



**ST URSULA'S**  
COLLEGE | YEPPON

# Subject Selection Guide Senior School 2024

T. 07 4939 9600  
F. 07 4939 9610

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Locked Mail Bag 600,  
Yeppoon QLD 4703

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[stursulas.qld.edu.au](http://stursulas.qld.edu.au)



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# Teaching and Learning at St Ursula's College

St Ursula's College is committed to providing a breadth of opportunities for Senior School students. We will support and challenge students to strive for success. St Ursula's College will guide students to attain realistic personal goals in selecting and attaining credentials, from a variety of pathways, for successful transition beyond our College.

St Ursula's College provides a range of high quality academic and vocational studies options. The school staff assist with personal monitoring and goal setting for all students in support of our students' academic and vocational pursuits.

The purpose of this guide is to support students and parents/carers in Senior Course subject selection. It includes a comprehensive list of all Queensland Curriculum and Assessment Authority (QCAA) subjects and Vocational Education and Training (VET) subjects that form the basis of St Ursula's College Yeppoon curriculum offerings. The information contained in this booklet is a summary of the approved General, Applied syllabuses and Certificate courses.

While every effort is taken to accommodate student subject choice, it may not be possible to offer all subjects contained in this guide to all students. The College reserves the right to make final decisions about subjects offered to students. This information is correct at time of printing July 2023 and is subject to updates from QCAA and VET training providers.

## Teaching and Learning expectations

Students will approach their studies in a diligent manner, access available support and be accountable for their actions and responsible for their learning. Senior students are required to be committed, self-motivated and mature in their approach to their studies. They will be required to prioritise their studies and maintain a high attendance rate. They will be required to establish and maintain effective study routines and work in an increasingly independent way. They will be expected to interact as part of our learning community, uphold our College Values and strive towards achieving their very best.

Teachers will provide learning plans and assessment schedules for units of work in a timely manner. They will provide access to classroom learning resources and, as required, consolidation or extension activities. Classroom teachers will give constructive feedback to students during the learning process and give students the opportunity to demonstrate their skills and knowledge in formative assessment tasks.

Parents and/or guardians will support their children and work collaboratively with the College. It is the responsibility of a student and parents/guardian to be aware of the school assessment procedures as outlined in the student planner.

## Transition to Senior Pathways

Each student will participate in a Senior Education and Training (SET) planning process. The plan will firstly be completed by students, then endorsed by parents/guardians and finally approved by the school. This process will include a meeting with St Ursula's College staff member to discuss and determine the best pathway (VET or ATAR) for each student.

In addition to ongoing support and advice, the College may suggest a change of subjects or course pathway if students are not meeting a satisfactory standard. We expect all students to achieve a Queensland Certificate of Education.

Our goal is for each student to have a meaningful learning pathway and to establish the foundations for a successful future beyond St Ursula's College.

## Senior Education Profile

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

- Statement of Results
- 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).

## Statement of Results

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

A full record of study will be issued, along with the QCE qualification, in the first December or July after the student meets the requirements for a QCE.

## Queensland Certificate of Education (QCE)

Students may be eligible for a Queensland Certificate of Education (QCE) at the end of their senior schooling. Further details on this are available here: <https://myqce.qcaa.qld.edu.au/>

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.

## Queensland Certificate of Individual Achievement (QCIA)

The Queensland Certificate of Individual Achievement (QCIA) reports the learning achievements of eligible students who complete an individual learning program. At the end of the senior phase of learning, eligible students achieve a QCIA. These students have the option of continuing to work towards a QCE post-secondary schooling.

## Senior Subjects

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

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

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

### General Syllabuses

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

## Applied Syllabuses

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

## Senior External Examination

The Senior External Examination consists of individual subject examinations provided across Queensland in October and November each year by the QCAA.

## Short Courses

Short Courses are developed to meet a specific curriculum need and are suited to students who are interested in pathways beyond senior secondary schooling that lead to vocational education and training and establish a basis for further education and employment. They are informed by, and articulate closely with, the requirements of the Australian Core Skills Framework (ACSF). A grade of C in Short Courses aligns with the requirements for ACSF Level 3. For more information about the ACSF see: <https://www.education.gov.au/australian-core-skills-framework>

## 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.

## General syllabuses and Short Courses

In addition to literacy and numeracy, General syllabuses and Short Courses are underpinned by:

- 21st century skills – the attributes and skills students need to prepare them for higher education, work and engagement in a complex and rapidly changing world. These include critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills.

## Applied 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.

# Skills and Training

Students can access Skills and Training programs through the school as it:

- is a registered training organisation (RTO)
- has a third-party arrangement with external providers who are RTOs
- offers opportunities for students to undertake school-based apprenticeships or traineeships
- offers opportunities for students to undertake Skills and Training programs through external providers.

St Ursula's College ensures students will be provided with every opportunity to complete their certificates as per the rights and obligations outlined in the enrolment process and information handbooks provided within the Skills and Training student induction process.

The information provided in the 2024 Elective Subject Information is correct at the time of publication; however, training courses can be subject to national updates and changes to units of competency.

In the event qualifications or units of competency are required to be adjusted, all students, parents and guardians, will be notified in writing.

Students successfully achieving all qualification requirements will be issued a testamur and record of results within 30 days from the conclusion of their qualifications at St Ursula's College. Students who achieve at least one unit (but not the full qualification) will be issued with a Statement of Attainment.

## 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.

Further information is available here: <https://www.qtac.edu.au/student-resources/atar>

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.

# General Syllabuses

## Structure

The syllabus structure consists of a course overview and assessment.

### 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 must demonstrate a response to all criteria within a Unit to be eligible for a QCE credit point.**
- **Students must demonstrate a “Satisfactory standard” in a Unit to be awarded a QCE credit point.**

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.

### Extension Syllabuses Course Overview

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

Extension syllabuses are courses of study that consist of two units (Units 3 and 4). Subject matter, learning experiences and assessment increase in complexity across the two units as students develop greater independence as learners.

The results from Units 3 and 4 contribute to the award of a QCE and to ATAR calculations.

## Assessment

### Units 1 and 2 Assessments

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

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

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

## Units 3 and 4 Assessments

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

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

The three summative internal assessments need to be endorsed by the QCAA before they are used in schools. Students' results in these assessments are externally confirmed by QCAA assessors. These confirmed results from internal assessment are combined with a single result from an external assessment, which is developed and marked by the QCAA.

The external assessment result for a subject contributes to a determined percentage of a students' overall subject result. For most subjects this is 25%; for Mathematics and Science subjects it is 50%.

### 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.



# Applied Syllabuses

## Structure

The syllabus structure consists of a course overview and assessment.

### Applied syllabuses course overview

Applied syllabuses are developmental four-unit courses of study.

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

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

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

## 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 Standards Matrixes

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

### Essential English and Essential Mathematics – Common Internal Assessment

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

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

- 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.

The CIA is not privileged over the other summative internal assessment.

### **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.

## **Senior External Examinations**

### **Senior External Examinations course overview**

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

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

The Senior External Examination is for:

- low candidature subjects not otherwise offered as a General subject in Queensland
- students in their final year of senior schooling who are unable to access particular subjects at their school

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

For more information about the Senior External Examination, see: [www.qcaa.qld.edu.au/senior/see](http://www.qcaa.qld.edu.au/senior/see).

## **Assessment**

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

Results are based solely on students' demonstrated achievement in the examinations. Work undertaken before an examination is not assessed. Results are reported as a mark and grade of A–E. For more information about results, see the QCE and QCIA policy and procedures handbook, Section 10 at <https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook/10-external-assessment>

# Short Courses

## Course Overview

Short Courses are one-unit courses of study. A Short Course includes topics and subtopics. Results contribute to the award of a QCE. Results do not contribute to ATAR calculations.

Short Courses may be made available to identified students in 2022 to help support meeting the requirements of QCE:

- Literacy
- Numeracy

## Assessment

A Short Course uses two summative school-developed assessments to determine a student's exit result. Short Courses do not use external assessment.

The Short Course syllabus provides instrument-specific standards for the two summative internal assessments.

# Subject Offerings at St Ursula's College

## Mathematics

### General

- [General Mathematics](#)
- [Mathematical Methods](#)
- [Specialist Mathematics](#)

### Applied

- [Essential Mathematics](#)

## Health and Physical Education

### General

- [Physical Education](#)

## English

### General

- [English](#)
- [Literature](#)

### Applied

- [Essential English](#)

## Science

### General

- [Biology](#)
- [Chemistry](#)
- [Physics](#)

### Applied

- [Aquatic Practices](#)

## Humanities

### General

- [Ancient History](#)
- [Geography](#)
- [Legal Studies](#)
- [Modern History](#)
- [Study of Religion](#)

### Applied

- [Religion & Ethics](#)

## Languages

### General

- [Japanese](#)

## The Arts

### General

- [Drama](#)
- [Music](#)
- [Visual Art](#)

## Technologies

### General

- [Design](#)
- [Digital Solutions](#)

### Applied

- [Fashion](#)

## Certificate

- [Certificate III in Allied Health Assistance](#)
- [Certificate III in Business](#)
- [Certificate III in Early Childhood Education and Care](#)
- [Certificate III in Fitness](#)
- [Certificate III in Tourism](#)
- [Cert II Cookery](#)