

Understanding  
the QCAA

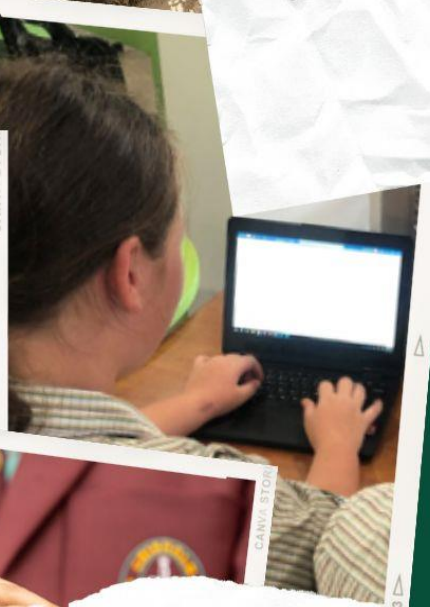


Obtaining a  
Senior  
Certificate



myQCE

Choosing the  
best subjects  
for you



VET  
Vocational  
Education  
and  
Training



ATAR  
Australian  
Tertiary  
Admission  
Rank



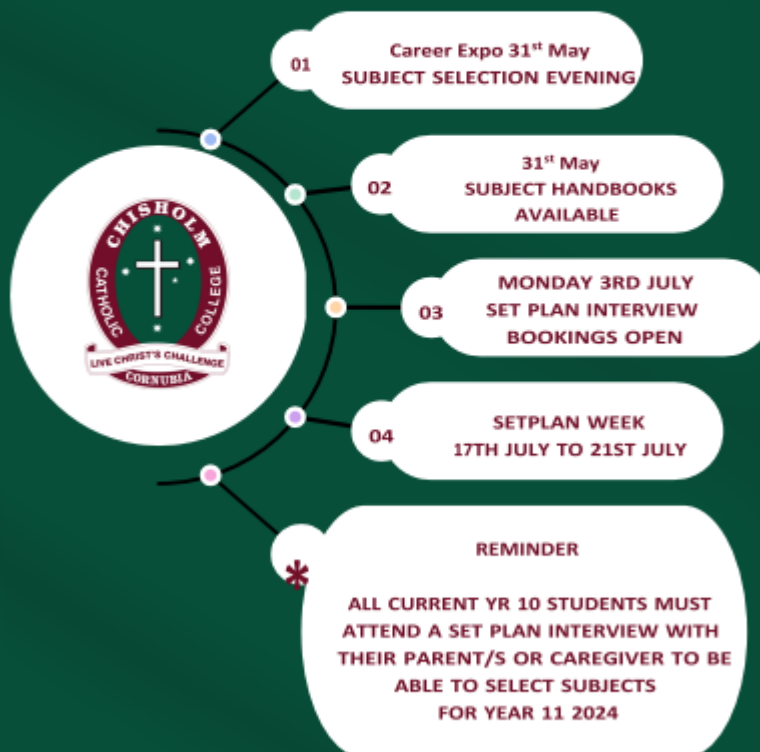
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# KEY DATES

for subject selection Yr 11 2024



# From the Principal

Dear Parents and Students

The process of course and subject selections is integral for students' progress over the next 2 years and into the future. Chisholm Catholic College offers a broad range of subjects and experiences, forming purposeful pathways for our learners. We want our graduates to be well educated, to have experienced success in co-curricular activities, to have grown personally, and to be influenced by the Christian values which underpin the ethos and endeavours of our College community.

Some students will decide to follow a pathway leading to the attainment of an Australian Tertiary Admission Rank (ATAR). Generally, these students will be considering entering competitive Tertiary courses at the completion of Year 12. It is most important that students choose subjects they enjoy and in which they are interested, and that prerequisites for possible Tertiary entrance are met.

Students may also choose to select Vocational Education and Training courses or subjects which will generally lead to employment at the completion of Year 12. VET subjects may be linked with Work Placement programs or School Based Apprenticeships. Chisholm Catholic College also has options for students considering courses offered at TAFE or University level. It is my hope that all students find a meaningful option at the College.

Our aim is for students to achieve a Queensland Certificate of Education (QCE) or Certificate III as a minimum.

Students can make use of staff advice to explore options and seek advice from parents and relatives when making choices. The Senior Education and Training (SET) Plan is designed to appropriately challenge thoughts for the future and to engage in meaningful discussion with people who want to see each student achieve success. Career guidance is also available at the College and should be actively sought.

While you should seek advice from as many sources as possible, remember that the final decision must be one you are happy with, as you will have to be responsible for your choices. Others can and will help, but it's your life and your pathway that is being planned.

We wish you and your families every success and joy as you begin this exciting and challenging time at our College.

Yours sincerely,



Damian Bottaccio

**Principal**

## SUBJECTS SENIOR

### CORE SUBJECTS

#### Religion

Study of Religion (General)  
Religion and Ethics (Applied)

#### English

English (General)  
Literature (General)  
Essential English (Applied)

#### Mathematics

General Mathematics (General)  
Mathematical Methods (General)  
Specialist Mathematics (General)  
Essential Mathematics (Applied)

### GENERAL SUBJECTS

Accounting  
Ancient History  
Biology  
Business  
Chemistry  
Dance  
Design  
Digital Solutions  
Drama  
Film, TV and New Media  
Food and Nutrition  
Japanese  
Legal Studies

## SUBJECTS SENIOR

### GENERAL SUBJECTS

Modern History  
Music  
Physical Education  
Physics  
Psychology  
Spanish  
Visual Art

### APPLIED SUBJECTS

Arts in Practice  
Engineering Skill  
Furnishing Skills  
Industrial Graphic Skills  
Science in Practice  
Sport and Recreation  
Tourism  
Visual Arts In Practice

### VET

Diploma of Business  
Cert IV Justice Studies  
Cert III Aviation  
Cert III Business  
Cert III Fitness (Incorp Cert II Sport and Rec)  
Cert III Health Services (Incorp Cert II Health Support Services)  
Cert III Hospitality (Incorp Cert II Hospitality)

# Senior Education Profile

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

- Senior Statement
- Queensland Certificate of Education (QCE)
- Queensland Certificate of Individual Achievement (QCIA).

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



## Queensland Certificate of Education

Awarded to

**Jane Citizen**

having met the requirements for certification

A handwritten signature in black ink, appearing to read 'Chris Rider'.



Chris Rider  
Chair

Queensland Curriculum & Assessment Authority  
154 Melbourne Street, South Brisbane

**Date of issue:** 1 July 2014



**QCAA**  
Queensland Curriculum  
& Assessment Authority

SAMPLE ONLY

LUI: 1234 5678 n 9110



# Senior Statement

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

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

## Queensland Certificate of Education (QCE)

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



|                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Set amount</b></p> <p>20 credits from contributing courses of study, including:</p> <ul style="list-style-type: none"><li>• QCAA-developed subjects or courses</li><li>• vocational education and training (VET) qualifications</li><li>• non-Queensland studies</li><li>• recognised studies.</li></ul> | <p><b>Set pattern</b></p> <p>12 credits from completed Core courses of study and 8 credits from any combination of:</p> <ul style="list-style-type: none"><li>• Core</li><li>• Preparatory (maximum 4)</li><li>• Complementary (maximum 8).</li></ul> |
| <p><b>Set standard</b></p> <p>Satisfactory completion, grade of C or better, competency or qualification completion, pass or equivalent.</p>                                                                                                                                                                   | <p><b>Literacy &amp; numeracy</b></p> <p>Students must meet literacy and numeracy requirements through one of the available learning options.</p>                                                                                                     |

# Senior Subjects

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

Typically, it is expected that most students will complete these courses across Years 11 and 12. All subjects build on the P–10 Australian Curriculum.

For more information about specific subjects, schools, students and parents/carers are encouraged to access the relevant senior syllabuses at [www.qcaa.qld.edu.au/senior/senior-subjects](http://www.qcaa.qld.edu.au/senior/senior-subjects) and, for Senior External Examinations, [www.qcaa.qld.edu.au/senior/see](http://www.qcaa.qld.edu.au/senior/see)

## Applied and Essential Syllabuses

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

## General Syllabuses

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

## General (Senior External Examination) Syllabuses

Senior External Examinations are suited to:

- students in the final year of senior schooling (Year 12) who are unable to access particular subjects at their school
- students less than 17 years of age who are not enrolled in a Queensland secondary school, have not completed Year 12 and do not hold a Queensland Certificate of Education (QCE) or Senior Statement
- adult students at least 17 years of age who are not enrolled at a Queensland secondary school

## Underpinning Factors

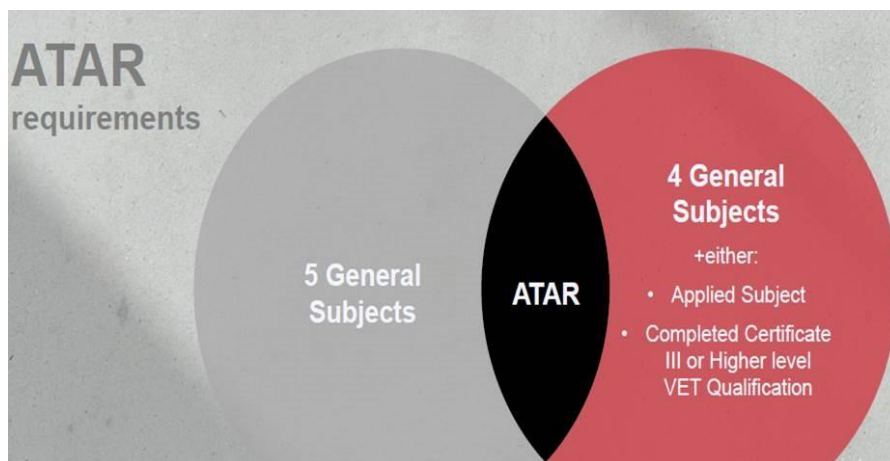
All senior syllabuses are underpinned by:

- literacy — the set of knowledge and skills about language and texts essential for understanding and conveying content.
- numeracy — the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully.

## Applied and Essential Syllabuses

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

- applied learning — the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts.
- community connections — the awareness and understanding of life beyond school through authentic, real-world interactions by connecting classroom experience with the world outside the classroom.
- core skills for work — the set of knowledge, understanding and non-technical skills that underpin successful participation in work.



## Australian Tertiary Admission Rank (ATAR) Eligibility

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

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

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

## English Requirement

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

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

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

# Applied and Essential Syllabuses

## Course overview

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

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

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

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

## Assessment

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

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

Applied syllabuses do not use external assessment.



## Instrument-specific Standard Matrixes

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

## Essential English and Essential Mathematics – Common Internal Assessment (CIA)

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

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

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

## Summative Internal Assessment – Instrument-Specific Standards

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

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

# General Syllabuses

## Course Overview

General syllabuses are developmental four-unit courses of study.

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

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

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

## Assessment

### Unit 1 and 2 Assessments

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

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

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

### Units 3 and 4 Assessments

that count towards the overall subject result in each General subject.

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

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

# Instrument-Specific Marking Guides

Each syllabus provides instrument-specific marking guides (ISMGs) for summative internal assessments.

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

Schools cannot change or modify an ISMG for use with summative internal assessment.

As part of quality teaching and learning, schools should discuss ISMGs with students to help them understand the requirements of an assessment task.

# External Assessment

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

- common to all schools
- administered under the same conditions at the same time and on the same day
- developed and marked by the QCAA according to a commonly applied marking scheme.

The external assessment contributes a determined percentage (see specific subject guides — assessment) to the student's overall subject result and is not privileged over summative internal assessment.

# ONLINE LEARNING

In order to provide students with options that meet their needs and interests, the college may make available to student's selective online courses for study. Students who are considering an online course need to be self-directed autonomous learners who are confident in accessing digital content, able to self-pace course content and meet deadlines. To access online courses, there is an additional cost of \$1000 per year.

# Vocational Education and Training (VET)

At Chisholm Catholic College we have a variety of **Vocational Education** Programs that prepare students for challenges and opportunities beyond high school. Students can tailor their learning pathway using a range of different school-based options available to them.

Vocational Education and Training (VET) in schools enables students to gain nationally recognised qualifications (Certificates) whilst still completing their High School Education. As a Registered Training Organisation RTO 30511, we deliver qualifications on-site to students in Grade 11 and 12 which is written into the timetable.

Vocational education and training (VET) provide pathways for all young people, particularly those seeking further education and training, and those seeking employment-specific skills.

## **VET offers clear benefits to students, including:**

- The development of work-related skills, making young people more employable
- Access to learning opportunities beyond the traditional curriculum, including work-based learning.
- Competency-based assessment that meets industry standards.

## **TAFE at School Programs**

Our College offers students in year 11 and 12 the option of doing a range of VET qualifications under our partnership arrangement with TAFE Queensland. This program provides students the opportunity to pursue a course of their choice and interest which is not available here at school.

The preferred day for students attending TAFE is a Wednesday where possible. We provide flexible learning timetables and students have the option to select a study line to manage their workload.

## **School Based Apprenticeships and Traineeships**

School Based Apprenticeships and Traineeships allow students to work for an employer and train towards a recognised qualification under a contractual agreement between the employer, training provider, school, student, and the guardian.

**Prior to any arrangement regarding school-based programs, you must meet with the VET Program Leader (Ms Nair) to discuss options which is best suited for the student.**

# Pre-requisites required for subjects

Subject prerequisites are minimum entry requirements students must meet before being considered for entry into General subjects in their Senior phase of learning. In our College setting, an example of a subject prerequisite is a Year 10 Mathematics student must achieve a B grade or higher to select Mathematical Methods or Specialist Mathematics. In some cases, subject prerequisites span across two subjects, for example to select Ancient History a student must achieve a B grade or higher in Year 10 English and History.

NOTE: Subject prerequisites do not apply for Applied subjects or VET courses.



# Subjects Offered at Chisholm Catholic College

| English                                                                                                                                            | Health and Physical Education                                                                                                    | Humanities                                                                                                                                                            | Religion                                                                                                                                                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>GENERAL</b> <ul style="list-style-type: none"> <li>English</li> <li>Literature</li> </ul>                                                       | <b>GENERAL</b> <ul style="list-style-type: none"> <li>Physical Education</li> </ul>                                              | <b>GENERAL</b> <ul style="list-style-type: none"> <li>Accounting</li> <li>Ancient History</li> <li>Business</li> <li>Legal Studies</li> <li>Modern History</li> </ul> | <b>GENERAL</b> <ul style="list-style-type: none"> <li>Study of Religion</li> </ul>                                                                               |
| <u>Applied</u> <ul style="list-style-type: none"> <li>Essential English</li> </ul>                                                                 | <u>Applied</u> <ul style="list-style-type: none"> <li>Sport and Recreation</li> </ul>                                            | <u>Applied</u> <ul style="list-style-type: none"> <li>Tourism</li> </ul>                                                                                              | <u>Applied</u> <ul style="list-style-type: none"> <li>Religion and Ethics</li> </ul>                                                                             |
| Mathematics                                                                                                                                        | Science                                                                                                                          | Technologies                                                                                                                                                          | The Arts                                                                                                                                                         |
| <b>GENERAL</b> <ul style="list-style-type: none"> <li>General Mathematics</li> <li>Mathematical Methods</li> <li>Specialist Mathematics</li> </ul> | <b>GENERAL</b> <ul style="list-style-type: none"> <li>Biology</li> <li>Chemistry</li> <li>Physics</li> <li>Psychology</li> </ul> | <b>GENERAL</b> <ul style="list-style-type: none"> <li>Design</li> <li>Digital Solutions</li> <li>Food and Nutrition</li> </ul>                                        | <b>GENERAL</b> <ul style="list-style-type: none"> <li>Dance</li> <li>Drama</li> <li>Film, Television and New Media</li> <li>Music</li> <li>Visual Art</li> </ul> |
| <u>Applied</u> <ul style="list-style-type: none"> <li>Essential Mathematics</li> </ul>                                                             | <u>Applied</u> <ul style="list-style-type: none"> <li>Science in Practice</li> </ul>                                             | <u>Applied</u> <ul style="list-style-type: none"> <li>Engineering Skills</li> <li>Furnishing Skills</li> <li>Industrial Graphic Skills</li> </ul>                     | <u>Applied</u> <ul style="list-style-type: none"> <li>Arts in Practice</li> <li>Visual Arts in Practice</li> </ul>                                               |
|                                                                                                                                                    |                                                                                                                                  |                                                                                                                                                                       | Languages                                                                                                                                                        |
|                                                                                                                                                    |                                                                                                                                  |                                                                                                                                                                       | <b>GENERAL</b> <ul style="list-style-type: none"> <li>Spanish</li> </ul>                                                                                         |

Distance Education – offered by Brisbane Catholic Education (BCE) – delivered at school online

| Technologies                                                            | Languages                                                                 |
|-------------------------------------------------------------------------|---------------------------------------------------------------------------|
| <b>GENERAL</b> <ul style="list-style-type: none"> <li>Design</li> </ul> | <b>GENERAL</b> <ul style="list-style-type: none"> <li>Japanese</li> </ul> |

# Vocational Education and Training (VET) Certificate Courses

**Diploma of Business**

**Certificate IV in Justice Studies**

**Certificate III Aviation**

**Certificate III Business**

**Certificate III Fitness**

*(Incorporating Cert II Sport and Recreation)*

**Certificate III Health Services**

*(Incorporating Cert II Health Services Support)*

**Certificate III Hospitality**

*(Incorporating Cert II Hospitality)*

***\*\*\* Please see VET handbook for additional costs for Diplomas and Certificate Courses\*\*\****



# Distance Education offered by Brisbane Catholic Education (BCE) delivered online at Chisholm Catholic College

Brisbane Catholic Education is working in partnership with St John Fisher College to offer a school of distance education (FisherONE). The benefits of such an arrangement include:

- Providing distance education underpinned by the Catholic ethos (including pastoral care and Teaching through Catholic perspectives).
- Providing schools with a stable and affordable range of subject offerings.
- Ensuring distance education offerings are taught using best practice for the online environment.

2023 Cost \$950 - 2024 costs TBA

| SENIOR SUBJECTS     | APPLIED / GENERAL | RELATED JUNIOR SUBJECTS | PRE-REQUISITES MINIMUM REQUIREMENTS |
|---------------------|-------------------|-------------------------|-------------------------------------|
| <b>LANGUAGES</b>    |                   |                         |                                     |
| Japanese            | G                 | Japanese                | 'C' standard in Japanese            |
| <b>TECHNOLOGIES</b> |                   |                         |                                     |
| Design              | G                 | Design                  | 'C' in Design Technologies          |

## Table of Pre-Requisites

| SENIOR SUBJECTS                      | APPLIED / GENERAL | RELATED JUNIOR SUBJECTS       | PRE-REQUISITES MINIMUM REQUIREMENTS                    |
|--------------------------------------|-------------------|-------------------------------|--------------------------------------------------------|
| <b>ENGLISH</b>                       |                   |                               |                                                        |
| English                              | G                 | English                       | 'B' standard in English                                |
| Essential English                    | A                 | English                       | No prerequisite                                        |
| Literature                           | G                 | English                       | 'B' standard in English                                |
| <b>HEALTH AND PHYSICAL EDUCATION</b> |                   |                               |                                                        |
| Physical Education                   | G                 | Health and Physical Education | 'C' standard in HPE<br>'C' standard in English         |
| Sport and Recreation                 | A                 | Health and Physical Education | No prerequisite                                        |
| <b>HUMANITIES</b>                    |                   |                               |                                                        |
| Accounting                           | G                 | Business Education            | 'C' standard in English<br>'C' standard in Mathematics |
| Ancient History                      | G                 | History                       | 'C' standard in English OR<br>'B' standard in History  |
| Business                             | G                 | Business Education            | 'C' standard in English<br>'C' standard in Mathematics |
| Legal Studies                        | G                 | Business Education            | 'C' standard in English                                |
| Modern History                       | G                 | History                       | 'C' standard in English or<br>'B' standard in History  |
| Religion and Ethics                  | A                 | Religion                      | No prerequisite                                        |
| Study of Religion                    | G                 | Religion                      | 'B' standard in RE                                     |
| Tourism                              | A                 | None                          | No prerequisite                                        |
| <b>LANGUAGES</b>                     |                   |                               |                                                        |
| Spanish                              | G                 | Spanish                       | 'C' standard in Spanish                                |
| <b>MATHEMATICS</b>                   |                   |                               |                                                        |
| Essential Mathematics                | A                 | Mathematics                   | No prerequisite                                        |
| General Mathematics                  | G                 | Mathematics                   | 'C' in Mathematics                                     |
| Mathematical Methods                 | G                 | Mathematics                   | 'B' in Advanced Mathematics                            |
| Specialist Mathematics               | G                 | Mathematics                   | 'A' standard in Mathematics                            |
| <b>SCIENCE</b>                       |                   |                               |                                                        |
| Biology                              | G                 | Science                       | 'C' standard in Science '                              |
| Chemistry                            | G                 | Science                       | 'B' standard in Science '                              |
| Physics                              | G                 | Science                       | 'B' standard in Science '                              |
| Psychology                           | G                 | Science                       | 'B' standard in Science '                              |
| Science in Practice                  | A                 | Science                       | No prerequisite                                        |

| <b>TECHNOLOGIES</b>               |   |                                                                              |                                                    |
|-----------------------------------|---|------------------------------------------------------------------------------|----------------------------------------------------|
| Digital Solutions                 | G | Digital Technologies<br>Digital Solutions                                    | 'C' in Digital Technologies                        |
| Engineering Skills                | A | Design Technologies:<br>Materials                                            | No prerequisite                                    |
| Food and Nutrition                | G | Design Technologies: Food<br>Specialisation<br>Food and Nutrition<br>Science | No prerequisite                                    |
| Furnishing Skills                 | A | Design Technologies:<br>Materials                                            | No prerequisite                                    |
| Industrial Graphics Skills        | A | None                                                                         | No prerequisite                                    |
| <b>THE ARTS</b>                   |   |                                                                              |                                                    |
| Arts in Practice                  | A | Art                                                                          | 'C' standard in Art                                |
| Dance                             | G | Dance                                                                        | 'C' standard in Dance                              |
| Drama                             | G | Drama                                                                        | 'C' standard in Drama                              |
| Film, Television and New<br>Media | G | Film, Television and New<br>Media                                            | 'C' standard in Film,<br>Television and New Media  |
| Music                             | G | Music                                                                        | 'C' standard in Music or prior<br>music experience |
| Visual Art                        | G | Visual Art                                                                   | 'C' standard in Art                                |
| Visual Arts in Practice           | A | Visual Art                                                                   | No prerequisite                                    |

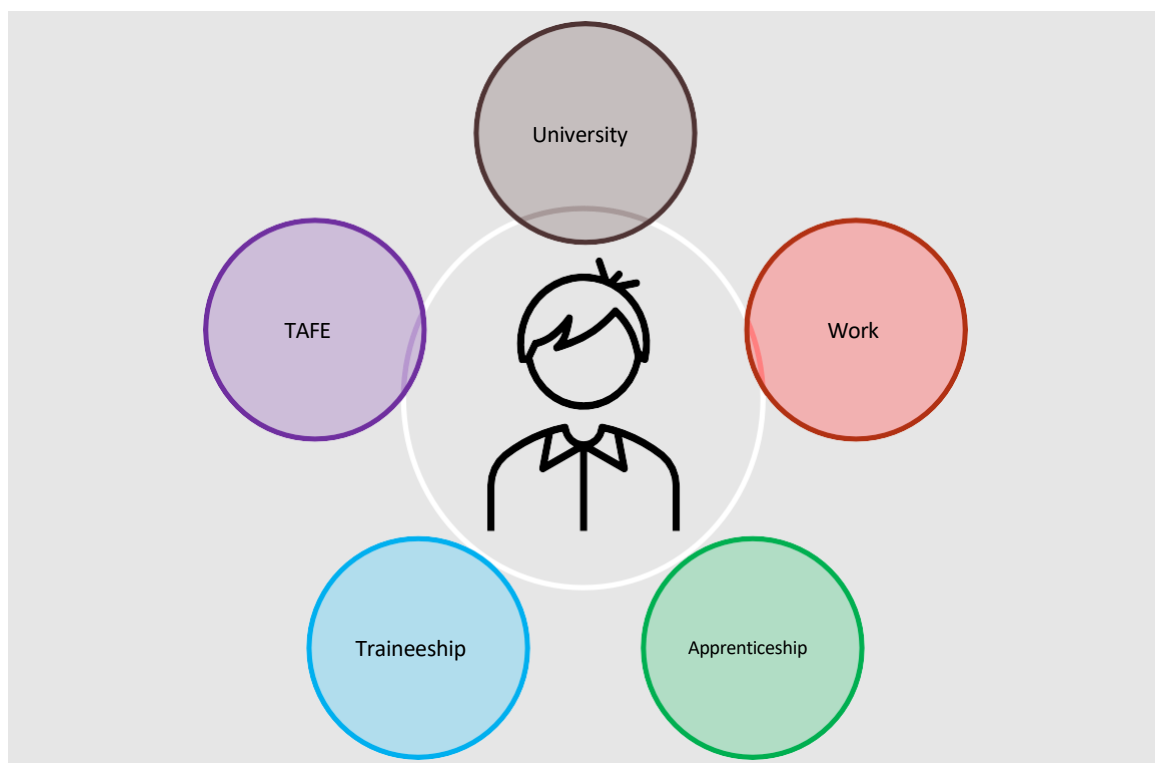
| <b>Online - BCE DISTANCE<br/>EDUCATION</b> |   |          |                                        |
|--------------------------------------------|---|----------|----------------------------------------|
| Design                                     | G | Design   | 'B' standard in Design<br>Technologies |
| Japanese                                   | G | Japanese | 'B' standard in Japanese               |

| <b>VOCATIONAL<br/>EDUCATION AND<br/>TRAINING</b>                                                              |     |      |                         |
|---------------------------------------------------------------------------------------------------------------|-----|------|-------------------------|
| Diploma of Business                                                                                           | VET | None | 'C' standard in English |
| Certificate IV in Justice<br>Studies                                                                          | VET | None | 'C' standard in English |
| Certificate III in Aviation                                                                                   | VET | None | 'C' standard in English |
| Certificate III in Business                                                                                   | VET | None | 'C' standard in English |
| Certificate III Fitness<br>(Incorporating<br>Certificate II Sport and<br>Recreation)                          | VET | None | 'C' standard in English |
| Certificate III Health<br>Services Assistance<br>(Incorporating Certificate II<br>in Health Support Services) | VET | None | 'C' standard in English |
| Certificate III Hospitality<br>(Incorporating Certificate II<br>Hospitality)                                  | VET | None | No prerequisite         |

# How Do I Choose a Pathway?

Students should draw on their senior secondary pathway learning during Term 2 Stretch classes. During this preparation students have gathered information that will provide answers to the questions listed below. Students should apply their understanding of the new secondary assessment and tertiary system and career planning when choosing senior secondary subjects.

- What do I want to do with my future?
- Do I want to study at University or TAFE?
- What are the prerequisites for possible university courses?
- Are there any subjects or subject combinations that may give me an advantage?
- Have I met the prerequisites for Year 11 entry in my subjects?
- Am I interested in an apprenticeship or trade?
- What subjects am I good at?
- What do I enjoy doing?
- What were my best subjects in Years 9 and 10?
- Are my Year 10 grades strong enough for me to be able to cope with the work in Years 11 and 12?



# How to Choose Your Subjects

- ✓ Select Subjects you are interested in.
- ✓ Select Subjects you will do well in.
- ✓ Ensure you choose a broad range of subjects; this will keep your future options open.
- ✓ Check for any prerequisite requirements you may need for tertiary courses.
- ✓ Do your research, read the subject descriptions, talk to teachers and talk to older students who have experienced these subjects, find out as much as possible about the subject.
- ✓ Make your own choice, don't listen to your sibling or friend. Just because they thought it was boring or didn't like the teacher doesn't mean you will have the same experience.
- ✓ Be Honest about your abilities.
  - \* Do I have the ability to complete this subject?
  - \* Do I have the determination and willing to work hard enough to achieve the necessary level achievement?
- ✓ Be realistic with your career aims.



# PATHWAYS OPTIONS

- All Students are to study 6 subjects.
- Students who study, work or attend a traineeship external to the College should choose 6 subjects including English, Mathematics, a Religion subject and elective subjects.
- VET: Before undertaking this pathway, approval is required from the Program Leader. Students may then wish to elect to have a study class by taking away one elective subject.
- ATAR eligibility requires selection of at least 4 General subjects.

## EXAMPLES OF SENIOR STUDENT STUDY PATHWAYS

### THE ARTS

Literature or Study of Religion or General Mathematics  
Music  
Visual Art  
English or Study of Religion or Mathematical Methods  
English or Study of Religion or General Mathematics  
Drama



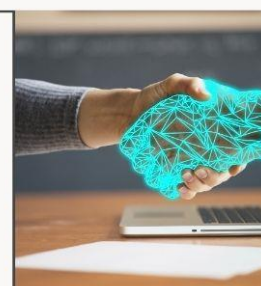
### DESIGN / MANUFACTURING / TECHNOLOGY

Religion and Ethics or Essential Mathematics  
Essential English or Design  
Industrial Graphics Skills  
Engineering Skills or Study of Religion  
English or Engineering Skills or Furniture Making  
Engineering Skills or General Mathematics



### SCIENCES / ENGINEERING / INFO TECH

Study of Religion or Literature  
English or Mathematical Methods or Design  
Study of Religion or English or Chemistry  
English or Digital Solutions  
Specialist Mathematics or English or Study of Religion  
Study of Religion or English





# PATHWAYS OPTIONS

## SCIENCES / MATHEMATICS

Study of Religion  
Mathematical Methods  
Chemistry  
English  
Specialist Mathematics  
Physics



## ALLIED HEALTH AND/OR RECREATION

Biology  
Sport and Recreation or Physical Education  
Health Certificate  
Study of Religion or English or Mathematics  
Mathematics or English  
English or Psychology



## BUSINESS / LAW

General Mathematics or Legal Studies  
English or Study of Religion or Modern History  
Business or Ancient History  
Diploma of Business or Cert III Business  
Modern History or English or Study of Religion  
English or Psychology





## VOCATIONAL PATHWAY


Essential Mathematics or Religion and Ethics  
Certificate III Business or Essential English  
Industrial Graphic Skills or Religion and Ethics  
Religion or Essential Mathematics  
Engineering Skills  
Essential English or Essential Mathematics



Blank copies for trial combinations:

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# Websites

[myfuture - Australia's National Career Information Service | myfuture](#)

myfuture guides you through activities to help you explore your career. You will answer questions, explore career suggestions made by myfuture, select career favourites, clarify your career direction, and then create an action plan to help you reach your career goals.

<https://studentconnect.qcaa.qld.edu.au>

A career information service provided by the QCAA and provides links to other useful sites. It also allows you to plan and track your QCE.

[www.qcaa.qld.edu.au](http://www.qcaa.qld.edu.au)

Provides a wide range of information such as subjects offered by the QCAA, ATAR and QCE information. It is worthwhile to look at the various areas on this site.

[www.gtac.edu.au](http://www.gtac.edu.au)

Follow the links from the 'ATAR and MyPath' menu option on the left hand menu. You will find numerous useful information on planning ahead and ATAR.

<https://www.humanmetrics.com/>

Take the free personality type test to discover more about your personality. This type of information can be helpful in deciding what type of career or job you would be most suited to.

<https://chisholmcatholiccollegcareers.com>

Chisholm's Career page website.

<http://joboutlook.gov.au/careerquiz.aspx>

What occupations have you already thought of? You can add to these ideas by completing a career questionnaire from one of the above websites.

