CURRICULUM HANDBOOK

YEAR 11 & 12

In the Mercy Tradition

Let Your Light Shine!
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DISCLAIMER

Mount Saint Bernard College will endeavour to provide the following subjects and Certificate courses, however, subjects and certificates are dependent on student numbers and the physical and human resources available.
MERCY TRADITIONS

Caring, security, friendliness, honest endeavour and dedication describe the atmosphere of Mercy that has been lovingly nurtured at Mount St Bernard College since its establishment in 1921. The values of Mercy education – love, respect, service and compassion; honouring the dignity of the Human Person expressed in a preferential option for the poor – have endured as proud traditions and are at the heart of the life of the College.

The Sisters of Mercy began the Herberton Convent in 1910. In 1921, the original Sisters of Mercy’ boarding school, St Mary’s, was moved from Cooktown to Herberton, and the new school, named Mount Saint Bernard College, in honour of Father Doyle, was opened.

In its first year of operation some of the forty-six boarders were primary school students who attended St Patrick’s Primary School while the remainder were secondary students and were taught in Mount St Bernard College. In the early years the college catered for the primary education of boys as well as girls until St Patrick’s Catholic Primary School closed in 1977.

Throughout the twentieth century, Mount St Bernard College responded to the changing needs and aspirations of students and their families. The College hosted Cooktown’s St Mary’s School during a period of World War II evacuation. At every stage, MSB has provided opportunities for a quality Catholic education to the young people of Far North Queensland and beyond.

In the twenty-first century, this tradition continues. In 2006, the Sisters of Mercy gifted Mount St Bernard College to the Catholic Diocese of Cairns. MSB is now under the stewardship of the Cairns Diocese’s Catholic Education Services. The Mercy charisms of service; faith, hospitality and social justice continue to be nurtured and lived out by a professional and dedicated staff.
MISSION STATEMENT

Our Mission at Mount St. Bernard Catholic College is to develop a community of faith and a Christian way of life through educating the whole person.

Our Mission flows from the Mission of Christ, which was to know and reveal God’s unconditional love and forgiveness. In our community we live out Christ’s Mission of fostering a community of love.

As MEMBERS of this community of faith, all of us (staff, students, parents/carers) carry out our Mission by living the Catholic ethos of the College and giving witness as a faith community which encourages all to foster Gospel values and the celebration of Christian fellowship.

As STUDENTS within this community, we:
- actively participate in the life of the College
- accept that we have a responsibility for our own learning
- make a commitment to a full and positive participation in College life
- accept and commit ourselves to the College code of conduct
- develop relationships with staff and fellow students that are based on Gospel values

As PARENTS/CARERS within this community, we:
- recognise that we have a crucial role in the educative process
- seek to involve ourselves in the whole range of school activities
- develop our relationships with the College administrators, staff and other parents/carers
- seek to become involved in the College curriculum

As STAFF MEMBERS within this community, we:
- carry out our Mission by providing a service that responds to the individual needs and potential of each student
- recognise the importance of self in the Mission of the Catholic School
- undertake to engage in professional and self-development
- assist each other to integrate Christian values across all aspects of the curriculum
- respond to emerging developments in the trends in education

As ADMINISTRATORS within this community, we:
- provide leadership and make decisions that are creative, shared and based on the Mission Statement
- devise and develop processes that respect the needs and enhance the talents of all members of the College community

College Crest and Motto

Our College motto, Luceat Lux Vestra – ‘Let your Light Shine’ – is drawn from the gospel story of Jesus encouraging his followers not to hide their goodness, but rather let others see the good things God does through them. The MSB light shines most brightly through our students.
PRINCIPAL’S MESSAGE

The Year 10 into Year 11 subject selection process is a key strategy in Mount St Bernard College’s commitment to students as future citizens. The world in which we currently live and learn is constantly changing and it is imperative that we deliver learning programs that recognise this reality, in the development of well-rounded workers who are adaptable, flexible, creative and intellectually inquisitive. We must prepare our students not for a job for life, but rather for a life full of jobs.

I invite you to join us and be part of a college which encourages excellence of effort in all activities, both in and out of the classroom, and provides the opportunity to turn potential into wonderful futures. Come and “Let your Light Shine”

__________________________________________
Mr David Finch
Principal
EXPEDITION PROGRAM

Mount St Bernard’s renowned Expedition Program helps the College nurture resilience, team-work, initiative, problem-solving and leadership qualities in students. The program is aimed at developing self-reliance and team work beyond the school environment and involves every student in the school (as well as many members of staff) in a yearly expedition to remote and unique locations in Far North Queensland.

Year 11 Leadership Expedition - Cedar Bay Term 4

Everyone benefits from challenges- young people especially. The opportunities for personal and social growth that result from travelling in a small, independent group in pursuit of a challenging goal are significant. In the bush we have to push and discipline ourselves, as well as learn to co-operate with others. Living in the bush is a powerful metaphor, a parallel if you like, for everyday life. The things we learn about working together, trying our best and learning from mistakes, achieving something really worthwhile with a group of people, can all be taken back into our everyday lives.

The Year 11 expedition focuses on developing leadership qualities. Over a number of days expeditioners undertake a significant journey that represents the most difficult challenge for our young people to date. Small groups undertake an unassisted five-day journey in remote and difficult terrain that requires each and every young person to work hard both individually and as a member of an independent and inter-dependent team. As students struggle to deal with the many challenges, they come to know each other’s strengths and weaknesses. At the end of this expedition these young people will spend some time bringing everything they have learnt about themselves and each other, together to propose peer leaders for the following year, college captains and Student Representative Council’ members. During each of our expeditions we give something back to the environment. On this expedition we clean up the flotsam on the magnificent, isolated beach of Cedar Bay.
Underpinning principles

Travel into the outdoors is challenging by its nature

- Participation in community work provides focus and satisfaction
- Expeditions provide a valuable contribution to society

We believe that expeditions:

- Create opportunities for challenge, growth and development
- Have significant and beneficial benefits for participants
- Deliver improvements in personal, social and environmental attitudes
- Give participants a new-found enthusiasm for taking on challenges
- Encourage students to act as positive role models for others in their communities
- Provide a unique and positive contribution to our society.

Students may use their Year 10 & 11 expeditions towards a Certificate II in Outdoor Recreation.
CHOOSING SENIOR CURRICULUM OPTIONS

It is important to choose senior subjects carefully as your decisions may affect, not only the types of careers you can follow later, but also your success at school. Even though there are many factors to consider, choosing your course of study can be made easier if you go about the task logically and follow a set of planned steps.

All Year 10 students participate in a range of activities designed to address the major issues in subject selection including working through a Careers program, investigating a variety of careers and their requirements, and participating in work placement. Students also complete their SET (Senior Education and Training) Plans through an interview process and are encouraged to access the following sources:

- **Queensland Job Guide** (provides information on occupations, careers and courses to access).
- **The Queensland Tertiary Courses Prerequisites Booklet** (provides information on the prerequisite/compulsory subjects required for entry to all University and TAFE full time Diploma level courses).

**Additional Assistance**

**People**
The College Guidance counsellor, Teachers, Heads of Department, VET Co-ordinator and School Leadership through the Assistant Principal – Curriculum, at Mt St Bernard College are key resources available to assist parents and students in the decision-making process. Please feel comfortable to phone the school on 4096 1444 to make an appointment with any of the above school personnel.

**Documents:**

- The **Queensland Tertiary Courses** booklet is available on loan from the Guidance Office. It is useful for information on University courses and TAFE Diploma level courses.
- Information on Apprenticeships and Traineeships is available from the VET Co-ordinator.
- **QTAC Tertiary Prerequisites** is issued to all Year 10 students.

**Web Sites**

- https://studentconnect.qcaa.qld.edu.au is an excellent career information site
- www.myfuture.edu.au and www.jobjuice.gov.au also provide ‘job tests’, Australia-wide information on careers and training as well as employment prospects in the jobs chosen.
- www.tafe.net gives information on all TAFE courses in Queensland.
- www.qtac.edu.au gives information on University and TAFE Diploma courses in Queensland. Through this site all QLD Universities and TAFE Colleges may be accessed
Selection Strategy

A key question that must be answered prior to selection of your subjects is whether it is necessary for you to go to university to achieve your career goals. Your answer will place some restrictions upon your subject choices. As well, students must meet minimum pre-requisite requirements for senior subjects. If you are unsure, you will need to see the Guidance Counsellor or Assistant Principal – Curriculum to discuss your options.

When choosing subjects for Years 11 and 12 it is important that you have a strategy. You need to choose those subjects that:

- Will assist you in reaching your career goals
- You have had success in during previous study
- You enjoy; and
- Will assist you in development of the skills, attitudes and knowledge useful throughout your life.

WHAT TYPES OF SUBJECTS ARE OFFERED?

1. Authority subjects are approved by the Queensland Assessment and Curriculum Authority (QCAA), and are offered state-wide in Queensland secondary schools. Many of the Authority subjects are academically demanding. Students not achieving a Sound to High level of achievement in a Year 10 subject may find related Authority subjects in Year 11 and 12 difficult. Authority subjects are the only subjects which count towards an OP (Overall Position). An OP is the mainstream pathway for school leavers to apply for university entry. Authority subjects may also be accessed through the School of Distance Education in either Cairns or Brisbane, and will be supported through the College.

2. Authority Registered subjects are also developed by the QCAA. They have QCAA-approved work programs, focusing on a strong vocational educational core. Authority Registered subjects place more emphasis on practical skills and knowledge and are designed to develop specific skills relevant to employment.

3. Applied Learning Courses are offered by MSB through our Employment Pathway (EP) offerings and include certificates and short courses. These courses can contribute towards a Queensland Certificate of Education (QCE).

4. Certificate Courses with TAFE may be offered on an individual basis. TAFE-SEC Courses have only material fees with no tuition fees.

5. School Based Apprenticeships/Traineeships
   - A combination of senior studies (Authority or Authority Registered) may be combined with a school-based apprenticeship/traineeship.
   - Particular senior studies may be specified by the apprenticeship/traineeship industry area.
   - Students undertake work (on-the-job training), senior studies and off-the-job training (with a registered provider). These require employer agreements which are developed with all major stakeholders.
   - The opportunities for these pathways are dependent upon available employers on the Tablelands and, in some cases, the Cairns area.
6. **Independent Learning Studies** (may be part of an enrichment course for a QCE)
   - Students may include other accredited/approved studies as part of their senior program such as music, speech or dance studies. A table of acceptable qualifications is available on the QCAA website.

**INVESTIGATE EACH SUBJECT AND TYPE OF SUBJECT**

To do this, it is necessary to:

- read the subject descriptions and course outlines provided in this booklet
- talk to the relevant Middle leaders and teachers of the various subjects – make an appointment at Student Reception to meet with relevant staff
- look at the books and materials used in this subject
- ask questions during your subject selection interview
- talk to students who are already studying the subject

**Decisions on Combinations**

There are traps to avoid when selecting subjects:

- do not select subjects simply because someone has told you that they help you get good results and give you a better chance of getting into university and
- try not to be influenced by suggestions that you should or should not choose a particular subject, because a friend/brother/sister either liked or disliked it or the teacher when they studied it.

Consider taking some **Authority Registered** subjects if:

- you are interested in the content of a particular subject because it relates to future employment;
- success in the subject will give you advanced standing (credit) in a post-secondary vocational course in which you are interested;
- your past results suggest that some Authority subjects may be too difficult.

**FOR STUDENTS INTERESTED IN TERTIARY STUDIES**

**Students interested in pursuing tertiary qualifications usually need to be OP eligible.** An OP (Overall Position) is calculated on a student’s best FIVE Authority subjects, or 20 semesters. In Year 11 students will select six subjects.

**For Students Interested in Tertiary Study**

If you are interested in tertiary study (a University course or TAFE diploma), there are some additional points you will need to consider:

1. Students aiming to maximise their chances of tertiary entrance are advised to:
   - select the prerequisite subjects you need for your preferred course;
   - check to ensure that you are eligible for tertiary entrance and have the appropriate Field Positions;
   - consider subjects in which you have both an interest and a demonstrated ability.

2. To qualify for entry to most university courses, students will need to be eligible to receive an Overall Position (OP) at the completion of Year 11 and 12. It is possible for applicants not
eligible for an OP to gain entry to TAFE diploma courses and to university courses through the QTAC Selection Rank system.

3. Check the MSB Senior Subject Prerequisites (below) to see if your current level of achievement will provide you with the skills and abilities to achieve in your preferred senior subjects.

**PREREQUISITE SUBJECTS FOR SENIOR STUDIES**

<table>
<thead>
<tr>
<th>Year 11 Authority Subject</th>
<th>Year 10 prerequisite achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>B in 10.1 English</td>
</tr>
<tr>
<td>Business Communication Technology (BCT)</td>
<td>C in 10.1 English</td>
</tr>
<tr>
<td>Chemistry</td>
<td>B in 10.1 Science</td>
</tr>
<tr>
<td>English</td>
<td>B in 10.1 English</td>
</tr>
<tr>
<td>English for ESL Learners</td>
<td>C+ in 10.1 English or B in 10.2 English</td>
</tr>
<tr>
<td>Graphics</td>
<td>C in 10.1 English</td>
</tr>
<tr>
<td>Home Economics</td>
<td>C in 10.1 English</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>B in 10.1 English</td>
</tr>
<tr>
<td>Maths A</td>
<td>C in 10.1 Maths</td>
</tr>
<tr>
<td>Maths B</td>
<td>B in 10.1 Maths</td>
</tr>
<tr>
<td>Modern History</td>
<td>B in 10.1 Humanities</td>
</tr>
<tr>
<td>Geography</td>
<td>B in 10.1 Humanities</td>
</tr>
<tr>
<td>Physical Education</td>
<td>C in 10.1 English</td>
</tr>
<tr>
<td>Physics</td>
<td>B in 10.1 Science</td>
</tr>
<tr>
<td>Study of Religion</td>
<td>B in 10.1 Religion</td>
</tr>
<tr>
<td>Visual Art</td>
<td>C in 10.1 English</td>
</tr>
</tbody>
</table>

Authority subjects in Years 11 and 12 contribute towards an Overall Position (OP) - the direct school leavers’ path towards university. These subjects assume a certain level of understanding and achievement in different academic areas, from which each subject builds. The above table acknowledges the general starting point of demonstrated student capability for achievement in each of the authority subject areas. Student’s Year 10 semester 1 and 2 reported achievement in varying subjects will be used as indicators of appropriate pathways and choices during the Subject Selection interview process.

Authority Registered subjects and Vocational courses have no set pre-requisite achievement levels. Such subjects and courses include:

- **English Communication**, **Pre-Vocational Maths**, **Religion & Ethics**, **Creative Arts**, **Industrial Technology**, **ICT**, **Hospitality Practices**, **Agriculture Practices** and Certificate courses in a variety of areas including: **Basic Health Care**, **Sport and Recreation**, **Outdoor Recreation**, **Public Safety** and **Education Support**.
YEAR 10 ➔ SENIOR LEARNING PATHWAYS

**YEAR 10**

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**Semester 2:**

10.1 – Soc Sci/ Maths/ English/ Science

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**Semester 2:**

10.1/10.2 – Humanities/ Maths/ English/ Science

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**Semester 2:**

10.2/10.3 – Humanities/ Math/ English

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**Senior OP Pathway (Overall Position)**

Choose 20+ semesters of AUTHORITY SUBJECTS over 2 Years 11-12

e.g. 5 x Auth Subjs (20) + 1 x Auth Sub (4) as insurance.

OP (24) QCE (24)

3 hours of homework & study per weeknight

Do the QCS Preparation classes & QCS test to maintain OP eligibility.

= OP & QCE
= QTAC Application & offer (can defer most)
= University, College or TAFE study

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**Senior VP Pathway (Vocational Program)**

Choose SAS & AUTHORITY SUBJECTS- English or Eng Comm, R&E & PV Maths or Maths A + selection of Authority subjects, SAS subjects & Certificates II / III – (internal or TAFESEC)

OP Ineligible, Rank through QTAC 
QCE- 20+ pass semesters

2 hours of homework & study per weeknight

Do the QCS Preparation classes & QCS test to increase your QTAC Selection Rank.

= QCE & QTAC Rank if applying to QTAC -for selected courses TAFE, Diplomas, Bridging, Uni.
= VET Certificates.
= Rank based offer
= Study (can transfer)

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**Senior EP Pathway (Employment Prep)**

Choose SAS & certificate courses, combine with:
-3-4 x Certs (4-8 each)
– Possible one day off - site @ TAFESEC or work placement.
(+Year10 credits)
QCE 20+ credits

1 hour of homework & study per weeknight

No QCS test. QTAC Rank possible if a completed Cert III.

= QCE + VET Certificates
= Employment, TAFE or =special access programs for Lit/Num & Indigenous further education
= Employment / traineeship etc.

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Please note that increasingly flexible pathways provide the opportunity to move into other options, however these options may have a longer time frame and different monetary cost.

www.msb.qld.edu.au

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STUDENT EDUCATION PROFILE
On completion of Year 12, students will receive a document known as a Student Education Profile (SEP).

This will consist of three parts and will contain information provided by the Queensland Curriculum and Assessment Authority (QCAA). This information will be conveyed to tertiary institutions to assess a student's eligibility for tertiary entry.

1. Senior Statement - information on this certificate will state the subject levels of achievement (Very High Achievement → Very Limited Achievement) in ALL Authority and Authority Registered subjects studied during Year 11 and 12. It will also state the individual's results of the Queensland Core Skills Test on a scale of A → E. All students will receive a Senior Statement as a record of achievement.

2. Tertiary Entrance Statement – This Certificate records the student's individual Overall Position (OP) on a 1 → 25 scale and the Field Position rankings.

3. Queensland Certificate of Education (QCE) – gained by attaining 20 credit points from approved courses of study at a set standard, and within a set pattern. (See attached material from QCAA site)

The following information may be useful in understanding the terminology of the system.

OVERALL POSITION (OP)
Indicates a student's results in their best twenty semesters during Year 11 and 12 (usually understood to be the best five Authority subjects over the two years). The results on this section will be measured against every OP eligible student in the state on a band of 1 → 25 with 1 being the highest.

FIELD POSITION (FP)
These measure a students' performance in certain skill areas in Authority Subjects. As the fields measure different qualities, subjects are weighted in each field according to the skills they measure. Field positions will be recorded on a 1→10 scale with 1 being the highest. Field Positions and field weightings DO NOT CONTRIBUTE to OPs.

QLD CORE SKILLS TEST (QCS)
The QCS Test comprises a test of 49 common elements in the Queensland Senior Curriculum. It assesses the skills and knowledge one would expect a Year 12 student to possess after 12 years of schooling.

The level of sophistication demanded by the test is appropriate to Year 12 students. Particular knowledge of specific senior subjects is not tested. However, the test assumes basic levels of general knowledge and vocabulary, and a Year 10 knowledge of mathematical operations. The QCS Test consists of four papers — Writing Task (WT), Short Response (SR), and two Multiple Choice papers (MC). In the test, students are expected to respond to various stimulus materials.
such as prose passages, poetry, graphs, tables, maps, mathematical and scientific data, cartoons and reproductions of works of art.
The WT will test command of the written English language and expressive and productive skills. Students will be asked to compose an extended piece (about 600 words) of continuous prose in response to the stimulus material provided.

Items on the SR paper will ask for different responses, such as by writing a sentence or paragraph, drawing a diagram, performing a calculation, sketching, etc.

For each item on the MC papers there are four alternative answers (options). You will be asked to select the best answer.

The QCS test is compulsory for all students seeking an Overall Position. ALL students are encouraged to sit for the test, as students who are not eligible for an OP may still apply for some tertiary places and the calculation of their Selection Rank is directly affected by their Core Skills Test results. (A result of ‘E’ will be the same as not sitting the test). The results are reported on an A → E scale.

The QCS Test tests 49 common curriculum elements (CCEs) of the Queensland senior curriculum. The 49 common curriculum elements of the Queensland senior curriculum are:

- Recognising letters, words and other symbols
- Finding material in an indexed collection
- Recalling/remembering
- Interpreting the meaning of words or other symbols
- Interpreting the meaning of pictures/illustrations
- Interpreting the meaning of tables or diagrams or maps or graphs
- Translating from one form to another
- Using correct spelling, punctuation, grammar
- Using vocabulary appropriate to a context
- Summarising/condensing written text
- Compiling lists/statistics
- Recording/noting data
- Compiling results in a tabular form
- Graphing
- Calculating with or without calculator
- Estimating numerical magnitude
- Approximating a numerical value
- Substituting in formulae
- Setting out/presenting/arranging/displaying
- Structuring/organising extended written text
- Structuring/organising a mathematical argument
- Explaining to others
- Expounding a viewpoint
- Empathising
- Comparing, contrasting
- Classifying
• Interrelating ideas/themes/issues
• Reaching a conclusion which is necessarily true provided a given set of assumptions is true
• Reaching a conclusion which is consistent with a given set of assumptions
• Inserting an intermediate between members of a series
• Extrapolating
• Applying strategies to trial and test ideas and procedures
• Applying a progression of steps to achieve the required answer
• Generalising from information
• Hypothesising
• Criticising
• Analysing
• Synthesising
• Judging/evaluating
• Creating/composing/devising
• Justifying
• Perceiving patterns
• Visualising
• Identifying shapes in two and three dimensions
• Searching and locating items/information
• Observing systematically
• Gesturing
• Manipulating/operating/using equipment
• Sketching/drawing
To gain a QCE students need an AMOUNT of LEARNING at a SET STANDARD in a SET PATTERN to meet literacy and numeracy requirements.

Working towards a QCE

The Queensland Certificate of Education (QCE) is Queensland’s senior schooling qualification.
- The QCE is awarded to eligible students—usually at the end of Year 12.
- Students can still work towards a QCE after Year 12 or if they leave school.
- Learning options are grouped into four categories (see opposite).
- The QCE offers flexibility in what, where and when learning occurs.

To achieve a QCE a student needs 20 credits in a set pattern.
- At least 12 credits must come from completed Core courses.
- Additional 8 credits can come from any combination of any courses.
- Students must achieve a Sound, Pass or equivalent to receive QCE credits.
- Literacy and numeracy requirements must be met (see opposite).

Planning a QCE pathway

QCE planning usually starts in Year 10.
- A Senior Education and Training (SET) Plan is developed to map a student’s future education and/or employment goals and their QCE pathway.
- Learning options include senior school subjects, vocational education and training, apprenticeships and traineeships, university subjects completed while at school, recognised workplace learning, certificates and awards.
- Students choose their own QCE pathway—there are hundreds of possible course combinations.
- Students can plan their QCE pathway and track their progress towards a QCE in their learning account on the Student Connect website at www.studentconnect.qcaa.qld.edu.au

For more information

The QCE Handbook provides information about:
- credit for partial completion of courses of study
- credit transfer for intrastate, interstate and overseas transfers
- credited semesters for subjects studied at a Limited Achievement level
- student learning accounts
- relaxation of completed Core requirements
- national Sound in a subject for meeting literacy and numeracy requirements
- recognised studies.

Visit www.qcaa.qld.edu.au for a copy of the handbook

Learning options and credit values

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CREDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core courses: usually undertaken by students in the senior phase of learning undertaken while enrolled at a school.</td>
<td>At least 12 credits are needed. At least 1 credit undertaken while enrolled at a school.</td>
</tr>
<tr>
<td>Authority or Authority-registered subjects</td>
<td></td>
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<tr>
<td>Subjects assessed by a Senior External Examination</td>
<td></td>
</tr>
<tr>
<td>VET Certificate II, III or IV qualifications (includes school-based apprenticeships)</td>
<td>Certificate II Certificate III &amp; IV</td>
</tr>
<tr>
<td>School-based apprenticeships that incorporate on-the-job training</td>
<td>Certificate III competencies</td>
</tr>
<tr>
<td>Tailored training programs</td>
<td>On-the-job component</td>
</tr>
<tr>
<td>Recognised International training programs</td>
<td>Per course</td>
</tr>
</tbody>
</table>

PREPARATORY courses: generally used as stepping stones to further study.
- VET Certificate II qualifications (Max. of 2 qualifications can count) |
- Employment skills development programs approved under the VET Act 2000 (Max. of 1 program can count) |
- No-engagement programs (Max. of 1 program can count) |
- Recognised certificates and awards |
- Short course in literacy or short course in numeracy developed by the QCAA |

ENRICHMENT courses: add value or complement Core courses of study.
- Recognised certificates and awards |
- Recognised structured workplace or community-based learning programs |
- Learning projects — workplace, community, self-directed |
- Authority endorsement subjects, such as English Extension |
- Career development: short course senior syllabus |
- School-based subjects |

ADVANCED courses: go beyond senior secondary schooling.
- One or two-semester university subjects completed while enrolled at a school |
- One-semester subject |
- Two-semester subject |
- Units of Competency contributing to VET qualifications or advanced diplomas while enrolled at a school |
- Recognised certificates and awards |

Literacy and numeracy requirements

The QCE offers students a range of options to satisfy the literacy and numeracy requirements, including:
- at least a Sound Achievement in one semester of a QCAA-developed English and Mathematics subject |
- at least a Sound Achievement in QCAA-developed short courses in literacy and numeracy |
- a Pass grade in a literacy and numeracy course recognised by the QCAA |
- at least a C on the Queensland Core Skills (QCS) Test |
- at least a 4 for an International Baccalaureate examination in English and Mathematics |
- completion of FSK20113 Certificate II in Skills for Work and Vocational Pathways |
- completion of 39282QLD Certificate I in Core Skills for Employment and Training — Communication |
- completion of 39288QLD Certificate I in Core Skills for Employment and Training — Numeracy.
### Lists of Subjects Available for Selection

<table>
<thead>
<tr>
<th>Authority Subjects</th>
<th>Authority Registered Subjects (SASs)</th>
<th>Applied Learning Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Communication &amp; Technologies</td>
<td>Creative Arts</td>
<td>Certificate III Sport &amp; Recreation</td>
</tr>
<tr>
<td>Biology</td>
<td>English Communication Studies</td>
<td>Qld Rural Fire Service – Certificate II Public Safety</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Agricultural Practices</td>
<td>Certificate III Basic Health Care</td>
</tr>
<tr>
<td>Drama</td>
<td>Industrial Technology</td>
<td>Certificate II Outdoor Recreation</td>
</tr>
<tr>
<td>English</td>
<td>Prevocational Mathematics</td>
<td>Certificate III Education Support</td>
</tr>
<tr>
<td>English for ESL Learners</td>
<td>Religion &amp; Ethics</td>
<td>Certificate II Engineering Pathways</td>
</tr>
<tr>
<td>Geography</td>
<td>Information &amp; Communication Technology</td>
<td>TAFE offerings by application</td>
</tr>
<tr>
<td>Graphics</td>
<td>Hospitality Practices</td>
<td></td>
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<tr>
<td>Home Economics</td>
<td></td>
<td></td>
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<tr>
<td>Legal Studies</td>
<td></td>
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</tr>
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<td>Mathematics A</td>
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AUTHORITY

SUBJECTS

(OP Pathway)
BIOLOGY

WHY STUDY BIOLOGY?
Biology is the study of the natural systems of the living world. It is characterised by a view of life as a unique phenomenon with fundamental unity. Living processes and systems have many interacting factors that make quantification and prediction difficult. An understanding of these processes and systems requires integration of many branches of knowledge.

The study of Biology provides students with opportunities to:

- gain insight into the scientific manner of investigating problems pertaining to the living world
- experience the processes of science, which lead to the discovery of new knowledge
- develop a deeper understanding and an enhanced aesthetic appreciation of the living world.

Participation in Biology enables students to engage in creative scientific thinking and to apply their knowledge in practical situations. The study of Biology will help students foresee the consequences for the living world of their own, and society’s, activities. This will enable them to participate as informed and responsible citizens in decision-making processes, the outcomes of which will affect the living world both now and in the future.

COURSE CONTENT – What will I be studying?
Biology is concerned with the study of the phenomenon of life in all its manifestations. It encompasses studies of the origin, development, functioning and evolution of living systems and the consequences of intervention in those systems. Understandings are developed in terms of concepts inherent in the principles of biology which are:

- **Survival** of species is dependent on individuals staying alive long enough to reproduce.
- At every level of organisation in the living world **structure and function** are interrelated. Each level of organisation in the living world has its own unique aspects and there is continual interaction of structure and function between these levels.
- **Continuity and change** occur at all organisational levels in the living world. Changes may be cyclical or directional. The continuity of life is a balance between all the change processes.

Students of biology will participate in a wide range of activities to develop their knowledge of biology and their ability to solve problems arising in their everyday experiences.

The course places considerable emphasis upon practical work conducted within a laboratory and in the field. There is a minimum time commitment for field work of ten hours. Field work is integrated with the study of the key concepts to help students learn to examine collected data, suggest hypotheses that explain observations, and design and conduct experiments.
ASSESSMENT – How will I be assessed?
The assessment program will include a variety of assessment techniques which are integrated with
the learning experiences. The achievement level awarded each student on exit from the course will
be based on the fullest and latest information about student performance on the dimensions of
Understanding biology, Investigating biology, and Evaluating biological issues, as outlined in
the syllabus.

The Biology course requires students to undertake substantial written assignments such as field
study and practical reports and research assignments. They need to have good written and
mathematical skills.

Recommended Prerequisite:
Students who have not achieved a HIGH level of Achievement, in Year 10.1 Science and English
will find this subject extremely difficult.

CAREER PATHWAYS – Where can this lead?
Marine Biology, Medicine/nursing, Biological laboratory research, Department of Primary Industries
Adviser, Teacher, National Parks Officer/Ranger, Environmental/ecological scientist and many
more related careers.

LINKS TO CCE’s – Learning for Life
Approximately 27 of these skills link to areas covered in the QCS test in Year 12 and life learning in
general. These include, but are not limited to;

- interpreting the meaning of tables
- diagrams or graphs, recording and noting data
- compiling results in a tabular form
- graphing
- comparing and contrasting
- classifying and manipulation
- operating and using equipment
BUSINESS COMMUNICATION & TECHNOLOGIES

WHY STUDY BUSINESS COMMUNICATION & TECHNOLOGIES?
In the ever-changing world in which businesses and government agencies operate, it is important that students entering the workplace acquire the knowledge, reasoning processes, skills and attitudes necessary for efficient and effective functioning in a variety of business contexts, both local and global.

BCT is designed to equip students with the ability to communicate effectively and to interact confidently through and within a business environment and to use a range of business information and technologies appropriate to both the private and public administration sectors. Such skills are of fundamental importance in attaining knowledge of business, in understanding private and public administration concepts, in analysing and evaluating recommendations in a range of business-related situations and in handling a variety of business transactions. They are also critical to developing the effective work team, personal and interpersonal communication skills essential for good staff and customer relations and, ultimately, the successful operation of a business.

COURSE CONTENT – What will I be studying?
The two-year course is organised on the basis of 11 topics of study. Embedded within these topics are 12 units of competency, which make up the Certificate II in Business.

Topics of Study:
- Organisation and Work Teams
- Events Administration
- Social Media
- Managing People
- Business Environments
- International business
- Financial Administration
- Managing Workplace Information

HOW DO STUDENTS LEARN
Students develop the knowledge, processes and skills associated with this course through a contextual approach. This approach exposes students to a variety of learning experiences commensurate with the needs of different private sector business offices and public administrative situations. The contexts at Mount St Bernard College include Banks and other financial institutions, health and wellbeing, retail and travel.
ASSESSMENT – How will I be assessed?
- knowledge of previously learned factual information and their ability to demonstrate understanding of this information.
- ability to use reasoning processes to critically reflect on issues that are significant to business environments.
- ability to complete a variety of tasks using appropriate technologies and presentation skills, and to record business procedures, either manually or electronically.

An extensive range of assessment techniques and learning experiences are used. These include objective and short answer response items, extended written responses, presentations, research and integrated project work.

CAREER PATHWAYS – Where can this lead?
- Receptionist
- Office Manager
- Business Manager
- Retail Assistant
- Small Business Owner
- Events Planner
- Employee Trainer and Educator

LINKS TO CCE’S – Learning for life
- Finding material in an indexed collection
- Recalling/remembering
- Interpreting the meaning of words or other symbols
- Interpreting the meaning of pictures/illustrations
- Interpreting the meaning of tables or diagrams or maps or graphs
- Translating from one form to another
- Using correct spelling, punctuation, grammar
- Using vocabulary appropriate to a context
- Summarising/condensing written text
- Recording/noting data
- Compiling results in a tabular form
- Explaining to others
- Expounding a viewpoint
- Comparing, contrasting
- Classifying
- Reaching a conclusion which is necessarily true provided a given set of assumptions is true
- Reaching a conclusion which is consistent with a given set of assumptions
- Generalising from information
- Hypothesising
- Criticising
- Analysing
- Synthesising
- Judging/evaluating
- Creating/composing/devising
- Justifying
- Searching and locating items/information
- Manipulating/operating/using equipment and technology
CHEMISTRY

WHY STUDY CHEMISTRY?
Chemistry provides an understanding of the materials around us and why they behave as they do. Being central to understanding the phenomena of the reactions of matter in our material universe, it also bridges links with other branches of natural science.

Chemistry remains a growing discipline, with exciting and unexpected developments on its frontiers. It is a discipline in which students may experience beauty and excitement at many levels, whether comprehending the ordered structure of matter or in what they see in their own experiments.

Knowledge of chemistry can assist students in understanding and interpreting many experiences in their everyday surroundings, thus enriching their daily lives. Chemistry is intimately involved in extractive, refining and manufacturing industries, which provide our food, clothing and many articles we use daily. These industries are important to our economy.

The senior subject Chemistry will provide a foundation for students who will proceed to tertiary level courses in Science, the Applied Sciences, Engineering or the Health Sciences. It is an essential pre-requisite for courses such as Nursing, Medicine, and Engineering.

COURSE CONTENT – What will I be studying?
Chemistry is the study of matter and its interactions. Students should come to understand that no real distinction can be made between ‘chemicals’ and matter. During the course, students should acquire knowledge of the following core topics:

- Materials Properties, Bonding and Structure
- Reacting Quantities and Chemical Analysis
- Oxidation and Reduction
- Organic Chemistry, Chemical Periodicity
- Gases and the Atmosphere
- Energy and Rates of Chemical Reactions
- Chemical Equilibrium

Students will learn about the applications of Chemistry and their industrial and economic importance. They will be exposed to chemical issues relating to society and to recent developments and discoveries in Chemistry.
ASSESSMENT – How will I be assessed?
Assessment is based on fullest and latest information about student performance and may include:

- Supervised assessments
- Extended Experimental Investigations
- Laboratory Investigations

Performance is in the dimensions of:

- Knowledge and Conceptual Understanding
- Investigative Processes
- Evaluating and Concluding

The Chemistry course requires students to undertake substantial written assignments such as practical reports and research assignments. Consequently, students need to have good written and mathematical skills.

Recommended Prerequisite:
Students who have not achieved a HIGH level of Achievement, in Year 10.1 Science, Mathematics and English will find this subject extremely difficult.

CAREER PATHWAYS – Where can this lead?
Industrial Chemists/Quality Control, Environmental Scientist, Medicine/Nursing, Sports Scientist, Dairy Technician, Beauty Therapist, Pharmacist, Teacher, Chemical Engineers and many more.

LINKS TO CCE’s – Learning for Life
Over 30 of these skills link to areas covered in the QCS test in Year 12 and life learning in general. These include, but are not limited to:

- substituting in formulae,
- structuring/organising extended written text,
- researching a conclusion which is consistent with a given set of assumptions,
- applying a progression of steps to achieve the required answer,
- interpreting the meaning of words or other symbols and
- translating from one form to another.
DRAMA

WHY STUDY DRAMA?

In Drama, students will learn a variety of skills relevant to many different aspects of life. Students learn to work effectively in a group, speak and act confidently in front of an audience, create and structure stories and explore relevant social issues with depth and perception. They will also develop specific subject knowledge, including an understanding of different theatrical forms, styles and techniques, and theatre history. Drama can enhance a student’s performance in other subjects, particularly English, as it teaches skills in oral presentation and creative problem solving. Drama is an excellent choice of subject for students who are creative and motivated but find written work and exams challenging. Students are able to develop sophisticated skills in creating, telling and structuring stories through verbal and physical acting. That doesn’t mean it is an ‘easy’ option though – a high level of initiative, excellent problem solving skills and a commitment to hard work are expected. But most of all, Drama is fun – a chance to be active and express yourself.

COURSE CONTENT

Drama is primarily performance based; students need to be prepared to participate in acting exercises but less confident students are welcome as they will be taught the skills to act in front of an audience. Individual creativity is encouraged as most task content is flexible/negotiable within a set task format.

The dimensions for a course of study in this subject are:

- Dimension 1: Forming (making creative dramatic work)
- Dimension 2: Presenting (planning and rehearsing performances to an audience)
- Dimension 3: Responding. (interpreting, analysing, reflecting and evaluating dramatic action)

ASSESSMENT

Assessment is continuous and increases in difficulty from Year 11 to Year 12. Assessment and the exit level of achievement will be based upon a holistic assessment of the student’s work folio. Students will be required to perform in a range of genres and analyse and evaluate their own performances and those of others.

CAREER PATHWAYS – Where can this lead?

A course of study in Drama can lead to further education and employment in the fields of theatre and the broader arts industry, and in education. The knowledge, understanding and skills built in Drama connect strongly with careers in which it is important to understand different social and cultural perspectives on a variety of subjects and issues, and to communicate meaning in imaginative, aesthetic and artistic ways. Skills in presentation and public speaking are sought after in most fields and essential in the media, public relations and all forms of education and training.
COMMON CURRICULUM ELEMENTS

- Recalling/remembering
- Using vocabulary appropriate to a context
- Interrelating ideas/themes/issues
- Using correct spelling, punctuation, grammar
- Creating/composing/devising
- Interpreting the meaning of words or other symbols
- Explaining to others
- Empathising
- Comparing, contrasting
- Criticising
- Analysing
- Synthesising
- Judging/evaluating
- Justifying
ENGLISH

WHY STUDY ENGLISH?
The study of English occurs in a world of rapid cultural, social, economic and technological change. These factors place complex demands on citizens to be literate. As literate citizens, students need to be able to interpret, respond to and construct face-to-face, written, spoken/signed, visual, non-verbal and auditory texts communicated through a range of media. They also need to be able to draw on a repertoire of resources to interpret and construct texts for personal, cultural, social and aesthetic purposes. This prepares students in becoming life-long learners and effective communicators beyond school.

Through the study of English, students develop fluency, proficiency and independence in the use of, and knowledge about, the English language. This is achieved through student work in composing and comprehending appropriately and effectively in a wide range of literary and non-literary genres.

COURSE CONTENT
Years 11 and 12 are divided into four semester units. Year 11 is a formative/developmental year and Year 12 studies are summative. The two-year course builds upon prior learning with an expectation of increasing independence. Each semester has a particular theme or idea that is based upon a wide range of literature, film and multi-media resources.

Year 11 Semester One
Perspectives: Truth and Lies: A Drama Study
Perspectives: Truth and Lies: a Novel study

Year 11 Semester Two
Representations: The Australian Story: Our Voices in Poetry
Representations: The Australian Story: Our Voices in Short Stories

Year 12 Semester Three
My Brother’s Keeper: novel study
The Australian Story in Film

Year 12 Semester Four
Shakespeare’s World: To Be or Not to Be: Drama Study
Dystopic Worlds: negotiated task based on a dystopic text

In the English course, students will learn to:

- communicate effectively in Standard Australian English for a range of social and cultural purposes and audiences.
- enjoy and appreciate a range of texts, including Australian texts by Indigenous and non-Indigenous writers and film makers.
- study a range of literary and non-literary works in English, in various types of texts, modes and mediums across diverse cultures and periods.
interpret, analyse, evaluate, respond to and construct a wide range of texts through reading, listening, viewing, speaking writing and shaping.

- make choices about generic structures, language, textual features and technologies to best convey intended meaning in the most appropriate medium and genre.
- control language (written, spoken/signed and visual) using grammar, punctuation, vocabulary and spelling.

ASSESSMENT
Assessment is continuous and increases in difficulty from Year 11 to Year 12. Assessment and the exit level of achievement will be based upon a holistic assessment of the student’s work folio. Students will be required to write in a range of genres, including imaginative short stories, feature articles and analytical pieces, both prepared and under exam conditions. Spoken tasks include monologues and multi-modal presentations.

CAREER PATHWAYS
English is a vitally important subject. English or English for ESL Learners is the only subject that is a pre-requisite for every university course, including science and technology based subjects. Students are strongly advised to select English as a subject if they intend to pursue a tertiary pathway in the future.

English will assist students in every career and personal path. Traditional areas of interest in English lead to occupations in government and politics, teaching, humanities, public service, travel and tourism, languages and dramatic arts, film and technology and the advertising industry. The list is endless.

QCS TEST
English provides an excellent preparation for the QCS tests held each September of a student’s senior year. Preparation for the QCS Writing Task is undertaken within English to further support student achievement.

Writing Task Preparation
Assessment tasks in English are designed to assist students in the development and consolidation of key skills that they need to maximise their result on the QCS Writing Task. These include –

- Overall responsiveness to a task
- Grammar, spelling and punctuation
- Development of a central idea
- Structure and sequencing
- Writing to length requirements.
COMMON CURRICULUM ELEMENTS

Over 30 of the CCE’s tested in the QCS exams, are covered in Senior English

These include -

- Recognising letters, words and other symbols
- Finding material in an indexed collection
- Recalling/remembering
- Interpreting the meaning of words or other symbols
- Interpreting the meaning of pictures/illustrations
- Using correct spelling, punctuation, grammar
- Using vocabulary appropriate to a context
- Summarising/condensing written text
- Setting out/presenting/arranging/displaying
- Structuring/organising extended written text

- Explaining to others
- Expounding a viewpoint
- Empathising
- Comparing, contrasting
- Interrelating ideas/themes/issues
- Extrapolating
- Generalising from information
- Hypothesising:
- Criticising:
- Analysing:
- Synthesising:
- Creating/composing/devising
- Justifying:
- Searching and locating items/information:
PUBLIC SPEAKING

Mount St Bernard College has had a long tradition of excellence in public speaking. Although not a formal part of the curriculum, it does provide an additional opportunity for students to refine skills used in English. On application, students may enter in a range of public speaking opportunities, which develop their confidence and skill, and give opportunity for community engagement and wider opportunities, such as further travel and participation in high level events.

Our students have competed and performed admirably in the Lions Youth of the Year (YOTY) competition and Constitutional Convention for Indigenous Students in 2014. Speaking opportunities include:

- Lions Youth of the Year Quest
- Legacy Public Speaking Competition
- Constitutional Convention for Indigenous Students
- Constitutional Convention FNQ
- Tablelands Young Performers Eisteddfod
- Rostrum Junior Public Speaking Competition
- House of Representatives ‘My First Speech’
- ABC’s Heywire competition

Mount St Bernard students Siyesha Douglas and Tyla West-Chong competed in the Lions YOTY 2014

Constitutional Convention for Indigenous students 2014
ENGLISH FOR ESL LEARNERS

The English for ESL Learners course is designed primarily for students who speak and write English as a second or additional language; however it is also recommended for other students who have the cognitive skills to succeed in a QCAA authority subject, but have significant gaps in their English learning. This course provides the same outcome at graduation as English (OP eligibility) with less in-depth and extensive reading, more accessible units of work and greater support in spelling, grammar, writing and comprehension.

WHY STUDY ENGLISH FOR ESL LEARNERS?

As a major international language, English has significant influence globally. Proficiency in written and spoken English enables students to share in and contribute to English-speaking communities and cultures, as well as participate in international contexts that use English. This syllabus is specifically designed for students for whom English is their Second Language (ESL). English for ESL Learners explicitly teaches knowledge about English language. English for ESL Learners gives students the listening, speaking, reading and writing skills necessary to participate in situations and communities where English is used. It assists students to gain the knowledge and skills to enable them to succeed academically in an English language context.

COURSE CONTENT

Years 11 and 12 are divided into four semester units. Year 11 is a formative/developmental year and Year 12 studies are summative. The two-year course builds upon prior learning with an expectation of increasing independence.

Year 11 Semester One
Magic Realism
The Classics: Then and Now

Year 11 Semester Two
The Immigration Debate
Telling it in verse

Year 12 Semester Three
Macbeth
Topical Issue Affecting Indigenous Australians

Year 12 Semester Four
Alienation and Marginalisation - Novel Study
Themes and Representations – Graphic Novels

Through studying English for ESL Learners, students should develop:

- ability to communicate in written and spoken Standard Australian English with confidence, clarity, accuracy and appropriateness for social, academic, business and creative purposes
- language skills and strategies to learn independently and collaboratively
- ability to think critically and creatively to meet the demands of current and future studies
- willingness and capacity to become discriminating and discerning readers, writers, listeners and speakers
- appreciation of Standard Australian English as the main language of communication in Australia
- understanding of Australian cultural references in communication
- ability to participate confidently and effectively in Australia’s diverse cultures and to contribute to enriching them.

ASSESSMENT
Assessment is continuous and increases in difficulty from Year 11 to Year 12. Assessment and the exit level of achievement will be based upon a holistic assessment of the student’s work folio. Students will be required to write in a range of genres, including imaginative short stories, feature articles and analytical pieces, both prepared and under exam conditions. Spoken tasks include monologues and multi-modal presentations.

CAREER PATHWAYS
English is a vitally important subject. English or English for ESL Learners is the only subject that is a pre-requisite for every university course, including science and technology based subjects. Students are strongly advised to select English or English for ESL Learners as a subject if they intend to pursue a tertiary pathway in the future.

English will assist students in every career and personal path. Traditional areas of interest in English lead to occupations in government and politics, teaching, humanities, public service, travel and tourism, languages and dramatic arts, film and technology and the advertising industry. The list is endless.

QCS TEST
English provides an excellent preparation for the QCS tests held each September of a student’s senior year. Preparation for the QCS Writing Task is undertaken within English to further support student achievement.

Writing Task Preparation
Assessment tasks in English are designed to assist students in the development and consolidation of key skills that they need to maximise their result on the QCS Writing Task. These include –
- Overall responsiveness to a task
- Grammar, spelling and punctuation
- Development of a central idea
- Structure and sequencing
- Writing to length requirements.

COMMON CURRICULUM ELEMENTS
Many of the CCE’s tested in the QCS exams are covered in English for ESL Learners

These include -
- Recognising letters, words and other symbols
- Translating from one form to another
- Using correct spelling, punctuation, grammar
- Using vocabulary appropriate to a context
- Summarising/condensing written text
- Setting out/presenting/arranging/display
• Structuring/organising extended written text
• Explaining to others
• Expounding a viewpoint
• Empathising
• Comparing, contrasting
• Interrelating ideas/themes/issues

• Criticising
• Analysing
• Synthesising
• Creating/composing/devising
• Gesturing
• Manipulating/operating/using equipment
GEOGRAPHY

WHY STUDY GEOGRAPHY
Geography is the study of everything that is around you. It is the study of the human and natural characteristics of places and the interactions between them. Geography includes two vital dimensions: 1) the spatial dimension, which focuses on where things are and why they are there, and 2) the ecological dimension, which considers how humans interact with environments.

Geography will prepare you for adult life through your development of an informed perspective. We incorporate into our own experiences and understandings the examples and case studies of other people, the environments in which they live, patterns and processes and contemporary issues concerning the world right now.

Studying Geography can help us live more effectively as geographically-informed citizens who understand the interdependent spheres in which we live, and make informed judgments to improve our community, state, country and the world. To live purposefully, ethically and happily with others, we must be able to make wise decisions. Studying Geography can help us develop the knowledge, skills and values needed to make those decisions.

COURSE CONTENT
MSB will offer a composite class in Geography. There will be a range of units covered, divided into four semester units. Year 11 is a formative/developmental year. Summative assessment for Exit [counting towards a student’s OP] applies to Year 12 work. Each semester has a particular theme or idea which is explored.

Semester One
Connecting People and Places
• Infrastructure within communities
• Spatial patterns – Physical geography and settlement patterns
• Data analysis
• Mapping activities
Sustaining Communities
• Settlement types
• Demographics within communities
• Town planning
• Urbanisation
• Human impacts on the environment
• Sustainable development

Semester Two
Feeding the World’s People
• Poverty
• Malnutrition
• Food security
• Green Revolution
• Agricultural practices
Exploring the Geography of Disease

- Patterns, causes and impacts of disease
- Climate patterns
- Socio-economic factors
- Physical factors

Semester Three
Responding to Natural Hazards

- Formation and structure of various hazards
- Impacts of hazards on communities
- Prevention strategies and early warning systems
- Responses to various hazards
- Relationship between socio-economic factors and impacts

Managing Catchments

- Location and physical features of catchments
- Importance of water and land resources
- Impacts of human use
- Stakeholders and governing bodies
- Strategies to prevent or limit impacts
- Case studies

Semester Four
Living with Climate Change

- Climate
- Weather patterns
- Historical changes
- Impacts of climate change on physical and ecological elements
- Strategies to manage the impacts of climate change
- Data analysis

Sustaining Biodiversity

- Ecosystems
- Biodiversity
- Food webs
- Spheres of the globe
- Biogeographical regions
- Use of resources and associated impacts
- Management strategies

ASSESSMENT – How will I be assessed?

Students are assessed through a range of primarily written and spoken tasks. These include analytical essays, field reports, response to stimulus and short answer exams, and practical exercises, with the attendant use of technology.

MODES OF LEARNING

These include teacher direction, a wide use of audio visual resources, access to technology, including CDROMs, and internet facilities, guest speakers, field studies [where applicable] and the like.
CAREER PATHWAYS – Where can this lead?
The study of Geography can offer a number of career pathways, including work in government [at international, national, state and local levels] and politics, teaching and university work, the diplomatic service and associated areas and journalism. This list is not exhaustive. Indeed, the general knowledge and high level of written skill developed in Geography equip students in a range of future careers and orientations.

LINKS TO CCE’s – Learning for Life
Common Curriculum areas associated with the study of Geography include:

- visual literacy
- interpreting the meanings of maps and graphs
- structuring and organising extended written text
- explaining to others and expounding a viewpoint
- empathising
- comparing and contrasting
- reaching a conclusion consistent with a given set of assumptions
- extrapolating data
- generalising; hypothesising
- criticising and analysing
- synthesising information
- judging and evaluating information

Geography covers over 30 of the 49 CCEs.
GRAPHICS

WHY STUDY GRAPHICS?
Graphics an OP eligible course of study that provides students with the opportunity to express simple and complex information through visual imagery and representations, encouraging clearer and more effective communication. It provides a solid foundation to careers in industrial design, graphic design, architecture, drafting, film and T.V, animation, business design and production. The study has developed from technical drawing through art and animation into 3D modelling which are vital components in many professions and vocations.

COURSE CONTENT –What will I be studying?
Graphics is a course of study that provides an opportunity for students to gain an understanding of graphical design and communication across a broad range of applications (Commercial, communication, residential, civil, marketing/advertising, etc.). The course draws upon the elements and principles of graphical communication, design and presentation. Students learn the skills, methods and processes that form the knowledge of communicating through graphical representations and designs. Students are introduced to the use of Computer Aided Design, CAD.

The course is composed of three specific areas:

- **Business graphics**- advertising, logo’s, stationary, posters, display stands
- **Environmental graphics**- architecture, construction, landscaping
- **Production graphics**- instruction manuals, animation, working drawings

Students learn about the efficiency and effectiveness of graphical communication and its ever-increasing use in our technological society. Through the structured medium of visual imagery, students learn the ability to communicate and express information with clarity and precision. Students are encouraged to be imaginative and creative through problem solving and designing, whether working individually or as part of a team. They develop real-life skills for visualising, investigating, analysing, synthesising and evaluating technical problems, and learn how to manipulate mechanical and computer drafting equipment effectively as a vehicle for conveying the outcomes of their research in a visually appealing form.

ASSESSMENT – How will I be assessed?
Assessment in Graphics is designed to enable students to demonstrate a broad range of achievement in data research, drawing, reasoning, communication and presentation. Many assessment techniques and instruments are used, including folios of graphical responses to tasks, visual presentations, tests and assignments.
CAREER PATHWAYS – Where can this lead?

Graphics can take you to a vast array of career paths. They include careers in

- Product design like home wares (designing new style kitchen implements etc.)
- Architecture- Designing buildings, landscape designs for gardens and town design
- Furniture design
- Mechanical Design- specialist automotive/parts design
- Advertising- logo’s, stationary, posters, billboards and stickers
- Textile design- fashion, pattern making, T-shirts, fabric home wares and Manchester
- Film and T.V. – animation, film graphics/ production, computer games and special effects
- Teaching- teaching in schools

LINKS TO CCE’s – Learning for life

- Recognising letters, words and other symbols
- Finding material in an indexed collection
- Recalling/remembering
- Interpreting the meaning of words or other symbols
- Interpreting the meaning of pictures/illustrations
- Interpreting the meaning of tables or diagrams, maps and graphs
- Translating from one form to another
- Using correct spelling, punctuation, grammar
- Using vocabulary appropriate to a context
- Summarising, condensing to text
- Compiling lists/statistics
- Recording/ noting data
- Graphing
- Calculating with or without data
- Estimating numerical magnitude
- Approximating a numerical value
- Setting out/presenting/arranging/displaying
- Explaining to others
- Comparing, contrasting
- Interrelating ideas/themes/issues
- Applying strategies to trial and test ideas and procedures
- Applying a progression of steps to achieve the required answer
- Generalising from information
- Hypothesising
- Criticising
- Analysing
- Synthesising
- Judging and evaluating
- Creating/composing/devising
- Justifying
- Perceiving patterns
- Visualising
- Identifying shapes in 2 and 3 dimensions
- Searching, locating items and information
- Manipulating/operating/using equipment
• Sketching/drawing
HOME ECONOMICS

WHY STUDY HOME ECONOMICS?
Home Economics allows student to develop or refine their domestic skills in cooking and sewing. It revolves around the study of essential sustainable living skills for individuals and families within our society. Home economics education promotes action in pursuit of individual and family wellbeing in the context of maintaining healthy and sustainable local and global communities.

As a field of study it effectively draws from a range of disciplines in order to inform optimal and sustainable living for individuals, families and communities, synthesising the multiple disciplines through the processes of inquiry and production. The capacity to draw from such disciplinary diversity is a strength of Home Economics. The content bases upon which home economics education draws include clothing, consumerism, community services, design, families, fashion, food, food science, health, human development, living environments, management, nutrition, textiles and much more.

Home economics as a field of study offers students opportunities to discover and further develop their critical and creative capabilities that enhance individual and family wellbeing. In turn, these attributes can be used in their personal and professional lives, informing their future decisions and actions.

COURSE CONTENT – What will I be studying?
Home economics in Year 11 and 12 are divided into four semester units, two cooking and two sewing. One cooking and one sewing unit are done each year, for a semester. Year 11 is a formative/developmental year. Summative assessment for Exit [counting towards a student’s OP] applies to Year 12 work. Each semester has a particular theme or idea which is explored.

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Semester 1</th>
<th>Sewing – The sweat shop – Students research the textile and fashion industry and then produce a garment reflecting their knowledge of the industry</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Semester 2</td>
<td>Cooking – Health impacts of adolescents – It will focus on the nutritional requirements of adolescents, influences, on food choices &amp; a range of issues related to health, nutrition &amp; wellbeing of teenagers &amp; their families.</td>
</tr>
<tr>
<td>Year 12</td>
<td>Semester 1</td>
<td>Sewing – The rag trade, fashion in the 21st century – Students will study the history of fashion, fashion trends and cycles as well as current design ideas. Using their knowledge students will then produce their own fashion garment.</td>
</tr>
<tr>
<td></td>
<td>Semester 2</td>
<td>Cooking – Crank up your health – Students will address all the key concepts of nutrition &amp; food. How food decisions impact on individual wellbeing and sustainable food futures will be investigated in-depth. It will also address a range of issues related to the health, nutrition and young people in their present environment.</td>
</tr>
</tbody>
</table>
ASSESSMENT – How will I be assessed?

<table>
<thead>
<tr>
<th>Year</th>
<th>Semester</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>1</td>
<td>800 – 1000 Word research assignment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Process and reflective journal of design challenges 800-1000words</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Finished garment</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>800 – 1000 Word research assignment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.5-2 hours supervised exam</td>
</tr>
<tr>
<td>12</td>
<td>1</td>
<td>1000-1500 Word research assignment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Process and reflective journal of design challenges 800-1000words</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Finished garment</td>
</tr>
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<td>1000-1500 Word research assignment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.5-2 hours supervised exam</td>
</tr>
</tbody>
</table>

CAREER PATHWAYS – Where can this lead?
Career opportunities are available in community and education agencies such as health, families, housing and community services as well as in industries related to design, fashion, food and textiles. Specific jobs where Home Economics can lead are; Caterer, Chef, Cook, Dietarian, Health Promotion Practitioner, Nutritionist, Fashion designer, and interior designer, just to name a few.

LINKS TO CCEs – Learning for life
Common Curriculum areas associated with the study of Home Economics include:

- Recognising letters, words and other symbols
- Finding material in an indexed collection
- Recalling/remembering
- Interpreting the meaning of words or other symbols
- Interpreting the meaning of pictures/illustrations
- Interpreting the meaning of tables or diagrams, maps and graphs
- Using correct spelling, punctuation, grammar
- Using vocabulary appropriate to a context
- Summarising, condensing to text
- Compiling lists/statistics
- Calculating with or without data
- Estimating numerical magnitude
- Approximating a numerical value
- Explaining to others
- Comparing, contrasting
- Interrelating ideas/themes/issues
- Applying strategies to trial and test ideas and procedures
- Generalising from information
- Analysing
- Synthesising
- Judging and evaluating
- Creating/composing/devising
- Justifying
- Perceiving patterns
- Visualising
- Identifying shapes in two and three dimensions
- Searching, locating items and information
- Manipulating/operating/using equipment

Home Economics covers over 42 of the 49 CCEs.
LEGAL STUDIES

WHY STUDY LEGAL STUDIES?
Many significant legal and social issues face individuals and groups in Australian society. To deal with these issues, people need to be informed of their legal rights and responsibilities. They need to be able to access the Australian legal system and investigate how it works and affects citizen’s basic rights, obligations and responsibilities. Informed citizens are better able to constructively question and contribute to the improvement of laws and legal processes. Legal Studies equips students to be active and informed citizens, locally, nationally and globally. It also focuses upon areas of human rights, indigenous legal issues, social justice and environmental advocacy.

COURSE CONTENT

<table>
<thead>
<tr>
<th>Four core sections of study and one Independent Study</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>The legal system</td>
<td>How does the Australian legal system meet society’s needs?</td>
</tr>
<tr>
<td>Criminal Law</td>
<td>To what extent does the criminal justice system successfully balance the rights of individuals with society’s need for order?</td>
</tr>
<tr>
<td>Introduction to civil obligations</td>
<td>How do civil agreements and the law of negligence impact on citizens in society?</td>
</tr>
<tr>
<td>Human Rights</td>
<td>Does the Australian legal system adequately protect and enforce individual rights?</td>
</tr>
<tr>
<td>Independent study</td>
<td>Year 12 students complete an independent study over 20 hours on a topic of own choice. This occurs in Term 1. Report format of 1000 – 1500 words.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Four elective units of Study</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indigenous Australians and the law</td>
<td>How effective is the legal system in achieving justice for Aboriginal and Torres Strait Islander peoples?</td>
</tr>
<tr>
<td>Family and the law</td>
<td>How does the law recognize and regulate family relationships?</td>
</tr>
<tr>
<td>Civil Wrongs (torts) and the law</td>
<td>How do civil wrongs (torts) impact on citizens in society?</td>
</tr>
<tr>
<td>International law &amp; Human Rights</td>
<td>How effective is the legal system in promoting peace and resolving conflict within and between nation states?</td>
</tr>
</tbody>
</table>
ASSESSMENT

Assessment is in the form of (a) examinations or (b) extended responses.

Examinations may be short response tests or extended response tests. Tasks may include:

- multiple choice
- definition of terms
- practical exercises involving graphs, tables, diagrams and statistics
- case studies
- questions requiring short answers of up to 250 words per response
- essay responses

Extended responses assess the sustained application of higher order cognition (analysis, interpretation, evaluation, and justification of conclusions) in responding to research or stimulus materials. A typical task may be:

- an independent study
- report
- feature article
- speech/debate/seminar
- documentary including a radio report
- multi modal presentation
- digital presentation combining images, sound bites, blog entries and embedded videos

CAREER 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, social work, government, corrective services, business, education, economics and politics. The subject has been designed for students who, whatever their post-school destinations, wish to develop understandings, skills, abilities and compassionate attitudes about legal situations and issues and thereby participate effectively in their communities. As well, this subject builds scholarship and research skills that support future tertiary study and life-long learning.
LINKS TO Common Curriculum Elements

- Recognising letters, words and other symbols
- Finding material in an indexed collection
- Recalling/remembering
- Interpreting the meaning of words or other symbols
- Interpreting the meaning of pictures/illustrations
- Using correct spelling, punctuation, grammar
- Using vocabulary appropriate to a context
- Summarising/condensing written text
- Setting out /presenting/arranging/displaying
- Structuring/organising extended written text
- Explaining to others
- Expounding a viewpoint
- Empathising
- Comparing, contrasting
- Interrelating ideas/themes/issues
- Extrapolating
- Generalising from information
- Hypothesising
- Criticising
- Analysing
- Synthesising
- Creating/composing/devising
- Justifying
- Searching and locating items/information
-
MATHEMATICS A

WHY STUDY MATHEMATICS A?
Mathematics is an integral part of a general education. It is important in making informed decisions on everyday issues such as:

- Choosing between loan repayment schedules or insurance plans
- Interpreting information in the media (E.g. graphs, tables)
- Reading maps or house plans
- Estimating quantities of materials

In Mathematics A, the skills needed to make decisions that affect students' everyday lives are provided. These skills are also called on in other subjects and provide a good general background for many areas of tertiary study. The study of Mathematics A will emphasise the development of positive attitudes towards a student's involvement in maths. This development is encouraged by an approach involving problem solving and applications, working systematically and logically, and communicating with and about maths.

COURSE CONTENT – What will I be studying?
Mathematics A consists of the following core topics:

- Managing Money I and II—bank interest, credit cards, loans, taxation, budgeting, investments
- Elements of applied geometry—simple trigonometry, area and volume, latitude, longitude and time zones
- Linking two and three dimensions—scale drawings and plans, estimation of quantities and costings
- Data collection and presentation—graphical and tabular presentations, simple methods for describing and summarising data
- Maps and compasses involving either navigation or land measurement—practical use of a variety of maps, compass bearings, orienteering, navigation, site plans
- Exploring and understanding data—summary statistics, simple probability, interpretation of reports in the media.

Elective topics (from which two are chosen by the school) are: -

- Networks and queuing,
- Maps, compasses and navigation or land measurement
- Linear programming
- Introduction to models for data or an elective of the school's design.
Students will participate in a wide range of activities such as:

- Investigating the efficient use of credit cards or the cost and upkeep of a swimming pool
- Designing a staircase or planning house site location
- Examining how statistics are used in the media, e.g. in advertising or weather reports
- Following an orienteering path and reading maps.

It is recommended that students choose to study Mathematics A only if they have obtained a Sound Achievement or better in Year 10 Mathematics. Students achieving below this level in Year 10 will find it difficult to achieve a Sound Achievement to satisfy the Numeracy requirement for the Queensland Certificate of Education.

**ASSESSMENT – How will I be assessed?**

Students will be assessed in a variety of ways. Students may be required to construct models, use computer software or calculators, write reports, carry out investigations, extended modelling and problem solving strategies or give oral presentations on a prepared topic, as well as undertake written tests.

Students will be assessed according to three criteria:

- Knowledge and procedures
- Modeling and problem solving
- Communication and justification

**CAREER PATHWAYS – Where can this lead?**

Mathematics A is an Authority subject and therefore contributes towards an OP. This subject may be a necessary pre-requisite for some university courses. This must be confirmed by consulting the relevant institution’s handbook.

Mathematics A also provides students with many of the necessary “life skills” involving use of maths in the real world. Those students considering a trade or further study at a Certificate level would benefit from completing Mathematics A.

**LINKS TO CCEs – Learning for life**

Mathematics A links to all the CCEs except empathizing and gesturing, with a particular emphasis on the following:

- Graphing
- Calculating with or without calculator
- Estimating numerical magnitude
- Approximating a numerical value
- Substituting in formulae
- Setting out/presenting/arranging/displaying
- Structuring/organising a mathematical argument
- Applying strategies to trial and test ideas and procedures
- Applying a progression of steps to achieve the required answer
- Analysing
- Justifying,
- Identifying shapes in two and three dimensions
- Searching and locating items/information
MATHEMATICS B

WHY STUDY MATHEMATICS B?
Mathematics is an integral part of a general education. It underpins science and technology, most industry, trade and commerce, social and economic planning and communication systems and is an essential component for effective participation in a rapidly changing society.

In Mathematics B skills are developed which form the basis for further study in maths. These skills are needed in the traditional careers of Engineering or the Physical Sciences, but also as tools in fields as diverse as Agriculture, Food Technology, Geography, Biology, Economics and Management. The modes of thinking developed in Mathematics B provide ways of modelling and problem solving in situations in order to explore, describe and understand the world's social, biological and physical environment.

Mathematics B is designed to raise students’ competence in, and confidence with, the mathematics needed to make informed decisions to ensure scientific literacy and to function effectively in a technologically skilled work force. Students are given the opportunity to appreciate and experience the dynamic nature of mathematics. They are encouraged to study the power of mathematics through problem solving and applications in life-related contexts.

COURSE CONTENT – What will I be studying?
The Course:

- Introduction to functions—linear, trigonometric, periodic, power, exponential and logarithmic
- Rates of change—instantaneous and average rates of change
- Periodic functions and applications—recognition of periodic functions, sketching, investigating shapes and relationships, general forms of periodic functions
- Exponential and logarithmic functions and applications—exponential functions, logarithmic functions, the relationships between them, compound interest, annuities
- Optimisation using derivatives—differentiation as a tool in a range of situations which involve the optimisation of continuous functions
- Introduction to integration—applications of integration
- Applied statistical analysis—types of variables and data, stem-and-leaf and box-and-whisker plots, probability, random sampling, discrete and continuous probability distributions, inference.

Students will find Mathematics B very difficult if they did not achieve a HIGH Level of achievement or better in Year 10 Mathematics. It is also important to note that students who are studying Maths B must achieve a “C” in at least one semester to satisfy the numeracy requirement for the Queensland Certificate of Education.
ASSESSMENT – How will I be assessed?
Students will be assessed in a variety of ways. Students may be required to construct models, use computer software or calculators, write reports, carry out investigations, extended modelling and problem solving strategies or give oral presentations on a prepared topic, as well as undertake written tests.

Students will be assessed according to three criteria:

- Knowledge and procedures
- Modeling and problem solving
- Communication and justification

CAREER PATHWAYS – Where can this lead?
Mathematics B is an Authority subject and therefore contributes towards an OP. This subject can be a necessary pre-requisite for some university courses, particularly in the sciences, medicine and engineering. This must be confirmed by consulting the relevant institution’s handbook.

Mathematics B also provides students with some of the necessary “life skills” involving use of maths in the real world.

LINKS TO CCEs – Learning for life
Mathematics B links to all the CCEs except empathizing and gesturing, with a particular emphasis on the following:

- Graphing
- Calculating with or without calculator
- Estimating numerical magnitude
- Approximating a numerical value
- Substituting in formulae
- Setting out/presenting/arranging/displaying
- Structuring/organising a mathematical argument
- Applying strategies to trial and test ideas and procedures
- Applying a progression of steps to achieve the required answer
- Analysing
- Justifying,
- Identifying shapes in two and three dimensions
- Searching and locating items/information
MODERN HISTORY

WHY STUDY MODERN HISTORY

History is about change. It looks at peoples over times past and present in different societies, noticing and explaining their attitudes, beliefs and behaviours, and interpreting their reactions to the various pressures, conditions and events that induce change.

The ultimate purpose of studying history is to give meaning to our own life. We incorporate into our own experiences and understandings the examples and case studies of other peoples who have expressed their hopes, endured conflicts, lived ordinary lives with their environment, and in their localities. History remembers the past, explains the present, and gives hopes and interpretations for our future. History provides contexts, meanings, explanations for our lives.

Studying Modern History can help us live more effectively as global citizens. To live purposefully, ethically and happily with others, we must be able to make wise decisions. Studying history can help us develop the knowledge, skills and values needed to make those decisions.

COURSE CONTENT

MSB will offer a composite class in Modern History. There will be a range of units covered, divided into four semester units. Year 11 is a formative/developmental year. Summative assessment for Exit [counting towards a student’s OP] applies to Year 12 work. Each semester has a particular theme or idea which is explored.

Semester One

The Birth of Nations and the Nation State.

- American War of Independence
- French Revolution
- Napoleon and Napoleonic Europe
- Enlightenment
- Industrialisation
- Rise of Nationalism and outbreak of World War One
  [imperialism, militarism, communism, liberalism]

Australia in Conflict: Australian Foreign Policy since Federation

- Why did Australia look to America in 1941?
- What direction did Australian Foreign Policy take during 1945 – 62?
- Australia in Vietnam
  - Australia’s Foreign Policy since 1972. [September 11: War on Terror in Afghanistan: Immigration Policy]

Semester Two

Social & Cultural Conflicts & Debates: Rwandan Genocide

- History of Genocide
- Decolonisation
What is the United Nations?
What does the UN do?
Genocide in the modern context: Rwanda

Totalitarianism and Nazi Germany
- The Aftermath of World War One
- Totalitarianism
- Anti Semitism as an ideology
- Refugees in Australia
- Australia’s Immigration History
- Current Debates in Immigration

Semester Three

Indigenous Australia Since 1789
- The Australian Frontier
- Towards Human rights for Indigenous Australians
- Race Relations in Australia and the USA
- Reconciliation in Australia and the USA

The Arab Israeli Conflict
- History of the Conflict
- Comparative Studies: Refugees
- Current Issues in the Middle East

Semester Four

The History of Ideas and Beliefs:
- Key Ideologies of the Modern Era [Marxism and Communism; Socialism; Liberalism; Capitalism, Racism]
- Globalisation

The concept of the Great Person in History.
- What constitutes a Great Person in History?
- Major assignment on great person of history
- Popular Culture as Historian

ASSESSMENT – How will I be assessed?
Students are assessed through a range of primarily written and spoken tasks. These include analytical essays, research papers, response to stimulus and short answer exams and spoken presentations, with the attendant use of technology.
MODES OF LEARNING
These include teacher direction, a wide use of audio visual resources, access to technology, including CDROMs, and internet facilities, guest speakers, excursions [where applicable] and the like.

CAREER PATHWAYS – Where can this lead?
The study of history can offer a number of career pathways, including work in government [at international, national, state and local levels] and politics, teaching and university work, the diplomatic service and associated areas and journalism. This list is not exhaustive. Indeed, the general knowledge and high level of written skill developed in Modern History equip students in a range of future careers and orientations.

LINKS TO CCE’s – Learning for Life
Common Curriculum areas associated with the study of Modern History include:

- visual literacy [for example, in decoding and deciphering political cartoons]
- interpreting the meanings of maps and graphs
- structuring and organising extended written text
- explaining to others and expounding a viewpoint
- empathising
- comparing and contrasting
- reaching a conclusion consistent with a given set of assumptions
- extrapolating data
- generalising; hypothesising
- criticising and analysing
- synthesising information
- judging and evaluating information

Modern History covers over 30 of the 49 CCEs.
**PHYSICS**

**WHAT IS PHYSICS?**
Physics is the fundamental science in that its principles are used to varying extents in other science disciplines. It is more mathematical than other sciences and so students of Physics can expect to use concepts from mathematics subjects.

It has always been part of the human condition to marvel at the world we live in—stars and rainbows, the apple that falls to the ground or the lodestone that always points north—and to ask why the world should be that way. In Western culture, this way of speculating about the world became known as natural philosophy, and over time separated into distinct sciences such as Biology, Chemistry and Physics. Physics developed particular methods and procedures that valued precise measurement and highly reproducible experiments, and developed a powerful and fruitful partnership with mathematics. Physics is concerned with the discovery, understanding and application of the fundamental laws of nature.

Knowledge of Physics has led to developments in technology and remains a basis for technology in the foreseeable future. Telecommunications, electrical appliances and computers have had a profound impact on social structures.

**COURSE CONTENT – What will I be studying?**
- Physics Tools – Linear motion, forces
- Ancient Physics – Non-linear motion, energy, momentum
- From Storage to Use (Context) – Pipe characteristics, heat characteristics
- Cosmology and Space Physics – Numerical, historical and theoretical perspectives
- Communication – Electric, magnetic, fundamental wave, sound, light
- Radiation – Atomic analysis, types, application, theories
- Medical Physics (Context) – Technology application and body analysis

**WHO CAN STUDY PHYSICS?**
Physics is valuable background knowledge to professional studies in Science, Engineering, Medicine, Pharmacy, Physiotherapy and Agriculture. It is also a desirable choice for students who intend to pursue secondary science teaching, paramedical and health-care courses or various trade apprenticeships such as applied electrical fields.

**Recommended Prerequisite:**
Students who have not achieved a HIGH level of Achievement, in Year 10.1 Science, Mathematics and English will find this subject extremely difficult.

**ASSESSMENT – How will I be assessed?**
You will be assessed by: Supervised assessment, Extended Response Tasks and Extended Experimental Investigations. These may be either formative or summative with performance being assessed against criteria within the dimensions of:

- Knowledge and conceptual understanding
- Investigative Processes
- Evaluating and concluding
The Physics course requires students to undertake substantial written assignments such as practical reports and research assignments. Consequently, students need to have good written and mathematical skills.

CAREER PATHWAYS – Where can this lead?
- Mechanical Engineer
- Film and TV Lighting Operator
- Marine Engineer
- Computer Science Technician
- Surveyor
- Radiographer
- Optometrist
- Teacher
- Architect
- Industrial Designer
- Sound Technician and many more

LINKS TO CCE’s – Learning for life
Over 30 of these skills link to areas covered on the Queensland Core skills (QCS) test in Year 12 and life learning in general. These include but are not limited to:

- Interpreting the meaning of words or other symbols
- Interpreting the meaning of tables or diagrams or maps or graphs
- Compiling results in a tabular form
- Calculating with or without calculator
- Substituting in formulae
- Reaching a conclusion which is necessarily true provided a given set of assumptions is true
- Applying strategies to trial and test ideas and procedures
- Applying a progression of steps to achieve the required answer
- Hypothesising
- Identifying shapes in two and three dimensions
- Manipulating/operating/using equipment
PHYSICAL EDUCATION

WHY STUDY PHYSICAL EDUCATION?

Physical Education, in the senior school context, involves students learning in, about and through physical activity. Physical Education focuses on the complex interrelationships between motor learning and psychological, biomechanical, physiological and sociological factors that influence individual and team physical performances, together with the wider social attitudes and understandings of physical activity.

COURSE CONTENT – What will I be studying?

<table>
<thead>
<tr>
<th>Year</th>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Volleyball</td>
<td>Ultimate Disc</td>
<td>Athletics</td>
<td>Sport Aerobics</td>
</tr>
<tr>
<td></td>
<td><strong>FOCUS AREA</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A. Learning physical skills • Psychology theory -Arousal -Motivation &amp; Goal Setting -Concentration &amp; Visualisation -Anxiety &amp; Self Talk</td>
<td>B. Processes and effects of training and exercise - Energy systems and the use of fuel for physical activity - Physical performance capacities &amp; Testing (Components of fitness)</td>
<td>A. Learning physical skills • Motor Learning -Theories relating to learning motor skills -Major factors affecting skill acquisition -Characteristics of the learner</td>
<td>C. Sport, physical activity and exercise in the context of Australian society. - Social perceptions and construct of the body in Sport Aerobics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Unit 5</th>
<th>Unit 6</th>
<th>Unit 7</th>
<th>Unit 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Volleyball</td>
<td>Ultimate Disc</td>
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<td><strong>FOCUS AREA</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A. Learning physical skills • Biomechanical understandings -Equilibrium &amp; Balance -Force -Projectiles</td>
<td>C. Sport, physical activity and exercise in the context of Australian society - Professionalism &amp; Amateurism in Sport</td>
<td>B. Processes and effects of training and exercise -Physical performance capacities (Fitness Components), Training principles and methods -Measurement and evaluation of physical performance capacities</td>
<td>A. Learning physical skills • Motor Learning -Judging the Quality of Physical Skills</td>
</tr>
</tbody>
</table>
ASSESSMENT- How Will I Be Assessed?
In Physical Education half of the overall result is derived from the students’ practical performance and half from the focus area assessment (written assessment). The various forms of focus area assessment consist of:

- Research Reports
- Oral Presentations
- Training Journals
- Essay Exams (Seen & Unseen Questions)

The three criteria which students are assessed against are:

- Acquire- involves the retrieval and comprehension of information and the reproduction of learned physical responses
- Apply- involves the application of acquired information and learned physical responses
- Evaluate- involves using information, understandings and skills previously gained in Acquiring and Applying to make decisions, reach conclusions, solve problems and justify solutions and actions

CAREER PATHWAYS- Where Can This Lead?
Physical Education is a useful subject to study for pursuing a variety of occupations. Some of these include Physiotherapy, Physical Education Teacher, Registered Nurse, Sports Journalist/Editor, Medical Practitioner, Sports Medicine Practitioner, Sports Psychologist, Chiropractor, Dietitian, Police Officer, Sports Scientist, Officer (Army, Navy, Air Force), Recreation Officer, Coach and Sports Trainer.

LINKS TO CCE’s- Learning for Life
The teaching and learning contexts of the subject provide opportunities for the development of the following key competencies:

- Collecting, analysing and organising information
- Communicating ideas and information
- Planning and organising activities
- Working with others and in teams
- Using mathematical ideas and techniques
- Solving problems
- Using technology
STUDY OF RELIGION

WHAT IS STUDY OF RELIGION?
Studying religion can help develop an understanding of the ways in which particular cultural contexts have influenced, and continue to influence, the formation of an individual's world view and the framework of beliefs in which it is interpreted. The study of a range of religions and the understanding of alternative ways of viewing reality can make a valuable contribution to cross-cultural harmony and mutual enrichment.

COURSE CONTENT – What will I be studying?
Students will be examining different world religions in connection with varied topics.

Senior classes are combined, with units of work arranged into alternating Years A and B.

Year A topics include Sacred Texts, Rituals across Faith Traditions, and Religion, Values and Ethics, with a look at these topics through the eyes of Judaism, Buddhism, Hinduism and Aboriginal Spirituality.

Year B topics look at Ultimate Questions- what it means to be human, meaning and purpose in life Religion and the Arts from an indigenous perspective, Religion-State relationships examining Fundamentalism and Islam, and Religion in Australia- the rights of the individual.

ASSESSMENT – How will I be assessed?
Assessment in Study of Religion is continuous and uses different forms of assessment items such as case studies, multi-modal presentations, storyboards, prepared exam responses, short answer tests and extended writing tasks such as ethnographic studies. Students studying this subject require competency in literacy, analytical and evaluative skills.

CAREER PATHWAYS – Where can this lead?
This subject prepares students for a wide range of tertiary studies in that it addresses:

- History
- Philosophy
- Psychology
- Spirituality
- Cultural understandings
- Sociology and Current world issues

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LINKS TO CCE’s – Learning for Life

Study of Religion is compatible with, and can contribute to, the educational goals of a senior secondary school. In particular, courses developed in accordance with this syllabus can contribute to the development of students' intellectual skills, communication skills, critical thinking skills, cultural awareness, and the capacity to make judgments in relation to moral, ethical and religious issues and students' emotional, mental and spiritual health.

Skills that students develop which are common to the curriculum are:

- Locating and researching information, finding material in an indexed collection
- Finding material in an indexed collection
- Interpreting the meanings of pictures, illustrations and symbols
- Inter-relating ideas, themes and issues
- Understanding, empathising with a situation
- Explaining an idea to others, expounding a viewpoint
- Evaluating or judging written text and ideas
- Organising and structuring an extended written text
- Using vocabulary that is appropriate to a context
- Communicating ideas in different ways or formats

These skills are assessed within the three areas of criteria of:

- Knowledge and Understanding
- Evaluative processes
- Research and communication
VISUAL ART

WHY STUDY VISUAL ART?
Visual Art involves the production of artworks (making) and the appreciation of artworks (appraising) through the process or researching, developing and resolving.

When students study this subject they make visible ideas, thoughts, feelings, and observations of their world through display and exhibition of made images and objects. As students define, communicate and discern meanings, they come to understand the purposes and intents of visual artworks in various cultures and societies. They develop the capacity to critically reflect on and challenge representations of cultural values, beliefs and customs and to make informed judgments when ascribing aesthetic value to visual artworks.

COURSE CONTENT – What will I be studying?
Using the processes of researching, developing and resolving, students explore concepts through a study of a range of media areas. Media areas are overviews of knowledge, skills, techniques and processes, with each area not restricted to preconceived understandings of the visual art discipline. Students are encouraged to work across the media areas. These are listed below:

- Ceramics
- Costume and stage design
- Installation
- Painting
- Drawing
- Sculpture
- Performance art
- Photographic arts
- Environmental design
- Fibre arts
- Printmaking
- Product design
- Graphic design
- Video and film

Students also study a diverse range of artworks, visual art styles and philosophies from a variety of social, cultural and historical contexts. Over a two-year course, students communicate their own personal style and expression through individual responses to concepts when they make and appraise images and/or objects.

Students are involved in:

- Observing, collecting, compiling and recording visual, verbal and sensory information and ideas from specific sources and contexts;
- Selecting, exploring manipulating and exploiting materials, techniques, processes and technologies in particular media areas to communicate meanings;
- Translating and interpreting ideas through media manipulation to invent images and objects.
ASSESSMENT – How will I be assessed?
Teacher observation and student-teacher consultation in relation to art making folios and visual journals, focused analysis, short response writing and extended writing such as essays and critiques. Achievement in Visual Art is judged by matching a student's achievement in the assessment tasks with the exit criteria of the subject. These criteria are:

- Visual Literacy; Application and Appraising.

CAREER PATHWAYS – Where can this lead?
The Arts (Art, Music & Drama) offers a huge number of possibilities in terms of tertiary education and employment. Often students are unaware of the enormous amounts of careers on offer in these areas and the various pathways into careers in these areas. Places such as TAFE and university offer a variety of courses whilst some trades such as Sign Writing can be entered by means of Traineeships or Apprenticeships. The following careers are just a few of the options open to students who want to make a career in the Arts:

Curator (Galleries or museums), Visual merchandiser (shop window dresser), sign writer, set designer, graphic designer, milliner (hats), theatre set designer, cartographer (maps), media/computer design, film & television, Interior, industrial or furniture designer, tattoo artist, potter, architecture, Art conservator, Art therapist (hospitals), archaeologist, Arts administrator or lawyer, Printmaker, Fabric designer, cartoonist or animator, Illustrator, Fashion designer and many, many more.

LINKS TO CCE’s – Learning for Life
Visual Arts incorporates a large percentage of the Common Curriculum elements including basic vocabulary factors such as spelling, punctuation, grammar and interpretation of the meanings of words, pictures and illustrations. These are vital in research work when interrelating ideas and themes in the context of extended writing. Most written work in this subject revolves around the practice of comparing & contrasting artists, analysing, judging and evaluating various artworks and justifying comments with relevant back-up material. In order to achieve this students are required to research and locate specific information that supports their investigation of the topic in Appraisal tasks.

The body of work that consists of Visual diary, folio and practical work requires students to apply strategies to trial & test ideas, manipulate equipment & techniques and to visualise the end result. Consistent application of these factors enables students to work through processes, develop concepts, consider presentation and develop individuality in the creative area.
AUTHORITY

REGISTERED

SUBJECTS
(SASs)

(Vocational Pathway VP)
AUTHORITY REGISTERED SUBJECTS (SASs)

Mount Saint Bernard College offers a range of Authority Registered subjects to Year 11 and 12 students. Students may choose to do all Authority Registered subjects or a mixture of Authority subjects and some Authority Registered subjects. The implications of students choices will be made clear to them once subjects are finalised, e.g. eligibility for an OP and QCE.

The range of Authority Registered subjects offered is:

- Creative Arts
- English Communication Studies
- Hospitality Practices
- Industrial Studies (Manufacturing)
- Information, Communication and Technology
- Pre-Vocational Maths
- Religion & Ethics
VISUAL ARTS IN PRACTICE

WHY STUDY Visual Arts in Practice?
This subject provides opportunities for students to explore the roles of the artist practitioner (maker, performer/presenter, technician and manager) through active engagement with one or more of the arts and to understand the different careers possible in the industry. By taking on some practitioners’ roles, students are exposed to authentic arts industry practices.

Within and/or across the particular arts studied, students explore and apply techniques, processes and technologies individually and/or in groups to express ideas that serve particular purposes. They gain practical skill, employ essential terminology, investigate ‘solutions’ to ‘problems’ and make choices to communicate through their arts making. These skills are acquired through specialising in one or more of the arts or through broad-based multi-arts programs of study. Students also learn about workplace health and safety issues, effective work practices and arts administration, leading to the acquisition of necessary industry skills for a beginning practitioner. Preparation for the workplace is further enhanced through fostering a positive work ethic, individual and team collaboration and project management.

- Painting
- Print Making (e.g. lino cuts)
- Ceramics
- Theatre Design

COURSE CONTENT – What will I be studying?
Visual Arts in Practice encourages students to work towards becoming an artist practitioner by being involved in activities such as:

- creating and making arts works for particular purposes and moving beyond the conventions of the arts area(s) in a safe working environment.
- engaging in discussions and/or workshops with professional practitioners.
- experiencing authentic arts works by attendance at exhibitions, museums, galleries, professional and community theatre, recording studios, radio and television stations, theatre and dance groups, orchestras, rock bands, choirs.
- working co-operatively in groups and/or independently to achieve goals in an ethical manner.
- developing knowledge about particular arts, aesthetic codes and symbolic languages through a range of contexts.
- building practical skills and techniques that may lead to further engagement in the arts — industry, education, leisure.
- work experience, work placement, work shadowing or arts making in simulated work places such as schools and the community.
- exposure to the variety of careers available in the Arts.
ASSESSMENT – How will I be assessed?
Assessment in each strand of Visual Arts in Practice is designed to enable students to demonstrate achievement in all aspects of the arts making objective, i.e. knowing and understanding, applying and analysing and evaluating and creating.

Competency-based assessment is the process of collecting evidence and making judgments as to whether the student can consistently demonstrate knowledge and skill and apply this knowledge and skill to the standard required in the workplace.

To determine a student's level of achievement, a range of tasks is used to cater for the students with interests in the more technical aspects of the arts, and those with interests in the more performance-based and creative-based aspects. Assessment is practical in nature and is mostly oral but some are in written form and/or in the form of a performance or presentation or demonstration. Students are encouraged to explain what they are doing and to talk about the choices they are making in creating arts works.

CAREER PATHWAYS – Where can this lead?
The Arts (Art, Music & Drama) offers a huge number of possibilities in terms of tertiary education and employment. Often students are unaware of the enormous number of careers on offer in these areas and the various pathways into these careers. Places such as T.A.F.E and universities offer a variety of courses whilst some trades such as sign writing can be entered by means of traineeships or apprenticeships. The following careers are just a few of the options open to students who want to make a career in the Arts:

Curator (Galleries or museums), Visual merchandiser (shop window dresser), sign writer, set designer, graphic designer, milliner (hats), theatre set designer, cartographer (maps), media/computer design, film & television, Interior, industrial or furniture designer, tattoo artist, potter, architecture, Art conservator, Art therapist (hospitals), archaeologist, Arts administrator or lawyer, Printmaker, Fabric designer, cartoonist or animator, Illustrator, Fashion designer and many, many more.

LINKS TO CCE’s – Learning for Life
Visual Arts in Practice incorporates many of the Common Curriculum elements including basic vocabulary factors such as spelling, punctuation, grammar and interpretation of the meanings of words, pictures and illustrations. These are vital in research work when interrelating ideas and themes in the context of writing and creating. The body of practical work produced requires students to apply strategies to trial & test ideas, manipulate equipment & techniques and to visualise the end result. Consistent application of these factors enables students to work through processes, develop concepts, consider presentation and develop individuality in the creative area.
ENGLISH COMMUNICATION STUDIES

WHY STUDY ENGLISH COMMUNICATION?
Proficiency in and understanding of English allows people to share in and contribute to current and future local, national and global communities and cultures. English Communication offer students opportunities, within the contexts of work, community and leisure, to use language to perform tasks, use technology, express identity and interact in groups, organisations and the community.

It aims to develop students' ability to communicate appropriately and effectively, with confidence; plan and work independently and as members of a group; and to develop positive attitudes to and strategies for engagement in lifelong learning.

COURSE CONTENT – What will I be studying?
The course of study consists of a sequence of units of work that focus on communication in one or more of the contexts of work, community and leisure. These units are developed using a range of audiences and purposes, and a balance written, spoken and practical tasks, undertaken by students as individuals and in groups. They include real-life experiences, including work readiness and community involvement; the appreciation, enjoyment and creation of leisure texts; group meetings; developing and conducting surveys and writing reports and producing publications.

ASSESSMENT – How will I be assessed?
Assessment is continuous throughout the course of study, requiring students to demonstrate increasing independence as learners. Assessment is both formative, which provides feedback on achievement over the course of study, and summative, which provides the information for certification at the end of the course. Assessment information is regularly updated to accurately reflect student achievement and progress.

Student achievement is assessed using three criteria:

- **Knowledge of Contextual Features**: the ability to demonstrate knowledge about how meanings in texts are shaped by their purpose, cultural context and social situation, by their choices and responses
- **Knowledge of Textual Features**: the ability to demonstrate knowledge of appropriate textual features suitable for particular texts and audiences, by producing their own texts
- **Knowledge and Understanding of Texts**: the ability to demonstrate and apply knowledge of how different values, beliefs and attitudes influence meaning, through interpreting and constructive texts.

There is a balance of written and non-written (visual, spoken and/or practical) assessment items.
CAREER PATHWAYS – Where can this lead?
English Communication will assist students in every career path they wish to take. English Communication has been developed as a two-year Authority-registered subject to take into account the needs of students from a variety of cultural, social, linguistic and economic backgrounds. English Communication can establish a basis for students’ further learning as well as developing essential communication skills to enhance employment opportunities. English Communication should be considered by those seeking preparation for the workplace, further study, or as an alternative to Senior English.

LINKS TO CCE’s – Learning for Life
English Communication provides the necessary attributes needed in a senior student’s future life. Over 30 of the CCE’s are covered in English Communication Studies. These include, although are not limited to:

- Recognising letters, words and other symbols;
- Interpreting the meaning of pictures / illustrations;
- Using correct spelling, punctuation and appropriate vocabulary and
- Reaching a conclusion which is consistent with a given set of assumptions
HOSPITALITY PRACTICES

WHY STUDY HOSPITALITY?
This Authority Registered subject is designed to promote vocational education as well as general knowledge and skill needed for employment in the hospitality industry. The study area specification (SAS) includes a range of practical topics.

The Hospitality Practices syllabus emphasises the food and beverage sector, which includes food and beverage production and service. Through this focus, students develop an understanding of hospitality and the structure, scope and operation of related activities in the food and beverage sector. The subject enables students to 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. In each year of the course students plan and implement one actual event 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. As well, students examine and evaluate industry practices from the food and beverage sector.

COURSE CONTENT – What will I be studying?
Students will be provided with the opportunities to acquire the skills and knowledge to work in various hospitality situations. The course of study consists of three core topics — navigating the hospitality industry, working effectively with others, and hospitality in practice. The core topics describe concepts and ideas and the associated knowledge, understanding and skills fundamental to the hospitality industry, and are delivered through electives. The three electives — kitchen operations, beverage operations and service, and food and beverage service — represent key employment areas within the food and beverage sector, enabling students to develop a solid understanding of the sector. Functions provide an extended learning situation in which teams of students conduct a flow of work from kitchen through food preparation to service and clean-up.

ASSESSMENT – How will I be assessed?
The vocational learning section (SAS) of the course will be assessed using the three criteria: Knowing & understanding, Examining & Applying and Planning & evaluating. An exit standard is determined for each of the three criteria and students will receive a level of achievement for these semesters of study.

CAREER PATHWAYS – Where can this lead?
Generally Hospitality Practices equips students for work in the food and catering industry as well as allied areas such as cleaning, stores and service.

LINKS TO CCE’s – Learning for Life
Manipulating, operating and using equipment, observing systematically, searching and locating items/information, visualising, creating, devising, evaluating, applying a progression of steps to achieve a certain outcome, applying strategies to trial and test ideas and procedures, classifying, comparing and contrasting, setting out, presenting, arranging, displaying and compiling lists are all Common Curriculum Elements covered in Hospitality Practices.
INDUSTRIAL TECHNOLOGY STUDIES (MANUFACTURING)

WHY STUDY ITS?
Manufacturing develops life skills which have direct application to a technical or industrial field and which helps students adjust to the changing demands of society.

It develops an understanding of industrial technology and its application to industry:

- preparation for vocational employment – safety and skill bases
- problem solving skills
- adaptation to a skilled, technological and ever changing workforce
- information processing and communication

COURSE CONTENT – What will I be studying?
Manufacturing is a two year course which covers industrial, domestic and/or recreational contexts. During the two years students will be studying in the practical areas of:

- Engineering Studies
- Furnishing Studies

ASSESSMENT – How will I be assessed?
Students will be assessed on the following criteria:

- Knowledge and Understanding
- Applied Processes
- Practical Skills.

Assessment will take the form of:

- Folio Drawings
- Assignments
- Practical Tests & Job Production
- Observation of Skills

CAREER PATHWAYS – Where can this lead?
The skills learnt in Industrial Technology Studies will be beneficial to people interested in working in a trade as well as the following:

- Drafting
- Building Design/Builder
- Interior Design
- Landscape Architecture
- Fitter and Turner
- Boiler Maker
- Cabinet Maker
- Wood Machinist
LINKS TO CCE’s – Learning for Life

- Recognising letters, words and other symbols
- Finding material in an indexed collection
- Recalling/remembering
- Interpreting the meaning of words or other symbols
- Interpreting the meaning of pictures/illustrations
- Interpreting the meaning of tables or diagrams or maps or graphs
- Translating from one form to another
- Using correct spelling, punctuation, grammar
- Using vocabulary appropriate to a context
- Compiling lists/statistics
- Recording/noting data
- Calculating with or without calculator
- Estimating numerical magnitude
- Approximating a numerical value
- Setting out/presenting/arranging/displaying
- Explaining to others
- Applying strategies to trial and test ideas and procedures
- Applying a progression of steps to achieve the required answer
- Creating/composing/devising
- Visualising
- Identifying shapes in two and three dimensions
- Searching and locating items/information
- Observing systematically
- Manipulating/operating/using equipment
- Sketching/drawing
INFORMATION, COMMUNICATION AND TECHNOLOGY

WHY STUDY ICT?
The world is now a digital environment with a vast majority of the world owning or having access to a computer or electronic device. Movies and video games are currently the top two entertainment sectors with studios like Pixar creating 3D animated movies that gross millions of dollars worldwide. This subject will introduce students to the skills and disciplines that developers use to create electronic media.

ICT is designed to equip students with the ability to plan, manage and develop complex productions efficiently within a project development context using a combination of multimedia, programming and collaborative skills. They will attain such skills through the production and functionality of their projects, the collaborative working with peers, management of resources and assets and their reflection of the complete work throughout the course.

Course content – What will I be studying?
Information and Communications Technology is a two year course which covers multimedia and programming in a game development context. During the two years, students will be studying the units:

- Digital Still Imaging
- Digital Video Editing
- 3D Modelling
- Animation
- Programming
- Game Development

Assessment - How will I be assessed?
Student performance will be judged on two criteria – Product and Process:

Product
- Their ability to develop with consideration to the quality, effectiveness, appearance and impact of the finished product based on user requirements and the target audience.

Process
- Their ability to focus on the processes involved in developing the product, task management, using and managing resources and reflecting on both the finished product and the processes used in its development.

Assessment will take the form of:
- Integrated Tasks
- Projects
- Folios
- Presentations
Career Pathways – Where can this lead?

The skills learnt in Information and Communication Technology will be beneficial for those interested in working in the various IT industries such as:

- Animation
- Game development
- Web development
- App development
- Robotics
- Film and TV
- Photography
- 3D Artist

LINKS TO CCE’s – Learning for life

- Recognising letters, words and other symbols
- Finding material in an indexed collection
- Recalling/remembering
- Interpreting the meaning of words or other symbols
- Interpreting the meaning of pictures/illustrations
- Interpreting the meaning of tables or diagrams, maps and graphs
- Translating from one form to another
- Using correct spelling, punctuation, grammar
- Using vocabulary appropriate to a context
- Summarising, condensing to text
- Compiling lists/statistics
- Recording/ noting data
- Graphing
- Calculating with or without data
- Estimating numerical magnitude
- Approximating a numerical value
- Setting out/presenting/arranging/displaying
- Explaining to others
- Comparing, contrasting
- Interrelating ideas/themes/issues
- Applying strategies to trial and test ideas and procedures
- Applying a progression of steps to achieve the required answer
- Generalising from information
- Hypothesising
- Criticising
- Analysing
- Synthesising
- Judging and evaluating
- Creating/composing/devising
- Justifying
- Perceiving patterns
- Visualising
- Identifying shapes in 2 and 3 dimensions
- Searching, locating items and information
- Manipulating/operating/using
PRE-VOCATIONAL MATHEMATICS

WHY STUDY PREVOCATIONAL MATHEMATICS?
As mathematics is an integral part of everyday life, this study area specification has been
developed to provide students with a relevant and practical mathematical basis for life after school.
A student's grasp of mathematical concepts, proficiency in basic skills and ability to apply these to
various life-related contexts is important for successful performance in vocational as well as leisure
pursuits.

The core units deal with the mathematical areas which students need to understand in their lives.
Through a study of these units and options, students are offered many opportunities for developing
communication skills, practicing mathematical techniques and employing these in real or simulated
applications.

COURSE CONTENT – What will I be studying?
Mathematics is essentially a life skill. This study area specification provides a suitable challenge
for those students who prefer and enjoy learning activities with practical and real-life application.
Programs will foster an attitude of success for students who may have experienced difficulty with
mathematics of a more theoretical nature. Students have the opportunity to attain vital workplace
knowledge and skills, which enhance employability. Prevocational Mathematics should enable
students to make informed decisions in their many life roles. At times these decisions involve:

- Quantification by estimation and computation
- Measurement
- Reading and interpreting tabled and graphically displayed information
- Presenting information in mathematical form
- Making spatial judgments in two and three dimensions
- Spending and investing money.

ASSESSMENT – How will I be assessed?
Assessment may take a variety of forms like tests, assignments, oral presentations and media
presentations. Students are awarded a level of achievement at the completion of the course.

CAREER PATHWAYS – Where can this lead?
PV Maths has connections to many career paths. They include careers in

- Retail
- Hospitality - catering, reception, hotel management, functions, gaming, bar work, restaurant
- Administration
- Building apprentice
- Internet business
LINKS TO CCE’s – Learning for life
PV Maths incorporates all the common curriculum elements which include;
- Recognising letters, words and other symbols
- Finding material in an indexed collection
- Recalling/remembering
- Interpreting the meaning of words or other symbols
- Interpreting the meaning of pictures/illustrations
- Interpreting the meaning of tables or diagrams, maps and graphs
- Translating from one form to another
- Using correct spelling, punctuation, grammar
- Using vocabulary appropriate to a context
- Summarising, condensing to text
- Compiling lists/statistics
- Recording/ noting data
- Graphing
- Calculating with or without data
- Estimating numerical magnitude
- Approximating a numerical value
- Setting out/presenting/arranging/displaying
- Explaining to others
- Expounding a viewpoint
- Comparing, contrasting
- Interrelating ideas/themes/issues
- Reaching a conclusion which is necessarily true provided a given set of assumptions is true
- Reaching a conclusion which is consistent with a given set of assumptions
- Applying strategies to trial and test ideas and procedures
- Applying a progression of steps to achieve the required answer
- Generalising from information
- Hypothesising
- Criticising
- Analysing
- Synthesising
- Judging and evaluating
- Creating/composing/devising
- Justifying
- Perceiving patterns
- Visualising
- Identifying shapes in 2 and 3 dimensions
- Searching, locating items and information
- Manipulating/operating/using equipment
- Sketching/drawing
RELIGION AND ETHICS

WHY STUDY RELIGION AND ETHICS?
A sense of purpose and personal integrity are essential for participative and contributing members of society. This study area specification provides for a program of study that encourages students to explore their personal values and life choices and the ways in which these are related to their beliefs. The study area specification in Religion and Ethics helps students understand the personal, relational and spiritual dimensions of human experience. A search for meaning assists students from various cultural, social, linguistic and economic backgrounds to learn about and reflect on the richness of religious and ethical worldviews.

COURSE CONTENT – What will I be studying?

<table>
<thead>
<tr>
<th>Semester 1: Year 11</th>
<th>Social Justice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Religions of the World</td>
</tr>
<tr>
<td>Semester 2: Year 11</td>
<td>Heroes and Role Models</td>
</tr>
<tr>
<td></td>
<td>Indigenous Australian Spiritualities</td>
</tr>
<tr>
<td>Semester 3: Year 12</td>
<td>Good and Evil</td>
</tr>
<tr>
<td></td>
<td>Ethics and Morality</td>
</tr>
<tr>
<td>Semester 4: Year 12</td>
<td>Peace Studies</td>
</tr>
<tr>
<td></td>
<td>Sacred Stories</td>
</tr>
</tbody>
</table>

The learning experiences and assessment tasks of this study area specification should be practical and experiential in emphasis, although written assessment is to be completed in order to pass Religion and Ethics.

ASSESSMENT – How will I be assessed?
Assessment may take a variety of forms like tests, assignments, oral presentations and media presentations. Students are awarded a level of achievement at the completion of the course.

CAREER PATHWAYS – Where can this lead?
The study of religions and ethics across the world provides a foundational knowledge from which students can access a variety of careers and life experiences. Careers in areas of Public service, Government, Public speaking, Event Management, Counselling and Social Work all rely on a developed world view.

LINKS TO CCE’s – Learning for life

- Explaining to others
- Expounding a viewpoint
- Empathising
- Comparing, contrasting
- Classifying
- Interrelating ideas/themes/issues
- Reaching a conclusion which is necessarily true provided a given set of assumptions is true
- Reaching a conclusion which is consistent with a given set of assumptions
- Analysing
- Synthesising
- Judging/evaluating
- Creating/composing/devising
- Justifying
- Searching and locating items/information
- Using correct spelling, punctuation, grammar
- Using vocabulary appropriate to a context
AGRICULTURAL PRACTICES

WHY STUDY AGRICULTURE?

Agricultural Practices provides opportunities for students to explore, experience and learn knowledge and practical skills valued in agricultural and other workplaces. Students build their understanding of expectations for work in agricultural settings and develop an understanding of career pathways, jobs and other opportunities available for participating in and contributing to agricultural activities.

Agricultural Practices includes two areas of study, ‘Animal studies’ and ‘Plant studies’, which focus on building knowledge and skills suited to practical situations in agricultural workplaces. Learning in the selected areas of study is delivered through units of work set in specific animal and plant contexts, such as poultry, vegetables or conservation areas.

‘Safety and management practices’ are embedded across both areas of study and focus on building knowledge and skills in working safely, effectively and efficiently in practical agricultural situations. These practices include skills needed to work effectively as an individual and as part of a team, to build relationships with peers, colleagues and wider networks, to collaborate and communicate appropriately with others, and to plan, organise and complete tasks on time. These skills are valued in all settings where people work together, and therefore position students for successful transition to work, training and other collaborative environments.

A course of study in Agricultural Practices can establish a basis for further education, training and employment in agriculture, aquaculture, food technology, environmental management and agribusiness. The subject also provides a basis for participating in and contributing to community associations, events and activities, such as agricultural shows. It also provides the opportunity for students to apply the skills they learn after leaving school so that they can be at least in part self-sufficient in producing food for their own needs and developing commercial enterprises.

COURSE CONTENT – What will I be studying?

Agriculture involves students in activities such as:

- the creation and maintenance of farm infrastructure such as fences, buildings and irrigation systems
- breeding, growing and caring for animals such as crayfish and poultry
- propagating a range of commercial and ornamental plants such as tomatoes, melons, native shrubs and cut flowers
- creating value-added agricultural products such as jams, cheese and wine
- evaluating the strengths and weaknesses of current and potential agricultural industries
- working co-operatively in groups and/or independently to achieve goals in an ethical manner.
- exposure to the variety of careers available in agriculture.
ASSESSMENT – How will I be assessed?

Students in this subject are assessed in three dimensions of learning these being 1. knowing and understanding, 2. analysing and applying, and 3. planning and evaluating. Knowing and understanding refers to students comprehending what is meant by the concepts and ideas, knowledge, understanding and skills used in agricultural activities. Analysing and applying refers to the analysis of agricultural information, and the selection and application of knowledge, understanding and skills suited to activities. Planning and evaluating refers to students devising processes and carrying out actions to successfully complete agricultural activities and then reflecting on their decisions to consider and determine ways to improve future responses.

Assessment tasks consist of projects, collections of work, investigations, extended responses and formal examinations. They can be written, oral, multimodal or take the form of practical skills performance. Assessment consists of four to six tasks during each year of study.

CAREER PATHWAYS – Where can this lead?

Employment can be directly on farms or in agribusinesses that service farms. Jobs range from basic labouring through to care of stock, harvesting of crops and maintenance of farm equipment and infrastructure. Farm production is only the beginning as most commodities need to be processed, packaged, transported and sold. Agricultural Practices develops student understanding of what happens outside the farm gate facilitating access into industries that support or depend upon agriculture and its products. Farmers are our frontline environmentalists managing pests and weeds, soil, natural vegetation and water. Students learn environmental management skills which can lead to employment not only on farms but careers in state forests and national parks.
Vocational Education and Training in School (VETiS)

Certificate Courses

School-based Apprenticeships and Traineeships (SATs)

Pathways
VOCATIONAL EDUCATION AND TRAINING (VET)

Vocational Education and Training (VET) means job related practical skills leading to an industry recognised certificate qualification. Certificate courses deliver work related skills in a wide range of occupational industries providing students with employment options whilst still attending school.

Vocational, Education and Training is a national system designed to give students the skills to work in particular industries. Units of Competency achieved by students in their certificate courses are recognised throughout Australia and its Territories. VET offers students alternative education pathways and many additional options other than academic subjects. In particular, it allows students to participate in worthwhile training and progress towards employment. However, students who still want an O.P. and entry into tertiary study can also participate in these programs.

Objectives and Outcomes

- Achievement of Nationally Accredited qualifications recognised by industry
- Insight into and development of further education and career pathways
- Development of links with local community and others outside the school
- Credit for study/training that may reduce further study time or apprenticeship time
- Gaining a QTAC Selection Rank
- Having VET results recorded on the Queensland Certificate of Education and an industry specific vocational Certificate or Statement of Attainment
- Taking part in competency based training and assessment

VET in School includes

- Certificate courses within the College program
- Certificate courses offered in partnership with other RTOs.
- School-based Apprenticeships and Traineeships (SATs)
- Work Experience and Structured Workplace Learning (SWL)

Support Staff

- VET Co-ordinator– Mrs Natalie Van Der Zant
- Senior Coordinator – Mrs Trudy Bakker
- Assistant Principal – Mrs Janine Conolly
Choosing VET Subjects and Courses

The goal of a learning and career pathway is to gain a productive and enjoyable livelihood through developing interests, aptitudes and abilities. Students should choose subjects that they are interested in and that will provide them with a range of pathways following Year 12.

- Students can combine a Certificate III course, a SAT or an Authority Registered Subject (SAS) with five Authority subjects and still be OP eligible.
- Alternatively, students can develop a course of study that has any combination of Authority subjects, Certificate courses and Authority Registered subjects to suit their needs, without aiming for an OP score.
- Students who are OP-ineligible can apply in Year 12 through QTAC for a place in tertiary study. They are allocated a Selection Rank which takes into account their best 20 semester units of achievement in all of their study, including any Certificate courses, and their QCS results, if available. A low QCS result can't moderate a student's Rank downwards, but a good QCS result can moderate the Rank upwards.
- School timetables for VET students are structured to make the best fit of school subjects with VET training, employment and/or placement requirements.

VET and the QCE

Students can gain Credits towards the QCE through completion or part completion of VET Certificate courses, as shown in the table below. A limit of two Certificate I courses can be used to gain Credits. However, most Certificate I courses lead to Cert II courses.

<table>
<thead>
<tr>
<th>Cert I</th>
<th>Cert II</th>
<th>Cert III-IV</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Preparatory Credits)</td>
<td>(Core Credits)</td>
<td>(Core Credits)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>25%</td>
<td>25%</td>
<td>1</td>
</tr>
<tr>
<td>Complete</td>
<td>50%</td>
<td>Complete</td>
<td>2 #</td>
</tr>
<tr>
<td></td>
<td>75%</td>
<td>50%</td>
<td>3</td>
</tr>
<tr>
<td>Complete</td>
<td>75%</td>
<td>Complete</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>75%</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Complete</td>
<td>8*</td>
</tr>
</tbody>
</table>

• # Cert I of more than 200 nominal hours gain 3 Credits
• *some Cert III and IV gain less credits, but not in core industry areas

Table 1: QCE Credits for Certificate Courses

- Structured Workplace Learning that is part of a School based Apprenticeship (but not a Traineeship) also accrues Credits. (1 Credit for each 20 days of work, up to 4 Credits for up to 96 days of work).
- Note: The RTO (training organisation) through which the student has enrolled for their Certificate course is responsible for banking the QCE Credits a student accrues through their training.
Competency-based and Nationally Recognised Training

Whilst Authority subjects and SAS subjects lead to a Level of Achievement, students undertaking Certificate courses are graded as ‘Competent’ or ‘Not Yet Competent’ for each Unit of the Certificate in which they are currently enrolled.

At the end of Certificate course, students are issued with a Certificate if they have completed the whole course, or a Statement of Attainment, which records all of the Units they have completed, issued by the RTO which has delivered the training. The QCAA issues Certificates and Statements of Attainment on behalf of MSB.

These records are Nationally Recognised, so they can be taken to any other Registered Training Organisation in Australia and used to enter further training in the same field.

Certificate Courses at the College

MSB is a registered training organisation (RTO) which means we are able to register to offer Certificate courses. There are no extra fees for courses delivered under the Registration of the College. There are costs for those offered under agreements with or another RTO.

Students who choose to enrol in Fee for Service courses with other RTOs will also accrue QCE credits, as long as they ensure this with the RTO.

Assessments for VET Courses:

Competency based assessments follows the national principles of assessment and rules of evidence. Students have the opportunity to demonstrate their knowledge and skills over the duration of their certificate course. Evidence towards competency is collected throughout the course in a range of industry relevant situations. Evidence for assessment may be gathered from written work, presentations, observations, portfolios, demonstrations and third party reports. This collection of evidence may be for a stand-alone unit or for a cluster of units together. Student achievement is expressed as either Competent or Not Yet Competent rather than a grade of A to E. Students will be provided with feedback on their application and progress from their trainers throughout the course.

School-based Apprenticeships and Traineeships (SATs)

SATs are designed to combine school studies, nationally recognised training and paid work. Students who are successful in gaining a place with an employer as an SAT can attain or work towards a Nationally Accredited Certificate II or III.

Students usually attend work and/or training for one day per week and attend school on the other four days. School-based apprentices and trainees receive the benefits of:

- Paid work
- Registered training
- National qualification
- Queensland Certificate of Education Credits
- Government bonuses

Boarding students from remote communities can undertake SATs by working and training in their home community. This must be organised with the VET Coordinator.
How do I become a School-based Apprentice or Trainee (SAT)?

Although the College cannot guarantee to find a SAT placement for any student, we can help by discussing possible employers to contact and can also assist in organising some Work Experience. Students usually need to be at least 15, or in Year 10, for a SAT. In all cases, the College works closely with the employer and the training organisation to make the experience a positive one.

Students are required to sign an Agreement with the College before they are contracted as a SAT, committing to maintaining standards of behaviour, attendance and effort. In this Agreement, the College also commits to supporting students who are SATs. Parents/caregivers also sign, to show they understand and support the decision.

Possible Challenges for SATs

There are increased responsibilities for students who are SATs, as they need to meet the requirements of their workplace and training as well as their school program. Students who choose this pathway will need to be able to manage their time, develop a study plan and undertake some self-directed learning. There are usually also some additional costs involved, including travel and materials costs for training.

Work Experience/ Structured Workplace Learning / Vocational Placement

Work Experience is an integral part of school to work transition. Students in Years 10, 11 and 12 have the opportunity to undertake Work Experience in their chosen field throughout the year.

A formal Agreement between the College, the chosen workplace, the student and their parents/carers outlines the number of days of Work Experience. This may be one day a week over several weeks, or a block of days.

Work Experience provides an excellent opportunity for students to experience the demands and responsibilities of a real work environment. It allows students to test a field of work that they might be interested in, as well as make valuable contacts in their chosen industry, obtain an employer reference to add to their Resume and possibly gain a part time position or SAT. Students on Work Experience do not receive any wages, but are fully insured by Catholic Education.

Every young person’s career and learning pathway is individual: you are encouraged to make an appointment to discuss VET choices further with the VET Co-ordinator.

Note: Whilst all effort is made to fulfil these plans, the offer and delivery of Authority Registered (SAS) and Certificate Courses is dependent on the decision of the College at the commencement of the school year in response to numbers, available staff and agreements with other partnership arrangements.

The Vocational Education Handbook is published separately, and contains details of Courses offered at Mount St Bernard College. This is available from the VET Co-ordinator.
Pathways

Mount St Bernard College has four Vocational Education and Training Pathways assisting students in their preparation for further study or employment once they graduate from Mount St Bernard College. They Pathways are:

<table>
<thead>
<tr>
<th>Health</th>
<th>Certificate III in Allied Health Assistance HLT32412</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>Certificate III in Early Childhood Education CHC30113</td>
</tr>
<tr>
<td>Sport &amp; Fitness</td>
<td>Certificate III in Sport and Recreation SIS30513</td>
</tr>
<tr>
<td>Parks &amp; Recreation</td>
<td>Certificate II Outdoor Recreation SIS20213</td>
</tr>
<tr>
<td></td>
<td>Certificate II Public Safety (Fire Fighting) PUA20713</td>
</tr>
<tr>
<td>Trade</td>
<td>Certificate II Engineering Pathways</td>
</tr>
</tbody>
</table>

www.msb.qld.edu.au
Certificate III in Allied Health Assistance HLT32412

In partnership with TAFE

This course will assist students to gain employment in the health industry either as a nursing assistant or to transition to the Diploma of Enrolled Nursing program. This qualification covers workers in a range of work roles who provide assistance to health professional staff involved in the care of patients. The worker may be involved in direct patient contact under supervision, and in an acute care unit. The qualification supports multi-skilling requirements in smaller rural and/or remote work settings.

On successful completion of the Certificate III in Health Services Assistance, the graduate will be eligible for 4 credits into the Diploma of Nursing (Enrolled/Division 2 Nursing).

Career Pathways:

- Assistant in Nursing (AIN)
- Nursing Support Worker
- Acute care nursing assistant in the hospital setting
- theatre assistant
- personal carer
- orderly
- ward assistant

Units of Study:

<table>
<thead>
<tr>
<th>Certificate III in Allied Health Assistance HLT32412</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CORE UNITS</strong></td>
</tr>
<tr>
<td>HLTHIR301C                        Communicate and work effectively in health</td>
</tr>
<tr>
<td>HLTIN301C                           Comply with infection control policies and procedures</td>
</tr>
<tr>
<td>BSBFLM303C                        Contribute to effective workplace relationships</td>
</tr>
<tr>
<td>BSBMED301B                        Interpret and apply medical terminology appropriately</td>
</tr>
<tr>
<td>HLTWHS200A                  Participate in WHS processes</td>
</tr>
<tr>
<td>HLTAP301B                   Recognise healthy body systems in a health care context</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>ELECTIVE UNITS</strong>*</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTF311A               Apply first aid</td>
</tr>
<tr>
<td>HLTCSD305D           Assist with client movement</td>
</tr>
<tr>
<td>HLTCSD201D           Maintain high standard of client service</td>
</tr>
<tr>
<td>HLTCSD203D           Prepare and maintain beds</td>
</tr>
<tr>
<td>HLTCSD306D           Respond effectively to behaviours of concern</td>
</tr>
<tr>
<td>HLTCSD304D           Support the care of clients</td>
</tr>
<tr>
<td>HLTCSD208D           Transport clients</td>
</tr>
<tr>
<td>HLTHIR404D          Work effectively with Aboriginal and/or Torres Strait Islander people</td>
</tr>
<tr>
<td>HLTHIR403C         Work effectively with culturally diverse clients and co-workers</td>
</tr>
</tbody>
</table>

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Certificate III in Early Childhood Education CHC30113

In partnership with TAFE

This qualification reflects the role of workers in a range of early childhood education settings who work within the requirements of National Quality Standard. They support the implementation of an approved learning framework, and support children’s wellbeing, learning and development.

Career Pathways:
- Child Care Worker
- Teacher assistant
- Education support worker
- Education assistant (special needs)
- Support worker (working with children with disabilities)
- Indigenous language and culture teaching assistant

Units of Study:

<table>
<thead>
<tr>
<th>Certificate III in Early Childhood Education CHC30113</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CORE UNITS</strong></td>
</tr>
<tr>
<td>CHCECE001</td>
</tr>
<tr>
<td>CHCECE007</td>
</tr>
<tr>
<td>CHCECE002</td>
</tr>
<tr>
<td>CHCPRT001</td>
</tr>
<tr>
<td>CHCCS400C</td>
</tr>
<tr>
<td>HLTWHS001</td>
</tr>
<tr>
<td>CHCECE004</td>
</tr>
<tr>
<td>HLTIR404D</td>
</tr>
<tr>
<td>CHCECE013</td>
</tr>
<tr>
<td>CHCECE009</td>
</tr>
<tr>
<td>CHCECE010</td>
</tr>
<tr>
<td>CHCECE011</td>
</tr>
<tr>
<td>CHCECE005</td>
</tr>
<tr>
<td>CHCECE003</td>
</tr>
<tr>
<td>HLTAIM004</td>
</tr>
<tr>
<td><strong>ELECTIVE UNITS</strong></td>
</tr>
<tr>
<td>CHCOR303C</td>
</tr>
<tr>
<td>CHCECE022</td>
</tr>
<tr>
<td>CHCECE026</td>
</tr>
<tr>
<td>HLTIR403C</td>
</tr>
<tr>
<td>CHCECE006</td>
</tr>
<tr>
<td>CHCOR428A</td>
</tr>
</tbody>
</table>

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Certificate III in Sport and Recreation SIS30513

In partnership with Binnacle Training

Certificate III in Sport and Recreation is offered over two years where students participate in the delivery of a range of sport activities and programs within the school. Graduates will be competent in a range of essential skills – such as preparing and conducting sport/fitness coaching sessions, providing quality customer service, managing conflict and conducting risk assessments.

Upon successful completion, students are certified with 8 Queensland Certificate of Education (QCE) Credits consisting of the nationally recognised qualification – Certificate III in Sport and Recreation (8 Credits - Core) and Recreation Short Course (1 Credit – Enrichment).

This program also includes the following features:

- A range of career pathway options including an alternative entry into university.
- Direct pathway into Certificate IV in Sport and Recreation (or Certificate IV in Fitness).
- First Aid qualification and CPR certificate.

Units of Study:

<table>
<thead>
<tr>
<th>Certificate III in Sport and Recreation SIS30512</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CORE UNITS</strong></td>
</tr>
<tr>
<td>BSBCRT301A Develop and extend critical and creative thinking skills</td>
</tr>
<tr>
<td>BSBWOR301B Organise personal work priorities and development</td>
</tr>
<tr>
<td>HLTFAID003 Apply first aid</td>
</tr>
<tr>
<td>ICAWEB201A Use social media tools for collaboration and engagement</td>
</tr>
<tr>
<td>SISXCAI303A Plan and conduct sport and recreation sessions</td>
</tr>
<tr>
<td>SISXCCS201A Provide customer service</td>
</tr>
<tr>
<td>SISXEMR201A Respond to emergency situations</td>
</tr>
<tr>
<td>SISXWHS101 Follow work health and safety policies</td>
</tr>
<tr>
<td>SISXRSK301A Undertake risk analysis of activities</td>
</tr>
<tr>
<td>SITXCOM401 Manage conflict</td>
</tr>
<tr>
<td><strong>ELECTIVE UNITS</strong></td>
</tr>
<tr>
<td>SISXFAC207 Maintain sport, fitness and recreation equipment for activities</td>
</tr>
<tr>
<td>SISSSCO101 Develop and update knowledge of coaching practices</td>
</tr>
<tr>
<td>SISSSCO202 Coach beginner or novice participants to develop fundamental motor skills</td>
</tr>
<tr>
<td>SISSSDE201 Communicate effectively with others in a sport environment</td>
</tr>
<tr>
<td>SISSSOF101 Develop and update officiating knowledge</td>
</tr>
<tr>
<td>SISSSOF202 Officiate games or competitions</td>
</tr>
</tbody>
</table>

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Certificate II in Outdoor Recreation SIS20213

In partnership with TAFE

Certificate II in Outdoor Recreation is offered in year 11 to students as part of the Mount St Bernard College Expedition Program. Students will learn core skills in outdoor recreation environments and assist with and conduct a range of outdoor activities.

Work may be undertaken as part of a team and would be performed under supervision. Students will develop skills in field locations such as camps or in indoor recreation centres or facilities, in differing environments such as water-based, dry land and mountainous terrains, using a diverse range of equipment.

Career Pathways:

- Tourism
- Land management
- Parks and Wildlife
- Outdoor Activity Organiser

Units of Study:

<table>
<thead>
<tr>
<th>Certificate II in Outdoor Recreation SIS20213</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CORE UNITS</strong></td>
</tr>
<tr>
<td>HLTAID003</td>
</tr>
<tr>
<td>SISOODR201A</td>
</tr>
<tr>
<td>SISOOPS201A</td>
</tr>
<tr>
<td>SISXIND101A</td>
</tr>
<tr>
<td>SISXOHS101A</td>
</tr>
<tr>
<td><strong>ELECTIVE UNITS</strong></td>
</tr>
<tr>
<td>SISOBWG201A</td>
</tr>
<tr>
<td>SISONAV201A</td>
</tr>
<tr>
<td>SISOCNE201A</td>
</tr>
<tr>
<td>SISOCNE202A</td>
</tr>
<tr>
<td>SISOCLA201A</td>
</tr>
<tr>
<td>SISOCLN201A</td>
</tr>
<tr>
<td>SISOOPS202A</td>
</tr>
<tr>
<td>SISXEMR201A</td>
</tr>
<tr>
<td>SITXFSA101</td>
</tr>
<tr>
<td>SITTGDE306</td>
</tr>
</tbody>
</table>

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Certificate II Public Safety (Fire Fighting Operations) PUA20713

In Partnership with The Rural Fire Service Queensland

The program allows senior students (16 years and over) to sign up to undertake a PUA20713 Certificate II in Public Safety (Firefighting Operations) as part of their senior studies. To do this, they must first become a Registered Junior of a brigade local to their school. On the vocational education days allocated by the school, the students, led by a Rural Operations qualified trainer/assessor, undertake the theory and practical assessment required to complete their qualification. As part of their course they also attend brigade training nights, community education events and more.

The Rural Fire Service Queensland (RFSQ) is the volunteer arm of the Queensland Fire and Emergency Service (QFES) and has approximately 34,000 volunteers. RFSQ volunteers provide a range of services to their communities including fighting fires, fire prevention, community education and more.

To achieve PUA20713 Certificate II in Public Safety (Firefighting Operations) participants need to complete four core units plus seven elective units. The course which has been approved for delivery in senior schools includes the following units of competency:

Units of Study:

<table>
<thead>
<tr>
<th>Certificate II in Public Safety (Firefighting Operations) PUA20713</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CORE UNITS</strong></td>
</tr>
<tr>
<td>PUAEQU001B Prepare, maintain and test response equipment</td>
</tr>
<tr>
<td>PUAFIR204B Respond to wildfire</td>
</tr>
<tr>
<td>PUAFIR215 Prevent injury</td>
</tr>
<tr>
<td>PUATEA001B Work in a team</td>
</tr>
<tr>
<td><strong>ELECTIVE UNITS</strong>*</td>
</tr>
<tr>
<td>PUACOM001C Communicate in the workplace</td>
</tr>
<tr>
<td>PUAFIR208B Participate in community safety activities</td>
</tr>
<tr>
<td>PUAFIR218 Respond to isolated structure fire</td>
</tr>
<tr>
<td>PUALAW001B Protect and preserve incident scene</td>
</tr>
<tr>
<td>PUAOHS001C Follow defined occupational health and safety policies and procedures</td>
</tr>
<tr>
<td>PUAOPE013A Operate communications systems and equipment</td>
</tr>
<tr>
<td>PUAFIR309B Operate pumps</td>
</tr>
</tbody>
</table>

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