MOUNT ST BERNARD COLLEGE HERBERTON

In the Mercy Tradition

CURRICULUM HANDBOOK

YEAR 11 & 12

In the Mercy Tradition

Let Your Light Shine!

HERBERTON

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DISCLAIMER

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

WELCOME TO THE 2025 MOUNT ST BERNARD COLLEGE COURSE GUIDE

At Mount St Bernard College you will be provided with the opportunity to find your pathway to success. Remember that you are the reason that the College offers a wide range of subjects and co-curricular activities to develop your many talents. There are a range of program, and elective choices open to you to help you build on your own abilities and strengths. This Course Guide will assist you in the course selection process and it is important that you take the time to read through it before selecting your course of study.

Our Academic and Careers staff will support you as you plan a rewarding program to achieve your goals. Evaluate the information provided as you work through your selection of subjects. The subjects you decide to study are very important in preparing you for either your QCE or VET pathways. Seek further advice if needed.

What should you consider when choosing subjects?

- Consider prerequisites for post-school pathways - the Careers Advisor can help you with this
- Make your subject choices after careful consideration and discussion with your parents/guardians/carers and the College's Academic or Careers staff
- Consider the subjects you enjoy and that you do well in
- Consider what will keep you interested and engaged in learning.

AN INCLUSIVE EDUCATION

As part of our Mount St Bernard College vision, we 'affirm the uniqueness of every human being'. Students have varying cognitive, social, emotional and physical needs according to their different capacities, qualities and aptitudes. The College takes account of this in dedicating itself to the education of each student in a Catholic environment. The comprehensive and systematic curriculum provides for these varying needs. The range of options offered allows each student to pursue an educational course, which will more than adequately prepare them for their lives after secondary school. Our futures orientated curriculum focuses on giving students the capacity for lifelong learning as well as a thorough grounding in foundation knowledge and skills and the capacity to be adaptable and flexible in a changing world.

PRINCIPAL'S MESSAGE

Dear Students,

This curriculum guide provides you with course information about programs of study for all year levels in 2025. For students currently in Years 11 and 12, you have a chance to make decisions about your subject choices, with the opportunity to find your pathways to success.

Remember that you are the reason that the College offers a wide range of subjects and co-curricular activities to develop your many talents. There are a range of choices open to you as you select the subjects you believe you need to explore on your journey to identifying your own abilities and strengths. Through knowing yourself, you will become a citizen of integrity, able to contribute to your community and beyond.

This Course Guide will assist you in the course selection process and it is important that you take the time to read through it before selecting your course of study. Our Curriculum Middle Leaders, Careers Advisors and School staff will support you as you plan a rewarding program that enables you to achieve your goals. Evaluate the information provided as you work through your selection of subjects. The subjects you decide to study are very important as you transition through your secondary schooling. When selecting Year 11 and 12 QCE programs, ensure you have selected the prerequisite courses you require to undertake post-school training. Seek further advice on post schooling options from Mrs Small, the Careers Advisors, if needed.

You may then ask, 'How can I succeed?'

- Make your subject choices after careful consideration
- Use your time productively every day of the year
- Work hard and enjoy your learning
- Don't give up

To be successful in your studies it requires you to apply effort and to work conscientiously to master concepts that you find difficult. Working on tasks you can already do will not develop your intellect. Working on new and challenging concepts will require you to apply greater effort and to think creatively, for you to master the learning. This is referred to as a growth mindset. All students have the potential to succeed if they focus their efforts, work hard and believe that a growth mindset will develop their ability to learn.

Mount St Bernard College is proud to promote striving for excellence. We believe that the College Mission to provide a quality contemporary education. It is up to you to decide where you want to go from here.

Best wishes with your choices.

Mrs Narelle Hunt

MERCY TRADITIONS

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

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

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

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

In 2006, the Sisters of Mercy gifted Mount St Bernard College to the Catholic Diocese of Cairns. MSB is now under the stewardship of the Cairns Diocese's Catholic Education Services and the Mercy charisms of service; faith, hospitality and social justice continue to be nurtured and lived out by a professional and dedicated staff.

VISION

Drawing our inspiration from the Gospel of Jesus and the Mercy Tradition, we empower young people through our commitment to education to become persons of faith, learning and hope, and so contribute to their communities.

MISSION

We enact our vision by:

- Providing a quality, contemporary Catholic co-educational day school and boarding facility for Years 7-12
- Providing opportunities to grow in faith through communal celebration and outreach
- Providing stimulating, responsive, and engaging learning opportunities through quality teaching to enable students to achieve their individual personal best
- Working in partnership with families and communities
- Fostering safe and respectful day school and residential environments where everyone is valued and respected
- Nurturing the growth, wellbeing, and relationships of all members of our College community.

COLLEGE CREST AND MOTTO

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

PLANNING FOR SENIOR SCHOOL

Year 10 is a transition year from middle schooling into the senior phase of schooling. Consequently, time in year 10 is allocated towards career development and planning – the Senior Education and Training Plan (SET Plan) will be developed and agreed to by all stakeholders, students will choose their subjects and Vocational options for year 11 and 12, and students will undertake Work Experience Placement to inform their choices. Students will also be registered for a Learning Account with the Queensland Curriculum and Assessment Authority.

Senior Education and Training Plan (SET Plan):

Year 10 career planning will assist students to develop their SET Plan. This plan will state the student's Intended Learning Options (ILO), along with their intended course of study – ATAR, VET, or a combination. This plan will be completed by the end of year 10, and will map the student's senior learning- what, where and how, will be agreed to by the student, parents and the school, and be reviewed over the senior phase of learning. The SET Plan will structure each student's learning around their abilities, interests and future goals, and act as a map through senior. It is a flexible tool to assist in student's goal setting and can be reviewed and altered to suit changing circumstances.

Registration of Young People:

All young people must be registered with the Queensland Curriculum and Assessment Authority (QCAA) in year 10, or in the year before turning 16. Once registered, students can access their Learning Account through the internet to track their learning. Students will need their Learner Unique Identifier (LUI) number and password to access this site, which will be given to them during year 10.

The Learning Account records all learning undertaken along with student achievement. Credits are not banked for subjects receiving less than a passing grade, or competency. Each learning provider is responsible for reporting student information to the QCAA, who updates the Learning Accounts. Therefore, subjects studied through TAFE and other Learning Providers will be reported directly to the QCAA and not the school. It is the student's responsibility to check their Learning Account regularly and report any anomalies.

Planning for learning in Years 11 and 12

Senior schooling is an exciting time for Queensland students and an important step in preparing for their future.

Schools work with Year 10 students and their families to help them plan their education, training and career goals
and map their pathway to a Queensland Certifi cate of Education (QCE).

The Queensland Certificate of Education (QCE)

The QCE is Queensland's senior schooling qualifi cation. It is internationally recognised and a sign of academic and personal success.

The QCE allows students to design a pathway that's right for them — whether their goals after Year 10 are to:

- study at university
- fi nd skilled work
- attend TAFE or other training.

Students can choose from a wide range of subjects and courses, including Queensland Curriculum and Assessment Authority
(QCAA) subjects, vocational education and training (VET), school-based apprenticeships and traineeships or other recognised courses.

How does the QCE work?

To achieve a QCE, students need to complete a set amount of learning at a set standard, in the set pattern, and meet literacy and numeracy requirements:

Set amount

20 credits from contributing courses of study, including:

- QCAA-developed subjects or courses
- vocational education and training qualifications
- non-Queensland studies
- recognised studies.

Set standard

Satisfactory completion, grade of C or better, competency or qualification completion, pass or equivalent.

Set pattern

12 credits from completed Core courses of study and 8 credits from any combination of:

- Core
- Preparatory (maximum 4)
- Complementary (maximum 8).

Literacy & numeracy

Students must meet literacy and numeracy requirements through one of the available learning options.

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: https://www.qcaa.qld.edu.au/senior/certificates-and-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 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.dewr.gov.au/skills-information-training-providers/australian-core-skills-framework

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 as 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 courses 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.

The assessment outcomes for Units 1 and 2 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 External-Assessment timetable, available at: https://www.qcaa.qld.edu.au/senior/assessment/external-assessment/timetable.

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

Mount Saint Bernard Offerings

Mathematics

Students must choose 1 Mathematics course

General
- General Mathematics
- Mathematical Methods

Applied
- Essential Mathematics

English

Students must choose 1 English course

General
- English
- English as an Additional Language

Applied
- Essential English

Religion

Students must choose 1 Religion course

General
- Study of Religion

Applied
- Religion & Ethics
- Catholic Faith in Action

Students must choose any 3 subjects (any combination) from Humanities, Technologies, Science and/or The Arts

Humanities

General
- Geography
- Modern History

Technologies

General
- Design
- Digital Solutions

Applied
- Industrial Technology Skills
- Information & Communication Technology

Science

General
- Biology
- Chemistry
- Physics
- Psychology

Applied
- Agricultural Practices
- Science in Practice

The Arts

General
- Drama
- Visual Art

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

FisherOne Offerings

FisherONE Online Education

Connect, Learn, Transform

FisherONE is designed to meet the needs of Catholic Education students who have difficulty accessing specific subjects at their current school. The subjects that they offer are fully facilitated learning engagements that happen in conjunction with the subject choices at Mount Saint Bernard.

When students enrol in one of the FisherONE online subjects, it becomes part of their school timetable and they have specific time scheduled for the subject, just like all their other subjects.

At FisherONE, online learning is the focused use of digital tools to provide exceptional learning opportunities. The teachers integrate digital resources and frequent communication to deliver a learning experience that rivals being present in the classroom. The major difference is that the online student has flexibility around when some of the learning takes place. Online students have regular connection with their teacher, with other students, and will be guided through their assessments.

For more information and a list of courses available please visit https://www.fisherone.qld.edu.au/

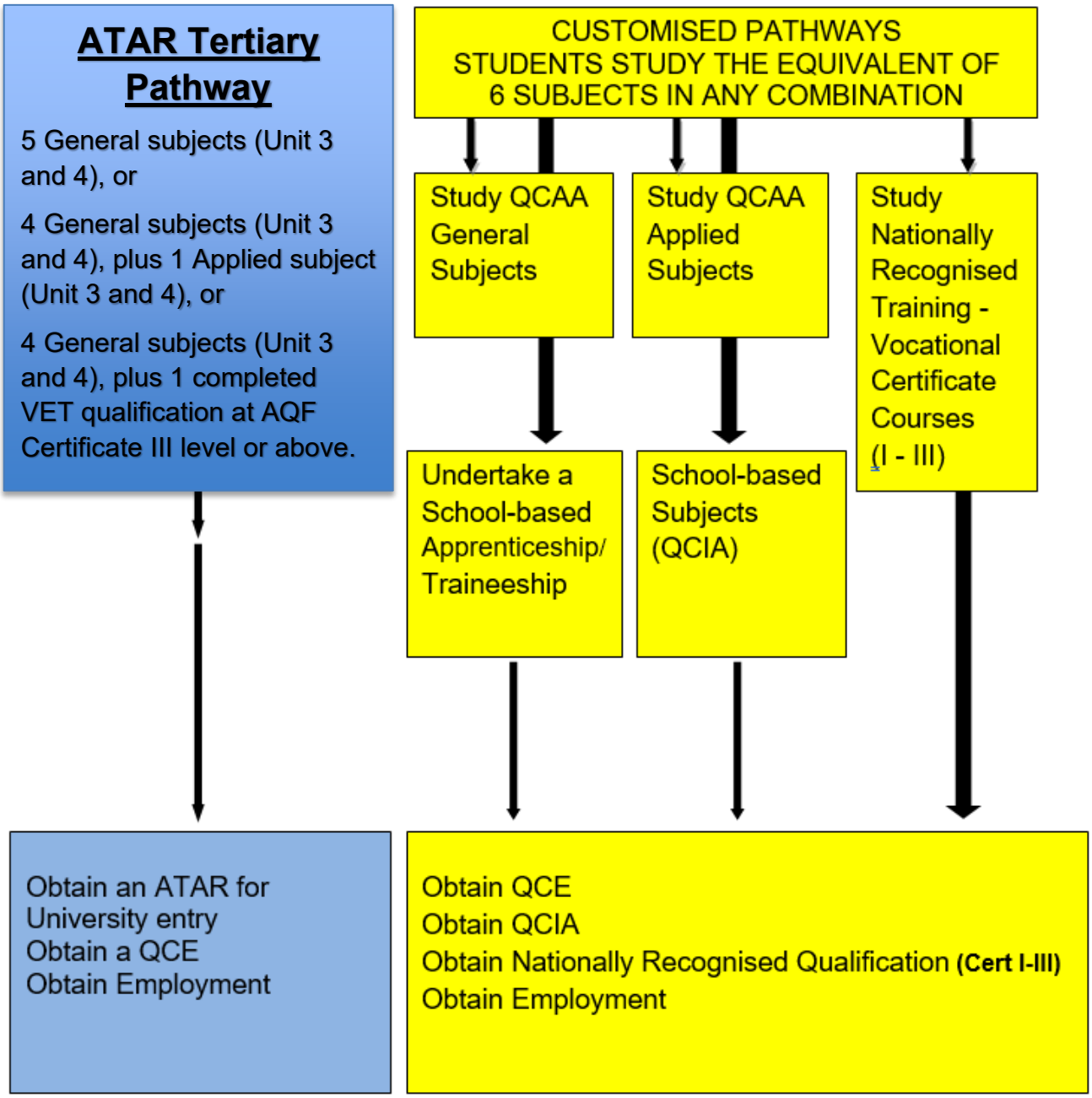
Brisbane School of Distance Education Offerings

BrisbaneSDE
THE SCHOOL OF THE FUTURE

Brisbane School of Distance Education provides a unique learning environment for students who are in a variety of settings across Queensland, Australia and the world. They are dedicated to excellence in teaching and learning through thoughtful innovation, inspiration and inclusion for each student who attends our school.

Student learning is provided through flexible, individualised and quality curriculum programs, combined with a focus on the very important teacher-student relationship and Home/School-based Supervisor involvement. Through forward-thinking use of digital technology, they provide live group lessons including support materials with a focus on Excellence in Virtual Learning.

For more information and a list of courses available please visit https://brisbanesde.eq.edu.au/


ATAR Tertiary Pathway
5 General subjects (Unit 3 and 4), or
4 General subjects (Unit 3 and 4), plus 1 Applied subject (Unit 3 and 4), or
4 General subjects (Unit 3 and 4), plus 1 completed VET qualification at AQF Certificate III level or above.
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:

- recall mathematical knowledge to recognise relevant concepts, rules, definitions, techniques and algorithms
- use mathematical knowledge to put into effect relevant concepts, rules, definitions, techniques and algorithms. Perform calculations with and without technology
- communicate mathematical knowledge through terminology, symbols, conventions and representation, and everyday language. Organise and present information in graphical and symbolic form and describe and represent mathematical models
- evaluate the reasonableness of solutions to interpret mathematical results in the context of the situation and reflect on whether the problem has been solved. Verify results by using estimation skills and checking calculations, with and without technology. Make an appraisal by assessing implications, strengths and limitations of solutions and/or models, and use this to consider if alternative methods or refinements are required
- Justify procedures and decisions to explain mathematical reasoning in detail. Make relationships evident, logically organise mathematical arguments, and provide reasons for choices made and conclusions reached
- Solve mathematical problems to analyse the context of the problem to translate information into mathematical forms. Make decisions about the concepts, techniques and technology to be used and apply these to develop a solution. Develop, refine and use mathematical models, where applicable.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Money, measurement, algebra and linear equations • Consumer arithmetic • Shape and measurement • Similarity and scale • Algebra • Linear equations and their graphs	**Applications of linear equations and trigonometry, matrices, and univariate data analysis** • Applications of linear equations and their graphs • Applications of trigonometry • Matrices • Univariate data analysis	**Bivariate data and time series analysis, sequences 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>
<tr><td>Summative internal assessment 1 (IA1):
• Problem-solving and modelling task</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Examination</td><td rowspan="2">15%</td></tr>
<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:

- recall mathematical knowledge to recognise features of remembered information. Recognise relevant concepts, rules, definitions, techniques and algorithms
- use mathematical knowledge to put into effect relevant concepts, rules, definitions, techniques and algorithms. Perform calculations with and without technology
- communicate mathematical knowledge by using mathematical language (terminology, symbols, conventions and representations) and everyday language. Organise and present information in graphical and symbolic form, and describe and represent mathematical models
- evaluate the reasonableness of solutions to interpret mathematical results in the context of the situation and reflect on whether the problem has been solved. Verify results by using estimation skills and checking calculations, with and without technology. Make an appraisal by assessing implications, strengths and limitations of solutions and/or models, and use this to consider if alternative methods or refinements are required
- Justify procedures and decisions. When students justify procedures and decisions, they explain their mathematical reasoning in detail. They make relationships evident, logically organise mathematical arguments, and provide reasons for choices made and conclusions reached
- solve mathematical problems by analysing the context of the problem to translate information into mathematical forms. Make decisions about the concepts, techniques and technology to be used and apply these to develop a solution. Develop, refine and use mathematical models, where applicable

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Surds, algebra, functions and probability • Surds and quadratic functions • Binomial expansion and cubic functions • Trigonometric functions • Probability	**Calculus and further functions** • Exponential functions • Logarithms and logarithmic functions • Introduction to differential calculus • Applications of differential calculus • Further differentiation	**Further calculus and introduction to statistics** • Differentiation of exponential and logarithmic functions • Differentiation of trigonometric functions and differentiation rules • Further applications of differentiation • Introduction to integration • Discrete random variables	**Further calculus, trigonometry and statistics** • Further integration • Trigonometry • Continuous random variables and the normal distribution • Sampling and proportions • Interval estimates for proportions

Assessment

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

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

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Problem-solving and modelling task</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Examination</td><td rowspan="2">15%</td></tr>
<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>

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:

- recall mathematical knowledge to recognise features of remembered information. Recognise relevant concepts, rules, definitions, techniques and algorithms
- use mathematical knowledge to put into effect relevant concepts, rules, definitions, techniques and algorithms. Perform calculations with and without technology
- communicate mathematical knowledge by using mathematical language (terminology, symbols, conventions and representations) and everyday language. Organise and present information in graphical and symbolic form, and describe and represent mathematical models
- evaluate the reasonableness of solutions to interpret mathematical results in the context of the situation and reflect on whether the problem has been solved. Verify results by using estimation skills and checking calculations, with and without technology. Make an appraisal by assessing implications, strengths and limitations of solutions and/or models, and use this to consider if alternative methods or refinements are required
- justify procedures and decisions to explain mathematical reasoning in detail. Make relationships evident, logically organise mathematical arguments, and provide reasons for choices made and conclusions reached
- solve mathematical problems by analysing the context of the problem to translate information into mathematical forms. Make decisions about the concepts, techniques and technology to be used and apply these to develop a solution. Develop, refine and use mathematical models, where applicable

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Number, data and money • Calculations • Number • Representing data • Managing money	**Data and travel** • Calculations • Data collection • Graphs • Time and motion	**Measurement, scales and chance** • Calculations • Measurement • Scales, plans and models • Probability and relative frequencies	**Graphs, data and loans** • Calculations • Bivariate graphs • Summarising and comparing • 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 — persuasive spoken response	25%	Summative internal assessment 3 (IA3): • Examination – extend response	25%
Summative internal assessment 2 (IA2): • Extended response — written response for a public audience	25%	Summative external assessment (EA): • Examination — extended 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 – extended 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 – 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 suit particular purposes and audiences
- use appropriate roles and relationships with audiences
- construct and explain representations of identities, places, events and/or concepts
- make use of and opinions and/or ideas in texts, according to purpose
- explain how language features and text structures shape meaning and invite particular responses
- select and use subject matter to support perspectives
- sequence subject matter and use mode-appropriate cohesive devices to construct coherent texts
- make language choices according to register informed by purpose, audience and context
- use mode-appropriate language features to achieve particular purposes across modes.

Structure

Unit 1	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): ● Extended response – Common internal assessment (CIA)	Summative internal assessment (IA4): ● Extended response — Written response

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 coexist in a modern society.

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

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

Pathways

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

Objectives

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

- Explain features and expressions of religious traditions
- analyse perspectives about religious expressions within traditions
- evaluate the significance and influence of religion
- create responses that communicate meaning to suit purpose.

Structure

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

Assessment

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

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

Summative assessments

Unit 3		**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:

- explain religious, spiritual and ethical principles and practices
- examine religious, spiritual and ethical information
- apply religious, spiritual and ethical knowledge
- communicate the outcomes of inquiries to suit audiences
- evaluate inquiry processes and the outcomes of inquiries.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
• A – Australian Identity	• D - World religions and spiritualities	• E - Peace	• F - Sacred stories

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.

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): • E1: Extended response — Keeping the peace	Summative internal assessment 3 (IA3): • F1: Investigation — What makes a story sacred
Summative internal assessment 2 (IA2): • E2: Project — Peace promotion	Summative internal assessment (IA4): • F2: Project — Sacred story

Catholic Faith in Action

No QCE points

The Catholic Faith in Action program is an integrated program that is underpinned by Christian teachings and contains:

- Scripture
- Catholic Social Teaching and Just Action
- Catholic Worldview
- Catholic Anthropology
- Ethics and Morality
- Other Religious Experiences, Worldviews and Indigenous Spirituality
- Prayer and Worship

Catholic Faith in Action has been developed around four overarching profound questions. Each profound question is broken down into practical components and possible learning experiences for students. The practical components in the Catholic Faith in Action program reflect our unique school community.

Who am I? "You are the light of the world." (Matthew 5:14)

- What does spirituality mean to me?
- Who am I called to be?
- How can I serve others?
- What is my social responsibility?

Who is God? "He is a God of Justice" (Psalm 50:6)

- What do I think about God?
- How can I experience God today?
- How do I see God in others?
- How does knowledge of the world contribute to my understanding of God?

What does it mean to be human? "In your relationships with one another, have the same mindset as Christ Jesus" (Philippians 2:5)

- How do I live well?
- What happens when I die?
- Why do I suffer?
- Do I have free will?

What is Truth? "I am the Way, the Truth and the life" (John 14:6)

- How do I discern truth?
- What do I understand to be true?
- How do I live out what I believe to be true?
- How does what I understand to be true affect who I am?

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%

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:

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

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 • Meiji Restoration, 1868–1912 • Boxer Rebellion, 1900–1901 • Russian Revolution, 1905–1920s • Xinhai Revolution, 1911–1912 • Iranian Revolution, 1977–1979 • Arab Spring since 2010	**Movements in the modern world** • Empowerment of First Nations Australians since 1938 • Independence movement in India, 1857–1947 • Workers' movement since the 1860s • Women's movement since 1893 • May Fourth Movement in China, 1919- 1930s • Independence movement in Algeria, 1945–1962 • 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 • LGBTQIA civil rights movement since 1969 • Pro-democracy movement in Myanmar (Burma) since 1988	**National experiences in the modern world** • Australia since 1901 • United Kingdom since 1901 • France, 1799–1815 • New Zealand since 1841 • Germany since 1914 • United States of America, 1917–1945 • Soviet Union, 1920s–1945 • Japan since 1931 • China since 1931 • Indonesia since 1942 • India since 1947 • Israel since 1917 • South Korea since 1948	**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 1930s • Nuclear Age since 1945 • Cold War and its aftermath, 1945–2014 • Struggle for peace in the Middle East since 1948 • Cultural globalisation since 1956 • Space exploration since 1950s • 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 — extended response	25%	Summative internal assessment 3 (IA3): • Investigation	25%
Summative internal assessment 2 (IA2): • Investigation	25%	Summative external assessment (EA): • Examination — short response	25%

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 visual representation skills
- analyse needs, wants and opportunities using data
- devise ideas in response to design problems
- evaluate ideas and design concepts to make refinements
- Propose design concepts in response to design problems
- 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
Stakeholder-centred design • Designing for others	**Commercial design influences** • Responding to needs and wants	**Human-centred design** • Designing with empathy	**Sustainable design influences** • Responding to opportunities

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	20%	Summative internal assessment 3 (IA3): • Project	25%
Summative internal assessment 2 (IA2): • Project	30%	Summative external assessment (EA): • Examination — extended response	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 components and solutions against criteria to make refinements and justified recommendations and evaluate impacts
- 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	25%	Summative internal assessment 3 (IA3): • Project — digital solution	25%
Summative internal assessment 2 (IA2): • Project — digital solution	25%	Summative external assessment (EA): • Examination – combination response	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:

- Demonstrate practices, skills and procedures
- interpret drawings and technical information
- analyse manufacturing tasks to organise materials and resources
- select practices, skills and procedures to identify workplace health and safety standards, client briefs, drawings, tools and materials
- sequence processes by understanding industry practices, including safety concepts and principles, waste minimisation, quality expectations, teamwork and regulations
- evaluate skills and procedures, and products
- adapt plans, skills and procedures.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
H: Welding and fabrication (Engineering Skills)	**M: Furniture-making (Furnishing Skills)**	**N: Cabinetmaking (Furnishing Skills)**	**I: Sheet metal working (Engineering Skills)**

Assessment

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

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): • H1: Practical demonstration — Welding and fabrication (Engineering Skills) or • I1: Practical demonstration — Sheet metal working (Engineering Skills)	Summative internal assessment 3 (IA3): • M1: Practical demonstration — Furniture-making (Furnishing Skills) or • N1: Practical demonstration — Cabinetmaking (Furnishing Skills)
Summative internal assessment 2 (IA2): • H2: Project — Welding and fabrication (Engineering Skills) or • I2: Project — Sheet metal working (Engineering Skills)	Summative internal assessment (IA4): • M2: Project — Furniture-making (Furnishing Skills) or • N2: Project — Cabinetmaking (Furnishing Skills)

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 conclusion of the course of study, students should:

- demonstrate practices, skills and processes related to enterprises, workplace health and safety, ethical use, security, product quality and hardware and software tools
- interpret client briefs and technical information
- select practices and processes
- sequence processes
- evaluate processes and products
- adapt processes and products based on identified strengths, implications and limitations, including amendments to hardware and software, product elements and components to improve alignment with client briefs, conventions and standards required in an industry-specific ICT task.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
D: Layout and publishing	**C: Audio and video production**	**F: Web development**	**B: App development**

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.

Unit 3	Unit 4
Summative internal assessment 1 (IA1): • F1: Product proposal	Summative internal assessment 3 (IA3): • B1: Product proposal
Summative internal assessment 2 (IA2): • F2: Project	Summative internal assessment (IA4): • B2: Project

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.

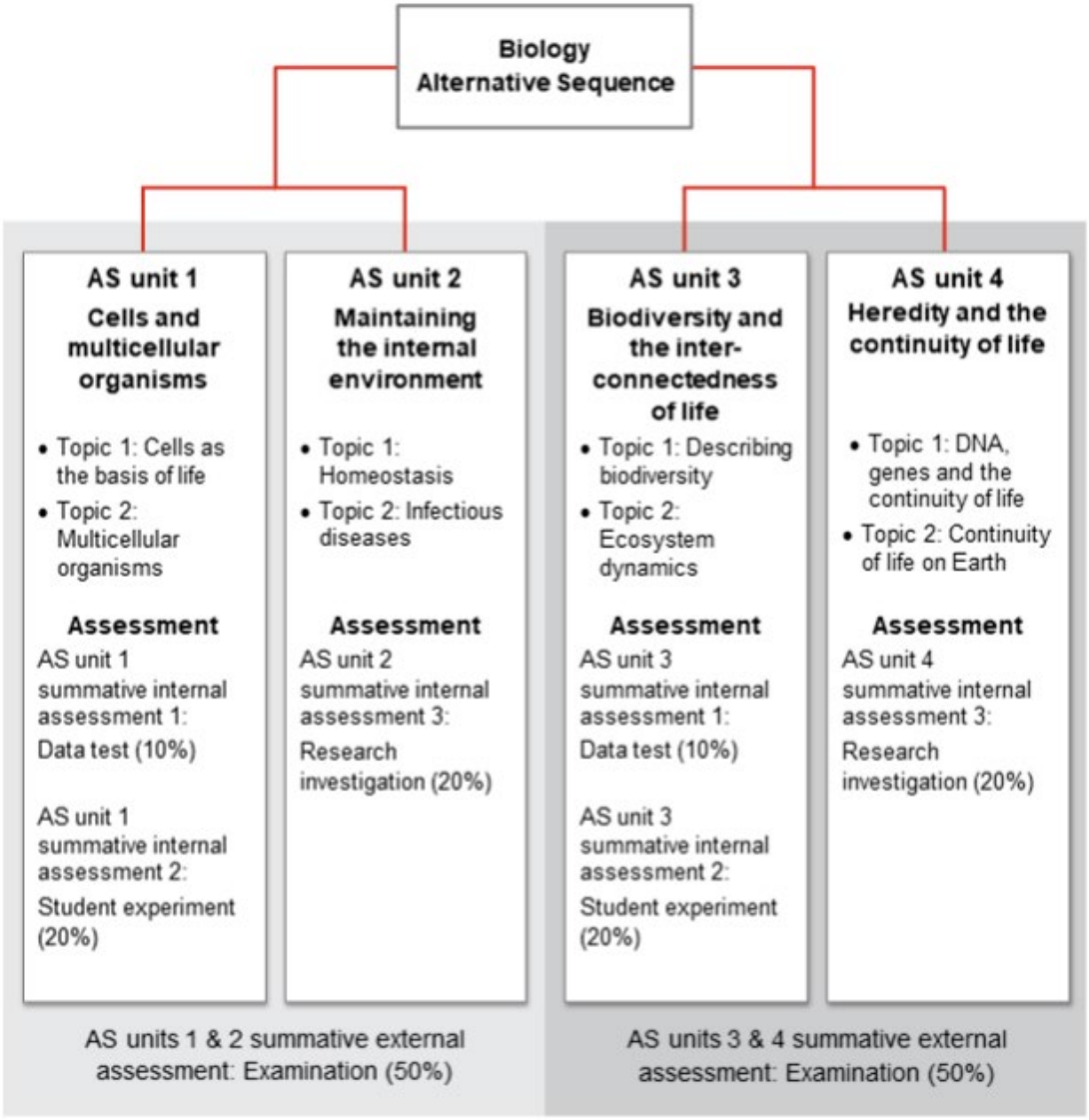
Objectives

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

- describe ideas and finding to give a detailed account of scientific phenomena, concepts, theories, models and systems
- apply understanding to use scientific concepts, theories, models and systems. Use algebraic, visual and graphical representations of scientific relationships and data to determine unknown scientific quantities or features. Explain phenomena, concepts, theories, models, systems and modifications to methodologies
- analyse data to consider scientific information from sources to identify trends, patterns, relationships, limitations and uncertainty. In qualitative data, identify the essential elements, features or components. In quantitative data, use mathematical processes and algorithms. Identify data to support ideas, conclusions or decisions
- interpret evidence
- evaluate conclusions, claims and processes
- investigate phenomena.

Structure

Figure 2: Course structure



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 ideas and findings of scientific phenomena, concepts, theories, models and systems
- apply understanding of scientific concepts, theories, models and systems
- interpret evidence to deduce, extrapolate, infer, justify and make predictions
- evaluate conclusions, claims and processes
- investigate phenomena.

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

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
● Examination - 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>

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 ideas and findings of scientific phenomena, concepts, theories, models and systems
- apply understanding using algebraic, visual and graphical representations of scientific relationships and data to determine unknown scientific quantities or features
- analyse data to consider scientific information from sources to identify trends, patterns, relationships, limitations and uncertainty
- interpret evidence to deduce, extrapolate, infer, justify and make predictions
- evaluate conclusions, claims and processes
- investigate phenomena.

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

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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>

Psychology

General senior subject

General

Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions. In Unit 1, students examine individual development in the form of the role of the brain, cognitive development, human consciousness and sleep. In Unit 2, students investigate the concept of intelligence, the process of diagnosis and how to classify psychological disorder and determine an effective treatment, and lastly, the contribution of emotion and motivation on the individual behaviour. In Unit 3, students examine individual thinking and how it is determined by the brain, including perception, memory, and learning. In Unit 4, students consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes and cross-cultural psychology.

Pathways

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

Objectives

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

- Describe ideas and findings
- Apply understanding by using algebraic, visual and graphical representations of scientific relationships and data to determine unknown scientific quantities or features
- Analyse and identify data to support ideas, conclusions or decisions.
- Interpret evidence to deduce, extrapolate, infer, justify and make predictions based on their analysis of data
- evaluate conclusions, claims and processes
- investigate phenomena.

Structure

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

Assessment

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

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

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
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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>

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 ideas and phenomena used to complete an agricultural task
- execute procedures to complete an agricultural task following workplace health and safety procedures and ethical and environmental considerations
- analyse information produced from experiments and research, e.g. words, symbols, pictures, graphs. They identify the key features and components of information and apply processes to identify patterns, relationships, errors and limitations
- interpret information
- evaluate conclusions and outcomes in terms of criteria such as efficiency, effectiveness, cost, safety, industry standards or social, ethical, cultural or environmental impacts
- plan investigations and projects.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
B: Plant industries	**D: Water Based Animal Production**	**C: Land-based animal production**	**E: Plant Production**

Assessment

- For Agricultural Practices, assessment from Units 3 and 4 is used to determine the student's exit result and consists of four instruments.

Unit 3	Unit 4
Summative internal assessment 1 (IA1): • C1: Applied investigation	Summative internal assessment 3 (IA3): • E1: Applied investigation
Summative internal assessment 2 (IA2): • Assessment C2: Practical project	Summative internal assessment (IA4): • E2: Practical project

Science in Practice

Applied senior subject

Applied

By studying Science in Practice, students develop an awareness and understanding of life beyond school through authentic, real-world interactions to become responsible and informed citizens. They develop a strong personal, socially oriented, ethical outlook that assists with managing context, conflict and uncertainty. Students gain the ability to work effectively and respectfully with diverse teams to maximise understanding of concepts, while exercising flexibility, cultural awareness and a willingness to make necessary compromises to accomplish common goals. They learn to communicate effectively and efficiently by manipulating appropriate language, terminology, symbols and diagrams associated with scientific communication

Pathways

A course of study in Science in Practice is inclusive and caters for a wide range of students with a variety of backgrounds, interests and career aspirations. It can establish a basis for further education and employment in many fields, e.g. animal welfare, food technology, forensics, health and medicine, the pharmaceutical industry, recreation and tourism, research, and the resources sector.

Objectives

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

- demonstrate ideas and phenomena used to complete scientific tasks
- execute procedures following workplace health and safety procedures and ethical and environmental considerations
- analyse information produced from experiments and research, e.g. words, symbols, pictures, graphs. They identify the key features and components of information and apply processes to identify patterns, relationships, errors and limitations
- interpret information
- evaluate conclusions and outcomes in terms of criteria such as efficiency, effectiveness, cost, safety, industry standards or social, ethical, cultural or environmental impacts
- plan investigations and projects.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
F: Transport	**B: Ecology**	**C: Forensic science**	**D: Disease**

Assessment

- For Agricultural Practices, assessment from Units 3 and 4 is used to determine the student's exit result and consists of four instruments.

Unit 3	Unit 4
Summative internal assessment 1 (IA1): • C1: Applied investigation	Summative internal assessment 3 (IA3): • D1: Applied investigation
Summative internal assessment 2 (IA2): • Assessment C2: Practical project	Summative internal assessment (IA4): • D2: Practical project

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 skills of drama
- apply literacy skills
- interpret purpose, context and text in the dramatic action and communicate to an audience
- manipulate dramatic languages using knowledge and understanding of the elements of drama, conventions, dramatic forms and styles, and the skills of drama to adapt, shape, plan and create dramatic action
- Analyse dramatic languages
- Evaluate dramatic languages

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 to develop skills in reading images to plan and design responses
- apply literacy skills
- analyse and interpret visual language, expression and meaning in artworks and practices
- evaluate influences to appraise the value and significance of similarities, differences and ideas across a range of historical and contemporary art practices, art-making traditions, cultural representations and theoretical approaches
- justify viewpoints
- experiment in response to stimulus
- create visual responses using knowledge and understanding of art media
- realise responses to communicate meaning.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Art as lens Through inquiry learning, the following are explored: • Concept: lenses to explore the material world • Contexts: personal and contemporary • Focus: People, place, objects • Media: 2D, 3D, and time-based	**Art as code** Through inquiry learning, the following are explored: • Concept: art as a coded visual language • Contexts: formal and cultural • Focus: Codes, symbols, signs and art conventions • Media: 2D, 3D, and time-based	**Art as knowledge** Through inquiry learning, the following are explored: • Concept: constructing knowledge as artist and audience • Contexts: contemporary, personal, cultural and/or formal • Focus: student-directed • Media: student-directed	**Art as alternate** Through inquiry learning, the following are explored: • Concept: evolving alternate representations and meaning • Contexts: contemporary and personal, cultural and/or formal • Focus: continued exploration of Unit 3 student-directed focus • Media: student-directed

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Investigation — inquiry phase 1	20%	Summative internal assessment 3 (IA3): • Project — inquiry phase 3	30%
Summative internal assessment 2 (IA2): • Project — inquiry phase 2	25%		
Summative external assessment (EA): 25% • Examination			

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:

- use drama practices to devise, direct and perform drama works
- plan drama works
- communicate ideas to direct and perform drama works that suit purpose, context and audience
- evaluate drama works

Structure

Unit 1	Unit 2	Unit 3	Unit 4
A: Collaboration	**C: Contemporary**	**D: Commentary**	**B: Community**

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.

Unit 3	Unit 4
Summative internal assessment 1 (IA1): • D2: Performance — Commentary	Summative internal assessment 3 (IA3): • B2: Performance - Community
Summative internal assessment 2 (IA2): • D1: Devising project — Commentary	Summative internal assessment (IA4): • B1: Devising project - Community

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
- use music practices, elements and concepts, compositional devices and technical skills to compose and perform music works
- plan music works
- communicate ideas through composing and performing
- evaluate music works.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
C: Building your brand	**D: 'Live' on stage!**	**A: Music of today**	**B: The cutting edge**

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.

Unit 3	Unit 4
Summative internal assessment 1 (IA1): • A1: Project – Music of today	Summative internal assessment 3 (IA3): • B1: Project – The cutting edge
Summative internal assessment 2 (IA2): • A2: Performance – Music of today	Summative internal assessment (IA4): • B2: Composition – The cutting edge

Visual Arts in Practice

Applied senior subject

Applied

In Visual Arts in Practice, students respond to authentic, real-world stimulus (e.g. problems, events, stories, places, objects, the work of artists or artisans), seeing or making new links between art-making purposes and contexts. They explore visual language in combination with media, technologies and skills to make artworks. Throughout the course, students are exposed to art-making modes, selecting from 2D, 3D, digital (static) and time-based and using these in isolation or combination, as well as innovating new ways of working.

When responding, students use analytical processes to identify problems and develop plans or designs for artworks. They use reasoning and decision-making to justify their choices, reflecting and evaluating on the success of their own and others' artmaking. When making, students demonstrate knowledge and understanding of visual features to communicate artistic intention. They develop competency with and independent selection of media, technologies and skills as they make experimental and resolved artworks, synthesising ideas developed throughout the responding phase.

Learning is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers who can work collaboratively to solve problems and complete project-based work in various contexts.

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:

- Use visual arts practices
- Plan artworks
- Communicate ideas
- Evaluate artworks

Structure

Unit 1	Unit 2	Unit 3	Unit 4
A: Look inwards (self)	D: Transform and extend	B: Looking outwards (others)	C: Clients

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.

Unit 3	Unit 4
Summative internal assessment 1 (IA1): • B1: Project — Looking outwards (others)	Summative internal assessment 3 (IA3): • C1: Project — Clients
Summative internal assessment 2 (IA2): • B2: Resolved artwork — Looking outwards (others)	Summative internal assessment (IA4): • C2: Resolved artwork — Clients

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. 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 – Ms Narelle Hunt
- Deputy Principal – Mr Stephen Godfrey
- RTO Manager – Mrs Deborah Small

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 considers their best 20 semester units of achievement in all 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 the Certificate course, students are issued with a Certificate if they have completed the whole course, or a Statement of Attainment, which records all 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 can 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 Provider.

Certificate Courses delivered to students as Fee for Service

Certificate courses 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.

Please note that if a student decides to leave one of these courses after 30th June, the student/family will still incur the fee.

Assessments for VET Courses:

Competency based assessments follow the national principles of assessment and rules of evidence. Students can 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 can 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 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 available 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 two Vocational Education and Training Pathways under the scope of our registration, with four 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.

Hospitality	SIT20421 Certificate II in Cookery	Mount St Bernard College
Business	BSB20120 Certificate II in Workplace Skills	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	HLT23221 Certificate ll in Health Support Services **NB: $499/student (If VETiS funding has been utilised)**	Connect N Grow and Binnacle Training Provider Number 40518
Trade	MEM20422 Certificate II in Engineering Pathways AUR20720 Certificate II in Automotive Vocational Preparation (Light Vehicle)	Provider Number 0542 cricos provider no 03020
Sport and Recreation	SIS20122 Certificate II in Sport and Recreation **NB: $265/student (if VETiS funding has been utilised)**	Provider Number 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 13th August 2024, certain events may change some of the offerings and the conditions outlined in this publication.

SIT20421 - Certificate II in Cookery

Why study Cookery

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 meet the requirements for trade recognition as a cook but can provide a pathway towards achieving that.

This qualification provides a pathway to work in kitchen operations in organisations such as restaurants, hotels, catering operations, clubs, pubs, cafes, and coffee shops; and institutions such as aged care facilities, hospitals, prisons, and schools.

The skills in this qualification must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

Duration: This is a two-year course.

Location: Mount St Bernard College, Herberton

Packaging Rules:

13 units must be completed:

7 core units, 6 elective units

CORE UNITS	
SITHCCC023	Use food preparation equipment
SITHCCC027	Prepare dishes using basic methods of cookery
SITHCCC034	Work effectively in a commercial kitchen
SITHKOP009	Clean kitchen premises and equipment
SITXFSA005	Use hygienic practices for food safety
SITXINV006	Receive, store and maintain stock
SITXWHS005	Participate in safe work practices

ELECTIVES (may include:)	
HLTAID011	Provide First Aid
SITHCCC024	Prepare and present simple dishes
SITHCCC025	Prepare and present sandwiches
SITHCCC026	Package prepared foodstuffs
SITHCCC028	Prepare appetisers and salads
SITHCCC029	Prepare stocks, sauces and soups
SITHCCC030	Prepare vegetable, fruit, eggs and farinaceous dishes
SITXCOM007	Show social and cultural sensitivity
SITXFSA006	Participate in safe food handling practices

BSB20120 - Certificate II in Workplace Skills

Why study Workplace Skills?

This qualification reflects the role of individuals in a variety of entry-level Business Services job roles.

This qualification also reflects the role of individuals who have not yet entered the workforce and are developing the necessary skills in preparation for work.

These individuals carry out a range of basic procedural, clerical, administrative or operational tasks that require self-management and technology skills. They perform a range of mainly routine tasks using limited practical skills and fundamental operational knowledge in a defined context. Individuals in these roles generally work under direct supervision.

Duration: This is a one-year course.

Location: Mount St Bernard College, Herberton

Packaging Rules:

10 units must be completed:

5 core units plus 5 elective units, of which:

- 1 elective unit must be selected from Group A
- 1 elective unit must be selected from Group B
- for the remaining 3 elective units:
- up to 3 units may be selected from Groups A, B and C

Elective units must be relevant to the work environment and the qualification, maintain the integrity of the AQF alignment and contribute to a valid, industry-supported vocational outcome.

CORE UNITS	
BSBCMM211	Apply communication skills
BSBOPS201	Work effectively in business environments
BSBPEF202	Plan and apply time management
BSBSUS211	Participate in sustainable work practices
BSBWHS211	Contribute to the health and safety of self and others

ELECTIVE UNITS Group A – Self-Management	
BSBCRT201	Develop and apply thinking and problem-solving skills
BSBPEF201	Support personal wellbeing in the workplace
BSBPEF302	Develop self-awareness
ELECTIVE UNITS Group B - Technology	
BSBDAT201	Collect and record data
BSBFIN301	Process financial transactions
BSBOPS306	Record stakeholder interactions
BSBTEC101	Operate digital devices
BSBTEC201	Use business software applications
BSBTEC202	Use digital technologies to communicate in a work environment
BSBTEC203	Research using the internet
ELECTIVE UNITS Group C – Working with Others	
BSBOPS202	Engage with customers
BSBOPS203	Deliver a service to customers
BSBPEF101	Plan and prepare for work readiness
BSBTWK201	Work effectively with others
SIRXCEG002	Assist with customer difficulties
SIRXPDK001	Advise on products and services

HLT23221 - Certificate II in Health Support Services

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

Why study Health Support Services

This qualification reflects the role of workers who provide support for the effective functioning of health services. At this level workers complete tasks under supervision involving known routines and procedures or complete routine and variable tasks in collaboration with others in a team environment.

No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication. State/territory and local government agencies should be consulted to determine any specific certification or licensing requirements.

Duration: This is a one-year course delivered on site to senior school students and in partnership with Connect 'n' Grow©.

Location: Mount St Bernard College, Herberton

Fees

The total cost of this course is $499.

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.

Packaging Rules

12 units must be completed:

4 core units plus 8 elective units, consisting of:

- at least 7 units from electives listed below
- up to 1 unit from the electives listed below, any endorsed Training Package or accredited course – this unit must be relevant to the work outcome
- Any combination of electives that meets the rules above can be selected for the award of the Certificate II in Health Support Services. Electives may be packaged to provide a qualification with a specialisation.

Packaging for each specialisation:

- At least five Group A electives must be selected for award of the Certificate II in Health Support Services (Client Support)
- At least five Group B electives must be selected for award of the Certificate II in Health Support Services (Food Services)
- At least five Group C electives must be selected for award of the Certificate II in Health Support Services (Health Administration)

All electives chosen must contribute to a valid, industry-supported vocational outcome.

CORE UNITS	
CHCCOM005	Communicate and work in health or community services
CHCDIV001	Work with diverse people
HLTINF006	Apply basic principles and practices of infection prevention and control
HLTWHS001	Participate in workplace health and safety
ELECTIVE UNITS Group A – CLIENT SUPPORT specialisation	
CHCCCS012	Prepare and maintain beds
CHCCCS026	Transport individuals
HLTFSE002	Provide ward or unit-based food preparation and distribution services
HLTHSS009	Perform general cleaning tasks in a clinical setting
HLTHSS010	Handle and move equipment, goods and mail
HLTHSS011	Maintain stock inventory
ELECTIVE **UNITS Group B– FOOD SERVICES specialisation**	
HLTAHA041	Support food services and dietetics in menu and meal order processing
HLTFSE001	Follow basic food safety practices
HLTFSE003	Perform kitchenware washing
HLTFSE009	Apply cook-freeze and reheating processes
HLTFSE004	Serve cafeteria customers
SITXFSA005	Use hygienic practices for food safety
SITXFSA007	Transport and store food
SITHCCC024	Prepare and present simple dishes
SITHCCC025	Prepare and present sandwiches

ELECTIVE UNITS Group C– HEALTH ADMINISTRATION specialisation	
BSBINS201	Process and maintain workplace information
BSBMED301	Interpret and apply medical terminology appropriately
BSBMED303	Maintain patient records
BSBOPS101	Use business resources
BSBOPS203	Deliver a service to customers
BSBPEF202	Plan and apply time management
BSBTEC201	Use business software applications
ELECTIVE UNITS Group C – HEALTH ADMINISTRATION specialisation	
BSBINS201	Process and maintain workplace information
BSBMED301	Interpret and apply medical terminology appropriately
BSBMED303	Maintain patient records
BSBOPS101	Use business resources
BSBOPS203	Deliver a service to customers
BSBPEF202	Plan and apply time management
BSBTEC201	Use business software applications
ELECTIVE UNITS - Other	
CHCCCS020	Respond effectively to behaviours of concern
CHCCCS010	Maintain a high standard of service
HLTHSS012	Handle medical gases safely
HLTWHS005	Conduct manual tasks safely

Delivered through TAFE Queensland RTO Number 0542

MEM20422 Certificate II in Engineering Pathways

Why study Engineering Pathways?

This qualification develops trade-like skills and is not intended to develop trade-level skills. As an example, the outcome level of welding skills from this qualification is not about learning trade -level theory and practice of welding; it is about being introduced to welding, how it can be used to join metal with the opportunity to weld some metal together. Similarly, with machining the outcome should be something produced on a lathe etc., not the theory and practice of machining. The focus should be on using engineering tools and equipment to produce or modify objects. This needs to be done in a safe manner for each learner including people near the learner.

This qualification applies to a learning and assessment environment where access to structured on-the-job learning in a workplace may not be available. This qualification is intended for simulated work environments.

This qualification is intended for people interested in exposure to an engineering or related working environment with a view to entering into employment in the area. It will equip graduates with knowledge and skills which will enhance their prospects of employment in an engineering or related working environment.

This qualification delivers broad-based underpinning skills and knowledge in a range of engineering and manufacturing tasks which will enhance the graduates' entry-level employment prospects for apprenticeships, traineeships or general employment in an engineering-related workplace.

Duration: This is a one-year course delivered on site to senior school students and in partnership with Tafe Queensland.

Location: Mount St Bernard College, Herberton

Packaging Rules

12 units must be completed:

4 core units plus 8 elective units, consisting of:

- a minimum of seven (7) Group A electives and
- a maximum of one (1) Group B elective as described below.

CORE UNITS	
MEM13015	Work safely and effectively in manufacturing and engineering
MEMPE005	Develop a career plan for the engineering and manufacturing industries
MEMPE006	Undertake a basic engineering project
MSMENV272	Participate in environmentally sustainable work practices
ELECTIVE UNITS Group A	
MEM11011	Undertake manual handling
MEM16006	Organise and communicate information
MEM16008	Interact with computing technology
MEM18001	Use hand tools
MEM18002	Use power tools/handheld operations
MEMPE001	Use engineering workshop machines
MEMPE002	Use electric welding machines
MEMPE003	Use oxy-acetylene and soldering equipment
MEMPE004	Use fabrication equipment
MEMPE007	Pull apart and re-assemble engineering mechanisms
ELECTIVE UNITS Group B	
MSMPCI101	Adapt to work in industry
MSMSUP106	Work in a team

Delivered through TAFE Queensland RTO Number 0542

AUR20720 Certificate II in Automotive Vocational Preparation

Why study Automotive Vocational Preparation?

This qualification reflects the role of individuals who perform a limited range of tasks relating to identifying and inspecting mechanical and electrical components and systems of light vehicles, heavy vehicles, outdoor power equipment, bicycles, marine craft and motorcycles. This qualification also covers the skills and knowledge required to perform minor maintenance and repair of an automotive vehicle body. The range of technical skills and knowledge is limited.

Duration: This is a one-year course delivered in partnership with Tafe Queensland.

Location: Malanda State High School, Malanda.

Packaging Rules

12 units must be completed:

7 core units plus 5 elective units:

CORE UNITS	
AURAFA103	Communicate effectively in an automotive workplace
AURAEA002	Follow environmental and sustainability best practice in an automotive workplace
AURASA102	Follow safe working practices in an automotive workplace
AURTTK102	Use and maintain tools and equipment in an automotive workplace
AURLTA101	Identify automotive mechanical systems and components
AURAFA104	Resolve routine problems in an automotive workplace
AURETR103	Identify automotive electrical systems and components
ELECTIVE UNITS	
AURETK001	Identify, select and use low voltage electrical test equipment
AURTTE003	Remove and tag engine system components
AURTTE007	Dismantle and assemble single cylinder four-stroke petrol engines

SIS20122 CERTIFICATE II IN SPORT AND RECREATION

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

Why study a Sport and Recreation?

This qualification reflects the role of individuals who assist with the delivery of sport and recreation activities and who complete a range of customer contact duties.

Students participate in the delivery of a range of sport and recreation activities and programs within the school. Available with a 'General' or 'Sport Specialty' Coaching outcome - AFL, NRL, Netball, Rugby Union or Choose Your Own Sport!

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

Duration: This is a one-year course delivered on site to senior school students and in partnership with Tafe Queensland.

Location: Mount St Bernard College, Herberton

Fees

$265.00 = Binnacle Training fee.

Students may be able to access funding to help subsidise the cost of their training. Contact the VET Coordinator if you would like to explore potential options.

All texts and reprographics are provided by the school.

Packaging Rules

10 units must be completed:

6 core units plus 4 elective units:

CORE UNITS			
SISXIND011	Maintain sport, fitness and recreation industry knowledge	SISXFAC006	Maintain activity equipment
BSBPEF202	Plan and apply time management	SISOFLD001	Assist in conducting recreation sessions
BSBPEF301	Organise personal work priorities	SISXCCS004	Provide quality service
BSBSUS211	Participate in sustainable work practices	SISXEMR003	Respond to emergency situations
SISSPAR009	Participate in conditioning for sport		
HLTWHS001	Participate in workplace health and safety	HLTAID011	Provide First Aid (optional)

2025 Subject Offerings and Lines - Year 11

Line 1	Line 2	Line 3	Line 4	Line 5	Line 6
Study of Religion (General)	English (General)	Mathematical Methods (General)	Modern History (General)	Physics (General)	Biology (General)
Religion & Ethics (Applied)	English as an Additional Language (General)	General Mathematics (General)	Chemistry (General)	Drama (General)	Geography (General)
Catholic Faith in Action (No QCE Points)	Essential English (Applied)	Essential Mathematics (Applied)	Visual Art (General)	Psychology (General)	Design (General)
			Industrial Technology Skills (Applied)	Industrial Technology Skills (Applied)	Music In Practice (Applied)
			Science in Practice (Applied)	Information & Communication Technology (Applied)	Information & Communication Technology (Applied)
			Cert II Sport & Recreation (VET)	Drama in Practice (Applied)	Agricultural Practices (Applied)
			Cert II Workplace Skills (VET)	Visual Arts in Practice (Applied)	Certificate II Cookery (VET)
				Certificate II Health Support Services (VET)	Certificate II Engineering Pathways (VET)
					Certificate II Automotive Vocational Preparation (VET)