learning support	Core
CHCEDS056	Provide support to students with autism spectrum disorder	Core
CHCEDS049	Supervise students outside the classroom	Core
CHCEDS054	Encourage understanding of Aboriginal and/or Torres Strait Islander Peoples cultures	Core
CHCDIS004	Communicate using augmentative and alternative communication strategies	Elective
CHCPRT025	Identify and report children and young people at risk	Core
CHCPRP003	Reflect on and improve own professional practice	Core
HLTAID012	Provide first aid in an education and care setting	Elective

DURATION

2 years

Due to the large amount of content and assessment required for this course, students have the option of studying this course over 2 lines (ie selecting 5 subjects only).

ENTRY REQUIREMENTS

Students must achieve the following minimum results in Year 10 to be eligible for this program:

- English: C+
- Math: C+

A working with children check (also known as a Blue Card in Qld) must be obtained prior to conducting your vocational placement – this will be arranged by the College.

STUDY MODE

The course consists of two key components – Theory and Practical.

Theory: The theory component is completed through **online Study**. Each student will receive a student portal that contains all course resources and assessments. Students will be allocated time in their timetable to complete the course with the support of a classroom teacher.

Practical: Students will complete at least 160 hours practical placement in a Primary School setting as part of their study. This time will be allocated one day a week during Terms 2 – 4 in Yr 11, during exam block (around scheduled exams), during the final week of school in Year 11 and at other negotiated times throughout the course (as required). Students are also required to complete a First Aid course as part of the qualification.

PAYMENT

Cost of Course: \$990 (including a \$300 non-refundable enrolment fee)

Note: Fees will be invoiced directly from the RTO and are inclusive of all mandatory course resources

PARTNERING ARRANGEMENTS

This course is offered in partnership with ADAPT EDUCATION (RTO # 32452). Adapt Education provides course resources, manages quality and compliance and issues the Certificate. All training and assessment is conducted by San Sisto College.

RTO Queries to: Adapt Education 1300 380 335 info@adapteducation.com.au

OTHER INFORMATION

The units of competencies that are studied are from the Community Services Package. The Training Package is an integrated set of nationally endorsed competency standards, assessment guidelines and Australian Qualifications Framework specific to the community services industry. Further information regarding this qualification can be found at <https://training.gov.au/training/details/CHC40225/>



CERTIFICATE IV in Justice Studies (10971NAT)

(RTO – Professional Investigators College of Australasia (PICA) - 40789)

Certificate IV in Justice Studies	Duration:	2 years
Qualification description:	<p>Certificate IV in Justice Studies is a nationally 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.</p> <p>Aims: The Certificate IV in Justice Studies course is designed to</p> <ul style="list-style-type: none"> • Provide students with a broad understanding of the justice system • Develop the personal skills and knowledge that underpin employment in the justice system. 	
Entry requirements:	<p>Academic - There are no formal entry requirements for this course. It is recommended that students have a pass in Year 10 English to demonstrate sufficient spoken and written comprehension to successfully complete all study and assessment requirements.</p> <p>Attitude – students need to demonstrate independent learning skills</p> <p>Students are required to undertake an LLN and Digital Literacy testing to determine suitability and any support needs.</p>	
Qualification packaging rules:	<p>To attain this certificate, 10 units of competency (6 core and 4 elective) must be completed.</p>	
Units of Competency delivered:	<ol style="list-style-type: none"> 1. NAT10971001 Provide information and referral advice on justice-related issues 2. NAT10971002 Prepare documentation for court proceedings 3. NAT10971003 Analyse social justice issues 4. BSBXCM401 Apply communication strategies in the workplace 5. PSPREG033 Apply Regulatory Powers 6. BSBLEG421 Apply understanding of the Australian Legal System 7. PSPREG035 Produce formal record of interview 8. PSPREG010 Prepare a brief of evidence 9. PSPLEG006 Encourage compliance with legislation in public sector 10. PSPETH007 Uphold and support the values and principles of public service 	
Learning experiences:	<p>Content is delivered in a classroom environment through Legal Studies/Certificate IV in Justice Studies classes or via independent study in Study Lines at school. Course content is provided by the trainer and assessor. This can be in the format of online reading and activities, video/face-to-face workshops.</p> <p>Technology required: access to the internet</p>	
Assessment:	<p>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.</p>	
Pathways:	<p>The Certificate IV in Justice Studies is recommended for students looking to gain employment or further study opportunities 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.</p>	
Course Costs:	<p>\$750 up-front fee (current at 30th April 2026)</p>	
Further information	<p>Refund Policy: Please refer to the Student Handbook on the PICA website for the refund policy. Please note: Partial refunds will only be issued for extenuating circumstances at the discretion of the PICA CEO. A refund fee will be applied as an administration fee for requests for refund that are approved by PICA.</p>	

2027 EDITION BSB30120 CERTIFICATE III IN BUSINESS

Binnacle Training (RTO Code 31319)

HOW DOES IT WORK

This qualification reflects the role of individuals in a variety of Business Services job roles.

The program will be delivered through class-based tasks as well as both simulated and real business environments at the school - involving the delivery of a range of projects and services within the school community.

This program also includes the following:

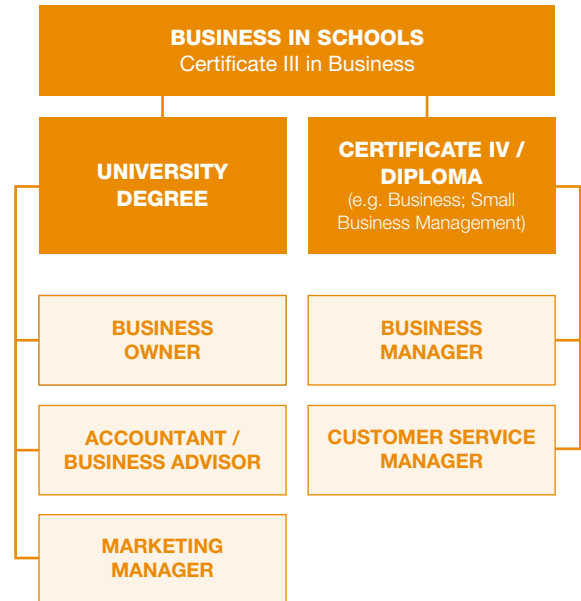
- › Student opportunities to design for a new product or service as part of our (non-accredited) Entrepreneurship Project - Binnacle Boss
- › Students examine business opportunities and participate in an Industry discovery

An excellent work readiness program where students develop a range of essential workplace skills.

SKILLS ACQUIRED

- › Leadership, innovation and creative thinking
- › Customer service and teamwork
- › Inclusivity and effective communication
- › WHS and sustainability
- › Financial literacy
- › Business documentation

CAREER PATHWAYS



WHAT DO STUDENTS ACHIEVE?

- › BSB30120 Certificate III in Business (max. 8 QCE Credits)
- › Successful completion of the Certificate III in Business may contribute towards a student's Australian Tertiary Admission Rank (ATAR)

FLEXIBLE PROGRAMS

PROJECT-BASED LEARNING

RESOURCES PROVIDED



Binnacle
Training

RTO CODE 31319



1300 303 715
admin@binnacletraining.com.au
binnacletraining.com.au



BSB30120 CERTIFICATE III IN BUSINESS

Registered Training Organisation:
Binnacle Training (RTO 31319)

Delivery Format:
2-Year Format

Timetable Requirements:
1-Timetable Line

*Please consult Binnacle Training to discuss
Fast-Track options.*

Units of Competency:
13 (6 Core Units, 7 Elective Units) plus 2
Optional Additional Units*

Suitable Year Level(s):
Year 11 and 12

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

Cost (Fee-For-Service):
\$395.00 per person

QCE Outcome:
Maximum 8 QCE Credits

The school has entered a Third Party Agreement and will be recruiting prospective VET students, providing student support services, and conducting training and assessment on behalf of Binnacle Training.

A Language, Literacy, Numeracy and Digital Literacy (LLND) screening process is undertaken as part of pre-enrolment in order to provide advice to students on the suitability of the training product.

TERM 1	TOPICS
	<ul style="list-style-type: none"> › Introduction to the Business Services Industry › Introduction to Entrepreneurship and Business › Introduction to Personal Finances
TERM 2	PROJECTS
	<ul style="list-style-type: none"> › Research Business Topics
TERM 3	TOPICS
	<ul style="list-style-type: none"> › Research Topics and Create a Group Presentation › Workplace Health and Safety › Sustainable Work Practices
TERM 4	PROJECTS
	<ul style="list-style-type: none"> › Group Presentation › WHS Processes at the 'Go! Regional' Travel Expo
TERM 5	TOPICS
	<ul style="list-style-type: none"> › Working in a Business Environment › Time Management
TERM 6	PROJECTS
	<ul style="list-style-type: none"> › Developing Teamwork in the Workplace
TERM 7	TOPICS
	<ul style="list-style-type: none"> › Inclusive Work Practices › Engage in Workplace Communication
PART 1	PROJECTS
	<ul style="list-style-type: none"> › Inclusivity and Communication in the Workplace
TERM 7 PART 2 (OPTIONAL)	TOPICS
	<ul style="list-style-type: none"> › Personal Finances
TERM 7 PART 2 (OPTIONAL)	PROJECTS
	<ul style="list-style-type: none"> › Personal Budget for the Future
TERM 7 PART 2 (OPTIONAL)	TOPICS
	<ul style="list-style-type: none"> › Working in a Team › Critical Thinking Skills
TERM 7 PART 2 (OPTIONAL)	PROJECTS
	<ul style="list-style-type: none"> › Critical Thinking at Go! Travel
TERM 7 PART 2 (OPTIONAL)	TOPICS
	<ul style="list-style-type: none"> › Producing Simple Documents
TERM 7 PART 2 (OPTIONAL)	PROJECTS
	<ul style="list-style-type: none"> › Binnacle Boss - Business Proposal
TERM 7 PART 2 (OPTIONAL)	TOPICS
	<ul style="list-style-type: none"> › Designing and Producing Presentations
TERM 7 PART 2 (OPTIONAL)	PROJECTS
	<ul style="list-style-type: none"> › Deliver a Focus Group Presentation

UNITS OF COMPETENCY

BSBPEF201	Support personal wellbeing in the workplace	BSBXTW301	Work in a team
BSBPEF301	Organise personal work priorities	BSBCRT311	Apply critical thinking skills in a team environment
FNSFLT311	Develop and apply knowledge of personal finances	BSBTEC301	Design and produce business documents
BSBWHS311	Assist with maintaining workplace safety	BSBWRT311	Write simple documents
BSBSUS211	Participate in sustainable work practices	BSBTEC201	Use business software applications
BSBXCM301	Engage in workplace communication	BSBTEC203	Research using the internet
BSBTWK301	Use inclusive work practices		
OPTIONAL ADDITIONAL UNITS OF COMPETENCY			
BSBCMM411	Make presentations*	BSBPEF402	Develop personal work priorities*

Please note this 2027 Course Schedule is current at the time of publishing and should be used as a guide only. This document is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training as an RTO provides, and those services carried out by the School as Third Party (i.e. the facilitation of training and assessment services).
Access Binnacle's Product Disclosure Statement [here](#).

Certificate II in Health Support Services + Certificate III in Health Services Assistance

Additional Learning Option – Dual Qualification

Registered Training Organisation: Strategix Training

RTO Code: 31418

Qualification Code and Title: HLT23221: Certificate II in Health Support Services

HLT33115: Certificate III in Health Services Assistance

Course Overview:

Health and community services training is linked to the largest growth industry in Australia, estimated to grow by 20% over the next five years. These programs combine to provide students with entry-level skills necessary for a career in the health sector and provide a pathway to pursue further study. Skills acquired in this course include first aid, effective communication, workplace health and safety, infection control, understanding common medical terminology, conducting health checks, recognising healthy body systems and working with diverse people.

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

Successful completion of the dual qualification contributes up to a **maximum of eight (8) credits** towards a student's **QCE**. Up to 4 points for the completion of Certificate II and up to a further 4 points for the completion of Certificate III.

Work Experience:

Students are highly encouraged to undertake work experience in a health or community service facility to strengthen their skills, knowledge and employability. This work experience is **not** a requirement to complete the course. Strategix Training considers industry experience to be very important for students to gain a deeper understanding of day-to-day operations in relevant roles.

Pathways:

Potential options may include:

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

Cost: HLT23221 Certificate II in Health Support Services is fee free under VETiS funding by the Qld Government for eligible students. Additional to the VETiS funding, HLT33115 Certificate III in Health Services Assistance will be charged at a discounted rate of \$399 per student.

*** If the student has used their VETiS funding, the course fee will be \$1,500 for the Certificate II plus an additional \$399 for the Certificate III.

Duration: 7 Terms

HLT23221: Certificate II in Health Support Services

Course Code	Unit Description	Course Assessment
BSBOPS101	Use business resources	Assessment is competency based. Assessment techniques include: <ul style="list-style-type: none"> • observation • folios of work • questionnaires • written and practical tasks
BSBPEF202	Plan and apply time management	
BSBOPS203	Deliver a service to customer	
CHCCOM001	Provide first point of contact	
CHCCOM005	Communicate and work in health or community services	
CHCDIV001	Work with diverse people	
HLTWHS001	Participate in workplace health and safety	
HLTINF006	Apply basic principles and practices of infection prevention and control	
BSBADM101	Use business equipment and resources	
CHCCCS020	Respond effectively to behaviours of concern	
CHCCCS026	Transport individuals	
HLTFSE001	Follow basic food safety practices	
CHCCCS012	Prepare and maintain beds	

HLT33115: Certificate III in Health Services Assistant

** Successful completion of HLT23221 is required before commencing HLT33115. Six units of competency are credit transferred from HLT23221 to fulfil the package requirements of HLT33115.

Course Code	Unit Description	Course Assessment
BSBWOR301	Organise personal work priorities and development	Assessment is competency based. Assessment techniques include: <ul style="list-style-type: none"> • observation • folios of work • questionnaires • written and practical tasks
HLTAAP001	Recognise healthy body systems	
CHCMHS001	Work with people with mental health issues	
CHCCCS009	Facilitate responsible behaviour	
BSBMED303	Maintain patient records	
HLTAID011	Provide first aid	
CHCCCS002	Assist with movement	
BSBMED301	Interpret and apply medical terminology appropriately	

Qualification Issuance: Students deemed competent in all units of competency will be awarded the qualification and a record of results by Strategix Training Group. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

CERTIFICATE III IN FITNESS

Key Outcomes

- Nationally Recognised Certificate III in Fitness (SIS30321)
- Nationally Recognised First Aid/ CPR competency (HLTAID011)
- Maximum 8 QCE points
- Pathway to working in the sport and fitness industries

Course Units

Unit Code	Unit Title
HLTAID011	Provide First Aid
SISXEMR003	Respond to emergency situations
HLTAID010	Provide basic emergency life support
HLTAID009	Provide cardiopulmonary resuscitation
HLTWHS001	Participate in workplace health and safety
SISXFAC007	Maintain clean facilities
BSBOPS304	Deliver and monitor a service to customers
BSBPFE301	Organise personal work priorities
SISFFIT032	Complete pre-exercise screening and service orientation
SISFFIT033	Complete client fitness assessments
SISFFIT035	Plan group exercise sessions
SISFFIT036	Instruct group exercise sessions
SISFFIT040	Develop and instruct gym-based exercise programs for individual clients
SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise
SISFFIT052	Provide healthy eating information

OVERVIEW

Certificate III in Fitness provides a pathway to work as a fitness instructor in settings such as fitness facilities, gyms, and leisure and community centres. Participants plan and deliver group exercise sessions and individual gym based programs.

PAYMENT

RTO course fees: \$600

PRACTICAL REQUIREMENTS

Students can complete all practical components within the school.

Students are not required to complete any vocational placement but may choose to participate in one to enhance their studies and industry experience. If applicable, this time will be allocated during exam block (around scheduled exams) and during the final week of school in Year 11.

PARTNERING ARRANGEMENTS

This course is offered in partnership with Adapt Education (RTO # 32452) Trading As My Industry Training. My Industry Training provides course resources, manages quality and compliance and issues the Certificate. All training and assessment is conducted by San Sisto College.

RTO Queries to: My Industry Training (07) 3396 6289 info@myindustrytraining.com.au
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OTHER INFORMATION

The units of competencies that are studied are from the Sport, Fitness and Recreation Training Package. The Training Package is an integrated set of nationally endorsed competency standards, assessment guidelines and Australian Qualifications Framework specific to the sport, fitness and recreation industries. Further information regarding this qualification can be found at

Cert III Fitness - <https://training.gov.au/Training/Details/SIS30321>