Senior Subject Guide

Year 11 2021

CRICOS PROVIDER CODE: 00637G

The Roman Catholic Trust Corporation for the Diocese of Cairns trading as Mount St Bernard College

PRINCIPAL'S MESSAGE

This booklet has been designed to provide you and your child with information which will assist you in making decisions about the course of study your child should take next year.

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 individuals 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 Ian Margetts
Principal

DISCLAIMER

Please note that final subjects offered will depend on student numbers, staff availability and other resourcing requirements.

Contents

Introduction

The purpose of this guide is to support schools through the provision of a resource that guides students and parents/carers in Years 11 and 12 subject selection. It includes a comprehensive list of all Queensland Curriculum and Assessment Authority (QCAA) subjects that form the basis of a school's curriculum offerings.

Schools design curriculum programs that provide a variety of opportunities for students while catering to individual schools' contexts, resources, students' pathways and community expectations.

The information contained in this booklet is a summary of the approved General, Applied, Senior External Examinations and Vocational Education & Training.

The new QCE System

The Queensland Curriculum and Assessment Authority (QCAA) has redeveloped and revised senior syllabuses to support the introduction of Queensland's new senior assessment and tertiary entrance systems from 2019. Some subjects were renamed, others combined, and new ones were also developed.

The table (see right) offers a comparison.

Current Queensland Certificate of Education (QCE) system	New QCE system starting with Year 11 students in 2019
• These subjects and programs count towards the QCE: – Authority subjects – Authority Extension subjects – Authority-registered subjects – Short courses – Recognised studies – Vocational education and training (VET) courses. • Students typically undertake the equivalent of	• These subjects and programs will count towards the QCE: – General subjects – General extension subjects – Applied subjects – Short courses – Recognised studies – VET courses • Students will typically undertake the equivalent of six subjects.

In the tertiary application space there have been some changes also. QCAA will now only issue results and tertiary entrance will now solely be the responsibility of the Queensland Tertiary Admittance Centre (QTAC). Where previously an OP was calculated by QCAA and Australian Tertiary Admissions Rank (ATAR) the responsibility will now fall solely to QTAC. The table (see right) offers a comparison.

Current requirements	New requirements starting with Year 12 students in 2020
• OP-eligible students receive a Tertiary Entrance Statement that shows their OP and Field Positions (FPs). The OP is a rank from 1 to 25, calculated by the QCAA. • The calculation of OPs and FPs uses students' achievements in 20 semester units of Authority subjects (the equivalent of five subjects), including at least three subjects studied for four semesters, each scaled against group QCS Test results. • Authority-registered subjects do not contribute to a student's OP.	• The QCAA will no longer issue Tertiary Entrance Statements. • The Australian Tertiary Admission Rank (ATAR) will replace the OP. An ATAR is a number between 0.00 and 99.95. ATARs increase in increments of 0.05. • The Queensland Tertiary Admissions Centre (QTAC) will calculate ATARs from students' results using a process of inter-subject scaling. • An ATAR will be calculated from an eligible student's best five subject results, one of which may be an Applied subject or a competency-based VET certificate at a level III or above. • Students must satisfactorily complete a QCAA English subject (C or better) to be eligible for an ATAR. However, a student's result in English will only contribute to their ATAR if it is one of their five best subject results.

Senior Education Profile

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

- statement of results
- Queensland Certificate of Education (QCE)
- Queensland Certificate of Individual Achievement (QCIA).

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

Statement of results

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

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

Queensland Certificate of Education (QCE)

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

Queensland Certificate of Individual Achievement (QCIA)

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

Senior subjects

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

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

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

General syllabuses

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

Applied syllabuses

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

Senior External Examination

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

Short Courses

Short Courses are developed to meet a specific curriculum need and are suited to students who are interested in pathways beyond senior secondary schooling that lead to vocational education and training and establish a basis for further education and employment. They are informed by, and articulate closely with, the requirements of the Australian Core Skills Framework (ACSF). A grade of C in Short Courses aligns with the requirements for ACSF Level 3.

For more information about the ACSF see:
https://www.education.gov.au/australian-core-skills-framework.

Underpinning factors

All senior syllabuses are underpinned by:

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

General syllabuses and Short Courses

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

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

Applied syllabuses

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

- applied learning — the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts

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

Vocational education and training (VET)

Students can access VET programs through the school if it:

- is a registered training organisation (RTO)
- has a third-party arrangement with an external provider who is an RTO
- offers opportunities for students to undertake school-based apprenticeships or traineeships.

International students can access VET programs through the school where Mount St Bernard College is the Registered Training Organisation but cannot access VET programs offered by external providers. School-based apprenticeships and traineeships are not available to overseas students in Queensland

Australian Tertiary Admission Rank (ATAR) eligibility

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

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

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

English requirement

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

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

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

General syllabuses

Structure

The syllabus structure consists of a course overview and assessment.

General syllabuses course overview

General syllabuses are developmental four-unit courses of study.

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

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

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

Extension syllabuses course overview

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

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

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

Assessment

Units 1 and 2 assessments

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

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

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

Units 3 and 4 assessments

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

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

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

Instrument-specific marking guides

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

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

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

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

External assessment

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

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

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

Applied syllabuses

Structure

The syllabus structure consists of a course overview and assessment.

Applied syllabuses course overview

Applied syllabuses are developmental four-unit courses of study.

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

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

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

Assessment

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

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

Applied syllabuses do not use external assessment.

Instrument-specific standards matrixes

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

Essential English and Essential Mathematics — Common internal assessment

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

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

- developed by the QCAA
- common to all schools
- delivered to schools by the QCAA
- administered flexibly in Unit 3

- administered under supervised conditions
- marked by the school according to a common marking scheme developed by the QCAA.

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

Summative internal assessment — instrument-specific standards

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

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

Senior External Examinations

Senior External Examinations course overview

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

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

The Senior External Examination is for:

- low candidature subjects not otherwise offered as a General subject in Queensland
- students in their final year of senior schooling who are unable to access particular subjects at their school
- adult students (people of any age not enrolled at a Queensland secondary school)
- to meet tertiary entrance or employment requirements
- for personal interest.

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

For more information about the Senior External Examination, see: www.qcaa.qld.edu.au/senior/see.

Assessment

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

Results are based solely on students' demonstrated achievement in the examinations. Work undertaken before an examination is not assessed. Results are reported as a mark and grade of A–E. For more information about results, see the QCE and QCIA policy and procedures handbook, Section 10.

QCAA senior syllabuses

Mathematics
Students must chose 1 Mathematics course

General
- General Mathematics
- Mathematical Methods

Applied
- Essential Mathematics

English
Students must chose 1 English course

General
- English
- English as an Additional Language

Applied
- Essential English

Religion
Students must chose 1 Religion course

General
- Study of Religion

Applied
- Religion & Ethics

Students must chose any 3 subjects (any compination) from Humanities, Technologies, Health & Physical Education, Science and/or The Arts

Humanities

General
- Business
- Geography
- Legal Studies
- Modern History

Applied
- Business Studies
- Tourism

Technologies

General
- Design
- Digital Solutions

Applied
- Industrial Technology Skills
- Information & Communication Technology
- Hospitality Practices

Health and Physical Education

General
- Physical Education

Applied
- Sport & Recreation

Science

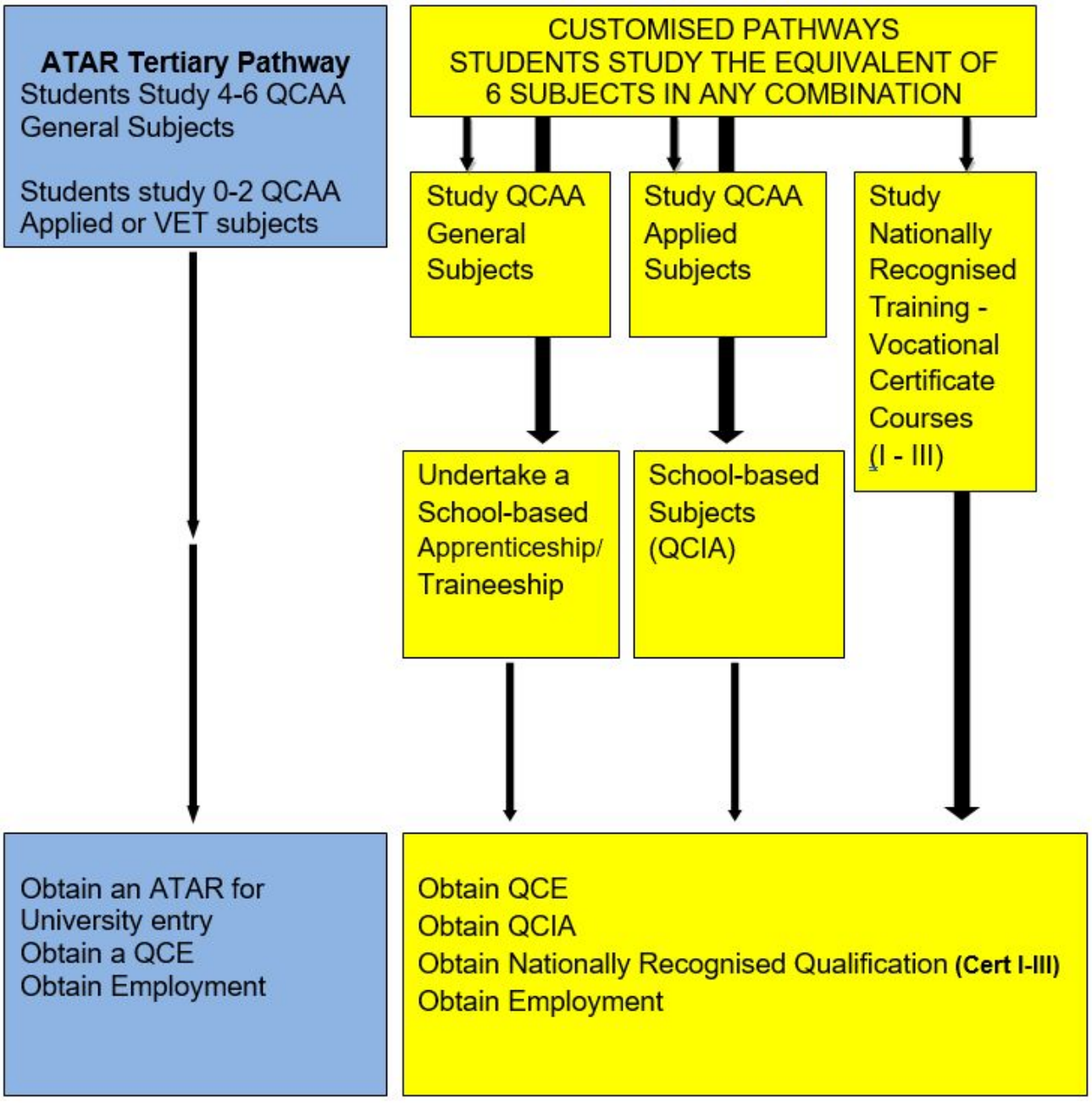
General
- Biology
- Chemistry
- Physics

Applied
- Agricultural Practices

The Arts

General
- Drama
- Visual Art

Applied
- Drama in Practice
- Music in Practice
- Visual Arts in Practice


ATAR Tertiary Pathway
Students Study 4-6 QCAA General Subjects
Students study 0-2 QCAA Applied or VET subjects
CUSTOMISED PATHWAYS
STUDENTS STUDY THE EQUIVALENT OF 6 SUBJECTS IN ANY COMBINATION
Study QCAA General Subjects
Study QCAA Applied Subjects
Study Nationally Recognised Training - Vocational Certificate Courses (I - III)
Undertake a School-based Apprenticeship/ Traineeship
School-based Subjects (QCIA)
Obtain an ATAR for University entry
Obtain a QCE
Obtain Employment
Obtain QCE
Obtain QCIA
Obtain Nationally Recognised Qualification (Cert I-III)
Obtain Employment

General Mathematics

General senior subject

General

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

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

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

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

Pathways

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

Objectives

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

- select, recall and use facts, rules, definitions and procedures drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices
- comprehend mathematical concepts and techniques drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Money, measurement and relations ● Consumer arithmetic ● Shape and measurement ● Linear equations and their graphs	**Applied trigonometry, algebra, matrices and univariate data** ● Applications of trigonometry ● Algebra and matrices ● Univariate data analysis	**Bivariate data, sequences and change, and Earth geometry** ● Bivariate data analysis ● Time series analysis ● Growth and decay in sequences ● Earth geometry and time zones	**Investing and networking** ● Loans, investments and annuities ● Graphs and networks ● Networks and decision mathematics

Assessment

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

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

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
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<tr><td>Summative internal assessment 2 (IA2):
● Examination</td><td>15%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
● Examination</td></tr>
</table>

Mathematical Methods

General senior subject

General

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

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

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

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

Pathways

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

Objectives

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

- select, recall and use facts, rules, definitions and procedures drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics
- comprehend mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Algebra, statistics and functions ● Arithmetic and geometric sequences and series 1 ● Functions and graphs ● Counting and probability ● Exponential functions 1 ● Arithmetic and geometric sequences	**Calculus and further functions** ● Exponential functions 2 ● The logarithmic function 1 ● Trigonometric functions 1 ● Introduction to differential calculus ● Further differentiation and applications 1 ● Discrete random variables 1	**Further calculus** ● The logarithmic function 2 ● Further differentiation and applications 2 ● Integrals	**Further functions and statistics** ● Further differentiation and applications 3 ● Trigonometric functions 2 ● Discrete random variables 2 ● Continuous random variables and the normal distribution ● Interval estimates for proportions

Assessment

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

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

Summative assessments

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● Examination</td></tr>
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Essential Mathematics

Applied senior subject

Applied

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

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

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

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

Pathways

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

Objectives

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

- select, recall and use facts, rules, definitions and procedures drawn from Number, Data, Location and time, Measurement and Finance
- comprehend mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Number, data and graphs ● Fundamental topic: Calculations ● Number ● Representing data ● Graphs	**Money, travel and data** ● Fundamental topic: Calculations ● Managing money ● Time and motion ● Data collection	**Measurement, scales and data** ● Fundamental topic: Calculations ● Measurement ● Scales, plans and models ● Summarising and comparing data	**Graphs, chance and loans** ● Fundamental topic: Calculations ● Bivariate graphs ● Probability and relative frequencies

			● Loans and compound interest

Assessment

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

In Units 3 and 4 students complete four summative assessments. Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA.

Summative assessments

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

English

General senior subject

General

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Perspectives and texts ● Examining and creating perspectives in texts ● Responding to a variety of non-literary and literary texts ● Creating responses for public audiences and persuasive texts	**Texts and culture** ● Examining and shaping representations of culture in texts ● Responding to literary and non-literary texts, including a focus on Australian texts ● Creating imaginative and analytical texts	**Textual connections** ● Exploring connections between texts ● Examining different perspectives of the same issue in texts and shaping own perspectives ● Creating responses for public audiences and persuasive texts	**Close study of literary texts** ● Engaging with literary texts from diverse times and places ● Responding to literary texts creatively and critically ● Creating imaginative and analytical texts

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): ● Extended response — written response for a public audience	25%	Summative internal assessment 3 (IA3): ● Extended response — imaginative written response	25%
Summative internal assessment 2 (IA2): ● Extended response — persuasive spoken response	25%	Summative external assessment (EA): ● Examination — analytical written response	25%

English as an Additional Language

General senior subject

General

English as an Additional Language is designed for students for whom English is not their first or home language. It develops students' knowledge, understanding and language skills in Standard Australian English (SAE), and provides them with opportunities to develop higher-order thinking skills and to interpret and create texts for personal, cultural, social and aesthetic purposes.

Students have opportunities to engage with language and texts to foster the skills to communicate effectively in SAE for the purposes of responding to and creating literary and non-literary texts. They develop the language skills required to be competent users of written and spoken English in a variety of contexts, including academic contexts suitable for tertiary studies.

Students make choices about generic structures, language, textual features and technologies to best convey intended meaning in the most appropriate medium and genre. They explore the ways literary and non-literary texts may reflect or challenge social and cultural ways of thinking and influence audiences. Students develop empathy for others and appreciation of different perspectives through a study of a range of literary texts from diverse cultures and periods.

Pathways

A course of study in English as an Additional Language promotes not only language and literacy skills, but also open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Language, text and culture ● Examining and shaping representations of culture in texts ● Responding to a variety of media and literary texts ● Creating analytical and persuasive texts	**Perspectives in texts** ● Examining and shaping perspectives in texts ● Responding to literary texts, including a focus on Australian texts ● Creating imaginative and analytical texts	**Issues, ideas and attitudes** ● Exploring representations of issues, ideas and attitudes in texts ● Responding to literary and persuasive texts ● Creating analytical and persuasive texts	**Close study of literary texts** ● Engaging with literary texts from diverse times and places ● Responding to literary texts creatively and critically ● Creating imaginative and analytical texts

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): ● Examination – analytical written response	25%	Summative internal assessment 3 (IA3): ● Extended response – imaginative spoken/multimodal response	25%
Summative internal assessment 2 (IA2): ● Extended response – persuasive written response	25%	Summative external assessment (EA): ● Examination – analytical extended response	25%

Essential English

Applied senior subject

Applied

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Language that works ● Responding to a variety of texts used in and developed for a work context ● Creating multimodal and written texts	**Texts and human experiences** ● Responding to reflective and nonfiction texts that explore human experiences ● Creating spoken and written texts	**Language that influences** ● Creating and shaping perspectives on community, local and global issues in texts ● Responding to texts that seek to influence audiences	**Representations and popular culture texts** ● Responding to popular culture texts ● Creating representations of Australian identifies, places, events and concepts

Assessment

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

In Units 3 and 4 students complete four summative assessments. Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA.

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): ● Extended response — spoken/signed response	Summative internal assessment 3 (IA3): ● Extended response — Multimodal response
Summative internal assessment 2 (IA2): ● Common internal assessment (CIA)	Summative internal assessment (IA4): ● Extended response — Written response

Business

General senior subject

General

Business provides opportunities for students to develop business knowledge and skills to contribute meaningfully to society, the workforce and the marketplace and prepares them as potential employees, employers, leaders, managers and entrepreneurs.

Students investigate the business life cycle, develop skills in examining business data and information and learn business concepts, theories, processes and strategies relevant to leadership, management and entrepreneurship. They investigate the influence of, and implications for, strategic development in the functional areas of finance, human resources, marketing and operations.

Students use a variety of technological, communication and analytical tools to comprehend, analyse, interpret and synthesise business data and information. They engage with the dynamic business world (in both national and global contexts), the changing workforce and emerging digital technologies.

Pathways

A course of study in Business can establish a basis for further education and employment in the fields of business management, business development, entrepreneurship, business analytics, economics, business law, accounting and finance, international business, marketing, human resources management and business information systems.

Objectives

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

- describe business environments and situations
- explain business concepts, strategies and processes
- select and analyse business data and information
- interpret business relationships, patterns and trends to draw conclusions
- evaluate business practices and strategies to make decisions and propose recommendations
- create responses that communicate meaning to suit purpose and audience.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Business creation ● Fundamentals of business ● Creation of business ideas	**Business growth** ● Establishment of a business ● Entering markets	**Business diversification** ● Competitive markets ● Strategic development	**Business evolution** ● Repositioning a business ● Transformation of a business

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): ● Examination — combination response	25%	Summative internal assessment 3 (IA3): ● Extended response — feasibility report	25%
Summative internal assessment 2 (IA2): ● Investigation — business report	25%	Summative external assessment (EA): ● Examination — combination response	25%

Geography

General senior subject

General

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Responding to risk and vulnerability in hazard zones ● Natural hazard zones ● Ecological hazard zones	**Planning sustainable places** ● Responding to challenges facing a place in Australia ● Managing the challenges facing a megacity	**Responding to land cover transformations** ● Land cover transformations and climate change ● Responding to local land cover transformations	**Managing population change** ● Population challenges in Australia ● Global population change

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): ● Examination — combination response	25%	Summative internal assessment 3 (IA3): ● Investigation — data report	25%
Summative internal assessment 2 (IA2): ● Investigation — field report	25%	Summative external assessment (EA): ● Examination — combination response	25%

Legal Studies

General senior subject

General

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Beyond reasonable doubt ● Legal foundations ● Criminal investigation process ● Criminal trial process ● Punishment and sentencing	**Balance of probabilities** ● Civil law foundations ● Contractual obligations ● Negligence and the duty of care	**Law, governance and change** ● Governance in Australia ● Law reform within a dynamic society	**Human rights in legal contexts** ● Human rights ● The effectiveness of international law ● Human rights in Australian contexts

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): ● Examination — combination response	25%	Summative internal assessment 3 (IA3): ● Investigation — argumentative essay	25%
Summative internal assessment 2 (IA2): ● Investigation — inquiry report	25%	Summative external assessment (EA): ● Examination — combination response	25%

Modern History

General senior subject

General

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

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

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

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

Pathways

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

Objectives

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

- comprehend terms, issues and concepts
- devise historical questions and conduct research
- analyse historical sources and evidence
- synthesise information from historical sources and evidence
- evaluate historical interpretations
- create responses that communicate meaning.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the modern world • Australian Frontier Wars, 1788–1930s • Age of Enlightenment, 1750s–1789 • Industrial Revolution, 1760s–1890s • American Revolution, 1763–1783 • French Revolution, 1789–1799 • Age of Imperialism, 1848–1914	**Movements in the modern world** • Australian Indigenous rights movement since 1967 • Independence movement in India, 1857–1947 • Workers' movement since the 1860s • Women's movement since 1893 • May Fourth Movement in China, 1919	**National experiences in the modern world** • Australia, 1914–1949 • England, 1707–1837 • France, 1799–1815 • New Zealand, 1841–1934 • Germany,1914–1945 • United States of America, 1917–1945 • Soviet Union, 1920s–1945 • Japan, 1931–1967 • China, 1931–1976 • Indonesia, 1942–1975	**International experiences in the modern world** • Australian engagement with Asia since 1945 • Search for collective peace and security since 1815 • Trade and commerce between nations since 1833 • Mass migrations since 1848 • Information Age since 1936 • Genocides and ethnic cleansings since 1941 • Nuclear Age since 1945

• Meiji Restoration, 1868–1912	• Independence movement in Algeria, 1945–1962	• India, 1947–1974 • Israel, 1948–1993	• Cold War, 1945–1991
• Boxer Rebellion, 1900–1901 • Russian Revolution, 1905–1920s • Xinhai Revolution, 1911–1912 • Iranian Revolution, 1977–1979 • Arab Spring since 2010 • Alternative topic for Unit 1	• Independence movement in Vietnam, 1945–1975 • Anti-apartheid movement in South Africa, 1948–1991 • African-American civil rights movement, 1954–1968 • Environmental movement since the 1960s • LGBTIQ civil rights movement since 1969 • Pro-democracy movement in Myanmar (Burma) since 1988 • Alternative topic for Unit 2	• South Korea, 1948–1972	• Struggle for peace in the Middle East since 1948 • Cultural globalisation since 1956 • Space exploration since 1957 • Rights and recognition of First Peoples since 1982 • Terrorism, anti-terrorism and counter-terrorism since 1984

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — essay in response to historical sources	25%	Summative internal assessment 3 (IA3): • Investigation — historical essay based on research	25%
Summative internal assessment 2 (IA2): • Independent source investigation	25%	Summative external assessment (EA): • Examination — short responses to historical sources	25%

Business Studies

Applied senior subject

Applied

Business Studies provides opportunities for students to develop practical business knowledge, understanding and skills for use, participation and work in a range of business contexts.

Students develop their business knowledge and understanding through applying business practices and business functions in business contexts, analysing business information and proposing and implementing outcomes and solutions in business contexts.

Students develop effective decision-making skills and learn how to plan, implement and evaluate business outcomes and solutions, resulting in improved economic, consumer and financial literacy.

Pathways

A course of study in Business Studies can establish a basis for further education and employment in office administration, data entry, retail, sales, reception, small business, finance administration, public relations, property management, events administration and marketing.

Objectives

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

- describe concepts and ideas related to business functions
- explain concepts and ideas related to business functions
- demonstrate processes, procedures and skills related to business functions to complete tasks
- analyse business information related to business functions and contexts
- apply knowledge, understanding and skills related to business functions and contexts
- use language conventions and features to communicate ideas and information
- make and justify decisions for business solutions and outcomes
- plan and organise business solutions and outcomes
- evaluate business decisions, solutions and outcomes.

Structure

The Business Studies course is designed around core and elective topics. The elective learning occurs through business contexts.

Core topics	Elective topics	
• Business practices, consisting of Business fundamentals, Financial literacy, Business communication and Business technology • Business functions, consisting of Working in administration, Working in finance, Working	• Entertainment • Events management • Financial services • Health and well-being • Insurance • Legal • Media	• Not-for-profit • Real estate • Retail • Rural • Sports management • Technical, e.g. manufacturing, construction, engineering

with customers and Working in marketing	• Mining	• Tourism • Travel

Assessment

For Business Studies, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments from at least three different assessment techniques, including:

- at least one project
- no more than two assessment instruments from any one technique.

Project	Extended response	Examination
A response to a single task, situation and/or scenario.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
At least two different components from the following: ● written: 500–900 words ● spoken: 2½–3½ minutes ● multimodal: 3–6 minutes ● performance: continuous class time ● product: continuous class time.	Presented in one of the following modes: ● written: 600–1000 words ● spoken: 3–4 minutes ● multimodal: 4–7 minutes.	● 60–90 minutes ● 50–250 words per item on the test

Study of Religion

General senior subject

General

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

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

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

Pathways

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

Objectives

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

- describe the characteristics of religion and religious traditions
- demonstrate an understanding of religious traditions
- differentiate between religious traditions
- analyse perspectives about religious expressions within traditions
- consider and organise information about religion
- evaluate and draw conclusions about the significance of religion for individuals and its influence on people, society and culture
- create responses that communicate meaning to suit purpose.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Sacred texts and religious writings ● Sacred texts ● Abrahamic traditions	**Religion and ritual** ● Lifecycle rituals ● Calendrical rituals	**Religious ethics** ● Social ethics ● Ethical relationships	**Religion, rights and the nation-state** ● Religion and the nation–state ● Religion and human rights

Assessment

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

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

Summative assessments

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

Religion & Ethics

Applied senior subject

Applied

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

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

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

Pathways

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

Objectives

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

- recognise and describe concepts, ideas and terminology about religion, beliefs and ethics
- identify and explain the ways religion, beliefs and ethics contribute to the personal, relational and spiritual perspectives of life and society
- explain viewpoints and practices related to religion, beliefs and ethics
- organise information and material related to religion, beliefs and ethics
- analyse perspectives, viewpoints and practices related to religion, beliefs and ethics
- apply concepts and ideas to make decisions about inquiries
- use language conventions and features to communicate ideas and information, according to purposes
- plan and undertake inquiries about religion, beliefs and ethics
- communicate the outcomes of inquiries to suit audiences
- appraise inquiry processes and the outcomes of inquiries.

Structure

The Religion & Ethics course is designed around core and elective topics. Each perspective of the core must be covered within every elective topic and integrated throughout the course.

Core topics	Elective topics	
● Who am I? the personal perspective ● Who are we? the relational perspective ● Is there more than this? the spiritual perspective	● The Australian scene ● Ethics and morality ● Good and evil ● Heroes and role models ● Indigenous Australian spiritualities ● Meaning and purpose	● Peace and conflict ● Religion and contemporary culture ● Religions of the world ● Religious citizenship ● Sacred stories ● Social justice ● Spirituality

Assessment

For Religion and Ethics, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments from at least three different assessment techniques, including:

- one project or investigation
- one examination
- no more than two assessments from each technique.

Project	Investigation	Extended response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
At least two different components from the following: ● written: 500–900 words ● spoken: 2½–3½ minutes ● multimodal: 3–6 minutes ● performance: continuous class time ● product: continuous class time.	Presented in one of the following modes: ● written: 600–1000 words ● spoken: 3–4 minutes ● multimodal: 4–7 minutes.	Presented in one of the following modes: ● written: 600–1000 words ● spoken: 3–4 minutes ● multimodal: 4–7 minutes.	● 60–90 minutes ● 50–250 words per item on the test

Design

General senior subject

General

Design focuses on the application of design thinking to envisage creative products, services and environments in response to human needs, wants and opportunities. Designing is a complex and sophisticated form of problem-solving that uses divergent and convergent thinking strategies that can be practised and improved. Designers are separated from the constraints of production processes to allow them to appreciate and exploit new innovative ideas.

Students learn how design has influenced the economic, social and cultural environment in which they live. They understand the agency of humans in conceiving and imagining possible futures through design. Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders. They learn the value of creativity and build resilience as they experience iterative design processes, where the best ideas may be the result of trial and error and a willingness to take risks and experiment with alternatives.

Students learn about and experience design through exploring needs, wants and opportunities; developing ideas and design concepts; using drawing and low-fidelity prototyping skills; and evaluating ideas and design concepts. They communicate design proposals to suit different audiences.

Pathways

A course of study in Design can establish a basis for further education and employment in the fields of architecture, digital media design, fashion design, graphic design, industrial design, interior design and landscape architecture.

Objectives

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

- describe design problems and design criteria
- represent ideas, design concepts and design information using drawing and low-fidelity prototyping
- analyse needs, wants and opportunities using data
- devise ideas in response to design problems
- synthesise ideas and design information to propose design concepts
- evaluate ideas and design concepts to make refinements
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Design in practice ● Design process ● Design styles	**Commercial design** ● Explore — client needs and wants ● Develop — collaborative design	**Human-centred design** ● Experiencing design ● Designing with empathy	**Sustainable design** ● Explore — sustainable design opportunities ● Develop — redesign

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): ● Examination — design challenge	15%	Summative internal assessment 3 (IA3): ● Project	25%
Summative internal assessment 2 (IA2): ● Project	35%	Summative external assessment (EA): ● Examination — design challenge	25%

Digital Solutions

General senior subject

General

Digital Solutions enables students to learn about algorithms, computer languages and user interfaces through generating digital solutions to problems. Students engage with data, information and applications to create digital solutions that filter and present data in timely and efficient ways while understanding the need to encrypt and protect data. They understand computing's personal, local and global impact, and the issues associated with the ethical integration of technology into our daily lives.

Students use problem-based learning to write computer programs to create digital solutions that: use data; require interactions with users and within systems; and affect people, the economy and environments. They develop solutions using combinations of readily available hardware and software development environments, code libraries or specific instructions provided through programming.

Students create, construct and repurpose solutions that are relevant in a world where data and digital realms are transforming entertainment, education, business, manufacturing and many other industries.

Pathways

A course of study in Digital Solutions can establish a basis for further education and employment in the fields of science, technologies, engineering and mathematics.

Objectives

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

- recognise and describe elements, components, principles and processes
- symbolise and explain information, ideas and interrelationships
- analyse problems and information
- determine solution requirements and criteria
- synthesise information and ideas to determine possible digital solutions
- generate components of the digital solution
- evaluate impacts, components and solutions against criteria to make refinements and justified recommendations
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Creating with code ● Understanding digital problems ● User experiences and interfaces ● Algorithms and programming techniques ● Programmed solutions	**Application and data solutions** ● Data-driven problems and solution requirements ● Data and programming techniques ● Prototype data solutions	**Digital innovation** ● Interactions between users, data and digital systems ● Real-world problems and solution requirements ● Innovative digital solutions	**Digital impacts** ● Digital methods for exchanging data ● Complex digital data exchange problems and solution requirements ● Prototype digital data exchanges

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): ● Investigation — technical proposal	20%	Summative internal assessment 3 (IA3): ● Project — folio	25%
Summative internal assessment 2 (IA2): ● Project — digital solution	30%	Summative external assessment (EA): ● Examination	25%

Industrial Technology Skills

Applied senior subject

Applied

Industrial Technology Skills focuses on the practices and processes required to manufacture products in a variety of industries.

Students understand industry practices; interpret specifications, including technical information and drawings; demonstrate and apply safe, practical production processes with hand/power tools and machinery; communicate using oral, written and graphical modes; organise, calculate and plan production processes; and evaluate the products they create using predefined specifications.

Students develop transferable skills by engaging in manufacturing tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

Pathways

A course of study in Industrial Technology Skills can establish a basis for further education and employment in manufacturing industries. Employment opportunities may be found in the industry areas of aeroskills, automotive, building and construction, engineering, furnishing, industrial graphics and plastics.

Objectives

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

- describe industry practices in manufacturing tasks
- demonstrate fundamental production skills
- interpret drawings and technical information
- analyse manufacturing tasks to organise materials and resources
- select and apply production skills and procedures in manufacturing tasks
- use visual representations and language conventions and features to communicate for particular purposes
- plan and adapt production processes
- create products from specifications
- evaluate industry practices, production processes and products, and make recommendations.

Structure

The Industrial Technology Skills course is designed around:

- core topics, which are integrated throughout the course
- elective topics, organised in industry areas, and manufacturing tasks related to the chosen electives.

Core topics	Industry area	Elective topics
• Industry practices • Production processes	Aeroskills	• Aeroskills mechanical • Aeroskills structures
	Automotive	• Automotive mechanical • Automotive body repair • Automotive electrical

	Building and construction	● Bricklaying ● Plastering and painting ● Concreting ● Carpentry ● Tiling ● Landscaping
	Engineering	● Sheet metal working ● Welding and fabrication ● Fitting and machining
	Furnishing	● Cabinet-making ● Furniture finishing ● Furniture-making ● Glazing and framing ● Upholstery
	Industrial graphics	● Engineering drafting ● Building and construction drafting ● Furnishing drafting
	Plastics	● Thermoplastics fabrication ● Thermosetting fabrication

Assessment

For Industrial Technology Skills, assessment from Units 3 and 4 is used to determine the student's exit result, and this consists of four instruments, including:

- at least two projects
- at least one practical demonstration (separate to the assessable component of a project).

Project	Practical demonstration	Examination
A response to a single task, situation and/or scenario.	A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.	A response that answers a number of provided questions, scenarios and/or problems.
A project consists of a product component and at least one of the following components: ● written: 500–900 words ● spoken: 2½–3½ minutes ● multimodal ● non-presentation: 8 A4 pages max (or equivalent) ● presentation: 3–6 minutes ● product: continuous class time.	Students demonstrate production skills and procedures in class under teacher supervision.	● 60–90 minutes ● 50–250 words per item

Information & Communication Technology

Applied senior subject

Applied

Information & Communication Technology (ICT) focuses on the knowledge, understanding and skills related to engagement with information and communication technology through a variety of elective contexts derived from work, study and leisure environments of today.

Students are equipped with knowledge of current and emerging hardware and software combinations, an understanding of how to apply them in real-world contexts and the skills to use them to solve technical and/or creative problems. They develop knowledge, understanding and skills across multiple platforms and operating systems, and are ethical and responsible users and advocates of ICT, aware of the social, environmental and legal impacts of their actions.

Students apply their knowledge of ICT to produce solutions to simulated problems referenced to business, industry, government, education and leisure contexts.

Pathways

A course of study in Information and Communication Technology can establish a basis for further education and employment in many fields, especially the fields of ICT operations, help desk, sales support, digital media support, office administration, records and data management, and call centres.

Objectives

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

- identify and explain hardware and software requirements related to ICT problems
- identify and explain the use of ICT in society
- analyse ICT problems to identify solutions
- communicate ICT information to audiences using visual representations and language conventions and features
- apply software and hardware concepts, ideas and skills to complete tasks in ICT contexts
- synthesise ICT concepts and ideas to plan solutions to given ICT problems
- produce solutions that address ICT problems
- evaluate problem-solving processes and solutions, and make recommendations.

Structure

The Information & Communication Technology course is designed around:

- core topics integrated into modules of work
- using a problem-solving process
- three or more elective contexts.

Core topics	Elective contexts	
● Hardware ● Software ● ICT in society	● Animation ● Application development ● Audio and video production ● Data management ● Digital imaging and modelling ● Document production	● Network fundamentals ● Online communication ● Website production

Assessment

For Information & Communication Technology, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

- at least two projects
- at least one extended response.

Project	Extended response
A response to a single task, situation and/or scenario.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.
A project consists of a product component and at least one of the following components: ● written: 500–900 words ● spoken: 2½–3½ minutes ● multimodal: 3–6 minutes ● product: continuous class time.	Presented in one of the following modes: ● written: 600–1000 words ● spoken: 3–4 minutes ● multimodal: 4–7 minutes.

Physical Education

General senior subject

General

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

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

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

Students learn experientially through three stages of an inquiry approach to make connections between the scientific bases and the physical activity contexts. They recognise and explain concepts and principles about and through movement, and demonstrate and apply body and movement concepts to movement sequences and movement strategies.

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

Pathways

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

Objectives

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

- recognise and explain concepts and principles about movement
- demonstrate specialised movement sequences and movement strategies
- apply concepts to specialised movement sequences and movement strategies
- analyse and synthesise data to devise strategies about movement
- evaluate strategies about and in movement
- justify strategies about and in movement
- make decisions about and use language, conventions and mode-appropriate features for particular purposes and contexts.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Motor learning, functional anatomy, biomechanics and physical activity ● Motor learning integrated with a selected physical activity ● Functional anatomy and biomechanics integrated with a selected physical activity	**Sport psychology, equity and physical activity** ● Sport psychology integrated with a selected physical activity ● Equity — barriers and enablers	**Tactical awareness, ethics and integrity and physical activity** ● Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity ● Ethics and integrity	**Energy, fitness and training and physical activity** ● Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): ● Project — folio	25%	Summative internal assessment 3 (IA3): ● Project — folio	30%
Summative internal assessment 2 (IA2): ● Investigation — report	20%	Summative external assessment (EA): ● Examination — combination response	25%

Biology

General senior subject

General

Biology provides opportunities for students to engage with living systems.

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

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

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

Pathways

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

Objectives

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

- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Cells and multicellular organisms ● Cells as the basis of life ● Multicellular organisms	**Maintaining the internal environment** ● Homeostasis ● Infectious diseases	**Biodiversity and the interconnectedness of life** ● Describing biodiversity ● Ecosystem dynamics	**Heredity and continuity of life** ● DNA, genes and the continuity of life ● Continuity of life on Earth

Assessment

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

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

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
● Data test</td><td>10%</td><td rowspan="2">Summative internal assessment 3 (IA3):
● Research investigation</td><td rowspan="2">20%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
● Student experiment</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
● Examination</td></tr>
</table>

Chemistry

General senior subject

General

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

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

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

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

Pathways

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

Objectives

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

- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Chemical fundamentals — structure, properties and reactions ● Properties and structure of atoms ● Properties and structure of materials ● Chemical reactions —reactants, products and energy change	**Molecular interactions and reactions** ● Intermolecular forces and gases ● Aqueous solutions and acidity ● Rates of chemical reactions	**Equilibrium, acids and redox reactions** ● Chemical equilibrium systems ● Oxidation and reduction	**Structure, synthesis and design** ● Properties and structure of organic materials ● Chemical synthesis and design

Assessment

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

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

Summative assessments

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● Research investigation</td><td rowspan="2">20%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
● Student experiment</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
● Examination</td></tr>
</table>

Physics

General senior subject

General

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

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

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

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

Pathways

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

Objectives

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

- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Thermal, nuclear and electrical physics ● Heating processes ● Ionising radiation and nuclear reactions ● Electrical circuits	**Linear motion and waves** ● Linear motion and force ● Waves	**Gravity and electromagnetism** ● Gravity and motion ● Electromagnetism	**Revolutions in modern physics** ● Special relativity ● Quantum theory ● The Standard Model

Assessment

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

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

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
● Data test</td><td>10%</td><td rowspan="2">Summative internal assessment 3 (IA3):
● Research investigation</td><td rowspan="2">20%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
● Student experiment</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
● Examination</td></tr>
</table>

Agricultural Practices

Applied senior subject

Applied

Agricultural Practices provides opportunities for students to explore, experience and learn knowledge and practical skills valued in agricultural workplaces and other settings.

Students build knowledge and skills about two areas: animal studies and/or plant studies. Safety and management practices are embedded across both areas of study..

Students build knowledge and skills in working safely, effectively and efficiently in practical agricultural situations. They develop skills 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.

Pathways

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.

Objectives

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

- demonstrate procedures to complete tasks in agricultural activities
- describe and explain concepts, ideas and processes relevant to agricultural activities
- analyse agricultural information
- apply knowledge, understanding and skills relevant to agricultural activities
- use appropriate language conventions and features for communication of agricultural information
- plan processes for agricultural activities
- make decisions and recommendations with evidence for agricultural activities
- evaluate processes and decisions regarding safety and effectiveness.

Structure

The Agricultural Practices course is designed around core topics embedded in at least two elective topics.

<table>
<tr><th rowspan="2">Core topics</th><th colspan="2">Elective topics</th></tr>
<tr><td colspan="2">● Operating machinery</td></tr>
<tr><td rowspan="3">● Rules, regulations and recommendations
● Equipment maintenance and operation
● Management practices
● An area of study:
● Animal industries
● Plant industries
● Animal industries and Plant industries</td><td>Animal studies</td><td>Plant studies</td></tr>
<tr><td>● Infrastructure
● Production
● Agribusiness</td><td>● Infrastructure
● Production
● Agribusiness</td></tr>
</table>

Assessment

For Agricultural Practices, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including no more than two assessment instruments from any one technique.

Project	Collection of work	Investigation	Extended response	Examination
A response to a single task, situation and/or scenario.	A response to a series of tasks relating to a single topic in a module of work.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
At least two different components from the following: ● written: 500–900 words ● spoken: 2½–3½ minutes ● multimodal: 3–6 minutes ● performance: continuous class time.	At least three components from the following: ● written: 200–300 words ● spoken: 1½–2½ minutes ● multimodal: 2–3 minutes ● performance: continuous class time.	Presented in one of the following modes: ● written: 600–1000 words ● spoken: 3–4 minutes ● multimodal: 4–7 minutes.	Presented in one of the following modes: ● written: 600–1000 words ● spoken: 3–4 minutes ● multimodal: 4-7 minutes.	● 60–90 minutes ● 50–250 words per item

Drama

General senior subject

General

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Share How does drama promote shared understandings of the human experience? ● cultural inheritances of storytelling ● oral history and emerging practices ● a range of linear and non-linear forms	**Reflect** How is drama shaped to reflect lived experience? ● Realism, including Magical Realism, Australian Gothic ● associated conventions of styles and texts	**Challenge** How can we use drama to challenge our understanding of humanity? ● Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre ● associated conventions of styles and texts	**Transform** How can you transform dramatic practice? ● Contemporary performance ● associated conventions of styles and texts ● inherited texts as stimulus

Assessment

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

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

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
● Performance</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
● Project — practice-led project</td><td rowspan="2">35%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
● Project — dramatic concept</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
● Examination — extended response</td></tr>
</table>

Visual Art

General senior subject

General

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

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

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

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

Pathways

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

Objectives

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

- implement ideas and representations
- apply literacy skills
- analyse and interpret visual language, expression and meaning in artworks and practices
- evaluate art practices, traditions, cultures and theories
- justify viewpoints
- experiment in response to stimulus
- create meaning through the knowledge and understanding of materials, techniques, technologies and art processes
- realise responses to communicate meaning.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Art as lens Through inquiry learning, the following are explored: ● Concept: lenses to explore the material world	**Art as code** Through inquiry learning, the following are explored: ● Concept: art as a coded visual language	**Art as knowledge** Through inquiry learning, the following are explored: ● Concept: constructing knowledge as artist and audience	**Art as alternate** Through inquiry learning, the following are explored: ● Concept: evolving alternate

● Contexts: personal and contemporary ● Focus: People, place, objects ● Media: 2D, 3D, and time-based	● Contexts: formal and cultural ● Focus: Codes, symbols, signs and art conventions ● Media: 2D, 3D, and time-based	● Contexts: contemporary, personal, cultural and/or formal ● Focus: student-directed ● Media: student-directed	representations and meaning ● Contexts: contemporary and personal, cultural and/or formal ● Focus: continued exploration of Unit 3 student-directed focus ● Media: student-directed

Assessment

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

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

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
● Investigation — inquiry phase 1</td><td>15%</td><td rowspan="2">Summative internal assessment 3 (IA3):
● Project — inquiry phase 3</td><td rowspan="2">35%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
● Project — inquiry phase 2</td><td>25%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
● Examination</td></tr>
</table>

Media Arts in Practice

Applied

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

How will students be assessed?

Students will complete the following assessments:

- project
- product
- extended response
- investigation.

Where can Media Arts in Practice lead?

Studying Media Arts in Practice can lead to:

- creative industries.

Pathways

A course of study in Media Arts in Practice can establish a basis for further education and employment in the fields of advertising and marketing, publishing, web design, television and filmmaking, animation and gaming, photography, curating, 3D and mobile application design, concept art and digital illustration. It can also establish a basis for self-employment and self driven career opportunities.

Objectives

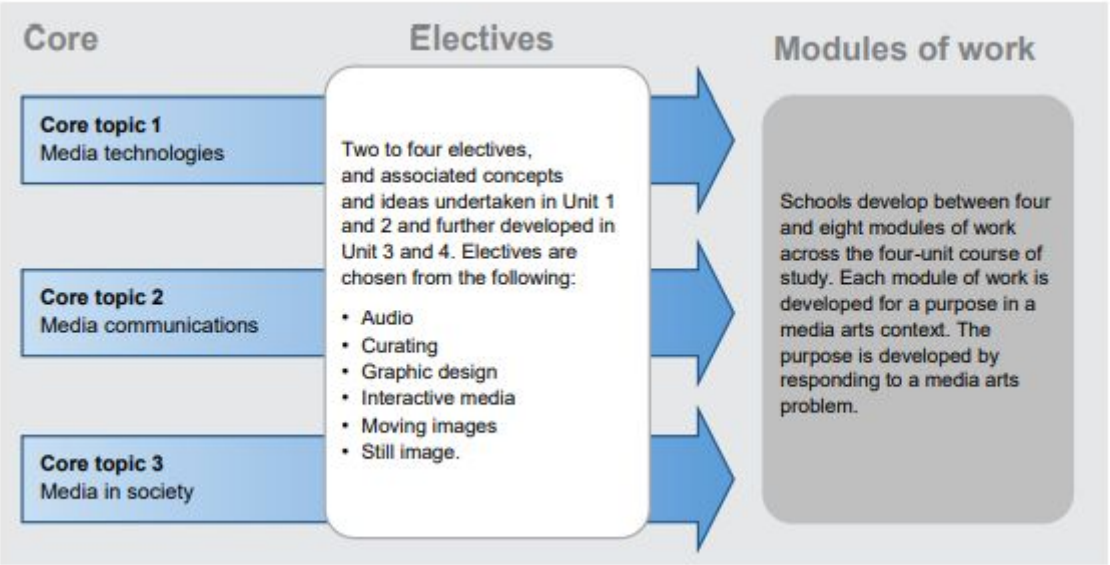
The media arts comprise a range of art forms that have in common their composition and transmission through film, television, radio, print, gaming and web-based media. Increasingly, they are characterised by digitisation and transmission via electronic media. In common with all art forms, in their making and reception, they excite and extend the imagination, and express, inspire, critique or entertain with representations of lived experience and culture.

Media Arts in Practice gives students opportunities to create and share media artworks that convey meaning and express insight. Media artworks respond to individual, group or community needs and issues, within a variety of contexts and for a variety of purposes. Through media artmaking processes and practices, students develop self-knowledge through self-expression, provide commentary or critique, explore social, community and/or cultural identity, and develop aesthetic skills and appreciation.

Students of Media Arts in Practice develop knowledge, understanding and skills from three core topics — 'Media technologies', 'Media communications' and 'Media in society'. These core topics are embedded in, and explored through, electives that provide the flexibility to accommodate current and emerging technologies and the diverse interests and abilities of students.

Structure

The Media in Practice course is designed around core and elective topics.



Electives may be chosen from the following

- Audio
- Curating
- Graphic design
- Interactive media
- Moving images
- Still image

Drama in Practice

Applied senior subject

Applied

Drama in Practice gives students opportunities to plan, create, adapt, produce, perform, appreciate and evaluate a range of dramatic works or events in a variety of settings.

Students participate in learning activities that apply knowledge and develop creative and technical skills in communicating meaning to an audience.

Students learn essential workplace health and safety procedures relevant to the drama and theatre industry, as well as effective work practices and industry skills needed by a drama practitioner.

Pathways

A course of study in Drama in Practice can establish a basis for further education and employment in the drama and theatre industry in areas such as performance, theatre management and promotions.

Objectives

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

- identify and explain dramatic principles and practices
- interpret and explain dramatic works and dramatic meanings
- demonstrate dramatic principles and practices
- apply dramatic principles and practices when engaging in drama activities and/or with dramatic works

- analyse the use of dramatic principles and practices to communicate meaning for a purpose
- use language conventions and features and terminology to communicate ideas and information about drama, according to purposes
- plan and modify dramatic works using dramatic principles and practices to achieve purposes
- create dramatic works that convey meaning to audiences
- evaluate the application of dramatic principles and practices to drama activities or dramatic works.

Structure

The Drama in Practice course is designed around core and elective topics.

Core	Electives	
● Dramatic principles ● Dramatic practices	● Acting (stage and screen) ● Career pathways (including arts entrepreneurship) ● Community theatre ● Contemporary theatre ● Directing ● Playbuilding	● Scriptwriting ● Technical design and production ● The theatre industry ● Theatre through the ages ● World theatre

Assessment

For Drama in Practice, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

- at least one project, arising from community connections
- at least one performance (acting), separate to an assessable component of a project.

Project	Performance	Product	Extended response	Investigation
A response to a single task, situation and/or scenario.	A technique that assesses the physical demonstration of identified skills.	A technique that assesses the production of a design solution.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
At least two different components from the following: ● written: 500–900 words ● spoken: 2½–3½ minutes ● multimodal ● non-presentation: 8 A4 pages max (or equivalent) ● presentation: 3–6 minutes ● performance onstage (stage acting) ● 2–4 minutes: individual ● 1½–3 minutes: group ● performance onstage (screen acting) ● 2–3 minutes: individual ● 1½–2 ½ minutes: group ● performance offstage (directing, designing) ● 4–6 minutes: individual (excluding actors delivering text)	● acting performance (stage) ● 3–5 minutes: individual ● 2–4 minutes: group ● acting performance (screen) ● 2½–3½ minutes: individual ● 2–3 minutes: group ● directing performance ● 5–7 minutes: individual (excluding actors delivering text)	● variable conditions	Presented in one of the following modes: ● written: 600–1000 words ● spoken: 3–4 minutes ● multimodal ● non-presentation: 10 A4 pages max (or equivalent) ● presentation: 4–7 minutes.	Presented in one of the following modes: ● written: 600–1000 words ● spoken: 3–4 minutes ● multimodal ● non-presentation: 10 A4 pages max (or equivalent) ● presentation: 4–7 minutes.

● workshop performance (other): variable conditions ● product: variable conditions.				

Music in Practice

Applied senior subject

Applied

Music in Practice gives students opportunities to engage with music and music productions, and, where possible, interact with practising artists.

Students are exposed to authentic music practices in which they learn to view the world from different perspectives, and experiment with different ways of sharing ideas and feelings. They gain confidence and self-esteem, and contribute to the social and cultural lives of their school and local community. They gain practical, technical and listening skills to communicate in and through their music.

Students explore and engage with the core of music principles and practices as they create, perform, produce and respond to their own and others' music works in class, school and community settings. They learn about workplace health and safety (WHS) issues relevant to the music industry and effective work practices that lead to the acquisition of industry skills needed by a practising musician.

Pathways

A course of study in Music in Practice can establish a basis for further education and employment in areas such as performance, critical listening, music management and music promotions.

Objectives

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

- identify and explain music principles and practices
- interpret music principles and practices
- demonstrate music principles and practices
- apply technical and expressive skills to performance and production of music works
- analyse the use of music principles and practices in their own and others' music works
- use language conventions and features to communicate ideas and information about music, according to context and purpose
- plan and modify music works using music principles and practices to achieve purposes
- create music works to communicate music ideas to audiences
- evaluate the application of music principles and practices to music works and music activities.

Structure

The Music in Practice course is designed around core and elective topics.

Core	Electives	
• Music principles • Music practices	• Community music • Contemporary music • Live production and performance • Music for film, TV and video games • Music in advertising	• The music industry • Music technology and production • Performance craft • Practical music skills • Songwriting • World music

Assessment

For Music in Practice, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

- at least two projects, with at least one project arising from community connections
- at least one performance, separate to an assessable component of a project
- at least one product (composition), separate to an assessable component of a project.

Project	Performance	Product (Composition)	Extended response	Investigation
A response to a single task, situation and/or scenario.	A technique that assesses the physical demonstration of identified skills.	A technique that assesses the application of skills to create music.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
At least two different components from the following: ● written: 500–900 words ● spoken: 2½–3½ minutes ● multimodal ● non-presentation: 8 A4 pages max (or equivalent) ● presentation: 3–6 minutes ● performance: variable conditions ● product: variable conditions.	● music performance: minimum of two minutes total performance time ● production performance: variable conditions	● manipulating existing sounds: minimum of two minutes ● arranging and creating: minimum of 32 bars or 60 seconds	Presented in one of the following modes: ● written: 600–1000 words ● spoken: 3–4 minutes ● multimodal ● non-presentation: 10 A4 pages max (or equivalent) ● presentation: 4–7 minutes.	Presented in one of the following modes: ● written: 600–1000 words ● spoken: 3–4 minutes ● multimodal ● non-presentation: 10 A4 pages max (or equivalent) ● presentation: 4–7 minutes.

Visual Arts in Practice

Applied senior subject

Applied

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

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

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

Pathways

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

Objectives

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

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

Structure

The Visual Arts in Practice course is designed around core and elective topics.

Core	Electives
● Visual mediums, technologies, techniques ● Visual literacies and contexts ● Artwork realisation	● 2D ● 3D ● Digital and 4D ● Design ● Craft

Assessment

For Visual Arts in Practice, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

- at least two projects, with at least one project arising from community connections
- at least one product (composition), separate to an assessable component of a project.

Project	Product	Extended response	Investigation
A response to a single task, situation and/or scenario.	A technique that assesses the application of identified skills to the production of artworks.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
A project consists of: ● a product component: variable conditions ● at least one different component from the following ● written: 500–900 words ● spoken: 2½–3½ minutes ● multimodal ● non-presentation: 8 A4 pages max (or equivalent) ● presentation: 3–6 minutes.	● variable conditions	Presented in one of the following modes: ● written: 600–1000 words ● spoken: 3–4 minutes ● multimodal ● non-presentation: 10 A4 pages max (or equivalent) ● presentation: 4–7 minutes.	Presented in one of the following modes: ● written: 600–1000 words ● spoken: 3–4 minutes ● multimodal ● non-presentation: 10 A4 pages max (or equivalent) ● presentation: 4–7 minutes.

Vocational Education and Training (VET)

Mount St Bernard College - RTO number 30410

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 ATAR and entry into tertiary study can also participate in these programs.

International students can access VET programs through the school where Mount St Bernard College is the Registered Training Organisation but cannot access VET programs offered by external providers. School-based apprenticeships and traineeships are not available to overseas students in Queensland.

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 work placement and work experience as part of your training.

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

- Principal – Mr Ian Margetts
- Deputy Principal – Mr Matt Brauer
- RTO Manager – Paulette Threadingham

Choosing VET Subjects and Courses

The aim of a VET 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 employment pathways after Year 12.

- Students can develop a course of study that has any combination of General and Applied subjects, and Certificate courses to suit their needs.
- Students who are ATAR eligible 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. A low QCS result can't moderate a student's Rank downwards, but a good QCS result can moderate the Rank upwards.
- Students can gain Credits towards the QCE through completion or part completion of VET Certificate courses.

Competency-based and Nationally Recognised Training

Whilst Applied and General subjects lead to a Level of Achievement, students undertaking Certificate courses are graded as 'Competent' or 'Not 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.

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 delivered at the College

Mount St Bernard College is a registered training organisation (RTO), (RTO code 30410) which means we are able to register to offer Certificate courses. . MSB is responsible for the development of the program of study, learning and assessment materials for courses delivered under the Registration of the College. The college issues the Certificates and Statements of Attainment to students on completion of their courses.

Certificate Courses delivered in partnership with External Providers

MSB has a memorandum of understanding (Partnership agreement) with certain external providers to deliver courses in partnership with the college.

The college staff deliver the courses on campus, the program of study, learning and assessment materials for these courses is developed by the External Providers. For these courses the External

Provider is also responsible for issuing Certificates and Statements of Attainment to students on completion of their studies.

QCE credits for these courses are “banked” by the External Provided.

Certificate Courses delivered to students as Fee for Service

Certificate course not offered through the college or External Providers with partnership agreements there may be a fee to the student. Discuss these options with the VET Coordinator.

Overseas Students

Certificate courses may be offered to International students enrolled with Mount St Bernard College. Mount St Bernard College has CRICOS provider code: 00637G through The Roman Catholic Trust Corporation for the Diocese of Cairns trading as Mount St Bernard College but but cannot access VET programs offered by external providers.

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 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. Some qualifications require that students undertake structured vocational placement as part of their program and therefore mandatory for students to complete this component.

A formal Agreement between the College, the chosen workplace, the student and their parents/ carers outlines the number of days of Work Experience/Vocational placement. 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 Coordinator.

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.

RPL

Recognition of Prior Learning (RPL) is an assessment process used by RTOs to evaluate a person's skills, knowledge and experience gained through working and learning, in Australia or overseas, be it through life experience, work or other activities such as volunteering. RTOs can also provide a credit against units of competency, often shortening the time needed to undertake a qualification. Recognition of Prior Learning is offered to all students in order for previous skills and knowledge, gathered through work and life experience, is transferred to current training course requirements through assessment. .

Complaints and Appeals Process

Complaints and appeals are managed by the RTO in a fair, efficient and effective manner. The RTO will create an environment where learner's views are valued. This policy and procedure will be made publicly to the School/College community by being made available on the RTO's intranet and in materials provided to learners on commencement of enrolment. In the case of delivery through third parties, the material will be made available to the learners through the third party.

VET Course Information

Mount St Bernard College has five Vocational Education and Training Pathways under our scope of our registration, with three other qualifications offered through external providers. These pathways will assist students in their preparation for further study or employment once they graduate from Mount St Bernard College.

ICT	ICT10115 Certificate I in Information Digital Media and Technology	Mount St Bernard College
Hospitality	SIT10216 Certificate I in Hospitality	Mount St Bernard College
Hospitality	SIT20416 Certificate II in Kitchen Operations	Mount St Bernard College

Mount St Bernard College offers qualifications in partnership with external providers as well as some that are within the scope of registration of the college.

Health	HLT23215 Certificate II in Health Support Services CHC22015 Certificate II in Community Services CHC33115 Certificate III in Health Services Assistance	Connect 'n' Grow® REDESIGNING EDUCATIONAL PATHWAYS RTO 40518 Connect N Grow and Binnacle Training Provider Number 40518

Education	10751NAT Certificate III in Aboriginal and Torres Strait IslanderEducation)	Provider Number 0542 cricos provider no 03020E
Trade	MEM20413 Certificate II in Engineering Pathways	Provider Number 0542 cricos provider no 03020
Sport and Recreation	SIS20116 Certificate II in Sport and Recreation	RTO Code 31319

Disclaimer

Disclaimer: The College must have certain teachers and equipment to run these courses. If the school loses access to those resources, the College will attempt to provide students with alternate opportunities to complete the course and the related qualifications. The College retains the right to cancel the course if it is unable to meet requirements. Information included in this document is correct as at 8 August 2019, certain events may change some of the offerings and the conditions outlined in this publication.

SIT10216 Certificate I in Hospitality

Why study Hospitality?

SIT10216 Certificate I in Hospitality is a one year Vocational Education course where students who fulfil all requirements obtain the nationally recognised qualification.

This qualification is designed to develop skills that are essential for employment and skills that relate directly to the preparation and service of food. The units provide relevant and useful practical skills which enhance the technical skills and employability of the student.

Areas of study

To be awarded SIT10216 Certificate I in Hospitality, students will have to achieve competency in the following units:

Packaging Rules:

6 units must be completed:

3 core units

3 elective units,

CORE UNITS		
BSBWOR203	Work effectively with others	Core
SITXCCS001	Provide information and assistance	Core
SITXWHS001	Participate in safe work practices	Core
SITXFSA001	Use hygiene practices for food safety	Prerequisite - elective
SITHCCC002	Prepare simple dishes	Elective
SITHFAB005	Prepare and serve espresso coffee	Elective

Prerequisites

The units SITHFAB005 Prepare and serve espresso coffee or SITHCCC002 Prepare simple dishes have a prerequisite unit SITXFSA001 Use hygiene practices for food safety which will be delivered at the beginning of training.

There are no entry requirements for this qualification. Students will be required to provide a Unique Student Identifier number.

Entry Requirements:

There are no specific entry requirements for the training however.All student must create a Unique Student Identifier Number (USI) to participate in the course

Students will be required to wear appropriate PPE at all classes including covered, non slip shoes, apron, cap

Special subject advice

This is a practical based subject. Students should have a high degree of interest in the subject and be willing to participate in all practical based activities.

Course requirements

Students are required to provide and wear enclosed slip proof shoes, and an apron

Assessment/workload

Each semester will contain the safety and food hygiene requirements, practical project work, group project work, written exams and assignments.

Associated costs

The cost associated with this one year course is $150.00.

This covers enrolment for resources, excursions and consumables

Certification possible

Students will have their results recorded on their Senior Statement at the end of Year 12 and will be issued a Certificate and a Record of Resuletson successful completion of the qualification. If the student has not successfully completed all of the qualification requirements they will be issued a Statement of Attainment for the units completed.

A course of study in SIT10216 Certificate I in Hospitality will contribute 2 credit points towards the QCE (Preparatory)

The training package for SIT10216 Certificate I in Hospitality outlining ‘Units of Competency’ can be accessed via the website https://training.gov.au

SIT20416 Certificate II in Kitchen Operations

Why study Kitchen Operations?

SIT20416 Certificate II in Kitchen Operations is a two year Vocational Education course where students who fulfil all requirements obtain the nationally recognised qualification.

This qualification reflects the role of individuals working in kitchens who use a defined and limited range of food preparation and cookery skills to prepare food and menu items. They are involved in mainly routine and repetitive tasks and work under direct supervision. This qualification does not provide the skills required by commercial cooks, which are covered in SIT30816 Certificate III in Commercial Cookery.

SIT20416 Certificate II in Kitchen Operations provides a pathway to work in kitchen operations in organisations such as restaurants, hotels, catering operations, clubs, pubs, cafés, and coffee shops; and institutions such as aged care facilities, hospitals, prisons, and schools.

Areas of study

To be awarded a SIT20416 Certificate II in Kitchen Operations, students will have to achieve competency in the following units:

Packaging Rules:

13 units must be completed:

8 core units

5 elective units,

CORE UNITS * Indicates where a prerequisite unit is required.		
BSBWOR203	Work effectively with others	Core
SITHCCC001	Use food preparation equipment *	Core
SITHCCC005	Prepare dishes using basic methods of cookery *	Core
SITHCCC011	Use cookery skills effectively *	Core

SITHKOP001	Clean kitchen premises and equipment *	Core
SITXFSA001	Use hygienic practices for food safety	Core
SITXINV002	Maintain the quality of perishable items	Core
SITXWHS001	Participate in safe work practices	Core

Electives may include:		
SITXFSA001	Use hygienic practices for food safety	Pre requisite elective
SITHCCC002	Prepare simple dishes *	Elective
SITHFAB005	Prepare and serve espresso coffee *	Elective
SITXCCS003	Interact with customers	Elective
SITXCCS001	Provide customer information and assistance	Elective

Prerequisites

SITXFSA001 Use hygienic practices for food safety is a prerequisite unit for other practical units of competency and is delivered at the commencement of the program.

Entry Requirements:

There are no specific entry requirements for the training however all students must create a Unique Student Identifier Number (USI) to participate in the course

Students will be required to provide a Unique Student Identifier number.

Students will be required to wear appropriate PPE at all classes including covered, non slip shoes, apron, cap

Special subject advice

This is a practical based subject. Students should have a high degree of interest in the subject and be willing to participate in all practical based activities.

Assessment/workload

Students are assessed in a variety of written and non-written formats. Considerable practical observation occurs. Students are assessed as either competent or not yet competent.

It is a requirement of this training package that all students undertaking this qualification will undertake a minimum of 12 shifts (min 6 hrs) of Structured Work Placement with a suitable employer. Students are encouraged to source a suitable employer sometime during the duration of the course. If a student is unable to source their own placement the college will assist in placing a student.

Associated costs.

The cost associated with this one year course is $150.00.
This covers enrolment for resources, excursions and consumables

Certification possible

Students will have their results recorded on their Senior Statement at the end of Year 12 and will be issued a Certificate and a Record of Result on successful completion of the qualification. If the student has not successfully completed all of the qualification requirements they will be issued a Statement of Attainment for the units completed.

A course of study in SIT20416 Certificate II in Kitchen Operations will contribute 4 credit points towards the QCE (Preparatory)

The training package for SIT20416 Certificate II in Kitchen Operations outlining ‘Units of Competency’ can be accessed via the website https://training.gov.au/Training/Details/SIT20416

ICT10115 Certificate I in Information Digital Media and Technology

Why study a ICT10115 Certificate I in Information Digital Media and Technology?

This qualification provides the skills and knowledge for individuals to safely perform foundation digital literacy tasks using a personal computer and a range of software applications and digital devices.

Areas of study

To be awarded a ICT10115 Certificate I in Information Digital Media and Technology, students will have to achieve competency in the following units:

6 units must be completed:
4 core units
2 elective units

Areas of study

CORE UNITS	
ICTICT101	Operate a personal computer
ICTICT102	Operate word-processing applications
ICTICT103	Use, communicate and search securely on the internet
ICTICT104	Use digital devices
ELECTIVE UNITS (2 to be selected)	
ICTICT105	Operate spreadsheet applications
ICTICT106	Operate presentation packages

Prerequisites

There are no prerequisite units for this qualification

Entry Requirements:

There are no specific entry requirements for the training however all students must create a Unique Student Identifier Number (USI) to participate in the course

Special subject advice

This is a practical based subject. Students should have a high degree of interest in the subject and be willing to participate in all practical based activities.

Assessment/workload

Each semester will contain the safety requirements, practical project work, group project work, written exams and assignments.

Associated Costs

There is a levy of $50 for the course to cover the cost of training materials

Certification possible

Students will have their results recorded on their Senior Statement at the end of Year 12.

Students who successfully complete all units will receive a ICT10115 Certificate I in Information Digital Media and Technology which will also contribute 2 credit points towards the QCE.

The training package ICT10115 Certificate I in Information Digital Media and Technology for outlining 'Units of Competency' can be accessed via the website https://training.gov.au

Delivered through TAFE Queensland RTO Number 0542

MEM20413 Certificate II in Engineering Pathways

Why study Engineering Pathways?

MEM20413 Certificate II in Engineering Pathways is intended for people interested in exposure to an engineering or related working environment with a view to entering into employment in that area.

This qualification will equip graduates with trade like knowledge and skills, which will enhance their prospects of employment in an engineering or related working environment. MEM20413 Certificate II in Engineering Pathways is designed to develop skills that are essential for employment and skills that relate directly to metals and engineering. The units studied provide relevant and useful practical skills which enhance the technical skills and employability of the student.

Packaging Rules

The minimum requirements for achievement of the Certificate II in Engineering Pathways are completion of a minimum of twelve (12) units of competency
4 Core Units
8 Elective Units

CORE UNITS	
MEM13014A	Apply principles of occupational health and safety in the work environment
MEMPE005A	Develop a career plan for the engineering and manufacturing industry
MEMPE006A	Undertake a basic engineering project
MSAENV272B	Participate in environmentally sustainable work practices
ELECTIVE UNITS	
MEM16006A	Organise and communicate information
MEM16008A	Interact with computing technology
MEM1800C	Use hand tools
MEM18002B	Use power tools/hand held operations
MEMPE001A	Use engineering workshop machines
MEMPE002A	Use electric welding machines
MEMPE003A	Use oxy – acetylene and soldering equipment
MEMPE004A	Use fabrication equipment
MSAPMSUP106A	Work in a team

Prerequisites

There are no prerequisites for this subject

Entry Requirements:

There are no specific entry requirements for the training however all students must create a Unique Student Identifier Number (USI) to participate in the course

Special subject advice

This is a practical based subject. Students should have a high degree of interest in engineering and demonstrate a willingness to participate in all practical based activities.

Course requirements

Students are required to provide and wear steel capped safety boots and industrial clothing – long sleeved shirts and trousers at all times. PPE for eye and ear protection will be provided in the workshop.

Assessment/workload

This is a competency based course with most of the units covered through practical projects or student demonstration. The students are assessed as either competent or not yet competent Mount St Bernard College has access to basic engineering equipment and facilities, as well as sufficient open plan workshop facilities where long-term projects, perhaps spanning the duration of the learning, can be completed.

The learning program should be centred around the major project.

Fees and associated costs

There is a levy of $95 per term to cover excursions workshop equipment, tools, materials, consumables and certificates. This course is Nationally Accredited and meets the AQF guidelines. Students must have ear and eye protection Students may be able to access funding to help subsidise the cost of their training.

Duration:

4 Terms

QCE CREDITS

4 credits

Certification possible

Students will have their results recorded on their Senior Statement at the end of Year 12.

Students who successfully complete all units will receive a MEM20413 Certificate II in Engineering Pathways which will also contribute 4 credit points towards the QCE (preparatory)

The training package MEM20413 Certificate II in Engineering Pathways for outlining 'Units of Competency' can be accessed via the website https://training.gov.au

Delivered through TAFE Queensland RTO Number 0542

10751NAT Certificate III in Aboriginal and Torres Strait Islander Education

Why study Aboriginal and Torres Strait Islander Education?

Get a head start on your teaching career with this entry-level qualification. This course is available to Aboriginal and Torres Strait Islander people and is offered to both high school students and adult learners.

This course will teach you essential skills in education support including supporting students with developmental issues, assisting with activity sessions, and guiding responsible behaviour in a safe and supportive environment. You'll also learn how to use educational strategies to support Aboriginal and Torres Strait Islander education such as developing Indigenous language and culture lessons, producing work that expresses Indigenous identity, and communicating with parents, students and colleagues in Indigenous language.

Successful completion of this course will qualify you to seek work as a qualified teaching assistant. You will also be able to take advantage of our pathway options and apply to progress into a Bachelor of Education at James Cook University.

Other Job Outcomes

• Aboriginal and Torres Strait Islander Education Worker/Officer

• Teacher Aide / Assistant

• School Learning Support Officer

Packaging Rules

The successful achievement of this qualification requires you to complete all units listed below. You will also be required to undertake 100 hours of vocational placement in an approved setting.

Core Units

UNIT CODE	UNIT NAME
AIESCT001	Support Aboriginal and Torres Strait Islander children with science inquiry
CHCECE006	Support behaviour of children and young people

CHCEDS003	Contribute to student education in all developmental domains
CHCEDS004	Contribute to organisation and management of classroom or centre
CHCEDS006	Support the development of numeracy skills
CHCEDS007	Work effectively with students and colleagues
CHCEDS010	Work effectively as an Aboriginal or Torres Strait Islander education worker
CHCEDS017	Contribute to the health and safety of students
CHCEDS024	Use educational strategies to support Aboriginal and/or Torres Strait Islander education
CUAATS101	Develop understanding of own Aboriginal or Torres Strait Islander identity
CUAATS302	Produce work that expresses own Aboriginal or Torres Strait Islander identity

Elective units

Note: Not all electives are available at all campuses.

UNIT CODE	UNIT NAME
BSBITU201	Produce simple word processed documents
BSBITU306	Design and produce business documents

CHCEDS009	Communicate with parents, students and colleagues in Aboriginal or Torres Strait Islander language
CHCEDS029	Assist teacher to develop Aboriginal and/or Torres Strait Islander language and culture lessons
CHCEDS016	Support learning for students with disabilities in a classroom environment
CUAMPF101	Develop skills to play or sing music
SISXCAI002	Assist with activity sessions

This course is offered through RATEP. RATEP is a community-based teacher education program that provides a direct pathway for Aboriginal and Torres Strait Islander people living in remote, rural and regional locations to become registered teachers or qualified teacher aides. The RATEP program is a partnership between TAFE Queensland North Region, Queensland Education Department and James Cook University. Currently there are 14 RATEP sites throughout the state, providing teacher training at the Certificate III, Certificate IV and Diploma levels. Students are also able to study via an offsite delivery model with teaching support using online technology and regular phone, email and SMS communications

Entry Requirements:

This course is restricted to Aboriginal and Torres Strait Islander students.

Student applicants must complete an application form which includes a detailed written recommendation by the school's Principal, VET Coordinator or Senior Teacher for the student to undertake the studies. As well, applicants undertake a supervised online English and Maths assessment which is aligned to the Australian Core Skills Framework (ACSF). However, this assessment is not required if the student can provide evidence of a sound result or higher (ie. C or above) from their previous year of school studies (ie. Year 10) in English and Maths.

Adult applicants with no previous classroom work experience are acceptable as Certificate III students. English and Maths pre-enrolment acceptance tests must be undertaken. These tests are a supervised online English and Maths assessment which is aligned to the Australian Core Skills Framework (ACSF).

Placement

During your course you will be required to complete vocational placement at a RATEP location so you can start practising your new skills in a real-world environment. You'll be required to work shifts

determined by your placement provider, and these can include early mornings or late nights, any day of the week, including public holidays. TAFE Queensland will assist in arranging placements.

Completing placement is compulsory, and you will be expected to manage family and work commitments in order to complete your shifts. You are required to complete 100 hours of placement to satisfy this component of your qualification.

Course requirements

It is recommended that you have access to a reliable internet connection to access TAFE Queensland's online learning system Connect, and a computer with up-to-date software, including Microsoft Office, Adobe Acrobat Reader and Adobe Flash Player. This equipment and software is available for use at all TAFE Queensland locations.

Assessment/workload

Skill and knowledge assessments are an essential step in progressing through your course. You may be assessed in a number of ways while you are studying at TAFE Queensland, including observation, written assessment, questioning, portfolios, work samples, third-party feedback, and through recognition of prior learning.

Fees and associated costs

There is a levy of $50 per term to cover excursions workshop equipment, tools, materials, consumables and certificates. This course is Nationally Accredited and meets the AQF guidelines. Students must have ear and eye protection Students may be able to access funding to help subsidise the cost of their training.

Agreement of fees must be negotiated with the RTO.

Recognition of Prior Learning (RPL) and credit transfer

Fast track your way to a formal qualification by earning credit for things your already know. Getting recognition for the skills you've gained from the workplace or previous learning means less study time for you, and getting the paper to prove you're qualified a whole lot sooner. We can assess your skills, directly apply credits from previous successful study, and give you advanced standing in your course.

Duration: 4 Terms

QCE CREDITS: 8 credits

Certification possible

Students will have their results recorded on their Senior Statement at the end of Year 12.

Students who successfully complete all units will receive a 10751NAT Certificate III in Aboriginal and Torres Strait Islander Education which will also contribute 8 credit points towards the QCE.

HLT23215 Certificate II in Health Support Services and CHC22015 Certificate II in Community Services (Dual Qualification)

Offered through a Third-Party Agreement with Connect ‘n’ Grow (RTO Code: 40518).

https://connectngrow.com.au/qualifications/cert-ii-health-support-services-cert-ii-community-services/

Qualification description

Health and Community services are the largest growing industries in Australia, estimated to grow by 20% over the next five years. These programs combine to provide students with the basic skills for a career in the health and social services as well as providing a pathway for those wishing to pursue further study in these fields. Skills acquired in this course include first aid, communication, conduction basic health checks,infection control, working with diverse people and working in teams.

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

Entry requirements: There are no entry requirements, however, students must create and provide a USI.

Duration and location

This is a 1-2 year course, typically delivered in Year 11, on site and in partnership with Connect ‘n’ Grow®, RTO 40518.

Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- face-to-face training
- practicals
- online learning

Fees

The cost of this course is $ 399. Students may be able to access funding to help subsidise the cost of their training. Contact the VET Coordinator or Connect ‘n’ Grow® if you would like to explore potential options.

QCE Credits: Successful completion of the Certificate II in Health Support Services contributes a maximum of four (4) credits towards a student's QCE.

Course units

HLT23215 Certificate II in Health Support Services and CHC22015 Certificate II in Community Services

CODE	UNIT TITLE
HLTWHS001	Participate in workplace health and safety
HLTINF001	Comply with infection prevention and control
CHCDIV001	Work with diverse people
BSBCUS201	Deliver a service to customers
BSBFLM312	Contribute to team effectiveness
HLTAID003	Provide first Aid
CHCCOM001	Provide first point of contact
CHCCOM005	Communicate and work in health or community services
BSBWOR202	Organise and complete daily work activities
FSKOCM07	Interact effectively with others at work
BSBADM101	Use business equipment and resources
BSBINM201	Process and maintain workplace information
BSBWOR204	Use business technology
BSBWOR203	Work effectively with others

Obligation

Students will be provided with every opportunity to complete these qualifications. Employment is not guaranteed upon completion of this qualification. Students who are deemed competent in all 14 units of competency will be awarded these qualifications and a record of results by Connect 'n' Grow®, RTO

40518. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Assessment

Assessment is competency based. Assessment techniques include:

- observation
- folios of work
- questionnaires
- written and practical tasks

HLTAID003 Provide First Aid is delivered as a short course within the Program.

Work placement

Students are highly encouraged to complete a minimum of 20 hours work experience in a health or community service facility to strengthen their skills, knowledge and employability. Connect ‘n’ Grow® considers this to be a very important inclusion of both Certificate III qualifications.

Pathways:

This qualification may credit toward various Certificate III’s including:

- Certificate III Health Support Assistance
- Certificate III Community Services
- Certificate III Individual Support (Disability and Aged Care)

HLT33115 Certificate III in Health Services Assistance

(incorporating HLT23215 Certificate II in Health Support Services and CHC22015 Certificate II in Community Services)

Offered through a Third-Party Agreement with Connect 'n' Grow (RTO Code: 40518).

Why study Community and Health support services.

Qualification description

Health and Community services are the largest growing industries in Australia, estimated to grow by 20% over the next five years. These programs combine to provide students with the basic skills for a career in the health and social services as well as providing a pathway for those wishing to pursue further study in these fields. Skills acquired in this course include CPR Certification, interpreting medical terminology, conducting health checks and recognising healthy body systems.

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

Entry requirements:

To enrol into the HLT33115 Certificate III in Health Services in Year 12, students must have achieved the HLT23215 Certificate II in Health Support Services and CHC22015 Certificate II in Community Services in Year 11. Students must create and provide a USI number on enrolment..

Duration:

This is a two-year course (including the entry requirements) delivered in Year 11 & 12 on site and in partnership with Connect 'n' Grow®, RTO 40518.

Location: Mount St Bernard College Herberton

Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- face-to-face training
- practicals
- online learning

Fees

The cost of this course is $ 399 Students may be able to access funding to help subsidise the cost of their training. Contact the VET Coordinator or Connect ‘n’ Grow® if you would like to explore potential options.

Course requirements: Students will need to have access to a computer, including relevant software, internet and printer access. See VET Manager for specific information on IT requirements.

Year 1

CODE	UNIT TITLE
HLTWHS001	Participate in workplace health and safety
HLTINF001	**Comply with infection prevention and control policies and procedures**
CHCDIV001	**Work with diverse people**
BSBCUS201	Deliver a service to customers
BSBFLM312	Contribute to team effectiveness
HLTAID003	Provide first Aid
CHCCOM005	Communicate and work in health or community services
HLTAAP001	Recognise healthy body systems
BSBMED301	Interpret and apply medical terminology
HLTAID001	Provide cardiopulmonary resuscitation
CHCCCS015	Provide individualised support
CHCCCS010	Maintain a High Standard of Service

BSBWOR301	Organise personal work priorities and development
FSKLRG009	Use strategies to respond to routine workplace problems
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander Cultural safety

Obligation

Students will be provided with every opportunity to complete these qualifications. Employment is not guaranteed upon completion of this qualification. Students who are deemed competent in all 15 units of competency will be awarded this qualification and a record of results by Connect 'n' Grow®, RTO 40518. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Assessment

Assessment is competency based. Assessment techniques include:

- observation
- folios of work
- questionnaires
- written and practical tasks

QCE Points

Maximum 8 (including those points received from completion of the dual Certificate II entry requirement).

ATAR Contribution: Students eligible for an Australian Tertiary Admission Rank (ATAR) may be able to use their completed Certificate III to contribute towards their ATAR. For further information please visit https://www.qcaa.qld.edu.au/senior/australian-tertiary-admission-rank-atar

Work placement

Students are highly encouraged to complete a minimum of 20 hours work experience in a health or community service facility to strengthen their skills, knowledge and employability Connect 'n' Grow® considers this to be a very important inclusion of the Certificate III qualifications.

Pathways

This qualification may articulate into:

- Certificate III Health Administration
- Diploma of Nursing
- Bachelor Degrees
- Certificate III Individual Support
- work in entry level positions within the health industry

SIS20115 CERTIFICATE II IN SPORT AND RECREATION

Offered through a Third-Party Agreement with Binnacle Training (RTO Code: 31319).

Why study a SIS20115 Certificate II in Sport and Recreation?

This qualification allows individuals to develop basic functional knowledge and skills for work in customer contact positions in the sport or community recreation industry. These individuals are competent in a range of administrative activities and functions within a team and under supervision. They are involved in mainly routine and repetitive tasks using practical skills and basic sport and recreation industry knowledge.

Possible job titles include:

- community activities assistant
- customer service assistant
- leisure assistant
- recreation assistant
- retail assistant
- grounds assistant
- facility assistant.

They work in locations such as sport and recreation centres or facilities, and leisure and aquatic centres assisting with the conduct of recreation activities, and facility maintenance and operations.

This course is offered through a Third-Party Agreement with Binnacle Training (RTO Code: 31319).

Entry requirements

Students must have a passion for and/or interest in pursuing a career in the fitness and sport industries.

They must have good quality written and spoken communication skills and an enthusiasm / motivation to participate in physical activity sessions.

Each student must obtain a (free) 'Working with Children' Student Blue Card (application to be completed as part of the enrolment process). A student's official enrolment is unable to be finalised until their Student Blue Card has been issued.

Students must also create USI.

Duration: Two years

Fees

_There is a levy of $30 per year to excursions, consumables and certificates. This course is Nationally Accredited and meets the AQF guidelines. Students must have ear and eye protection

Why undertake this course?

Students assist with the delivery of a range of sport activities and programs within the school. Graduates will be competent in a range of essential skills – including officiating games, coaching beginner participants to develop fundamental skills, communication in sport and assisting delivery of activity programs.

This program also includes the following:

- First Aid qualification and CPR certificate
- Officiating and coaching accreditations (general principles or sport-specific)

Codes and Titles of Units.

UNIT CODE	UNIT TITLE
BSBWOR204	Use business technology
HLTAID003	Provide First Aid
HLTWHS001	Participate in workplace health and safety
SISXFAC001	Maintain equipment for activities
SISXCCS001	Provide quality service
SISXEMR001	Respond to emergency situations
SISXIND001	Work effectively in sport, fitness and recreation environments
SISXIND002	Maintain sport, fitness and recreation industry knowledge
BSBRSK401	Identify risk and apply risk management processes
SISXFAC001	Maintain equipment for activities

FSKLRG11	Use routine strategies for work-related learning
BSBWOR202	Organise and complete daily work activities
SISXCAI002	Assist with activity sessions

NOTE: Elective units are subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices is at its optimum.

Learning experiences

Program delivery will combine both class-based tasks and practical components in a real sport environment at the school. This involves the delivery of a range of sport programs to real participants within the school community (high school and primary school students).

A range of teaching/learning strategies will be used to deliver the competencies. These include:

- Practical tasks
- Hands-on activities involving participants/clients
- Group work
- Practical experience within the school sporting programs
- Logbook of practical experience

Topics of Study

Topics of study include:

- Sport, Fitness and Recreation industry
- Responding to Emergency Situations
- Developing Officiating Practices
- Customer Service in the Sport Industry
- Officiating and Conducting Modified Games for a Sport

QCE Credits

Successful completion of the Certificate II in Sport and Recreation contributes a maximum of four (4) credits towards a student's QCE. A maximum of eight credits from the same training package can contribute to a QCE.

Pathways

The Certificate II in Sport and Recreation will predominantly be used by students seeking to enter the sport, fitness and recreation industry as a community coach, sports coach, athlete, volunteer or activity assistant. Students may also choose to continue their study by completing the Certificate III/IV in Sport or Fitness.

2021 Subject Offerings and Lines - Year 11

Line 1	Line 2	Line 3	Line 4	Line 5	Line 6
Religion & Ethics (Applied)	General English (General)	Essential Mathematics (Applied)	Modern History (General)	Physics (General)	Biology (General)
Study of Religion (General)	English as an Additional Language (General)	General Mathematics (General)	Industrial Technology Skills (Appliedl)	Geography (General)	Design (General)
Certificate III in Christian Ministry and Theology (VET)	Essential English (Applied)	Mathematics Methods (General)	Music in Practice (Applied)	Agricultural Practices (Applied)	Certificate II Health Support Services / Certificate II Community Services (VET)
			Cert II Sport & Recreation (VET)	Business Studies (Applied)	Legal Studies (General)
			Certificate II Health Support Services / Certificate II Community Services (VET)	Business (General)	Drama in Practice (Applied)
			Visual Arts (General)	Digital Solutions (General)	Drama (General)
			Visual Arts in Practice (Applied)	Information Communicatio n Technology (Applied)	Certificate I Hospitality (VET)
			Media Arts in Practice (Applied)	MSF20516 Furniture Making Pathways (VET) **Subject to registration*	10751NAT Certificate III in Aboriginal and Torres Strait Islander Education
			Chemistry (General)	Certificate II in Engineering Pathways (VET)	
			Certificate I Hospitality (VET)		