



2022

Senior Subject Selection Handbook

Educating young women in the Franciscan tradition
RTO No: 41391

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Dear Year 10 Students, Parents and Caregivers,

Of the many important things that you will do while you are at school, choosing your course of study for Years 11 and 12 would rate as one of the more important decisions that you will have to make. As we approach the end of the year, students in Year 10 will need to consider their post-school plan and pathway preferences including their commitment to and suitability for

- The Australian Tertiary Admission Rank (ATAR) - suitable for students seeking entry into a university course
- Ranking - suitable for students seeking post-school study but not necessarily in a competitive course, or at universities such as UQ or QUT - achieved through completion of Certificate III or higher
- Vocational Pathway - suitable for students who are looking to begin work, complete post-school study at TAFE, or pursue a traineeship or apprenticeship.

While students are permitted greater flexibility in their subject choices in the senior years, it is important that they consider their overall pathway and post school ambition. To this end, students in Year 11 and 12 will study a combination of compulsory core subjects and elective subjects.

Compulsory core subjects include one of each of the following:

- English (General), Literature (General) or Essential English (Applied)
- Religion (Applied), SOR (General) or Religion, Meaning and Life (School Based)

Students may then select four additional electives if they study SOR or Religion. Those students who opt to study RML may study five electives.

Students are not required to formally study Mathematics, but they are required to demonstrate a satisfactory result in Numeracy. Students who do not choose Mathematics will be required to complete additional learning in Mathematics and complete an assessment task in Term 1, in order to satisfy their numeracy qualification. The College will make contact with students in November to advise the arrangements regarding banking their numeracy qualification, for the purposes of the QCE. While Mathematics is not a compulsory subject, students who are capable of Mathematical Methods or Specialist Mathematics are strongly encouraged to take these courses. It should be understood that these courses generally scale favourably compared to other General subjects and that Mathematical Methods is a pre-requisite for some courses at university. No student should drop Mathematics if the course they wish to study after school identifies Mathematics either as a pre-requisite or as recommended study.

Your child's discernment as to what subjects they will select should be guided by:

- demonstrated capacity to achieve to a satisfactory standard (as determined by College pre-requisites) a Queensland Certificate of Education (QCE)
- enjoyment and interest in the subject
- tertiary entrance pre-requisites (which can be appreciated by reviewing course entry requirements on the QTAC website
<https://course-search.qtac.edu.au/s/search.html?collection=qtac-courses&form=course-search>)

- alignment between subjects and post-school ambitions
- consideration of workload and well-being, including ongoing active contribution to community life which is a core value of Mount Alvernia.

To assist in making these important decisions, current Year 10 students and their parents/carers are asked to attend a SET planning interview, where they will receive subject preference advice specific to their needs. The time of this meeting will be confirmed no later than the end of Week 1 Term 3. Students are to come prepared for this meeting, having completed Section One of the SET Planning Form that they have been emailed in Term 2. Once completed students should email their completed section to their SET planning mentor, at least 48 hours prior to the meeting. Meetings will run for approximately 30 minutes and should involve all stakeholders (parents / carers and students).

It is our hope that each one of our senior students looks back on their Year 11 and 12 with a deep sense of satisfaction. Being equipped with comprehensive and current subject information coupled with informed conversations around course options is critical to making sound decisions. Students and parents are encouraged to be active participants at this crucial juncture and to engage in this process with an inquiring mind. Fortunately, we at Mount Alvernia pride ourselves on the support that we give to you, our students, and we have established structures and times to assist you to make good choices. I urge you to make certain that you have accessed these fully because any extra time you spend exploring your options is time well spent. Please be assured of my support as well as that of all the College staff in ensuring that the next two years are productive as well as enjoyable.

Yours sincerely



Ms Samantha Jensen

Principal



Queensland Certificate of Education

Most Senior students in Queensland undertake a QCE (Queensland Certificate of Education). Students with diagnosed special needs may instead undertake a QCIA (Queensland Certificate of Individual Achievement).

Mt Alvernia College aims to ensure all students achieve either a QCE or a QCIA. Requirements for the QCE are as follows:

- 20 points
- Satisfactory completion of a unit in literacy and numeracy
- 12 points in completed core

Four types of Senior courses may contribute to a QCE: General, Applied, Certificate and School Based Apprenticeships or Traineeships.

General Syllabuses

General subjects are typically suited to students who are interested in pathways beyond senior secondary schooling that lead primarily to tertiary studies. Successful completion of General subjects results in 4 QCE points per subject. General subjects consist of four units. Unit 1 and 2 are studied in Year 11 and are formative. Unit 3 and 4 are summative. At Mt Alvernia, Unit 3 commences for most subjects in Term Four Year 11. Students are assessed by a combination of internal and external assessment. In Maths and Science subjects, 50% of the overall result for Units 3 and 4 is determined by external examination, while 50% is determined by internal assessment. For all other General subjects, the overall result is determined by 75% internal assessment and 25% external examination. Student work is marked according to instrument specific marking guides (ISMGs).

Applied Syllabuses

Applied subjects are typically suited to students who are primarily interested in pathways beyond senior secondary schooling that lead to vocational education and training or work. In the calculation of ATAR students may include one Applied subject. Successful completion of Applied subjects results in 4 QCE points per subject. Applied subjects consist of four units. Units 1 and 2 are studied in Year 11 and are formative. Unit 3 and 4 are summative and generally studied in Year 12. Students in Applied courses are generally assessed by internal assessment. In Essential English and Essential Mathematics, students are required to sit a CIA (Common Internal Assessment) set by the state.

Certificate Subjects

Certificate courses are typically suited to students who are primarily interested in pathways beyond senior secondary schooling that lead to vocational education and training or work. In the calculation of ATAR students may include one Certificate III course or higher. Successful completion of Certificate IIIs (or higher) results in 8 QCE points.

Successful completion of Certificate Courses can transition to a wide variety of further study options including directly leading into Certificate IV and Diploma courses, which may in turn be used to gain university entrance. Certificate Courses may be studied either at Mt Alvernia or as part of the TAFE at Schools Program (for students who are not ATAR eligible). Certificate courses sit as part of the Australian Qualifications Framework.



Australian School Based Apprenticeship

Students at Mt Alvernia may also commence a School Based Traineeship or Apprenticeship as part of their QCE, fast tracking their career while still finishing Year 12 and gaining up to 4 credit points towards their QCE.

An Australian School Based Apprenticeship provides secondary school students with hands-on industry experience and the ability to work towards or complete a nationally recognised qualification, while they complete their secondary school certificate.

Australian Tertiary Admission Rank (ATAR)

ATARs are generated by the Queensland Tertiary Admissions Centre (QTAC) at the end of Year 12 and are for students who are seeking to go directly to university from high school. ATARs range between .05 and 99.95. The calculation of an Australian Tertiary Admission Rank 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.

Requirements for ATAR

To be eligible for ATAR students must have a minimum of:

- 4 General Subjects + 1 Applied Subject or 1 Certificate III course or higher
- Students must also satisfactorily complete a QCAA English subject – English, Essential English or Literature.

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.

Which Universities Recognise ATAR?

All Australian universities recognise ATAR. Some universities also recognise 'Ranking' as a basis for entry into tertiary courses. Currently we have been advised by universities as follows:

- UQ – ATAR only
- QUT – Ranking recognised but only if also ATAR eligible
- Griffith – Ranking and ATAR recognised
- ACU – Ranking at Certificate IV and above recognised along with ATAR

Most other universities and Colleges in Queensland recognise ATAR and / or Rank providing students have met cut off and pre-requisite requirements.

Important Note: Current skills, subject interests, academic dispositions and standards achieved are the most accurate predictors of future successes. Students undertaking an ATAR pathway must be capable of high-stakes external examinations testing.

Students who are eligible for ATAR are NOT permitted to undertake off-site study through the TAFE at Schools program during Unit 3 and 4 (Summative). Only in special circumstances will students who are ATAR eligible be permitted to undertake off-site study through the TAFE at Schools program during Unit 1 and 2 (Year 11).

Mt Alvernia Prerequisites for Senior Study

Students should not select subjects unless the minimum prerequisites have been met. Doing so places students at risk of not achieving a Satisfactory result and losing QCE points. All students seeking to study General subjects **MUST** have achieved a minimum **C** in **English** or **Literature** in Year 10.

Faculty	Subject	Pre2erequisites
Art	Drama	C in English and C+ in Drama
	Film and Television	C+ in Visual and Media Art Year 10
	Music	C+ in Music in Year 10
	Visual Art	C+ in Visual Art in Year 10
Business and Technology	Accounting	C+ in Business and C+ in General Mathematics
	Diploma in Business	C in English and Mathematics with a capacity to complete self-directed learning in a blended model
	Design	C+ in Design in Year 10
	Economics	C+ in General Mathematics
Health and Physical Education	Food and Nutrition	C+ in Food and Nutrition in Year 10
	Physical Education	C+ in Physical Education in Year 10
Humanities	Ancient History	C+ in English or Literature Year 10 C+ in History or Study of Society Year 10
	Geography	
	Legal Studies	
	Modern History	
	Study of Religion	
Languages	English	C in English Year 10
	Japanese	C in Japanese Year 10
	Literature	B- in English Year 10
Mathematics	General Mathematics	C in Year 10 General Mathematics
	Mathematical Methods	C+ in Year 10 Mathematical Methods
	Specialist Mathematics	B+ in Year 10 Mathematical Methods
Science	Biology	C+ or above Science Year 10 C+ in General Mathematics
	Chemistry	B in General Mathematics or C+ in Mathematical Methods C+ in Chemistry/Physics Year 10 or Science
	Physics	B in General Mathematics or C+ in Mathematical Methods C+ in Chemistry/Physics Year 10 or Science
	Psychology	C+ in Science Year 10 C+ in General Mathematics

Senior Timetable Structure

English / Literature / Essential English	Full Study Line	SOR / RE	Mathematics Or another elective providing numeracy qualification is achieved	Elective	Elective	Elective
	OR	OR	OR			
	½ Study Line + RML	Elective if completing RML	Elective if completing Numeracy qualification through alternative means			

Compulsory Subjects

At Mount Alvernia College students are required to study up to 7 subjects. Compulsory areas include:
English:

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

Religion

- Religion and Ethics (Applied)
- Religion, Meaning and Life (School Based – no contribution to QCE or ATAR)
- Study of Religion (General)

Highly Recommended Subjects – Mathematics

Students are not required to formally study Mathematics but they are required to demonstrate a satisfactory result in Numeracy. Students who do not choose Mathematics will be required to complete additional learning in Mathematics and complete an assessment task in Term I, in order to satisfy their numeracy qualification. The College will make contact with students in November to advise the arrangements regarding banking their numeracy qualification, for the purposes of the QCE. While Mathematics is not a compulsory subject, students who are capable of Mathematical Methods or Specialist Mathematics are strongly encouraged to take these courses. It should be understood that these courses generally scale favourably compared to other General subjects and that Mathematical Methods is a pre-requisite for some courses at university. No student should drop Mathematics if the course they wish to study after school identifies Mathematics either as a pre-requisite or as recommended study.

NB: Subject offerings will be dependent on timetabling constraints. In some instances, the College may look to offer subjects in association with Padua.

Senior Subjects

Subjects offered will depend on demand across the student cohort. In the event of low demand, some subjects may not be delivered. Some subjects may be offered at Padua (subject to availability of spaces and timetabling constraints).

Art		Learning Area Advisor - Ms Lorella Masci
General	Applied	
<ul style="list-style-type: none">• Drama• Music• Visual Art	<ul style="list-style-type: none">• Media Arts in Practice	

Business and Technologies		Learning Area Advisor - Ms Justine Malinkowski
General		Certificate Course
<ul style="list-style-type: none">• Accounting• Design• Digital Solutions• Economics		<ul style="list-style-type: none">• BSB30115 Certificate III in Business

English and Languages		Learning Area Advisor - Ms Sarah Porchak
General	Applied	
<ul style="list-style-type: none">• English• Italian (through Distance Education only – at cost)• Japanese• Literature	<ul style="list-style-type: none">• Essential English	

Health and Physical Education		Learning Area Advisor - Ms Michelle Popplewell
General		Certificate Course
<ul style="list-style-type: none">• Food and Nutrition• Physical Education		<ul style="list-style-type: none">• SIS30315 Certificate III in Fitness• SIT30616 Certificate III in Hospitality

Humanities

Learning Area Advisor - Ms Amanda Bopf

General

- Ancient History
- Geography
- Legal Studies
- Modern History
- Study of Religion

Mathematics

Learning Area Advisor - Ms Victoria Nicolas

General

- General Mathematics
- Mathematical Methods
- Specialist Mathematics

Applied

- Essential Mathematics

Religious Education

Learning Area Advisor - Ms Denise Shaw

Applied

- Religion and Ethics

School Based

- Religion, Meaning and Life

Science

Learning Area Advisor - Ms Jennifer Gibbons

General

- Biology
- Chemistry
- Physics
- Psychology

Vocational Education

Program Leader – Mr Terry Donaghue

Certificate Courses

- 10283NAT Certificate IV in Crime and Justice Studies
- HLT23215 Certificate II in Health Support Services / HLT33015 Certificate III in Health Services Assistance (offsite at Mater Education South Brisbane)
- BSB40820 Certificate IV in Marketing and Communications
- BSB50215 Diploma of Business
- FSK20119 Certificate II in Skills for Work and Vocational Pathways

Accounting provides opportunities for students to develop an understanding of the essential role of organising, analysing and communicating financial data and information in the successful performance of any organisation.

Students learn fundamental accounting concepts in order to understand accrual accounting and managerial and accounting controls, preparing internal financial reports, ratio analysis and interpretation of internal and external financial reports. They synthesise financial data and other information, evaluate accounting practices, solve authentic accounting problems, make decisions and communicate recommendations.

Students develop numerical, literacy, technical, financial, critical thinking, decision-making and problem-solving skills. They develop an understanding of the ethical attitudes and values required to participate effectively and responsibly in a changing business environment.

Pathways

A course of study in Accounting can establish a basis for further education and employment in the fields of accounting, business, management, banking, finance, law, economics and commerce.

Objectives

By the conclusion of the course of study, students will

- describe accounting concepts and principles
- explain accounting concepts, principles and processes
- apply accounting principles and processes
- analyse and interpret financial data and information to draw conclusions
- evaluate accounting practices to make decision and propose recommendations
- synthesise and solve accounting problems
- create responses the communicate meaning to suit purpose and audience.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Real world accounting <ul style="list-style-type: none"> • Accounting for a service business - cash, accounts receivable, accounts payable and no GST • End-of-month reporting for a service business 	Management effectiveness <ul style="list-style-type: none"> • Accounting for a trading GST business • End-of-year reporting for a trading GST business 	Monitoring a business <ul style="list-style-type: none"> • Managing resources for a trading GST business - non-current assets • Fully classified financial statement reporting for a trading GST business 	Accounting - the big picture <ul style="list-style-type: none"> • Cash management • Complete accounting process for a trading GST business • Performance analysis of a listed public company

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) • Project - cash management	25%
Summative internal assessment 2 (IA2) • Examination - short response	25%	Summative external assessment (EA) • Examination - short response	25%

Ancient History

General senior subject

General

Ancient History provides opportunities for students to study people, societies and civilisations of the past, from the development of the earliest human communities to the end of the Middle Ages. Students explore the interaction of societies, and the impact of individuals and groups on ancient events and ways of life and study the development of some features of modern society, such as social organisation, systems of law, governance and religion.

Students analyse and interpret archaeological and written evidence. They develop increasingly sophisticated skills and understandings of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals and significant historical periods. They investigate the problematic nature of evidence, pose increasingly complex questions about the past and formulate reasoned responses.

Students gain multi-disciplinary skills in analysing textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically.

Pathways

A course of study in Ancient History can establish a basis for further education and employment in the fields of archaeology, history, education, psychology, sociology, law, business, economics, politics, journalism, the media, health and social sciences, writing, academia and research.

Objectives

By the conclusion of the course of study, students will

- comprehend terms, concepts and issues
- devise historical questions and conduct research
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments
 - create responses that communicate meaning to suit purpose.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Investigating the ancient world Digging up the past AND Ancient societies - The family OR Ancient societies - Beliefs, rituals and funerary practices.	Personalities in their time AND student choice of personality from: <ul style="list-style-type: none"> • Xerxes, Perikles, Alexander the Great, Hannibal Barca, Nero, Cao Cao 	Reconstructing the ancient world Thebes - East and West, 18th Dynasty Egypt AND The Medieval Crusades	People, power and authority Ancient Greece - the Persian Wars QCAA will nominate one topic that will be the basis for an external examination from: <ul style="list-style-type: none"> • Thutmose III, Rameses II, Themistokles, Alkibiades, Scipio Africanus, Caesar, Augustus (2022 topic)

Assessment

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

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

Summative assessments

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

Biology

General senior subject

General

Biology provides opportunities for students to engage with living systems.

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

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

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

Pathways

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

Objectives

By the conclusion of the course of study, students will

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Cells and multicellular organisms <ul style="list-style-type: none">• Cells as the basis of life• Multicellular organisms	Maintaining the internal environment <ul style="list-style-type: none">• Homeostasis• Infectious diseases	Biodiversity and the interconnectedness of life <ul style="list-style-type: none">• Describing biodiversity• Ecosystem dynamics	Heredity and continuity of life <ul style="list-style-type: none">• DNA, genes and the continuity of life• Continuity of life on Earth

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1) <ul style="list-style-type: none">• Data test	10%	Summative internal assessment 3 (IA3) <ul style="list-style-type: none">• Research investigation	20%
Summative internal assessment 2 (IA2) <ul style="list-style-type: none">• Student experiment	20%		
Summative external assessment (EA) 50% <ul style="list-style-type: none">• Examination			

Why Study the Certificate III in Business?

The Certificate III in Business program is offered as a senior subject where students learn what it takes to become a Business Professional. Students achieve skills in leadership, innovation, customer service, personal management and financial literacy – incorporating the delivery of a range of projects and services within their school community. Micro business opportunities are also explored.

Graduates will be able to use their Certificate III in Business

- as an entry level qualification into the Business Services Industries (e.g. customer service adviser, duty manager, administration officer)
- to pursue further tertiary pathways (e.g. Certificate IV, Diploma or Bachelor of Business) and
- to improve their chances of gaining tertiary entrance

Students completing this Certificate will be awarded 8 points towards their Queensland Certificate of Education (QCE). Also, upon completion of the course they may be eligible for an ATAR and/or Selection Rank for entry into further study.

Pathways

The Certificate III in Business will be used by students seeking to enter the Business Services industries and/or pursuing further tertiary pathways (e.g. Certificate IV, Diploma and Bachelor of Business). For example

- Small Business Owner
- Project Manager
- Marketing Manager

Assessment

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

- practical tasks/experience
- hands-on activities involving customer service
- group projects

Evidence contributing towards competency will be collected throughout the program. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies.

Typical Topics of Study

YEAR 11			
TERM 1 Takin' Care of Business	TERM 2 Livin' on the Edge	TERM 3 One Week	TERM 4 Oops I Did it Again!
<ul style="list-style-type: none"> Introduction to the Business Services industry. Create electronic presentations to pitch to potential future staff about the benefit/value long-term sustainability of a career in Business areas. Communicate effectively within the workplace 	<ul style="list-style-type: none"> Workplace Health and Safety Investigate and update the management on the College's current WHS procedures Create an induction document for one of the practical areas of College to ensure consistency in issues relating to WHS. 	<ul style="list-style-type: none"> Leadership: Promote innovation in a team environment. Research a small business; identify products and services. Design, plan, create and execute Business Week celebrations at the College. Design and produce a package of business documents to advertise Business Week. 	<ul style="list-style-type: none"> Students will have time to revisit units in which they have not yet reached a satisfactory level.
YEAR 12			
TERM 1 Crash My Party	TERM 2 Money, Money, Money	TERM 3 It's a Beautiful Day	TERM 4 Better Than I Used to Be
<ul style="list-style-type: none"> Create all documents (internal and external) required for both the Senior Formal and Graduation. Prioritise and organise work responsibilities to ensure deadline are met 	<ul style="list-style-type: none"> Produce financial spreadsheets to help ensure workplace financial obligations are met 	<ul style="list-style-type: none"> Co-ordinate the Mt A for a Day experience. Work effectively to deliver and monitor a service Handle complaints 	

Units of Competency

Core Unit	
BSBWHS302	Apply knowledge of WHS legislation in the workplace
Elective Units	
BSBITU312	Create electronic presentations
BSBCMM201	Communicate in the workplace
BSBWRT301	Write simple documents
BSBITU313	Design and produce digital text documents
BSBITU306	Design and produce business documents
BSBWOR301	Organise personal work priorities and development
BSBITU314	Design and produce spreadsheets
FNSACC313	Perform financial calculations
BSBCUS301	Deliver and monitor a service to customers
BSBCMM301	Process customer complaints
BSBDIV301	Work effectively with diversity

Cost – Fees included as part of annual school fees

I0283NAT Certificate IV in Crime and Justice Studies

Delivered through a partnership between Mount Alvernia College and Barrington College. Results will be issued by Barrington College	Barrington College	RTO Number 45030
	Website	barringtoncollege.edu.au
	Phone	07 5562 5700

Course Details

The Certificate IV in Crime and Justice Studies is delivered over 7 terms. It is delivered at Mount Alvernia College. The Certificate IV in Crime and Justice Studies is designed for students looking for a university (ATAR) or transition into the workforce pathway (Non ATAR).

Student Selection	Students can select this pathway if have obtained a grade of C or higher in Year 10 English or Year 10 Legal Studies.		
Student Intake	Year 11 and 12		
Delivery Mode	Classroom	Course Duration	7 terms
Fee for Service	Course Fee: \$1,800 per student plus \$250 enrolment fee. Payment plans are available after a deposit is paid.	Refund Policy	Refunds are determined on a case by case basis. The deposit is not refundable.
Resources	Online platform supplied to students	Industry placement	Not mandated
Outcome	I0283NAT – Certificate IV in Crime and Justice Studies	QCE Points	Up to 8 (maximum)
Pathway	This qualification is an excellent opportunity for students to take the first step towards a successful career in the justice industry. This course can help prepare students for the Bachelor of Criminology and Justice at University or a Bachelor of Justice at other universities. The course also has close links with the Diploma of Crime and Justice at TAFE QLD, with Queensland Courts and with the Queensland Police. The course is developed alongside industry personnel.		
Job Role	Potential pathways include criminologist, police officer, paralegal or lawyer (upon further study)		
Delivery	In class delivered by a Barrington College Trainer who has: <ul style="list-style-type: none"> TAE40116 Certificate IV in Workplace Training and Assessment Vocational Competence to deliver I0283NAT Certificate IV in Crime and Justice Studies All Students will have access to the same resources. Adjustments can be made for students with diverse learning needs.		
Recognition of Prior Learning	Students may apply for recognition of prior learning for specific units of competency, where competency in current knowledge and skills can be provided and verified.		
Credit Transfer	Credit transfer for a unit of competency completed in another course will be allocated on the presentation of a current and valid Statement of Attainment.		
Learning Support	Assistance with language, literacy and numeracy is available and may be provided in consultation with the course teacher.		

Certificate IV in Crime and Justice Studies Course Structure

* As per training package rules, listed units reflect industry choices; provided by Unity College

Unit Code	Unit Title
CJSCOM401	Provide referral information and advice on justice related issues
CJSDCP402	Prepare documentation for court proceedings
CJSSJI403	Analyse social justice issues
BSBRES411	Analyse and present research information
BSBCMM401	Make a presentation
BSBLEG413	Identify and apply the legal framework
PSPREG003	Apply Regulatory Powers
BSBDIV301	Work effectively with others
BSBSUS401	Implement and monitor environmentally sustainable work practices
BSBWOR404	Develop work priorities

Please Note: A new Training Package is due for release in October 2021. Units and codes identified above may be subject to change.

SIS30315: Certificate III in Fitness

Registered Training Organisation: Binnacle Training (RTO No. 31319)

VET

IMPORTANT PROGRAM DISCLOSURE STATEMENT (PDS)	<p><i>This Subject Outline is to be read in conjunction with Binnacle Training's <u>Program Disclosure Statement (PDS)</u>. The PDS sets out the services and training products Binnacle Training provides <u>and</u> those services carried out by the 'Partner School' (i.e. the delivery of training and assessment services). To access Binnacle's PDS, visit: http://www.binnacletraining.com.au/rto.php and select 'RTO Files'.</i></p>
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Subject Type	Vocational Education and Training (VET) Qualification
Nationally Recognised Qualification	SIS30315 Certificate III in Fitness
Course Length	2 years
Reasons to Study the Subject	<p>Binnacle's Certificate III in Fitness 'Fitness in Schools' program is offered as a senior subject where students deliver a range of fitness programs and services to clients within their school community. Graduates will be competent in a range of essential skills – such as undertaking client health assessments, planning and delivering fitness programs, and conducting group fitness sessions in indoor and outdoor fitness settings, including with older adult clients.</p> <p><u>QCE Credits:</u> Successful completion of the Certificate III in Fitness contributes a maximum of 8 credits towards a student's QCE. A maximum of 8 credits from the same training package can contribute to a QCE.</p> <p>This program also includes the following</p> <ul style="list-style-type: none"> • <u>First Aid</u> qualification and <u>CPR</u> certificate; <i>plus</i> coaching accreditation. • A range of career pathway options including direct pathway into Certificate IV in Fitness (Personal Trainer).

Topics of Study/Learning Experiences	TERM 1	TERM 2	TERM 3	TERM 4
	<ul style="list-style-type: none"> • The Sport, Fitness and Recreation Industry • Work Health and Safety in Sport and Fitness • Developing Coaching Practices 	<ul style="list-style-type: none"> • Community Fitness Programs • Policies and Procedures • First Aid and CPR certificate 	<ul style="list-style-type: none"> • Anatomy and Physiology – Body Systems, Cardiorespiratory System, Terminology 	<ul style="list-style-type: none"> • Client Screening and Health Assessments • Plan and Deliver Exercise Programs
	TERM 5	TERM 6	TERM 7	TERM 8
	<ul style="list-style-type: none"> • Anatomy and Physiology – Digestive System and Energy Systems • Nutrition – Providing Healthy Eating Information 	<ul style="list-style-type: none"> • Specific Populations; Training Older Clients; Client Conditions 	<ul style="list-style-type: none"> • Training Other Specific Population Clients; Community Fitness Programs 	<ul style="list-style-type: none"> • First Aid and/or CPR certificate <p><u>Finalisation of qualification:</u> SIS30315 Certificate III in Fitness</p>

ENTRY REQUIREMENTS

A Language, Literacy & 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. Please refer to Binnacle Training's Student Information document for a snapshot of reading, writing and numeracy skills that would be expected to satisfy competency requirements.

Learning and Assessment	<p>Program delivery will combine both class-based tasks and practical components in a real gym environment at the school. This involves the delivery of a range of fitness programs to clients within the school community (students, teachers, and staff).</p> <p>A range of teaching/learning strategies will be used to deliver the competencies. These include</p> <ul style="list-style-type: none"> • Practical tasks • Hands-on activities involving participants/clients • Group work • Practical experience within the school sporting programs and fitness facility • Log Book of practical experience <p>Evidence contributing towards competency will be collected throughout the course. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies.</p> <p>NOTE: This program involves an 'outside subject' weekly component as follows:</p> <ul style="list-style-type: none"> • MANDATORY: A minimum of one session (60 minutes) – delivering a gentle exercise session to an older adult client (age 50+), undertaken at the school gym or an alternate fitness facility sourced by the school. • RECOMMENDED: 60 minutes per week across a minimum of 5 consecutive weeks – delivering fitness programs and services to an adult client, undertaken at the school gym or an alternate fitness facility sourced by the school. <p>All other practical experiences have been timetabled within class time. Students will keep a Logbook of these practical experiences (minimum 40 hours).</p>
Pathways	<p>The Certificate III in Fitness will predominantly be used by students seeking to enter the fitness industry and/or as an alternative entry into University. For example:</p> <ul style="list-style-type: none"> • Exercise Physiologist • Teacher – Physical Education • Sport Scientist <p>Students eligible for an Australian Tertiary Admission Rank (ATAR) may be able to use their completed Certificate III to contribute towards their ATAR. For further information please visit https://www.qcaa.qld.edu.au/senior/australian-tertiary-admission-rank-atar</p> <p>Students may also choose to continue their study by completing the Certificate IV in Fitness.</p>
Cost	<ul style="list-style-type: none"> • \$365.00 = Binnacle Training course fee • \$55.00 = First Aid Certificate costs • \$35.00 = Fitness polo shirt

HLT23215: Certificate II in Health Support Services / HLT33015 Certificate III in Health Services Assistance

Registered Training Organisation: Mater Education National Provider Number: 5210

VET

Mater Education is proud to offer a Vocational Education and Training in Schools (VETiS) program for senior students who are interested in the health industry. The program will deliver a Certificate II in Health Support Services over six months, moving into a Certificate III in Health Services Assistance.

- **HLT23215 Certificate II in Health Support Service.** Gain valuable experience in a healthcare setting and learn about infection control, patient safety, first aid and other foundational care and principles.
- **HLT Certificate III in Health Services Assistance.** Play a key role in supporting front-line healthcare works as an acute care assistant, patient care attendant, orderly or wards person.

Delivered over three terms, the course will comprise one day per week of mixed learning format, including:

- face to face learning
- clinical simulation

You'll study at Mater's world-class clinical simulation facility on one day per week, where a faculty of contemporary expert clinicians and educators will help you learn through a practical, problem solving approach. On completion you will graduate with a qualification that will carry the Nationally Recognised Training logo and be ready to pursue a rewarding career. Should you leave the course before you complete it, you'll receive a Statement of Attainment for any units of competence you have completed. Students completing this Certificate will be awarded 8 points towards their QCE. Also, upon completion of the course students may be eligible for an ATAR and/or Selection Rank for entry into further study.

What is studied in Health Services?

This qualification comprises 17 units in total:
CHCCOM005 Communicate and work in health or community services
CHCDIV001 Work with diverse people
HLTINF001 Comply with infection prevention and control policies and procedures
HLTWHS001 Participate in workplace health and safety
BSBWOR301 Organise personal work priorities and development
HLTAAP001 Recognise healthy body systems
BSBMED301 Interpret and apply medical terminology appropriately
CHCCCS012 Prepare and maintain beds
HLTAID003 Provide first aid
BSBFLM312 Contribute to team effectiveness
CHCCCS010 Maintain high standard of service
CHCCCS011 Meet personal support needs
BSBWOR202 Organise and complete daily work activities
HLTWHS005 Conduct manual tasks safely

CHCCCS002 Assist with movement
CHCCCS020 Respond effectively to behaviours of concern
CHCCCS026 Transport individuals

Cost	<ul style="list-style-type: none"> • Full fee (not funded) \$3050, but if the student has not accessed the VETiS funding the Certificate II is free • \$750 (if you choose to complete one of the Certificate III options.) • Confirmation of your enrolment as a VETiS student is subject to the completion of a criminal history check (Fit2Work (http://www.fit2work.com.au/)). This will incur a cost. • To complete clinical placement, you will also be required to obtain a Blue Card that is free for students. This will be done at school. • Some uniform costs including closed toe black shoes and black tailored pants are required.
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Immunisation requirements for the Certificate III

- You need to be immunised, or in the process of being vaccinated against a range of diseases outlined during the induction. Mater Education staff will help students with this requirement.

SIT30616: Certificate III in Hospitality

Registered Training Organisation: Mount Alvernia College (RTO Code 41391)

VET

Why study Hospitality?

Hospitality focuses on the knowledge, understanding and skills relating to food and beverage production and service. You will learn about the structure, scope and operation of the food and beverage sector and develop appreciation of industry workplace culture and practices. You will be encouraged to develop skills, processes and attitudes desirable for future employment in the sector.

The hospitality industry has become increasingly important economically in Australian society and is one of the largest employers in the country. The industry is dynamic and uses skills that are transferrable across sectors and geographic borders and offers a range of exciting and challenging long-term career opportunities across a range of businesses.

Students completing this Certificate will be awarded 8 points towards their QCE. Also, upon completion of the course they may be eligible for an ATAR and/or Selection Rank for entry into further study.

How will I learn in Hospitality?

In Hospitality you will learn through practical application, developing skills in food and beverage production and service, and working as an individual as well as part of a team to plan and implement events in a hospitality context. The training will be carried out in our training kitchen as well as La Cucina (College café) under the supervision of our hospitality teacher and the college chef.

The course will be involved in a range of events, for example the Yr. 12 Graduation that will provide an opportunity for the students to participate in and produce food and beverage products (e.g. finger food, plated meals, hot and cold beverages, espresso coffee cart service) and perform service for customers. Work experience opportunities will be provided during the course to enable the students to experience real-world hospitality contexts (e.g. coffee shop, cafés, and restaurants). It is mandatory for the students to work a minimum of **36 work shifts**; hence they will need to be involved in out of school hours sessions.

Assessment

Assessment in this course is competency based. Various assessment techniques are employed, including practical observations, project and assignment work and role plays to measure student performance and to determine student competence for each of the units of competency in the course. There will be multiple opportunities for the students to provide evidence and demonstrate they have attained the required knowledge and skills.

What is studied in Hospitality?

Core and elective units being offered
BSBWOR203 Work effectively with others
SITHIND002 Source and use information on the hospitality industry
SITHIND004 Work effectively in hospitality service
SITXCCS006 Provide service to customers
SITXCOM002 Show social and cultural sensitivity
SITXHRM001 Coach others in job skills
SITXWHS001 Participate in safe work practices
SITXFSA001 Use hygienic practices for food safety
SITHCCC002 Prepare and present simple dishes
SITHCCC003 Prepare and present sandwiches
SITHCCC006 Prepare appetisers and salads
SITHFAB002 Provide responsible service of alcohol
SITHFAB005 Prepare and serve espresso coffee
SITHKOP001 Clean kitchen premises and equipment
FDFOP2029A Operate a baking process

Cost	Fees included as part of annual school fees. Students will be required to purchase a full chef's uniform (cost - \$120 as at Jan 2021) for use in both La Cucina as well as placements in outside hospitality venues. They will also undertake a course in the Responsible Service of Alcohol.
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BSB40820: Certificate IV in Marketing and Communications

Delivered through a partnership between Mount Alvernia College and Barrington College. Results will be issued by Barrington College	Barrington College	RTO Number 45030
	Website	barringtoncollege.edu.au
	Phone	07 5562 5700

Course Details

The Certificate IV in Marketing and Communication will be delivered over 7 terms at Mount Alvernia College. It is delivered as a timetabled subject. The Certificate IV in Marketing and Communication is designed for students looking for a university (ATAR) or transition into the workforce pathway (Non ATAR). Students who complete the Certificate IV in Marketing and Communication will receive an ATAR equivalency for university selection.

Student Selection	Students can select this pathway if have obtained a grade of C or higher in Year 10 English.		
Student Intake	Year 11 and 12		
Delivery Mode	Classroom	Course Duration	7 terms over 2 years
Fee for Service	Course Fee: \$900 per student plus \$250 enrolment fee. Payment plans are available after a deposit is paid.	Refund Policy	Refunds are determined on a case by case basis. The deposit is not refundable.
Resources	Online platform supplied to students.	Industry placement	Students are not required to have industry placement as part of this qualification.
Outcome	BSB50215 – Certificate IV in Marketing and Communication	QCE Points	8 (maximum)
Pathway	This qualification is an excellent opportunity for students to take the first step towards a successful marketing career. This course can help prepare students for a Diploma of Marketing and Communication or a related Bachelor degree.		
Job Role	For example: <ul style="list-style-type: none"> Digital Marketing Assistant Digital Marketing Coordinator Marketing and Communications Coordinator 		
Delivery	In class delivered by staff at Mount Alvernia College who have: <ul style="list-style-type: none"> TAE40116 Certificate IV in Workplace Training and Assessment Vocational Competence to deliver BSB40820 Certificate IV in Marketing and Communication All Students will have access to the same resources. Adjustments can be made for students with diverse learning needs.		

Credit Transfer	Credit transfer for a unit of competency completed in another course will be allocated on the presentation of a current and valid Statement of Attainment.
Learning Support	Assistance with language, literacy and numeracy is available and may be provided in consultation with the course teacher.

Certificate IV in Marketing and Communication Course Structure

* As per training package rules, listed units reflect industry choices.

Unit Code	Unit Title
BSBCMM411	Make presentations
BSBCRT412	Articulate, present and debate ideas
BSBMKG433	Undertake marketing activities
BSBMKG435	Analyse consumer behaviour
BSBMKG439	Develop and apply knowledge of communications industry
BSBWRT411	Write complex documents
BSBMKG434	Promote products and services
SIRXMKT00	Develop a social media strategy
BSBOPS404	Implement customer service strategies
BSBTEC303	Create electronic presentations
BSBTWK503	Manage meetings
BSBTWK401	Build and maintain business relationships

FSK20119: Certificate II in Skills for Work and Vocational Pathways

Registered Training Organisation: Mount Alvernia College RTO: 41391

VET

Why Study the Certificate II in Skills for Work and Vocational Pathways?

The Certificate II in Skills for Work and Vocational Pathways is offered as a senior subject. This qualification is designed for individuals who require further foundation skills development to prepare for workforce entry or vocational training pathways.

It is suitable for individuals who require:

- a pathway to employment or vocational training
- reading, writing, numeracy, oral communication and learning skills at Australian Core Skills Framework (ACSF) Level 3
- entry level digital literacy and employability skills

Students completing this Certificate will be awarded 4 points towards their Queensland Certificate of Education (QCE).

Assessment

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

- practical tasks / experience
- hands-on activities involving customer service
- group projects

Evidence contributing towards competency will be collected throughout the program. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies.

Units of Competency offered

Core Units	
FSKOCM07	Interact effectively with others
FSKLRG09	Use strategies to respond to routine workplace problems
FSKRDG10	Read and respond to routine workplace information
FSKLRG11	Use routine strategies for work-related learning
FSKWTG09	Write routine workplace texts
FSKDIG03	Use digital technology for routine workplace tasks
FSKNUM15	Estimate, measure and calculate with routine metric measurement for work
FSKNUM14	Calculate with whole numbers and familiar fractions, decimals and percentages for work
Electives	
BSBWWHS201	Contribute to health and safety of self and others
BSBITU111	Operate a personal digital device
BSBCMM201	Communicate in the workplace
BSBWOR202	Organise and complete daily work activities
BSBWOR203	Work effectively with others
BSBITU211	Produce digital text documents

Cost – Fees included as part of annual school fees

Chemistry

General senior subject

General

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

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

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

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation,

problem-solving and research skills), understand how it works and how it may impact society.

Pathways

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

Objectives

By the conclusion of the course of study, students will

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Chemical fundamentals - structure, properties and reactions <ul style="list-style-type: none">• Properties and structure of atoms• Properties and structure of materials• Chemical reactions - reactants, products and energy change	Molecular interactions and reactions <ul style="list-style-type: none">• Intermolecular forces and gases• Aqueous solutions and acidity• Rates of chemical reactions	Equilibrium, acids and redox reactions <ul style="list-style-type: none">• Chemical equilibrium systems• Oxidation and reduction	Structure, synthesis and design <ul style="list-style-type: none">• 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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1) <ul style="list-style-type: none">• Data test	10%	Summative internal assessment 3 (IA3) <ul style="list-style-type: none">• Research investigation	20%
Summative internal assessment 2 (IA2) <ul style="list-style-type: none">• Student experiment	20%		
Summative external assessment (EA) 50% <ul style="list-style-type: none">• Examination			

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

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

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

Pathways

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

Objectives

By the conclusion of the course of study, students will

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Design in practice <ul style="list-style-type: none"> • Experiencing design • Design process • Design styles 	Commercial design <ul style="list-style-type: none"> • Explore - client needs and wants • Develop - collaborative design 	Human-centred design <ul style="list-style-type: none"> • Designing with empathy 	Sustainable design <ul style="list-style-type: none"> • Explore - sustainable design opportunities • Develop - redesign

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1)	15%	Summative internal assessment 3 (IA3)	25%
<ul style="list-style-type: none"> • Examination - design challenge 		<ul style="list-style-type: none"> • Project 	
Summative internal assessment 2 (IA2)	35%	Summative external assessment (EA)	25%
<ul style="list-style-type: none"> • Project 		<ul style="list-style-type: none"> • Examination - design challenge 	

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

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

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

Pathways

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

Objectives

By the conclusion of the course of study, students will

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Creating with code <ul style="list-style-type: none"> • Understanding digital problems • User experiences and interfaces • Algorithms and programming techniques • Programmed solutions 	Application and data solutions <ul style="list-style-type: none"> • Data-driven problems and solution requirements • Data and programming techniques • Prototype data solutions 	Digital innovation <ul style="list-style-type: none"> • Interactions between users, data and digital systems • Real-world problems and solution requirements • Innovative digital solutions 	Digital impacts <ul style="list-style-type: none"> • Digital methods for exchanging data • Complex digital data exchange problems and solution requirements • Prototype digital data exchanges

Assessment

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

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

Summative assessments

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

BSB50215 Diploma of Business

Delivered through a partnership between Mount Alvernia College and Barrington College. Results will be issued by Barrington College	Barrington College	RTO Number 45030
	Website	barringtoncollege.edu.au
	Phone	07 5562 5700

Course Details

The Diploma of Business will be delivered over 7 terms at Mount Alvernia College. It is delivered as a timetabled subject. The Diploma of Business is designed for students looking for a university (ATAR) or transition into the workforce pathway (Non ATAR). Students who complete the Diploma of Business will receive a university selection rank of between 82 – 87.

Student Selection	Students can select this pathway if have obtained a grade of C or higher in Year 10 English.		
Student Intake	Year 11 and 12		
Delivery Mode	Classroom	Course Duration	7 terms
Fee for Service	Course Fee: \$1300 per student plus \$250 enrolment fee. Payment plans are available after a deposit is paid.	Refund Policy	Refunds are determined on a case by case basis. The deposit is not refundable.
Resources	Online platform supplied to students.	Industry placement	Students are not required to have industry placement as part of this qualification.
Outcome	BSB50215 – Diploma of Business		QCE Points Up to 8 (maximum)
Pathway	<p>Direct entry university options may include:</p> <p>Griffith University</p> <ul style="list-style-type: none"> • Bachelor of Business (6 months credit) • Bachelor of Criminology and Criminal Justice • Bachelor of Education • Bachelor of Health Science <p>Southern Cross University</p> <ul style="list-style-type: none"> • Bachelor of Business (12 months credit) • Bachelor of IT (12 months credit) • Bachelor of Hotel Management (12 months credit) • Bachelor of Tourism and Hospitality (12 months credit) <p>All prerequisites must be satisfied when selecting a university course. Each university has their own rules relating to using a Diploma qualification for admission.</p>		
Job Role	<p>Business related for example:</p> <ul style="list-style-type: none"> • Accountant • Human Resource Manager • Marketing Manager • Events Manager 		

	<ul style="list-style-type: none"> • Office Administration • Property Manager • Employment Relations
Delivery	<p>In class delivered by staff at Mount Alvernia College who have:</p> <ul style="list-style-type: none"> • TAE40116 Certificate IV in Workplace Training and Assessment • Vocational Competence to deliver BSB50120 Diploma of Business <p>All Students will have access to the same resources. Adjustments can be made for students with diverse learning needs.</p>
Credit Transfer	Credit transfer for a unit of competency completed in another course will be allocated on the presentation of a current and valid Statement of Attainment.
Learning Support	Assistance with language, literacy and numeracy is available and may be provided in consultation with the course teacher.

Diploma of Business Course Structure

* As per training package rules, listed units reflect industry choices.

Unit Code	Unit Title
BSBCRT511	Develop critical thinking in others
BSBFIN501	Manage budgets and financial plans
BSBOPS501	Manage business resources
BSBSUS511	Develop workplace policies and procedures for sustainability
BSBXCM501	Lead communication in the workplace
BSBHRM525	Manage recruitment and onboarding
BSBOPS504	Manage business risk
BSBPMG430	Undertake project work
BSBTWK503	Manage meetings
BSBPEF502	Develop and use emotional intelligence
BSBCMM401	Make presentations
BSBMKG541	Identify and evaluate marketing opportunities

Drama

General senior subject

General

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

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

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

Pathways

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

Objectives

By the conclusion of the course of study, students will

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Share How does drama promote shared understandings of the human experience? <ul style="list-style-type: none">• 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? <ul style="list-style-type: none">• Realism, including Magical Realism, Australian Gothic• associated conventions of styles and texts	Challenge How can we use drama to challenge our understanding of humanity? <ul style="list-style-type: none">• 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? <ul style="list-style-type: none">• 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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1) <ul style="list-style-type: none">• Performance	20%	Summative internal assessment 3 (IA3) <ul style="list-style-type: none">• Project - practice-led project	35%
Summative internal assessment 2 (IA2) <ul style="list-style-type: none">• Project - dramatic concept	20%		
Summative external assessment (EA) 25% <ul style="list-style-type: none">• Examination - extended response			

Economics encourages students to think deeply about the global challenges facing individuals, business and government, including how to allocate and distribute scarce resources to maximise well-being.

Students develop knowledge and cognitive skills to comprehend, apply analytical processes and use economic knowledge. They examine data and information to determine validity and consider economic policies from various perspectives. They use economic models and analytical tools to investigate and evaluate outcomes to draw conclusions.

Students study opportunity costs, economic models and the market forces of demand and supply. They dissect and interpret the complex nature of international economic relationships and the dynamics of Australia's place in the global economy. They develop intellectual flexibility, digital literacy and economic thinking skills.

Pathways

A course of study in Economics can establish a basis for further education and employment in the fields of

economics, econometrics, management, data analytics, business, accounting, finance, actuarial science, law and political science.

Economics is an excellent complement for students who want to solve real-world science or environmental problems and participate in government policy debates. It provides a competitive advantage for career options where students are aiming for management roles and developing their entrepreneurial skills to create business opportunities as agents of innovation.

Objectives

By the conclusion of the course of study, students will

- comprehend economic concepts, principles and models
- select data and economic information from sources
- analyse economic issues
- evaluate economic outcomes
- create responses that communicate economic meaning.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Markets and models <ul style="list-style-type: none"> • The basic economic problem • Economic flows • Market forces 	Modified markets <ul style="list-style-type: none"> • Markets and efficiency • Case options of market measures and strategies 	International economics <ul style="list-style-type: none"> • The global economy • International economic issues 	Contemporary macroeconomics <ul style="list-style-type: none"> • Macroeconomic objectives and theory • Economic management

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) • Examination - extended response to stimulus	25%
Summative internal assessment 2 (IA2) • Investigation - research report	25%	Summative external assessment (EA) • Examination - combination response	25%

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 create and interpret 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
<p>Perspectives and texts</p> <ul style="list-style-type: none"> • Examining and creating perspectives in texts • Responding to a variety of non-literary and literary texts • Creating responses for public audiences and persuasive texts 	<p>Texts and culture</p> <ul style="list-style-type: none"> • 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 	<p>Textual connections</p> <ul style="list-style-type: none"> • 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 	<p>Close study of literary texts</p> <ul style="list-style-type: none"> • 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) <ul style="list-style-type: none">• Extended response - written response for a public audience	25%	Summative internal assessment 3 (IA3) <ul style="list-style-type: none">• Extended response - imaginative written response	25%
Summative internal assessment 2 (IA2) <ul style="list-style-type: none">• Extended response - persuasive spoken response	25%	Summative external assessment (EA) <ul style="list-style-type: none">• Examination - analytical written response	25%

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 every day, social, community, further education and work-related contexts. They choose generic structures, language, language features and technologies to best convey meaning. They develop skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts.

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

Pathways

A course of study in Essential English promotes open-mindedness, imagination, critical awareness and intellectual flexibility - skills that prepare students for

local and global citizenship, and for lifelong learning across a wide range of contexts.

Objectives

By the conclusion of the course of study, students will

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Language that works <ul style="list-style-type: none"> • Responding to a variety of texts used in and developed for a work context • Creating multimodal and written texts 	Texts and human experiences <ul style="list-style-type: none"> • Responding to reflective and nonfiction texts that explore human experiences • Creating spoken and written texts 	Language that influences <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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) <ul style="list-style-type: none"> • Extended response - spoken/signed response 	Summative internal assessment 3 (IA3) <ul style="list-style-type: none"> • Extended response - Multimodal response
Summative internal assessment 2 (IA2) <ul style="list-style-type: none"> • Common internal assessment (CIA) 	Summative internal assessment (IA4) <ul style="list-style-type: none"> • Extended response - Written response

Essential Mathematics

Applied senior subject

Applied

Essential Mathematics' major domains are number, data, location and time, measurement and finance.

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

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

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

Pathways

A course of study in Essential Mathematics can establish a basis for further education and employment in the fields of trade, industry, business and community

services. Students learn within a practical context related to general employment and successful participation in society, drawing on the mathematics used by various professional and industry groups.

Objectives

By the conclusion of the course of study, students will

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Number, data and graphs <ul style="list-style-type: none">• Fundamental topic Calculations• Number• Representing data• Graphs	Money, travel and data <ul style="list-style-type: none">• Fundamental topic Calculations• Managing money• Time and motion• Data collection	Measurement, scales and data <ul style="list-style-type: none">• Fundamental topic Calculations• Measurement• Scales, plans and models• Summarising and comparing data	Graphs, chance and loans <ul style="list-style-type: none">• Fundamental topic Calculations• Bivariate graphs• Probability and relative frequencies• Loans and compound interest

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. Schools develop three summative internal assessments and the common internal assessment is developed by the QCAA.

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1) <ul style="list-style-type: none">• Problem-solving and modelling task	Summative internal assessment 3 (IA3) <ul style="list-style-type: none">• Problem-solving and modelling task
Summative internal assessment 2 (IA2) <ul style="list-style-type: none">• Common internal assessment	Summative internal assessment (IA4) <ul style="list-style-type: none">• Examination

Food and Nutrition

General senior subject

General

Food and Nutrition is the study of food in the context of food science, nutrition and food technologies, considering overarching concepts of waste management, sustainability and food protection.

Students explore the chemical and functional properties of nutrients to create food solutions that maintain the beneficial nutritive values. This knowledge is fundamental for continued development of a safe and sustainable food system that can produce high quality, nutritious solutions with an extended shelf life. Their studies of the food system include the sectors of production, processing, distribution, consumption, research and development.

Students actively engage in a food and nutrition problem-solving process to create food solutions that contribute positively to preferred personal, social, ethical, economic, environmental, legal, sustainable and technological futures.

Pathways

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

Objectives

By the conclusion of the course of study, students will

- recognise and describe food and nutrition facts and principles
- explain food and nutrition ideas and problems
- analyse problems, information and data
- determine solution requirements and criteria
- synthesise information and data to develop ideas for solutions
- generate solutions to provide data to determine the feasibility of the solution
- evaluate and refine ideas and solutions to make justified recommendations for enhancement
- 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
Food science of vitamins, minerals and protein <ul style="list-style-type: none">• Introduction to the food system• Vitamins and minerals• Protein• Developing food solutions	Food drivers and emerging trends <ul style="list-style-type: none">• Consumer food drivers• Sensory profiling• Labelling and food safety• Food formulation for consumer markets	Food science of carbohydrate and fat <ul style="list-style-type: none">• The food system• Carbohydrate• Fat• Developing food solutions	Food solution development for nutrition consumer markets <ul style="list-style-type: none">• Formulation and re-formulation for nutrition consumer markets• Food development process

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) <ul style="list-style-type: none">• Examination	20%	Summative internal assessment 3 (IA3) <ul style="list-style-type: none">• Project - folio	30%
Summative internal assessment 2 (IA2) <ul style="list-style-type: none">• Project - folio	25%	Summative external assessment (EA) <ul style="list-style-type: none">• Examination	25%

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 Prep to Year 10 Australian Curriculum.

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

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

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

Pathways

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

Objectives

By the conclusion of the course of study, students will

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Money, measurement and relations <ul style="list-style-type: none">• Consumer arithmetic• Shape and measurement• Linear equations and their graphs	Applied trigonometry, algebra, matrices and univariate data <ul style="list-style-type: none">• Applications of trigonometry• Algebra and matrices• Univariate data analysis	Bivariate data, sequences and change, and Earth geometry <ul style="list-style-type: none">• Bivariate data analysis• Time series analysis• Growth and decay in sequences• Earth geometry and time zones	Investing and networking <ul style="list-style-type: none">• 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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1) <ul style="list-style-type: none">• Problem-solving and modelling task	20%	Summative internal assessment 3 (IA3) <ul style="list-style-type: none">• Examination	15%
Summative internal assessment 2 (IA2) <ul style="list-style-type: none">• Examination	15%		
Summative external assessment (EA) 50% <ul style="list-style-type: none">• Examination			

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 <ul style="list-style-type: none"> • Natural hazard zones • Ecological hazard zones 	Planning sustainable places <ul style="list-style-type: none"> • Responding to challenges facing a place in Australia • Managing the challenges facing a megacity 	Responding to land cover transformations <ul style="list-style-type: none"> • Land cover transformations and climate change • Responding to local land cover transformations 	Managing population change <ul style="list-style-type: none"> • 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)	25%	Summative internal assessment 3 (IA3)	25%
<ul style="list-style-type: none"> • Examination - combination response 		<ul style="list-style-type: none"> • Investigation - data report 	
Summative internal assessment 2 (IA2)	25%	Summative external assessment (EA)	25%
<ul style="list-style-type: none"> • Investigation - field report 		<ul style="list-style-type: none"> • Examination - combination response 	

Italian – Distance Education only (at cost)

General senior subject

General

Italian provides students with the opportunity to reflect on their understanding of the Italian language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Students participate in a range of interactions in which they exchange meaning, develop intercultural understanding and become active participants in understanding and constructing written, spoken and visual texts.

Students communicate with people from Italian speaking communities to understand the purpose and nature of language and to gain understanding of linguistic structures. They acquire language in social and cultural settings and communicate across a range of contexts for a variety of purposes.

Students experience and evaluate a range of different text types; reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions; and create texts for a range of contexts, purposes and audiences.

Pathways

A course of study in Italian can establish a basis for further education and employment in many professions

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 - short response	15%	Summative internal assessment 3 (IA3) • Extended response	30%
Summative internal assessment 2 (IA2) • Examination - combination response	30%	Summative external assessment (EA) • Examination - combination response	25%

and industries, particularly those where the knowledge of an additional language and the intercultural understanding it encompasses could be of value, such as business, hospitality, law, science, technology, sociology and education.

Objectives

By the conclusion of the course of study, students will

- comprehend Italian to understand information, ideas, opinions and experiences
- identify tone, purpose, context and audience to infer meaning, values and attitudes
- analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives
- apply knowledge of Italian language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions
- structure, sequence and synthesise information to justify opinions, ideas and perspectives
- use strategies to maintain communication and exchange meaning in Italian.

Japanese provides students with the opportunity to reflect on their understanding of the Japanese language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Students participate in a range of interactions in which they exchange meaning, develop intercultural understanding and become active participants in understanding and constructing written, spoken and visual texts.

Students communicate with people from Japanese-speaking communities to understand the purpose and nature of language and to gain understanding of linguistic structures. They acquire language in social and cultural settings and communicate across a range of contexts for a variety of purposes.

Students experience and evaluate a range of different text types; reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions; and create texts for a range of contexts, purposes and audiences.

Pathways

A course of study in Japanese can establish a basis for further education and employment in many professions

and industries, particularly those where the knowledge of an additional language and the intercultural understanding it encompasses could be of value, such as business, hospitality, law, science, technology, sociology and education.

Objectives

By the conclusion of the course of study, students will

- comprehend Japanese to understand information, ideas, opinions and experiences
- identify tone, purpose, context and audience to infer meaning, values and attitudes
- analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives
- apply knowledge of Japanese language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions
- structure, sequence and synthesise information to justify opinions, ideas and perspectives
- use strategies to maintain communication and exchange meaning in Japanese.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
私の暮らし My world <ul style="list-style-type: none"> • Family/carers and friends • Lifestyle and leisure • Education 	私達のまわり Exploring our world <ul style="list-style-type: none"> • Travel • Technology and media • The contribution of Japanese culture to the world 	私達の社会 Our society <ul style="list-style-type: none"> • Roles and relationships • Socialising and connecting with my peers • Groups in society 	私の将来 My future <ul style="list-style-type: none"> • Finishing secondary school, plans and reflections • Responsibilities and moving on

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 - short response	15%	Summative internal assessment 3 (IA3) • Extended response	30%
Summative internal assessment 2 (IA2) • Examination - combination response	30%	Summative external assessment (EA) • Examination - combination response	25%

Legal Studies

General senior subject

General

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

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

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

Pathways

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

Objectives

By the conclusion of the course of study, students will

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Beyond reasonable doubt <ul style="list-style-type: none">• Legal foundations• Criminal investigation process• Criminal trial process• Punishment and sentencing	Balance of probabilities <ul style="list-style-type: none">• Civil law foundations• Contractual obligations• Negligence and the duty of care	Law, governance and change <ul style="list-style-type: none">• Governance in Australia• Law reform within a dynamic society	Human rights in legal contexts <ul style="list-style-type: none">• Human rights• The effectiveness of international law• Human rights in Australian contexts

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1) <ul style="list-style-type: none">• Examination - combination response	25%	Summative internal assessment 3 (IA3) <ul style="list-style-type: none">• Investigation - argumentative essay	25%
Summative internal assessment 2 (IA2) <ul style="list-style-type: none">• Investigation - inquiry report	25%	Summative external assessment (EA) <ul style="list-style-type: none">• Examination - combination response	25%

Literature focuses on the study of 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 literary texts.

Students engage with language and texts through a range of teaching and learning experiences to foster the skills to communicate effectively. They make choices about generic structures, language, textual features and technologies to participate actively in the dialogue and detail of literary analysis and the creation of imaginative and analytical texts in a range of modes, mediums and forms.

Students explore how literary texts shape perceptions of the world and enable us to enter the worlds of others. They explore ways in which literary texts may reflect or challenge social and cultural ways of thinking and influence audiences.

Pathways

A course of study in Literature 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
<p>Introduction to literary studies</p> <ul style="list-style-type: none"> • Ways literary texts are received and responded to • How textual choices affect readers • Creating analytical and imaginative texts 	<p>Texts and culture</p> <ul style="list-style-type: none"> • Ways literary texts connect with each other - genre, concepts and contexts • Ways literary texts connect with each other - style and structure • Creating analytical and imaginative texts 	<p>Literature and identity</p> <ul style="list-style-type: none"> • Relationship between language, culture and identity in literary texts • Power of language to represent ideas, events and people • Creating analytical and imaginative texts 	<p>Independent explorations</p> <ul style="list-style-type: none"> • Dynamic nature of literary interpretation • Close examination of style, structure and subject matter • Creating analytical and imaginative texts

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1) • Examination - analytical written response	25%	Summative internal assessment 3 (IA3) • Extended response - imaginative written response	25%
Summative internal assessment 2 (IA2) • Extended response - imaginative spoken/multimodal response	25%	Summative external assessment (EA) • Examination - analytical written response	25%

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 Prep to Year 10 Australian curriculum. Calculus is essential for developing an understanding of the physical world. The domain statistics is used to describe and analyse phenomena involving uncertainty and variation. Both are the basis for developing effective models of the world and solving complex and abstract mathematical problems.

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

Pathways

A course of study in Mathematical Methods can establish a basis for further education and employment

in the fields of natural and physical sciences (especially physics and chemistry), mathematics and science education, medical and health sciences (including human biology, biomedical science, nanoscience and forensics), engineering (including chemical, civil, electrical and mechanical engineering, avionics, communications and mining), computer science (including electronics and software design), psychology and business.

Objectives

By the conclusion of the course of study students will

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Algebra, statistics and functions <ul style="list-style-type: none">• Arithmetic and geometric sequences and series 2• Functions and graphs• Counting and probability• Exponential functions 1• Arithmetic and geometric sequences	Calculus and further functions <ul style="list-style-type: none">• Exponential functions 2• The logarithmic function 1• Trigonometric functions 1• Introduction to differential calculus• Further differentiation and applications 1• Discrete random variables 1	Further calculus <ul style="list-style-type: none">• The logarithmic function 2• Further differentiation and applications 2• Integrals	Further functions and statistics <ul style="list-style-type: none">• Further differentiation and applications 3• Trigonometric functions 2• Discrete random variables 2• Continuous random variables and the normal distribution• Interval estimates for proportions

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1) • Problem-solving and modelling task	20%	Summative internal assessment 3 (IA3) • Examination	15%
Summative internal assessment 2 (IA2) • Examination	15%		
Summative external assessment (EA) 50% • Examination			

Media Arts in Practice

Applied senior subject

Applied

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

Media Arts in Practice gives students opportunities to create and share media artworks that convey meaning and express insight. Media artworks respond to individual, group or community needs and issues, within a variety of contexts and for a variety of purposes.

Students of Media Arts in Practice develop knowledge, understanding and skills from three core topics: 'Media technologies', 'Media communications' and 'Media in society'.

Pathways

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none">• Module 1 Promotional Design<ul style="list-style-type: none">- Project- Product	<ul style="list-style-type: none">• Module 2 Animating Social issues<ul style="list-style-type: none">- Product- Project	<ul style="list-style-type: none">• Module 3 Documenting the lives of others<ul style="list-style-type: none">- Project- Product	<ul style="list-style-type: none">• Module 4 Careers in the Media Arts<ul style="list-style-type: none">- Project- Product

Assessment

In the Applied syllabuses, assessment is standards-based. The standards are described for each objective in each of the three dimensions. The standards describe the quality and characteristics of student work across five levels from A to E.

Summative assessments

Unit 3	Unit 4
<ul style="list-style-type: none">• Module 3 Documenting the lives of others<ul style="list-style-type: none">- Assessment item 1 Project- Assessment item 2 Product	<ul style="list-style-type: none">• Module 4 Careers in the Media Arts<ul style="list-style-type: none">- Assessment Item 1 Project- Assessment Item 2 Product

Objectives

Within the three dimensions, the objectives describe what students should know and be able to do by the end of the course of study.

Dimension 1: Knowing and understanding

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

- identify and explain media art-making processes
- interpret information about media arts concepts and ideas for particular purposes
- demonstrate practical skills, techniques and technologies required for media art

Dimension 2: Applying and analysing

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

- organise and apply media art-making processes, concepts and ideas
- analyse problems within media arts contexts
- use language conventions and features to communicate ideas and information about media arts, according to context and purpose

Dimension 3: Creating and evaluating

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

- plan and modify media artworks using media art-making processes to achieve purposes
- create media arts communications that convey meaning to audiences
- evaluate media art-making processes and media artwork concepts and ideas.

Modern History

General senior subject

General

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

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

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

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

Pathways

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

Objectives

By the conclusion of the course of study, students will

- comprehend terms, concepts and issues
- devise historical questions and conduct research
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments
- create responses that communicate meaning to suit purpose.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the modern world <ul style="list-style-type: none"> • French Revolution, 1789–1799 • Russian Revolution, 1905–1920s 	Movements in the modern world <ul style="list-style-type: none"> • Australian Indigenous rights movement since 1967 • Women’s movement since 1893 	National experiences in the modern world <ul style="list-style-type: none"> • Germany, 1914–1945 • Soviet Union, 1920s–1945 OR <ul style="list-style-type: none"> • Israel, 1948–1993 	International experiences in the modern world <ul style="list-style-type: none"> • Australian engagement with Asia since 1945 (external topic 2022 Australia’s engagement with Vietnam) • Cold War, 1945–1991

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)	25%	Summative internal assessment 3 (IA3)	25%
<ul style="list-style-type: none"> • Examination - essay in response to historical sources 		<ul style="list-style-type: none"> • Investigation - historical essay based on research 	
Summative internal assessment 2 (IA2)	25%	Summative external assessment (EA)	25%
<ul style="list-style-type: none"> • Independent source investigation 		<ul style="list-style-type: none"> • Examination - short responses to historical sources 	

Music fosters creative and expressive communication. It allows students to develop musicianship through making (composition and performance) and responding (musicology).

Through composition, performance and musicology, students use and apply music elements and concepts. They apply their knowledge and understanding to convey meaning and/or emotion to an audience.

Students use essential literacy skills to engage in a multimodal world. They demonstrate practical music skills and analyse and evaluate music in a variety of contexts, styles and genres.

Pathways

A course of study in Music can establish a basis for further education and employment in the fields of arts

administration, communication, education, creative industries, public relations and science and technology.

Objectives

By the conclusion of the course of study, students will

- demonstrate technical skills
- explain music elements and concepts
- use music elements and concepts
- analyse music
- apply compositional devices
- apply literacy skills
- interpret music elements and concepts
- evaluate music to justify the use of music elements and concepts
- realise music ideas
- resolve music ideas.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>Designs Through inquiry learning, the following is explored:</p> <p>How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?</p>	<p>Identities Through inquiry learning, the following is explored:</p> <p>How do musicians use their understanding of music elements, concepts and practices to communicate cultural, political, social and personal identities when performing, composing and responding to music?</p>	<p>Innovations Through inquiry learning, the following is explored:</p> <p>How do musicians incorporate innovative music practices to communicate meaning when performing and composing?</p>	<p>Narratives Through inquiry learning, the following is explored:</p> <p>How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?</p>

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)	20%	Summative internal assessment 3 (IA3)	35%
• Performance		• Integrated project	
Summative internal assessment 2 (IA2)	20%	• External Examination (EA)	25%
• Composition			

Physical Education

General senior subject

General

Physical Education provides students with knowledge, understanding and skills to explore and enhance their own and others' health and physical activity in diverse and changing contexts. Physical Education provides a philosophical and educative framework to promote deep learning in three dimensions: about, through and in physical activity contexts.

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

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

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

Pathways

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

Objectives

By the conclusion of the course of study, students will

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Motor learning, functional anatomy, biomechanics and physical activity <ul style="list-style-type: none">• Motor learning integrated with a selected physical activity• Functional anatomy and biomechanics integrated with a selected physical activity	Sport psychology, equity and physical activity <ul style="list-style-type: none">• Sport psychology integrated with a selected physical activity• Equity - barriers and enablers	Tactical awareness, ethics and integrity and physical activity <ul style="list-style-type: none">• Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity• Ethics and integrity	Energy, fitness and training and physical activity <ul style="list-style-type: none">• Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1) <ul style="list-style-type: none">• Project - folio	25%	Summative internal assessment 3 (IA3) <ul style="list-style-type: none">• Project - folio	30%
Summative internal assessment 2 (IA2) <ul style="list-style-type: none">• Investigation - report	20%	Summative external assessment (EA) <ul style="list-style-type: none">• Examination - combination response	25%

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

arguments and conclusions using appropriate representations, modes and genres.

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

Pathways

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

Objectives

By the conclusion of the course of study, students will

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Thermal, nuclear and electrical physics <ul style="list-style-type: none">• Heating processes• Ionising radiation and nuclear reactions• Electrical circuits	Linear motion and waves <ul style="list-style-type: none">• Linear motion and force• Waves	Gravity and electromagnetism <ul style="list-style-type: none">• Gravity and motion• Electromagnetism	Revolutions in modern physics <ul style="list-style-type: none">• 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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1) <ul style="list-style-type: none">• Data test	10%	Summative internal assessment 3 (IA3) <ul style="list-style-type: none">• Research investigation	20%
Summative internal assessment 2 (IA2) <ul style="list-style-type: none">• Student experiment	20%		
Summative external assessment (EA: 50%) <ul style="list-style-type: none">• Examination			

Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions.

Students examine individual development in the form of the role of the brain, cognitive development, human consciousness and sleep. They investigate the concept of intelligence; the process of diagnosis and how to classify psychological disorder and determine an effective treatment; and the contribution of emotion and motivation on individual behaviour. They examine individual thinking and how it is determined by the brain, including perception, memory, and learning. They consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes and cross-cultural psychology.

Students learn and apply aspects of the knowledge and skill 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 Psychology can establish a basis for further education and employment in the fields of psychology, sales, human resourcing, training, social work, health, law, business, marketing and education.

Objectives

By the conclusion of the course of study, students will

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Individual development <ul style="list-style-type: none"> • Psychological science A • The role of the brain • Cognitive development • Human consciousness and sleep 	Individual behaviour <ul style="list-style-type: none"> • Psychological science B • Intelligence • Diagnosis • Psychological disorders and treatments • Emotion and motivation 	Individual thinking <ul style="list-style-type: none"> • Localisation of function in the brain • Visual perception • Memory • Learning 	The influence of others <ul style="list-style-type: none"> • 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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1) • Data test	10%	Summative internal assessment 3 (IA3) • Research investigation	20%
Summative internal assessment 2 (IA2) • Student experiment	20%		
Summative external assessment (EA) 50% • Examination			

Religion and Ethics

Applied senior subject

Applied

Religion and 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.

It allows for flexible courses of study that recognise the varied needs and interests of students through investigating topics such as the meaning of life, spirituality, life choices, moral and ethical issues and justice. Students 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 and 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, including further education and the workforce.

Structure

The Religion and Ethics course is a four-unit course of study. Units 1 and 2 of the course are designed to allow students to begin their engagement with the course content. Units 3 and 4 consolidate student learning.

The minimum number of hours of timetabled school time, including assessment, for a course developed from this Applied syllabus is 55 hours per unit. A course of study will usually be completed over four units (220 hours). Religion and Ethics is designed around core and elective topics. The course includes a minimum of four and a maximum of eight electives.

Unit 1 – S2 Year 10	Unit 2 – S1 Year 11	Unit 3 – S2 Year 11	Unit 4 – S1 Year 12
a. Religions of the World b. Social Justice	a. Meaning and Purpose b. The Australian Scene	a. Where do I Draw the Line?	a. Religion and Contemporary Culture
a. Examination b. Project	a. Extended Response b. Investigation	a. Investigation b. Extended Response	a. Examination b. Project

Assessment

Assessment is an integral part of the teaching and learning process. It is the purposeful, systematic and ongoing collection of information about student learning outlined in the syllabus. It provides comparable exit results in each applied syllabus which may contribute credit towards a Queensland Certificate of Education (QCE); and may contribute towards Australian Tertiary Admission Rank (ATAR) calculations.

For Religion and Ethics, assessment from Units 3 and 4 (Year 12) is used to determine the student's exit result, and consists of four instruments from at least three different assessment techniques, including:

Objectives

By the conclusion of the course of study, students should

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

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

Project	Investigation	Extended response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
<p>At least two different components from the following:</p> <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • performance: continuous class time • product: continuous class time. 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes. 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes. 	<ul style="list-style-type: none"> • 60–90 minutes • 50–250 words per item on the test

Religion, Meaning and Life

No credit for QCE or ATAR. Satisfies Bishop requirements for students in Catholic schools. Students selecting this course, can then choose an additional elective.

School based

Religion, Meaning and Life is a non-accredited option for religious education in the senior years of schooling. It focusses on the inexhaustible mystery of human existence, as glimpsed through the lens of the Catholic Christian tradition, in dialogue with other religious traditions, specifically, Judaism, Islam, Hinduism, Buddhism and Aboriginal and Torres Strait Islander spiritualities. Students will produce personal responses to key religious ideas and evaluate a range of secular perspectives. They will develop the ability to think critically and creatively and communicate their understanding of religion in the context of the world in which they live. Students will access quality theological material in multiple learning modes and engage in a variety of religious experiences and service-learning opportunities.

Pathways

A course of study in Religion, Meaning and Life is not intended as a pathway subject. It may however, 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.

Structure

Learning in Religion, Meaning and Life builds on Prep to Year 10 Religious Education Curriculum (Archdiocese of Brisbane, 2013). Students in Year 11-12 complete four units of work, 50 hours per unit. Each unit consists of two topics, 25 hours per topic. There are three modes of delivery: face to face learning (minimum 10 hours per topic); self-directed learning (minimum 10 hours per topic); and service learning/religious experience (minimum 5 hours per topic). Term 4 in Year 12 will be dedicated to preparation for External Examinations.

Engagement in Religion, Meaning and Life may develop students' twenty first century skills of critical thinking, communication, personal and social skills and information and communication technologies skills. The course is rigorous but differs in modes of study, delivery and content presentation. There is an expectation that for two of the three modes of delivery, students will complete work outside of the timetabled, three classroom lessons per cycle.

Objectives

By the conclusion of the course of study, students should

- Identify that religions, religious tradition and other beliefs are internally pluralistic
- demonstrate a post-critical understanding of religious narratives within respective religious traditions and the recontextualising of meaning within a contemporary context
- understand that horizons of meaning shift, historically speaking, requiring that the deeper questions about life's meaning and purpose be asked in accordance with the prevailing horizon of meaning
- reflect on and evaluate diverse hermeneutical viewpoints enabling a critical and productive encounter or belief system and context
- develop skills that contribute to dialogue with alternative religious and secular narratives and discourse in accordance with the hermeneutical-communicative model
- apply learnings through focussed engagement in the religious life of the school via religious experience and/or service learning
- develop and demonstrate effective time-management and self-monitoring skills
- produce artefacts that typify and reflect a range of deep learnings across the course content.

Unit 1	Unit 2	Unit 3	Unit 4
Encountering the Sacred	Holy Words, Sacred Stories	The Implications of Belief	Church: Learning from the past, living in the present, creating the future
<ol style="list-style-type: none"> 1. Why believe in a Divine Being/Force? 2. How do we make meaning of the Incarnation today? 	<ol style="list-style-type: none"> 1. How can ancient words create meaning in contemporary contexts? 2. How about edited sacred texts with the best of every religious tradition? 	<ol style="list-style-type: none"> 1. Religion and the fun bits of life go together like...? 2. Religion in the public square: Where and how does the conversation confront and challenge? 	<ol style="list-style-type: none"> 1. How might religious communities contribute to personal religious faith? 2. Being spiritual and not religious – How can this be?

Assessment

For Religion, Meaning and Life, evidence of learning is identified for each unit and topic. Examples are selected from ongoing student work to contribute to a Learning Portfolio. Student learning will be reported as “meeting expectations” or “not meeting expectations” for each of the three modes of delivery.

Specialist Mathematics

General senior subject

General

Specialist Mathematics' major domains are vectors and matrices, real and complex numbers, trigonometry, statistics and calculus.

Specialist Mathematics is designed for students who develop confidence in their mathematical knowledge and ability, and gain a positive view of themselves as mathematics learners. They will gain an appreciation of the true nature of mathematics, its beauty and its power.

Students learn topics that are developed systematically, with increasing levels of sophistication, complexity and connection, building on functions, calculus, statistics from Mathematical Methods, while vectors, complex numbers and matrices are introduced. Functions and calculus are essential for creating models of the physical world. Statistics are used to describe and analyse phenomena involving probability, uncertainty and variation. Matrices, complex numbers and vectors are essential tools for explaining abstract or complex relationships that occur in scientific and technological endeavours.

Student learning experiences range from practising essential mathematical routines to developing procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning.

Pathways

A course of study in Specialist Mathematics can establish a basis for further education and employment in the fields of science, all branches of mathematics and statistics, computer science, medicine, engineering, finance and economics.

Objectives

By the conclusion of the course of study, students will

- select, recall and use facts, rules, definitions and procedures drawn from vectors and matrices, real and complex numbers, trigonometry, statistics and calculus
- comprehend mathematical concepts and techniques drawn from vectors and matrices, real and complex numbers, trigonometry, statistics and calculus
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions, and prove propositions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from vectors and matrices, real and complex numbers, trigonometry, statistics and calculus.

Structure

Specialist Mathematics is to be undertaken in conjunction with, or on completion of, Mathematical Methods.

Unit 1	Unit 2	Unit 3	Unit 4
Combinatorics, vectors and proof <ul style="list-style-type: none"> • Combinatorics • Vectors in the plane • Introduction to proof 	Complex numbers, trigonometry, functions and matrices <ul style="list-style-type: none"> • Complex numbers 1 • Trigonometry and functions • Matrices 	Mathematical induction, and further vectors, matrices and complex numbers <ul style="list-style-type: none"> • Proof by mathematical induction • Vectors and matrices • Complex numbers 2 	Further statistical and calculus inference <ul style="list-style-type: none"> • Integration and applications of integration • Rates of change and differential equations • Statistical inference

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).

Unit 3		Unit 4	
Summative internal assessment 1 (IA1)	20%	Summative internal assessment 3 (IA3)	15%
<ul style="list-style-type: none"> • Problem-solving and modelling task 		<ul style="list-style-type: none"> • Examination 	
Summative internal assessment 2 (IA2)	15%		
<ul style="list-style-type: none"> • Examination 			
Summative external assessment (EA) 50% <ul style="list-style-type: none"> • Examination 			

Study of Religion

General senior subject

General

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

Students study the five major world religions of Judaism, Christianity, Islam, Hinduism and Buddhism; and Australian Aboriginal spiritualities and Torres Strait Islander religion and their influence on people, society and culture. These are explored through sacred texts and religious writings that offer insights into life, and through the rituals that mark significant moments and events in the religion itself and the lives of adherents. Students develop a logical and critical approach to understanding the influence of religion, with judgments supported through valid and reasoned argument. They develop critical thinking skills, including those of analysis, reasoning and evaluation, as well as communication skills that support further study and post-school participation in a wide range of fields.

Pathways

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

Objectives

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Sacred texts and religious writings <ul style="list-style-type: none"> • Sacred texts • Abrahamic traditions 	Religion and ritual <ul style="list-style-type: none"> • Lifecycle rituals • Calendrical rituals 	Religious ethics <ul style="list-style-type: none"> • Social ethics • Ethical relationships 	Religion, rights and the nation-state <ul style="list-style-type: none"> • Religion and the nation-state • Religion and human rights

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

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

Visual Art

General senior subject

General

Visual Art provides students with opportunities to understand and appreciate the role of visual art in past and present traditions and cultures, as well as the contributions of contemporary visual artists and their aesthetic, historical and cultural influences. Students interact with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others' art practices. Students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. They use their imagination and creativity to innovatively solve problems and experiment with visual language and expression.

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

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

Pathways

A course of study in Visual Art can establish a basis for further education and employment in the fields of arts

practice, design, craft, and information technologies; broader areas in creative industries and cultural institutions; and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, galleries and museums, film and television, public relations, and science and technology.

Objectives

By the conclusion of the course of study, students will

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Art as lens Through inquiry learning, the following are explored: <ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• 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).

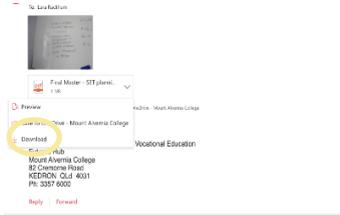
Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1) • Investigation - inquiry phase 1	15%	Summative internal assessment 3 (IA3) • Project - inquiry phase 3	35%
Summative internal assessment 2 (IA2) • Project - inquiry phase 2	25%		
Summative external assessment (EA 25%) • Examination			

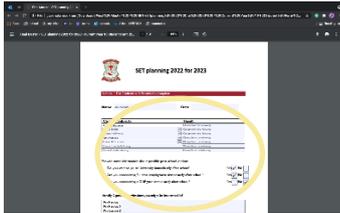
Preparing for your SET Planning Mentoring Meeting

Your child will be emailed a PDF writable document for you both to complete Section I.

When received your child should download this document in web view.



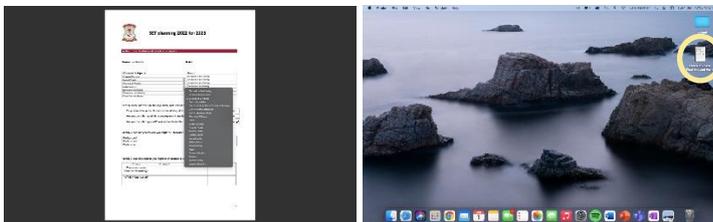
Once opened complete 'Section One', by typing in the boxes and choosing from the drop boxes.



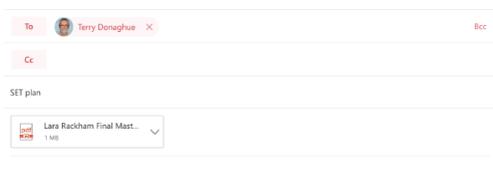
Download onto desktop and save.



If more changes are needed open and then save again to desktop.



Two days prior to your child's SET Plan Mentor Meeting, please email the document as an attachment to your designated mentor.



For further information please access the following links

QCAA QCE System - <https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce>

QTAC ATAR Explanation - <https://www.qtac.edu.au/atar-my-path/atar>

Senior Pathway Planning - <https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce/qce-resources-school-communities/video-senior-pathways-planning>

TAFE at School Program - <https://tafeqld.edu.au/courses/ways-you-can-study/tafe-at-school.html>