

Senior Handbook

Senior Curriculum Offerings



*Inspiring young women
since 1964*



*Mutual
Respect*



*Conscious
Compassion*



*Creative
Courage*



*Intentional
Inclusivity*

2026 - 2027

Senior Curriculum Offerings Contents

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Accounting is a universal discipline, encompassing the successful management of financial resources of the public sector, businesses and individuals. It is foundational to all organisations across all industries, and assists in discharging accountability and financial control. Accounting is a way of systematically organising, critically analysing and communicating financial data and information for decision-making. The overarching context for this syllabus is the real-world expectation that accounting provides real-time processing of transactions with a minimum of monthly and yearly reporting. Digital technologies are integral to accounting, enabling real-time access to vital financial information.

When students study this subject, they develop an understanding of the essential role accounting plays in the successful performance of any organisation. Students learn fundamental accounting concepts in order to develop an understanding of accrual accounting, managerial and accounting controls, internal and external financial statements, and ratio analysis. Students are then ready for more complex utilisation of knowledge, allowing them to synthesise financial and other information, evaluate accounting practices, solve authentic accounting problems and make and communicate recommendations.

Accounting is for students with a special interest in business, commerce, entrepreneurship and the personal management of financial resources. The numerical, literacy, technical, financial, critical thinking, decision-making and problem-solving skills learned in Accounting enrich the personal and working lives of students. Problem-solving and the use of authentic and diversified accounting contexts provide opportunity for students to develop an understanding of the ethical attitudes and values required to participate more effectively and responsibly in a changing business environment.

Pathways

Accounting 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 Accounting can establish a basis for further education and employment in the fields of accounting, business, management, banking, finance, law, economics and commerce. As the universal language of business (Helliard 2013), Accounting provides students with a variety of future opportunities, enabling a competitive advantage in entrepreneurship and business management in many types of industries, both locally and internationally.

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.

Structure

Unit 1 Real-world accounting • Introduction to accounting • Accounting for today's businesses	Unit 2 Financial reporting • End-of-period reporting for today's businesses • Performance analysis of a sole trader business
Unit 3 Managing resources • Cash management • Managing resources for a sole trader business	Unit 4 Accounting – the big picture • Fully classified financial statement reporting and analysis for a sole trader business • Complete accounting process for a sole trader business • Performance analysis of a public company

Assessment

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

Summative assessments

Unit 3

Summative internal assessment 1 (IA1):	
• Project — cash management	25%

Summative internal assessment 2 (IA2):	
• Examination – combination response	25%

Unit 4

Summative internal assessment 3 (IA3):	
• Examination — combination response	25%

Summative external assessment (EA):	
• Examination — combination response	25%

Biology provides opportunities for students to engage with living systems.

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

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

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

Pathways

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

Objectives

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

- describe ideas and findings
- apply understanding
- analyse data
- interpret evidence
- evaluate conclusions, claims and processes
- investigate phenomena.

Structure

Unit 1
Cells and multicellular organisms

- Cells as the basis of life
- Exchange of nutrients and wastes
- Cellular energy, gas exchange and plant physiology

Unit 3
Biodiversity and the interconnectedness of life

- Describing biodiversity and populations
- Functioning ecosystems and succession

Unit 2
Maintaining the internal environment

- Homeostasis — thermoregulation and osmoregulation
- Infectious disease and epidemiology

Unit 4
Heredity and continuity of life

- Genetics and heredity
- Continuity of life on Earth

Assessment

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

Summative assessments

Unit 3

Summative internal assessment 1 (IA1):	
• Data test	10%
Summative internal assessment 2 (IA2):	
• student experiment	20%

Unit 4

Summative internal assessment 3 (IA3):	
• Research investigation	20%
Summative external assessment (EA):	
• Examination – combination response	50%

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 and their expertise in conducting scientific investigations. They critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions, and communicate chemical understanding and findings through the use of appropriate representations, language and nomenclature.

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

Pathways

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

Objectives

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

- describe ideas and findings
- apply understanding
- analyse data
- interpret evidence
- evaluate conclusions, claims and processes
- investigate phenomena.

Structure

Unit 1 Chemical fundamentals — structure, properties and reactions

- Properties and structure of atoms
- Properties and structure of materials
- Chemical reactions —reactants, products and energy change

Unit 3 Equilibrium, acids and redox reactions

- Chemical equilibrium systems
- Oxidation and reduction

Unit 2 Molecular interactions and reactions

- Intermolecular forces and gases
- Aqueous solutions and acidity
- Rates of chemical reactions

Unit 4 Structure, synthesis and design

- Properties and structure of organic materials
- Chemical synthesis and design

Assessment

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

Summative assessments

Unit 3

Summative internal assessment 1 (IA1):
• Data test **10%**

Summative internal assessment 2 (IA2):
• Student experiment **20%**

Unit 4

Summative internal assessment 3 (IA3):
• Research investigation **20%**

Summative external assessment (EA):
• Examination – combination response **50%**

In Drama, students engage in aesthetic learning experiences that develop the 21st century skills of critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills. They learn how to reflect on their artistic, intellectual, emotional and kinaesthetic understanding as creative and critical thinkers and curious artists. Additionally, students will develop personal confidence, skills of inquiry and social skills as they work collaboratively with others.

Across the course of study, students will develop a range of interrelated skills of drama that will complement the knowledge, and processes needed to create dramatic action and meaning. They will 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. A study of a range of forms and styles in a variety of inherited traditions, current practice and emerging trends, including those from different cultures and contexts, forms a core aspect of the learning. Drama provides opportunities for students to learn how to engage with dramatic works as both artists and audience through the use of critical literacies.

The unique learning that takes place in Drama promotes a deeper and more empathetic understanding and appreciation of others and communities. Innovation and creative thinking are at the forefront of this subject, which contributes to equipping students with highly transferable skills that encourage them to imagine future perspectives and possibilities.

Pathways

A course of study in Drama can establish a basis for further education and employment across many fields, both inside the arts and cultural industries and beyond. The knowledge, understanding and skills built in Drama connect strongly with careers in which it is important to understand different social and cultural perspectives in a range of contexts, and to communicate meaning in fictional and imaginative ways.

Objectives

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

- demonstrate skills of drama
- apply literacy skills
- interpret purpose, context, and text
- manipulate dramatic languages
- analyse dramatic languages
- evaluate dramatic languages.

Structure

Unit 1

Share

In this unit, students develop the knowledge, understanding and skills required to make and respond to dramatic works that use a wide range of dramatic conventions to tell stories in linear and non-linear forms

Unit 3

Challenge

In this unit, students develop the knowledge, understanding and skills required to make and respond to dramatic works that aspire to voice the difficult questions of human conscience and challenge our understanding of humanity in a complex and ever-changing world

Unit 2

Reflect

In this unit, students develop the knowledge, understanding and skills required to make and respond to dramatic works that aspire to be authentic and truthful reflections of the human condition

Unit 4

Transform

In this unit, students develop the knowledge, understanding and skills required to make and respond to dramatic works that reshape and challenge meaning and how stories can be enacted

Assessment

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

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

Summative assessments

Unit 3

Summative internal assessment 1 (IA1):	
• Performance	20%
Summative internal assessment 2 (IA2):	
• Project — dramatic concept	20%

Unit 4

Summative internal assessment 3 (IA3):	
• Project — practice-led project	35%
Summative external assessment (EA):	
• Examination — extended response	25%

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1

Language that works

Students explore how meaning is communicated in contemporary workplace texts and/or popular culture texts about the world of work.

Unit 3

Language that influences

Students explore community, local and/or global issues and ideas presented in a range of texts that invite an audience to take up positions.

Unit 2

Texts and human experiences

Students explore individual and/or collective experiences and perspectives of the world.

Unit 4

Representations and popular culture texts

Students explore how the text structures, language features and language of contemporary popular culture texts shape meaning.

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. Schools develop three summative internal assessments and the Common Internal Assessment (CIA) is developed by the QCAA.

Summative assessments

Unit 3

Summative Internal Assessment 1 (IA1):	
• Spoken response	25%
Summative Anternal Assessment 2 (IA2):	
• Common Internal Assessment (CIA)	25%

Unit 4

Summative Internal Assessment 3 (IA3):	
• Multimodal response	25%
Summative Internal Assessment (IA4):	
• Written response	25%

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

Summative assessments

Unit 3	
Summative internal assessment 1 (IA1):	
Problem-solving and modelling task	25%
Summative internal assessment 2 (IA2):	
Common internal assessment (CIA)	25%
Unit 4	
Summative internal assessment 3 (IA3):	
Problem-solving and modelling task	25%
Summative internal assessment (IA4):	
Examination – short response	25%

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1

Perspectives and texts

Students explore individual and/or collective experiences and perspectives of the world through engaging with a variety of texts in a range of contexts.

Unit 3

Textual connections

Students explore connections between texts by examining representations of the same concepts and issues in different texts.

Unit 2

Texts and culture

Students explore cultural experiences of the world through engaging with a variety of texts.

Unit 4

Close study of literary texts

Students explore the world and human experience by engaging with literary texts from diverse times and places.

Assessment

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

Summative assessments

Unit 3

Summative internal assessment 1 (IA1):	
• Spoken persuasive response	25%
Summative internal assessment 2 (IA2):	
• Written response for a public audience	25%

Unit 4

Summative internal assessment 3 (IA3):	
• Examination — extended response	25%
Summative external assessment (EA):	
• Examination — extended response	25%

General Mathematics



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.

Objectives

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

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



Structure

Unit 1

Money, Measurement, Algebra and Linear Equations

- Consumer arithmetic
- Shape and measurement
- Similarity and scale
- Algebra
- Linear equations and their graphs

Unit 3

Bivariate Data, and Time Series Analysis, Sequences and Earth Geometry

- Bivariate data analysis 1
- Bivariate data analysis 2
- Time series analysis
- Growth and decay in sequences
- Earth geometry and time zones

Unit 2

Applications of Linear Equations and Trigonometry, Matrices and Univariate Data Analysis

- Applications of linear equations and their graphs
- Applications of trigonometry
- Matrices
- Univariate data analysis 1
- Univariate data analysis 2

Unit 4

Investing and Networking

- Loans, investments and annuities 1
- Loans, investments and annuities 2
- Graphs and networks
- Networks and decision mathematics 1
- Networks and decision mathematics 2

Assessment

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

Summative assessments

Unit 3

Summative internal assessment 1 (IA1):

- Problem-solving and modelling task **20%**

Summative internal assessment 2 (IA2):

- Examination – short response **15%**

Unit 4

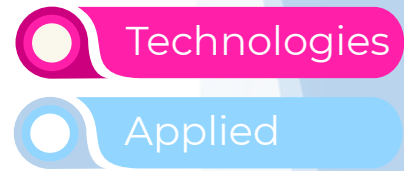
Summative internal assessment 3 (IA3):

- Examination – short response **15%**

Summative external assessment (EA):

- Examination – combination response **50%**

Hospitality Practices



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

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

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

Pathways

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

Objectives

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

- 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

Unit 1

Culinary Trends

Students explore the hospitality industry through the context of culinary trends.

Unit 2

Bar and Barista Basics

Students explore the hospitality industry through the context of bar and barista basics, including beverage and food production and service

Unit 3

Casual Dining

Students explore the hospitality industry through the context of casual dining. They interpret briefs using practices, skills and processes to an industry standard

Unit 4

Formal Dining

Students explore the hospitality industry through the context of formal dining, including beverage and food production and service. They interpret briefs using practices, skills and processes to an industry standard

Assessment

For Hospitality Practices, assessment from Units 3 and 4 is used to determine the student's exit result. The school will develop four assessments using the assessment specifications and conditions provided in the syllabus. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3

Summative internal assessment 1 (IA1):

- Practical demonstration **25%**

Summative internal assessment 2 (IA2):

- Project **25%**

Unit 4

Summative internal assessment 3 (IA3):

- Practical demonstration **25%**

Summative internal assessment (IA4):

- Project **25%**

Literature offers students opportunities to enjoy language and be empowered as functional, purposeful, creative and critical language users who understand how texts can convey and transform personal and cultural perspectives. In a world of rapid cultural, social, economic and technological change, complex demands are placed on citizens to be literate within a variety of modes and mediums. Students are offered opportunities to develop this capacity by drawing on a repertoire of resources 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.

The subject 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.

Pathways

Literature 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 Literature promotes 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.

Objectives

Students have the opportunity to:

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

Structure

- Unit 1**
Introduction to literary studies
 - Ways literary texts are received and responded to
 - How textual choices affect readers
 - Creating analytical and imaginative texts

Unit 2
Intertextuality
 - Ways literary texts connect with each other — genre, concepts and contexts
 - Ways literary texts connect with each other — style and structure
 - Creating analytical and imaginative texts
- Unit 3**
Literature and identity
 - Relationship between language, culture and identity in literary texts
 - Power of language to represent ideas, events and people
 - Creating analytical and imaginative texts

Unit 4
Independent explorations
 - Dynamic nature of literary interpretation
 - Close examination of style, structure and subject matter
 - Creating analytical and imaginative texts

Assessment

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

Summative assessments

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

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1

Beyond reasonable doubt

- Legal foundations
- Criminal investigation process
- Criminal trial process
- Punishment and sentencing

Unit 3

Law, governance and change

- Governance in Australia
- Law reform within a dynamic society

Unit 2

Balance of probabilities

- Civil law foundations
- Contractual obligations
- Negligence and the duty of care

Unit 4

Human rights in legal contexts

- Human rights
- Australia’s legal response to international law and human rights
- Human rights in Australian contexts

Assessment

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

Summative assessments

Unit 3

Summative internal assessment 1 (IA1):	
• Examination — combination response	25%
Summative internal assessment 2 (IA2):	
• Investigation — inquiry report	25%

Unit 4

Summative internal assessment 3 (IA3):	
• Investigation — analytical essay	25%
Summative external assessment (EA):	
• Examination — combination response	25%

Media Arts in Practice



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

Students develop the necessary knowledge, understanding and skills required for emerging careers in a dynamic and creative field that is constantly adapting to new technologies. Learning is connected to relevant arts industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe arts workers, who can work collaboratively to solve problems and complete project-based work.

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

Pathways

This course can be the first step towards further study or a career in the creative media arts industry. Potential career paths include working in Queensland's burgeoning film industry both in a film-based, on set position, and a creative background role like script writing or film editing. Other potential career paths include working in advertising, television studios, the video games industry, or online content managers/creators.

Objectives

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

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



Media Arts in Practice

Structure

Unit 1

Personal viewpoints

In this unit, students explore the relationship between media arts and their own personal viewpoints. They explore viewpoints from others in media arts of all styles and mediums. They use core media skills developed in class to plan and produce a media product that highlights a personal viewpoint of their own.

Unit 3

Community

In this unit, students look at the way media artworks can celebrate, advocate for, and inform communities across Australia and the world. Students will be guided through a process of production to create a folio of work addressing the needs of a specific community. They will then produce a set of media products to cater to that community's needs.

Unit 2

Representation

Students explore the concept of representations in media artworks. Students will view and analyse media artworks that showcase a range of representations throughout history and various cultures before focusing on modern media forms like social media and gaming platforms. Students are then guided through a production process to develop a media artwork that creates a representation of their own.

Unit 4

Persuasion

Students will learn about the way media artworks can persuade audiences. They will analyse and study the media industry's use of marketing techniques and persuasive skills to target specific audiences. Students will produce a folio of work to develop ideas of engaging and persuading audiences before producing a media product based on these ideas.

Assessment

For Media Arts in Practice, assessment from Units 3 and 4 is used to determine the student's exit result. The school will develop four assessments using the assessment specifications and conditions provided in the syllabus. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3

Summative internal assessment 1 (IA1):

- Project

Summative internal assessment 2 (IA2):

- Media artwork

Unit 4

Summative internal assessment 3 (IA3):

- Project

Summative external assessment (EA):

- Media Artwork

Mathematical Methods



Mathematics



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

Objectives

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

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



Structure

- Unit 1

Surds, Algebra, Functions and Probability
 - Surds and quadratic functions
 - Binomial expansion and cubic functions
 - Functions and relations
 - Trigonometric functions
 - Probability
- Unit 3

Further Calculus and Introduction to Statistics
 - Differentiation of exponential and logarithmic functions
 - Differentiation of trigonometric functions and differentiation rules
 - Further applications of differentiation
 - Introduction to integration
 - Discrete random variables

- Unit 2

Calculus and further Functions
 - Exponential functions
 - Logarithms and logarithmic functions
 - Introduction to differential calculus
 - Applications of differential calculus
 - Further differentiation
- Unit 4

Further Calculus, Trigonometry and Statistics
 - Further integration
 - Trigonometry
 - Continuous random variables and the normal distribution
 - Sampling and proportions
 - Interval estimates for proportions

Assessment

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

Summative assessments

Unit 3

Summative internal assessment 1 (IA1):	
• Problem-solving and modelling task	20%
Summative internal assessment 2 (IA2):	
• Examination – short response	15%

Unit 4

Summative internal assessment 3 (IA3):	
• Examination – short response	15%
Summative external assessment (EA):	
• Examination – combination response	50%

Modern History



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. It aims to have students engage in historical thinking and form a historical consciousness in relation to these same forces.

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

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

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

Pathways

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

Objectives

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

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



Structure

Unit 1

Ideas in the modern world

- African American Race Relations 1917-1945
- Australia and the Vietnam War

Unit 2

Movements in the modern world

- US Civil Rights Movement 1954-1968
- Empowerment of First Nations Australians since 1938: Tent Embassy 1972

Unit 3

National experiences in the modern world

- China since 1931: Women in China
- Germany since 1914: Anti-Semitism in Nazi Germany

Unit 4

International experiences in the modern world

- Terrorism, anti-terrorism and counter-terrorism since 1984: Al-Qaeda and 9/11
- Cold War and its aftermath 1945-2014: Reasons for the end of the Soviet Union 1980s-1990s

Assessment

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

Summative assessments

Unit 3

Summative internal assessment 1 (IA1):	
Exam – extended response (essay)	25%
Summative internal assessment 2 (IA2):	
Investigation – independent source investigation	25%

Unit 4

Summative internal assessment 3 (IA3):	
Investigation – historical essay based on research	25%
Summative external assessment (EA):	
Exam – short response	25%

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1
Designs

Through inquiry learning, the following is explored: How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?

Unit 2
Identities

Through inquiry learning, the following is explored: How do musicians use their understanding of music elements, concepts and practices to communicate cultural, political, social and personal identities when performing, composing and responding to music?

Unit 3
Innovations

Through inquiry learning, the following is explored: How do musicians incorporate innovative music practices to communicate meaning when performing and composing?

Unit 4
Narratives

Through inquiry learning, the following is explored: How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?

Assessment

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

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

Summative assessments

Unit 3

Summative internal assessment 1 (IA1):	
• Performance	20%
Summative internal assessment 2 (IA2):	
• Composition	20%

Unit 4

Summative internal assessment 3 (IA3):	
• Integrated project	35%
Summative external assessment (EA):	
• Examination	25%

The alternative sequence is offered at Our Lady's College. Alternative sequences have the same syllabus objectives and subject matter as the parent syllabus but where necessary may reorganise subject matter and assessment requirements to ensure comparable complexity across Units 1 and 2 and Units 3 and 4.

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

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

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

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

Pathways

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

Objectives

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

- describe ideas and findings
- apply understanding
- analyse data
- interpret evidence
- evaluate conclusions, claims and processes
- investigate phenomena.

Structure

- Unit 1

Physics of Motion

 - Linear motion and force
 - Gravity and motion

Unit 2

Einstein’s famous equation

 - Special relativity
 - Ionising radiation and nuclear reactions
 - The Standard Model
- Unit 3

The Transfer and Use of Energy

 - Heating processes
 - Waves
 - Electrical circuits

Unit 4

Electromagnetism and quantum theory

 - Electromagnetism
 - Quantum theory

Assessment

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

Summative assessments

Unit 3

Summative internal assessment 1 (IA1):	
• Data test	10%
Summative internal assessment 2 (IA2):	
• Student experiment	20%

Unit 4

Summative internal assessment 3 (IA3):	
• Research investigation	20%
Summative external assessment (EA):	
• Examination – combination response	50%

Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions. Students will examine individual development in the form of the role of the brain, cognitive development, human consciousness and sleep. They will investigate the concept of intelligence, the process of diagnosis and how to classify psychological disorder and determine an effective treatment, and lastly, the contribution of emotion and motivation on the individual behaviour. Students will examine individual thinking and how it is determined by the brain, including perception, memory, and learning. They will also consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes and cross-cultural psychology.

Psychology aims to develop students' interest in psychology and their appreciation for how this knowledge can be used to understand contemporary issues. They will form an appreciation of the complex interactions, involving multiple parallel processes that continually influence human behaviour. They will gain an understanding that psychological knowledge has developed over time and is used in a variety of contexts, and is informed by social, cultural and ethical considerations. Students will gain the ability to conduct a variety of field research and laboratory investigations involving collection and analysis of qualitative and quantitative data and interpretation of evidence. They will be able to critically evaluate psychological concepts, interpretations, claims and conclusions with reference to evidence. Students will develop the ability to communicate psychological understandings, findings, arguments and conclusions using appropriate representations, modes and genres.

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.

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

Structure

Unit 1 Individual development • The role of the brain • Cognitive development • Consciousness, attention and sleep	Unit 2 Individual behaviour • Intelligence • Diagnosis • Psychological disorders and treatments • Emotion and motivation
Unit 3 Individual thinking • Brain function • Sensation and perception • Memory • Learning	Unit 4 The influence of others • Social psychology • Interpersonal processes • Attitudes • Cross-cultural psychology

Assessment

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

Summative assessments

Unit 3

Summative internal assessment 1 (IA1):	
• Data test	10%
Summative internal assessment 2 (IA2):	
• Student experiment	20%

Unit 4

Summative internal assessment 3 (IA3):	
• Research investigation	20%
Summative external assessment (EA):	
• Examination – combination response	50%

Religion and Ethics

Religion & Ethics allows students to explore values and life choices and the ways in which these are related to beliefs and practices as they learn about religion, spirituality and ethics. In addition, it enables students to learn about and reflect on the richness of religious, spiritual and ethical worldviews.

Religion is understood as a faith tradition based on a common understanding of beliefs and practices. In a religious sense, beliefs are tenets, creeds or faiths; religious belief is belief in a power or powers that influence human behaviours. Ethics refers to a system of moral principles; the rules of conduct or approaches to making decisions for the good of the individual and society. Both religion and ethics prompt questions about values, the determination of a moral course of action, and what personal and community decisions can be considered when confronted with situations requiring significant decisions.

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

Pathways

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

Objectives

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

- explain religious, spiritual and ethical principles and practices
- examine religious, spiritual and ethical information
- apply religious, spiritual and ethical knowledge
- communicate responses
- evaluate projects.

Structure

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

Unit 1
World Religions and Spiritualities
Students can consider the role of community-based events that contribute to an understanding of religious and spiritual diversity.

Unit 3
Australian Identity
Students explore perspectives and approaches in Australia's evolving society.

Unit 2
Sacred Stories
Students explore universal truths and how sacred stories shape and inspire individuals and communities by reinforcing shared beliefs and values.

Unit 4
Social Justice
In this unit, students contemplate religious, spiritual and ethical principles and practices.

Assessment

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

Summative assessments		
Unit 3		
Summative internal assessment 1 (IA1):		
• Investigation — Australian identity		25%
Summative internal assessment 2 (IA2):		
• Project		25%
Unit 4		
Summative internal assessment 3 (IA3):		
• Extended response		25%
Summative internal assessment 4 (IA4):		
• Project		25%

Specialist Mathematics



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.

Objectives

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

- recall mathematical knowledge
- use mathematical knowledge.
- communicate mathematical knowledge
- evaluate the reasonableness of solutions
- justify procedures and decisions
- solve mathematical problems.



Structure

Unit 1

Combinatorics, Proof, Vectors and Matrices

- Introduction to proof
- Vectors in the plane
- Algebra of vectors in two dimensions
- Matrices.

Unit 3

Further Complex numbers, Proof, Vectors and Matrices

- Further complex numbers
- Mathematical induction and trigonometric proofs
- Vectors in two and three dimensions
- Vector calculus
- Further matrices.

Unit 2

Complex Numbers, Further Proof, Trigonometry, Functions and Transformations

- Complex numbers
- Complex arithmetic and algebra
- Circle and geometric proofs
- Trigonometry and functions
- Matrices and transformations.

Unit 4

Further Calculus and Statistical Inference

- Integration techniques
- Applications of integral calculus
- Rates of change and differential equations
- Modelling motion
- Statistical inference.

Assessment

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

Summative assessments

Unit 3

Summative internal assessment 1 (IA1):	
• Problem-solving and modelling task	20%

Summative internal assessment 2 (IA2):	
• Examination – short response	15%

Unit 4

Summative internal assessment 3 (IA3):	
• Examination – short response	15%

Summative external assessment (EA):	
• Examination – combination response	50%

Study of Religion



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

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

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

Pathways

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

Objectives

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

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



Study of Religion

Structure

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

Assessment

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

Summative assessments

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1

Art as lens

Through inquiry learning, the following are explored:

- Concept: lenses to explore the material world
- Contexts: personal and contemporary
- Focus: People, place, objects
- Media: 2D, 3D, and time-based

Unit 3

Art as knowledge

Through inquiry learning, the following are explored:

- Concept: constructing knowledge as artist and audience
- Contexts: contemporary, personal, cultural and/or formal
- Focus: student-directed
- Media: student-directed

Unit 2

Art as code

Through inquiry learning, the following are explored:

- Concept: art as a coded visual language
- Contexts: formal and cultural
- Focus: Codes, symbols, signs and art conventions
- Media: 2D, 3D, and time-based

Unit 4

Art as alternate

Through inquiry learning, the following are explored:

- Concept: evolving alternate representations and meaning
- Contexts: contemporary and personal, cultural and/or formal
- Focus: continued exploration of Unit 3 student-directed focus
- Media: student-directed

Assessment

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

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

Summative assessments

Unit 3

Summative internal assessment 1 (IA1):	
• Investigation — inquiry phase 1	20%

Summative internal assessment 2 (IA2):	
• Project — inquiry phase 2	25%

Unit 4

Summative internal assessment 3 (IA3):	
• Project — inquiry phase 3	30%

Summative external assessment (EA):	
• Examination	25%

Online Learning Partners

FisherONE



FisherOne is designed to meet the needs of Brisbane Catholic Education student who have difficulty accessing specific subjects at their current school. Our subjects are fully facilitated learning engagements that happen in conjunction with the subject choices at your current school. 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.

FisherONE Subjects

General Subjects:

- Aboriginal & Torres Straight Islander Studies
- Accounting
- Ancient History
- Biology
- Business
- Dance (2026)
- Design
- Digital Solutions
- Economics (2026)
- Engineering
- Food & Nutrition
- French
- Geography (2026)
- Health
- Italian (2026)
- Japanese
- Literature
- Mathematical Methods
- Modern History
- Music
- Philosophy & Reason (2026)
- Physics (Alternate Sequence)
- Psychology
- Specialist Mathematics
- Study of Religion

Applied Subjects:

- Information & Communication Technology

Fee Schedule

Tuition Fee - General Subjects and Applied Subjects

The fee for single subject enrolment for each pair of units (Units 1/2 and Units 3/4) at FisherONE in 2025 is:

- Brisbane Catholic Education Students: \$1150**
- Non-Brisbane Catholic Education Students: \$1500**

*** Prices are subject to change*

Upon confirmation of enrolment, the balance of fees will be charged in Week 4 of Term 1 each year. New enrolments that withdraw before the end of Week 3 will not be charged, except for a \$150 non-refundable enrolment fee as specified below. For students who enrol at other times and withdraw within three weeks, only the \$150 non-refundable enrolment fee will be incurred.

www.fisherone.qld.edu.au





At Brisbane School of Distance Education (BSDE), learning is delivered through online lessons. These lessons occur as part of a regular timetabled school day. Students are expected to attend all online lessons. Online lessons are delivered via a web conferencing platform and require internet access.

BSDE Subjects

General Subjects:

- Accounting
- Ancient History
- Biology
- Chemistry
- Chinese
- Chinese Extension (Units 3 and 4 only)
- Dance
- Design
- Digital Solutions
- Economics
- French
- Geography
- German
- Health
- Japanese
- Legal Studies
- Literature
- Mathematical Methods
- Modern History
- Music
- Music Extension (Units 3 and 4 only)
- Philosophy and Reason
- Physics
- Psychology
- Spanish
- Specialist Mathematics
- Visual Art

Fee Schedule

Statement of Fees

- Compulsory distance education fee \$1559.79** (Fee is payable per student/subject studied)
- General resource fee \$150**

*** Prices are subject to change*

<https://brisbanesde.eq.edu.au/>

Certificate II in Tourism and III in Business



Certificate



OLC V.E.T

Our Lady's College, in partnership with Binnacle Training (RTO: 31319), facilitates the Certificate III in Business (BSB30120). Binnacle Training are leaders in vocational education in schools, enabling teachers with quality programs and support, equipping students with skills to navigate a successful future.

This program is 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.

Graduates will be competent in a range of essential business skills including; personal management and effective communication techniques, customer service, leadership and innovation, critical thinking, business technology and documents, financial literacy, workplace health and safety, inclusive work practices and participating in sustainable work practices.

Pathways

The Certificate III in Business will predominantly be used by students seeking to enter the Business Services industries and/or pursuing further tertiary pathways (e.g. Certificate IV, Diploma and Bachelor of Business). For example:

- Business Owner
- Business Manager
- Customer Service Manager



Entry requirements

- Students must have a passion for and/or interest in working the Business Services industry and/or pursuing further tertiary pathways (e.g. Certificate IV, Diploma and Bachelor of Business). They must have good quality written and spoken communication skills and enthusiasm/motivation to participate in a range of projects.
- A Language, Literacy and Numeracy (LLN) Screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content and to identify support measures as required

Course Fees

- No additional cost to students where VETiS funding* is available (Otherwise \$395** per person BSB30120 Certificate III in Business)

**pricing current as of 2025



Certificate II in Tourism and III in Business

Structure

The Certificate III in Business is delivered in a 2 year format. It is a combination of classroom and project-based learning, online learning (self-study) and practical work-related experience.

Students will be required to complete 13 units of competency (6 core units and 7 elective units) plus 2 optional additional units*.

Units of Competency

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

Optional Additional Units of Competency

- BSBCMM411 Make presentations*
- BSBPEF402 Develop personal work priorities*



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Contact Information

- Binnacle Training Phone - 1300 303 715
- Website - binnacletraining.com.au/for-schools/programs

VETiS Funding Transition

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Certificate II/III in Sport and Recreation



Certificate



OLC V.E.T

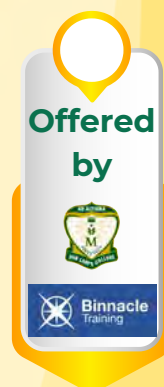
Our Lady's College, in partnership with Binnacle Training (RTO: 31319), facilitates the Certificate III in Sport, Aquatics and Recreation (SIS30122). Binnacle Training are leaders in vocational education in schools, enabling teachers with quality programs and support, equipping students with skills to navigate a successful future.

The Certificate II/III in Sport, Aquatics and Recreation reflects the multi-skilled role of individuals in operational and customer support positions in the sport or community recreation industry. It is a dual qualification consisting of the Certificate II in Sport and Recreation (SIS20122) and the Certificate III in Sport, Aquatics and Recreation (SIS30122).

This qualification reflects the role of individuals with well developed skills and knowledge to deliver recreational services. Students assist with facilitation of sport and recreation programs within their school community including: Officiating games; Conducting coaching sessions; and Community sport, fitness and recreation programs.

Pathways

The Certificate III in Sport, Aquatics and Recreation can lead to a range of career pathway options including Club Level Official and/or Coach.



Entry requirements

A Language, Literacy and Numeracy (LLN) Screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content and to identify support measures as required

Course Fees

No additional cost to students where VETiS funding* is available (otherwise \$395**per person

Dual Qualification: SIS30122 Certificate III in Sport, Aquatics and Recreation + SIS20122 Certificate II in Sport and Recreation

**pricing current as of 2025



Certificate II/III in Sport and Recreation

Structure

The Certificate III in Sport, Aquatics and Recreation is delivered in a 2 year format. It is a combination of classroom and project-based learning, online learning (self-study) and practical work-related experience.

For the dual qualification, students will be required to complete 15 units of competency plus 3 additional units*.

Units of Competency

- HLTAID011 Provide First Aid
- SISXIND011 Maintain sport, fitness and recreation knowledge
- BSBPEF301 Organise personal work priorities
- SISSPAR009 Participate in conditioning for sport
- BSBPEF202 Plan and apply time management*
- BSBSUS211 Participate in sustainable work practices*
- HLTWHS001 Participate in workplace health and safety
- SISXFAC006 Maintain activity equipment
- SISXCCS004 Provide quality service
- SISXEMR003 Respond to emergency situations
- BSBPEF302 Develop self-awareness
- BSBTWK201 Work effectively with others
- SISSCO001 Conduct sport coaching sessions with foundation level participants
- SISOFLD001 Assist in conducting recreation sessions*
- SISXPLD004 Facilitate groups
- BSBWHS308 Participate in WHS hazard identification, risk assessment and risk control processes
- SISXIND009 Respond to interpersonal conflict
- SISXPLD002 Deliver recreation sessions



* For students not enrolled in entry qualification SIS20122 Certificate II in Sport and Recreation - these will be issued as a separate Statement of Attainment (Subject Only Training)

Add-on Units of Competency

- SIRXWHS001 Work safely
- SISXEMR001 Respond to emergency situations
- HLTAID010 Provide basic emergency life support and HLTAID009 Provide cardiopulmonary resuscitation (Completed as part of Provide First Aid - HLTAID011)

Contact Information

Binnacle Training

- Phone - 1300 303 715
- Website - binnacletraining.com.au

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Certificate II/III in Health Services Assistance



Certificate



External V.E.T

Our Lady's College, in partnership with Mater Education (RTO: 5210), facilitates the Certificate III in Health Service Assistance (HLT33115). This is a hands-on course delivered onsite at Mater Education's world-class clinical simulation facility and taught by a team of expert educators at Mater Hospital Brisbane.

The program has been designed by Mater Education's expert team of medical educators, providing knowledge and skills in some key foundation areas such as medical terminology, anatomy, and communication. Over six months (two school terms) the program sees students complete a HLT23221 Certificate II in Health Support Services, with the option for them to then obtain a HLT33115 Certificate III in Health Services Assistance via a ten week (one term) gap program—setting them up to launch their healthcare careers straight after completing Year 12.

Pathways

The Certificate III in Health Services Assistance can lead to employment in health related assistant positions such as patient care, nursing assistants, orderlies and wardspersons.



Entry requirements

To set you up for success, you will be asked to undergo a language, literacy and numeracy (LLN) evaluation before starting the program. The LLN evaluation will provide an insight into your reading, writing and numeracy skills, to help plan any extra support you may need to succeed in the program.

You will need to be immunised, or in the process of being vaccinated, for the following communicable diseases:

- Hepatitis B
- Varicella (chicken pox)
- MMR (measles, mumps and rubella)
- Pertussis (whooping cough)
- Seasonal vaccinations (influenza) as required.

Course Fees

No additional cost to students where VETiS funding* is available for the Certificate II in Health Support Services.

Certificate III in Health Services Assistance is \$800**

**pricing current as of 2025



Certificate II/III in Health Services Assistance

Structure

The Certificate III in Health Services Assistance is delivered in a 2 year format. It is a combination of onsite and online learning (self-study) and organised work placement.

For the dual qualification, students will be required to complete 15 units in total, including 7 core units and 8 elective units.

Core Units

- BSBMED301 Interpret and apply medical terminology appropriately
- CHCCOM005 Communicate and work in health or community services
- CHCDIV001 Work with diverse people
- HLTINF006 Apply basic principles and practices of infection prevention and control
- HLTWHS001 Participate in workplace health and safety
- HLTAAP001 Recognise healthy body systems
- BSBWOR301 Organise personal work priorities and development
- CHCCCS002 Assist with movement
- CHCCCS020 Respond effectively to behaviours of concern
- CHCCCS026 Transport individuals
- CHCCCS012 Prepare and maintain beds

Elective Units

- CHCCCS010 Maintain high standard of service
- HLTAID009 Provide cardiopulmonary resuscitation
- HLTAIN001 Assist with nursing care in an acute care environment
- HLTAIN002 Provide non-client contact support in an acute care environment

Contact Information

Mater Education

- Phone - (07) 3163 3777
- Website - matereducation.qld.edu.au



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Diploma of Business

Diploma

External V.E.T

Our Lady's College, in partnership with Barrington College (RTO: 45030), facilitates the Diploma of Business. Barrington College is a boutique provider of vocational education, providing creative and leading-edge educational solutions.

The Diploma of Business is a nationally recognised qualification that provides students with an umbrella view of the business industry. This qualification opens a student's world to endless pathways across many different fields including; human resources, marketing, banking, retail, accounting, IT and small business.

Pathways

The BSB50120 Diploma of Business provides students with a strong foundation to gain employment in numerous sectors and could lead to employment as an executive officer in administration, a supervising program consultant, a program coordinator or administration manager.

Offered
by

BARRINGTON COLLEGE
AUSTRALIA

Entry requirements

- Completion of Year 10 (or equivalent) of secondary school
- Achievement of a satisfactory result in the College's online Language, Literacy, Numeracy and Digital Skills Admission Test.
- An interview to gauge an applicant's attitude and suitability to the intended course may be required at the College's discretion.
- Permission to apply is conditional to Our Lady's College fees being up to date and maintained.

Course Fees

- Tuition fees: \$2,350.00
- Enrolment fee (non-refundable): \$250
- Total: \$2,600*
- A monthly instalment plan payment option is available for an additional charge of \$100

*pricing current as of August 2025



Diploma of Business

Structure

Classes for the Diploma of Business are taught by Barrington College after 3pm and are located at Our Lady's College. These are term-based classes and conclude after a duration of 18 months (Year 11 and Year 12).

Course Structure | 12 units

Core Units | 5 units

- BSBCRT511 Develop Critical Thinking in Others
- BSBFIN501 Manage Budgets and Financial Plans
- BSBOPS501 Manage Business Resources
- BSBXSUS511 Develop workplace policies and procedures for sustainability
- BSBXCM501 Lead communication in the workplace

Elective Units | 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

BARRINGTON COLLEGE

AUSTRALIA



Contact Information

Barrington College Australia

- Phone - 07 5562 5700 (Brisbane Campus)
- email - reception@barringtoncollege.edu.au
- Website - barringtoncollege.edu.au/diploma-of-business-bsb50120

All information presented is correct at the time of printing. Elements may change from year to year.

Notes

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