

# Senior Curriculum Handbook

## Year 11 & 12



2026-2027

## Table of Contents

<b>Contacts .....</b>	<b>4</b>
<b>The Senior Phase of Schooling .....</b>	<b>5</b>
Difference Between Senior and Middle Years .....	6
<b>Pathways at MMCP.....</b>	<b>7</b>
<b>What is a QCE?.....</b>	<b>9</b>
QCE eligibility and requirements.....	9
<b>What is an Australian Tertiary Admission Rank (ATAR)?.....</b>	<b>10</b>
ATAR Eligibility .....	11
English Subject Requirement .....	11
<b>Post-Secondary Pathways .....</b>	<b>12</b>
Australian Qualifications Framework.....	13
Vocational Education and Training (VET) .....	13
University .....	13
Compulsory Subjects.....	14
<b>General Syllabuses .....</b>	<b>14</b>
<b>Applied Syllabuses.....</b>	<b>16</b>
<b>VET Qualifications .....</b>	<b>17</b>
<b>Useful websites .....</b>	<b>18</b>
<b>Senior Education and Training (SET) Plan.....</b>	<b>19</b>
<b>Senior Courses at Mt Maria College.....</b>	<b>21</b>
Study of Religion .....	23
Religion & Ethics.....	25
English .....	27
Essential English.....	29
General Mathematics.....	31
Mathematical Methods.....	33
Essential Mathematics .....	35
Sport and Recreation .....	37
Physical Education.....	39

Legal Studies .....	41
Modern History .....	43
Social & Community Studies .....	45
Biology.....	47
Chemistry .....	49
Physics.....	51
Design.....	53
Information & Communication Technology.....	55
Industrial Technology Skills .....	57
Music.....	59
Music in Practice .....	61
Drama in Practice .....	63
Film Television & New Media.....	65
Media Arts in Practice .....	67
Visual Arts in Practice.....	69
DUAL QUALIFICATIONS: MEM20422 Certificate II in Engineering Pathways and AVI30419 Certificate III in Aviation (Remote Pilot) .....	72
SIS30122 Certificate III in Sport, Aquatic and Recreation .....	74
BSB30120 Certificate III in Business .....	75
BSB50120 Diploma of Business .....	76
SIT30616 Certificate III in Hospitality .....	77

**CONTENTS DISCLAIMER**

The contents of this Guide have been compiled from the most recent information available at the time of printing and sourced from QCAA Syllabuses and BCE documentation. However, we are constantly striving for whole school improvement and regularly evaluate our programs and structures, therefore, please be aware that subject programs or offerings described in this guide may change based on current needs, and improvement changes. Any significant changes will be clearly communicated to the College Community as soon as possible.

## Contacts

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## The Senior Phase of Schooling

The Senior Curriculum Handbook is designed to assist students and their parents/ guardians in choosing an appropriate pattern of study for Years 11 & 12. At this level of education students are encouraged to be realistic about their choices and take responsibility for their own learning. The Handbook contains information about options after senior schooling and how best to prepare for work or tertiary education. The Handbook also includes specific information about each subject and advice on how best to choose subjects for Year 11 & 12. A young person's post-compulsory participation phase starts when they stop being of compulsory school age (i.e. turn 16 or complete Year 10 whichever comes first) and ends when the person:

- gains a Queensland Certificate of Education (QCE), Queensland Certificate of Individual Achievement (QCIA), Senior Statement, Certificate III or Certificate IV
- has participated in eligible post-school options for two years after the person stopped being of compulsory school age or
- turns 17.

In the post-compulsory participation phase, young people have more options. They do not have to go to school - but they do have to be 'learning or earning'. That means there are a wider range of options, including continuing school, studying at an institution such as TAFE or university, doing a traineeship or apprenticeship or working full-time.

## Difference Between Senior and Middle Years

### Middle Years Aims:

- Explore different subjects to discover which subjects students;
  - are interested in
  - possess strong abilities in
  - never want to do again
- Build on literacy and numeracy
- Grow personally, both spiritually and academically

### Senior School aims:

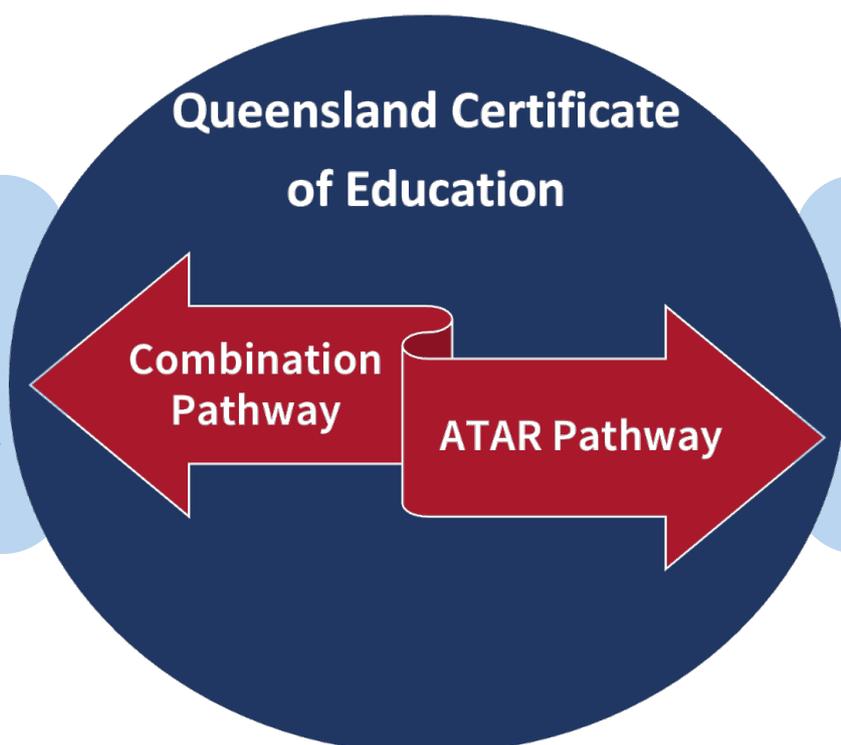
- Utilise the subjects/courses students are interested in to gain a Queensland Certificate of Education (QCE) or Queensland Certificate of Individual Achievement (QCIA)
- Select subject/courses that allow students to gain an Australian Tertiary Admissions Rank (ATAR) and/or complete a vocational education and training (VET) qualification
- Select subjects to satisfy post-secondary courses prerequisites
- Build on literacy and numeracy
- Develop employability skills
- Grow personally, both spiritually and academically

## Pathways at MMCP

Students at MMCP undertake a choice of two pathways Pathway that both work towards achieving the Queensland Certificate of Education (QCE); Combination Pathway and Australian Tertiary Admissions Rank (ATAR) Pathway). Both pathways provide opportunities for students to bank learning, that meets the minimum standard, into their account to contribute towards their Queensland Certificate of Education (QCE).

In selecting a pathway, keep the following key points in mind:

- Be **realistic** about your expectations
- **Challenge** yourself to optimise your talents and opportunities
- Be prepared to **commit** yourself to your choices; and
- Maintain **flexibility**.



- Obtain a QCE **or** a QCIA
- Study a combination of subjects: General and/or Applied subjects, VET with possible School-based Apprenticeship/Traineeships

- Obtain a QCE and an ATAR
- Study a minimum of 5 General subjects **or** 4 General and 1 Applied subject **or** 4 General and a completed Certificate III or IV
- Study 3 of these subjects for 4 semesters and finish with a C or higher

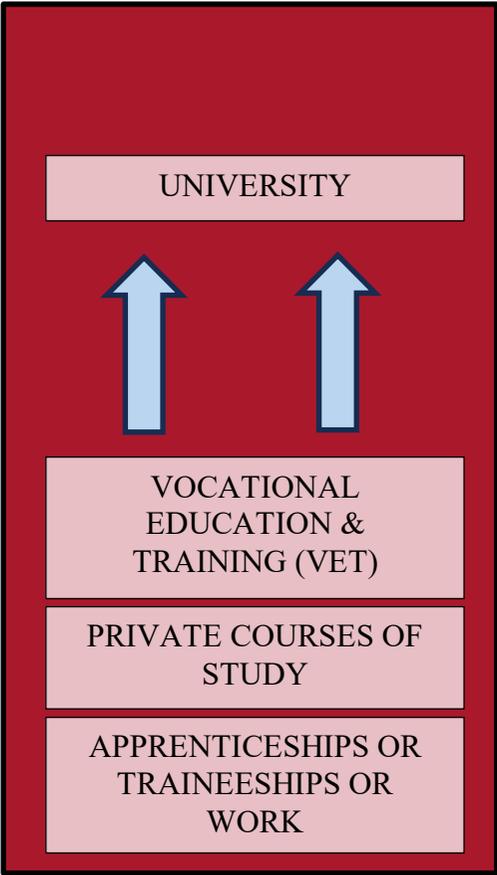
**YEAR 11 AND 12  
ATAR PATHWAY**

- Obtain a QCE and an ATAR
- Study a minimum of 5 General subjects **or** 4 General and 1 Applied subject **or** 4 General and a completed Certificate III or IV
- Study 3 of these subjects for 4 semesters and finish with a C or higher

OR

**YEAR 11 AND 12  
COMBINATION PATHWAY**

- Obtain a QCE **or** a QCIA
- Study a combination of subjects: General and/or Applied subjects, VET with possible School-based Apprenticeship/Traineeships



**EMPLOYMENT**

## What is a QCE?

The Queensland Certificate of Education (QCE) is Queensland's senior secondary schooling qualification. It is internationally recognised and provides evidence of senior schooling achievements.

The flexibility of the QCE means that students can choose from a wide range of learning options to suit their interests and career goals. Most students plan their QCE pathway in Year 10 when choosing senior courses of study.

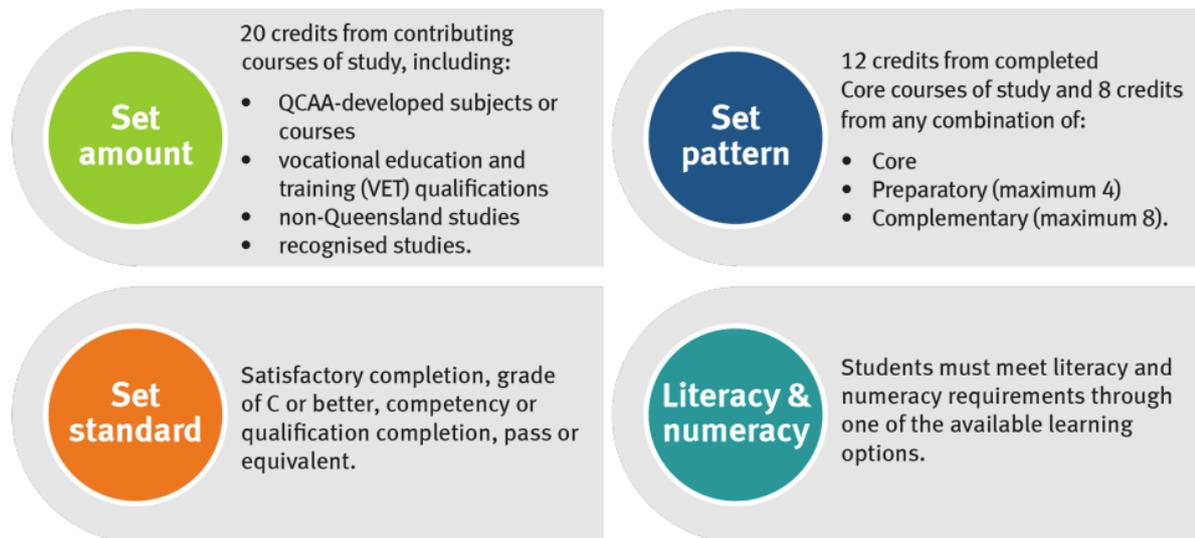
The College will help them develop their individual plan and a QCAA learning account will be opened. To receive a QCE, students must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements.

The QCE is issued to eligible students when they meet all the requirements, either at the completion of Year 12, or after they have left school.



## QCE eligibility and requirements

To receive a QCE, students must achieve the set amount of learning, in the set standard, in a set pattern, while meeting literacy and numeracy requirements.



## What is an Australian Tertiary Admission Rank (ATAR)?

The Australian Tertiary Admission Rank is the primary mechanism used nationally for tertiary admissions and indicates a student's position relative to other students. It is the standard measure of a student's overall academic achievement in relation to other students where these students have studied many different combinations of subjects.

ATARs are expressed as a number on a 2000-point scale from 99.95 down to 0.00 in steps of 0.05. So, the highest ATAR is 99.95, then 99.90, then 99.85, and so on, down to 0.00. ATARs below 30 are reported as '30.00 or less'.

The ATAR is a percentile rank, not a mark, and indicates a student's position relative to other students in any given year. An ATAR of 80.00 does not mean a student got 80%. It indicates that the student was placed in the top 20% of students in Queensland in their Year 12 cohort.

There is no 'Pass' or 'Fail' ATAR and the ATAR is intended to be used as a measure for tertiary study selection only.

QTAC will calculate ATARs for Queensland school leavers. If students are aiming for an ATAR for tertiary study entry, Queensland universities have decided that the following rules will apply:

1. General English subjects or Applied English subjects can be included in the ATAR, but not both.
2. General Maths subjects or Applied Maths subjects can be included in the ATAR, but not both.
3. Only one type of language subject can be included in the ATAR – either General or Senior External Examination, but not both.

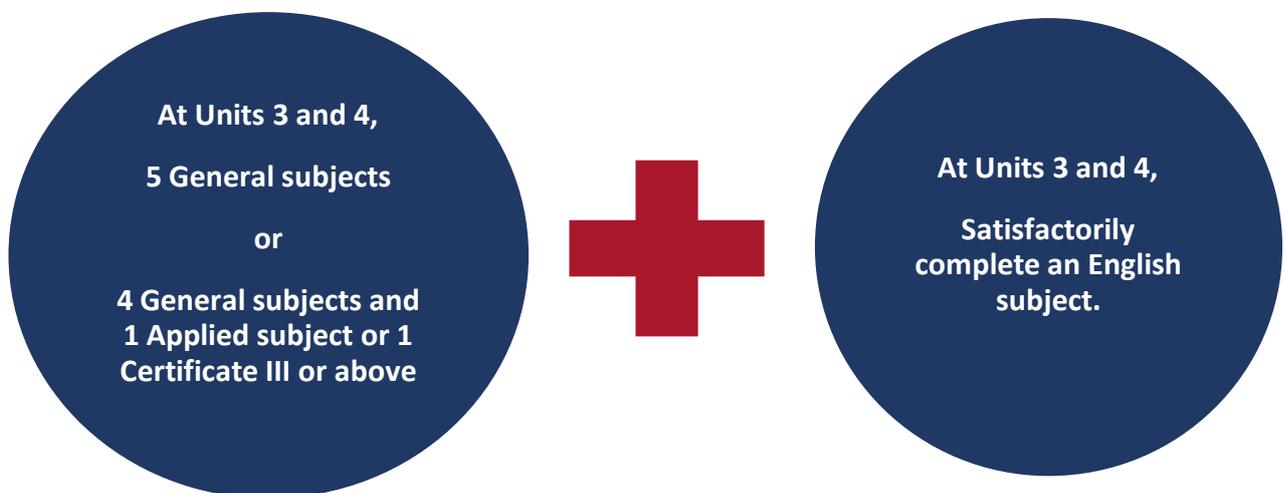
For more information click on the following link: [www.qtac.edu.au/student-resources/atar](http://www.qtac.edu.au/student-resources/atar)



## ATAR Eligibility

To be eligible for an ATAR in Queensland, a student must:

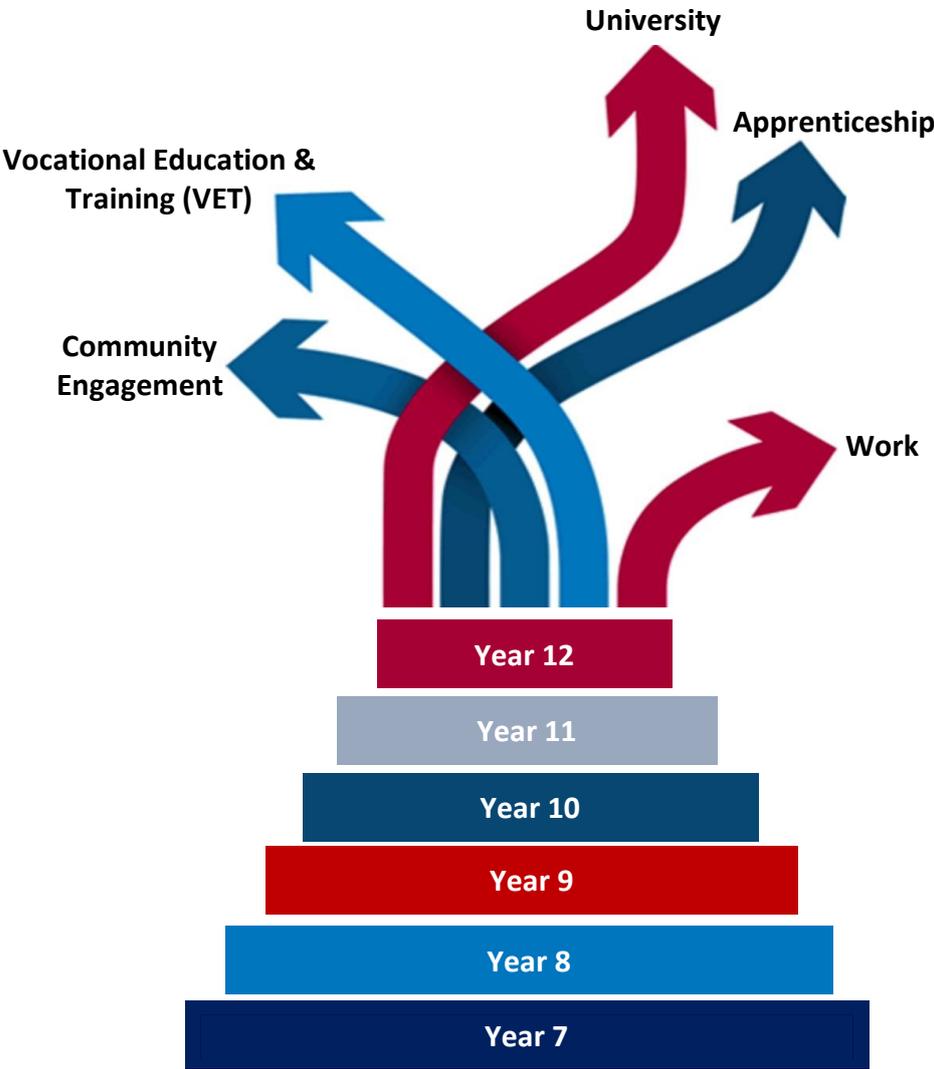
- Satisfactorily complete an English subject at Units 3 and 4 (one of English, English as an Additional Language, English and Literature Extension, Literature, or Essential English); and
- Complete five General subjects (at Units 3 and 4) or complete four General subjects (at Units 3 and 4) plus one Applied subject (at Units 3 and 4) or a completed VET qualification at AQF Certificate III level or higher; and
- Accumulate their results within a five-year period.



### English Subject Requirement

"Satisfactorily complete" means attaining a letter grade of 'C' or better. While students must satisfactorily complete an English subject to be eligible for an ATAR, the result in the English subject will only be included in the ATAR calculation if it is one of the student's best five scaled results. The Queensland Tertiary Admissions Centre (QTAC) has responsibility for ATAR calculations.

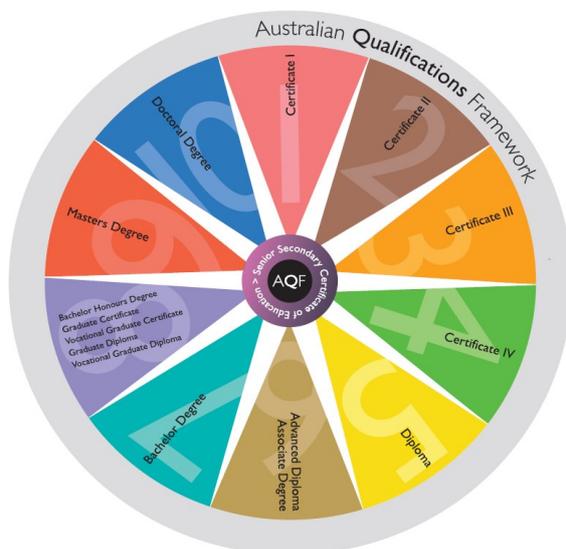
# Post-Secondary Pathways



There are many options after school including starting a traineeship or apprenticeship, continuing with further study, finding work, starting a business or even taking a gap year. Remember, you can move between any or all these career pathway options. You are not restricted to one occupation or education level. Many people return to study to upgrade their qualifications or change industries completely during their adult life.

## Australian Qualifications Framework

Below is the Australian Qualifications Framework which demonstrates the different levels of the national qualifications that you may study:



- Level 1 – Certificate I
- Level 2 – Certificate II
- Level 3 – Certificate III
- Level 4 – Certificate IV
- Level 5 – Diploma
- Level 7 – Advanced Diploma, Associate Degree
- Level 8 – Bachelor, Honours Degree, Graduate Certificate, Graduate Diploma
- Level 9 – Masters Degree
- Level 10 – Doctoral Degree

## Vocational Education and Training (VET)

You can continue your education with VET programs after school to gain more experience in a particular area or as a university pathway. Application requirements for VET courses vary depending on the institution and the course chosen. Some qualifications have no entry requirements, while others may require the completion of Year 10, Year 11 or Year 12 or the completion of a particular certificate. You may also be required to submit a portfolio, attend an interview or complete an audition for certain courses. While most applications for VET study are submitted directly to the institution, applications for some courses need to be submitted to the Queensland Tertiary Admissions Centre (QTAC). Please visit the QTAC website for more information.

## University

About 30 percent of students go directly to university from school. There are however alternative pathways by transferring from recognised VET studies or undertaking bridging or foundation programs to help prepare students for university courses. In considering university, it is important to explore the university and course requirements **including prerequisite Year 11 and 12 subjects**. Young people need to consider the costs of university study and the costs of living, possibly away from home. They should also explore the opportunities for work after graduation.

To be eligible to apply for university courses, students can acquire an ATAR. **Some universities accept VET certificates at a level III or higher.** Please contact each university for their admission rules.

Eligibility issues should be addressed by considering the information in QTAC's Admission Criteria [www.qtac.edu.au/admission-criteria/](http://www.qtac.edu.au/admission-criteria/). Information will also be available in QTAC's *My Path: The Year 10 Guide to Career Pathways and 2027 Tertiary Prerequisites* which will be published in June 2025. One released this guide will be available on the parent portal.

## Compulsory Subjects

Every student at Mt Maria College must study six subjects, including one subject in each of the learning areas of Religious Education, English and Mathematics.

## General Syllabuses

### Structure

The syllabus structure consists of a course overview and assessment.

### General Syllabuses Course Overview

General syllabuses are developmental four-unit courses of study.

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

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

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

### Assessment

Teachers determine the assessment program, tasks and marking guides that are used to assess student performance for Units 1 and 2. Units 1 and 2 assessment outcomes provide feedback to students on their progress in the course of study.

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

### Units 3 and 4 Assessments

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

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

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

## Instrument-Specific Marking Guides

Each syllabus provides instrument-specific marking guides (ISMGs) for summative internal assessments. The ISMGs describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument.

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

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

## External Assessment

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

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

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



# Applied Syllabuses

## Structure

The syllabus structure consists of a course overview and assessment.

## Applied Syllabuses Course Overview

Applied syllabuses are developmental four-unit courses of study.

Units 1 and 2 of the courses are designed to allow students to begin their engagement with the course content, i.e. the knowledge, understanding and skills of the subject. Course content, learning experiences and assessment increase in complexity across the four units as students develop greater independence as learners. Units 3 and 4 consolidate student learning. Results from assessment in Applied subjects contribute to the award of a QCE and results from Units 3 and 4 may contribute as a single input to ATAR calculation. A course of study for Applied syllabuses includes core topics and elective areas for study.

## Assessment

Applied syllabuses use *four* summative internal assessments from Units 3 and 4 to determine a student's exit result. Applied syllabuses do not use external assessment.

## Instrument-Specific Standards Matrixes

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

## Essential English and Essential Mathematics — Common Internal Assessment

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

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

- developed by the QCAA
- common to all schools
- delivered to schools by the QCAA
- administered flexibly in Unit 3
- administered under supervised conditions
- marked by the school according to a common marking scheme developed by the QCAA.

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

## Summative Internal Assessment — Instrument-Specific Standards

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

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

# VET Qualifications

## Internal VET Qualifications

Mt Maria College is proud to partner with multiple training providers to deliver a range of qualifications on the school campus.

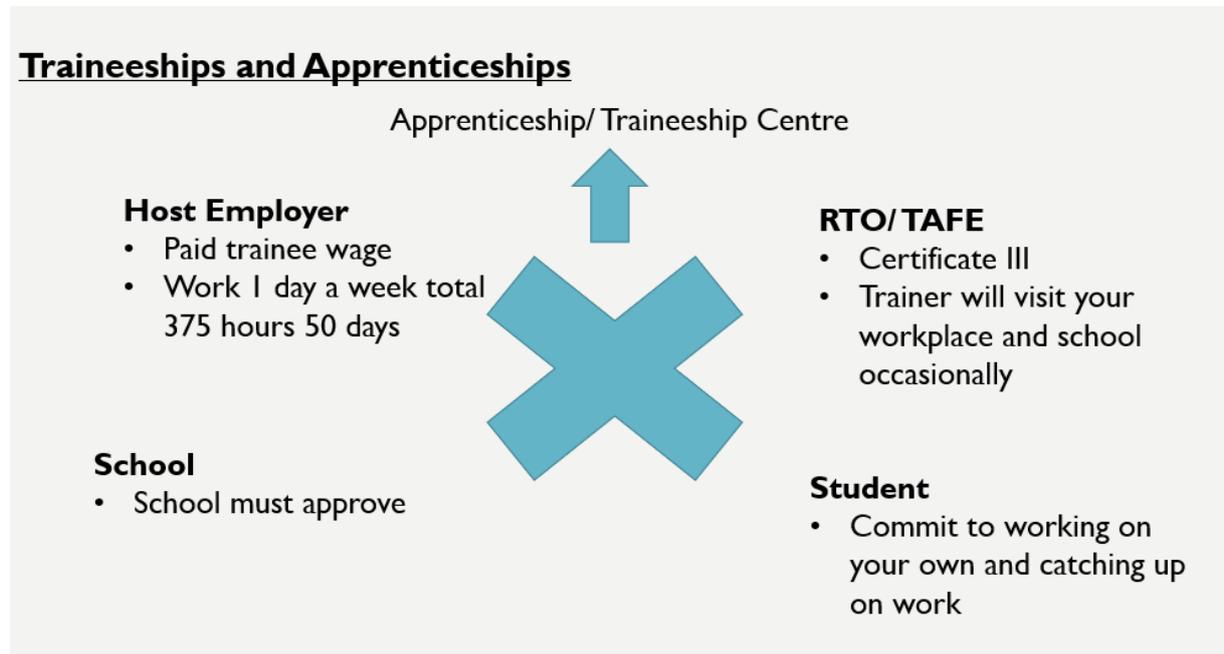
## External VET Qualifications

Students can also complete national registered courses as school-based apprenticeships or traineeships or with TAFE Queensland and some other external RTOs.

## School Based Apprenticeships and Traineeships (SATs)

SATs are an important part of the VET and Pathways program. The school-based apprenticeship and traineeship (SAT) scheme is a training system aimed at increasing the vocational skills of students, in particular opportunities to train on the job, whilst still at school completing their senior secondary education.

SATs allow students to work towards their QCE, while at the same time undertaking accredited training as paid employees.



## VET Qualifications at TAFE

TAFE Queensland offers several courses to Year 11 and 12 students. These courses cover a wide range of industries, including The Arts, Information Technology, Animal Studies, Science, Community Services, Childcare, Hospitality, Beauty, Tourism and Events, Business, Justice and Fashion.

TAFE courses are offered at various locations including Bracken Ridge, Southbank and Caboolture. Students attend TAFE one day per week. Some of the TAFE courses are funded under the Queensland Government's VETIS scheme and can be free or have reduced fees for students. Course durations range from 1 to 4 semesters.

Please refer to the [TAFE at school Website](#).

### How do I find out more about VET options at Mt Maria College?

**Contact:** Mrs Cecilia Kovacic

**Position:** Vocational Education and Training (VET) Curriculum Leader

**Email:** [Cecilia.Kovacic@bne.catholic.edu.au](mailto:Cecilia.Kovacic@bne.catholic.edu.au)

## Useful websites

- Australian Apprenticeships Pathways: [www.aajobpathways.com.au/Home](http://www.aajobpathways.com.au/Home)
- Australian Qualifications Framework: [www.aqf.edu.au](http://www.aqf.edu.au)
- Apprenticeships Info: [training.qld.gov.au/apprenticeshipsinfo](http://training.qld.gov.au/apprenticeshipsinfo)
- Jobs and Skills Australia: [www.jobsandskills.gov.au](http://www.jobsandskills.gov.au)
- myfuture: [www.myfuture.edu.au](http://www.myfuture.edu.au)
- myQCE website: [myqce.qcaa.qld.edu.au](http://myqce.qcaa.qld.edu.au)
- myQCE Instagram: [www.instagram.com/myqce](http://www.instagram.com/myqce)
- Queensland Tertiary Admission Centre (QTAC) Student Resources: <https://www.qtac.edu.au/student-resources>
- Quality Indicators for Learning and Teaching (QILT): [www.qilt.edu.au](http://www.qilt.edu.au)
- Queensland Curriculum and Assessment Authority (QCAA): <https://www.qcaa.qld.edu.au/>
- Queensland Skills Gateway: [www.skillsgateway.training.qld.gov.au](http://www.skillsgateway.training.qld.gov.au)
- Queensland Tertiary Admissions Centre (QTAC): [www.qtac.edu.au](http://www.qtac.edu.au)
- TAFE Queensland: [tafeqld.edu.au/courses/ways-you-can-study/tafe-at-school.html](http://tafeqld.edu.au/courses/ways-you-can-study/tafe-at-school.html)
- The Good Careers Guide [www.gooduniversitiesguide.com.au/careers-guide](http://www.gooduniversitiesguide.com.au/careers-guide)
- Youth Central [www.youthcentral.vic.gov.au/jobs-careers/career-profiles](http://www.youthcentral.vic.gov.au/jobs-careers/career-profiles)
- Job Jumpstart <https://www.jobjumpstart.gov.au/>

# Senior Education and Training (SET) Plan

The aim of the SET Plan is to set out a student's planned course of education and training through the Senior Phase of Learning. While the plans will help students decide on their course of study from Year 10 onwards, they are flexible during the Senior Phase of Learning, allowing students to make changes when and if they need to.

Parents and caregivers are vital in the preparation of the SET Plan. This plan is an individual learning plan of action to achieve success in the Senior Phase of Learning. It acts as a map - a reference for each student to ensure they make informed decisions about their future.

This section has been compiled to help students make informed decisions about their course of study for the Senior Phase of Learning. The SET Plan process requires students to make a number of key decisions which will be important for their future.

## 1. Know Yourself

Know what you like, what you want and what you can do. It is common knowledge that students will perform better and will be more engaged with their learning if they have an interest in the subject and experience success. It is for this reason, before considering a career or choosing a pathway that each student with their parent should reflect on what it is they enjoy, what they are good at and consider their interests. This will provide a sound foundation for establishing possible careers or future directions. Your end of semester report will give you some indication of your strengths and weaknesses. Your abilities and interests should help to inform your possible career pathways.

## 2. Gather Information and Explore Career Pathways

It is helpful to have a few career ideas in mind before choosing subjects. If you are uncertain at this time, seek advice in selecting subjects that will keep several career options open to you. Participate actively in the career development sessions run throughout the year in assembly and class time.

**You will need to research the relevant pathway to your chosen career or possible goals. What skills, knowledge and qualifications will you need? This will help to inform your course of study.**

## 3. Careers

When looking at the education required for a career, please check that the subjects you plan to choose to fulfil course prerequisites (including apprenticeships). For university, refer to each institution's website for entry requirements and the **QTAC My Path Guide** for year 10 students. The Guide for 2024 year 10 students will be published in June 2024. Once published it will be uploaded to the parent portal. For TAFE, check the important information tab on the website under the post-secondary course, this section lists the entry requirements. For apprenticeships and traineeships look for a current advertisement and identify what they are looking for.

#### 4. Make Sensible Decisions and Keep Your Options Open

Remember very few people at fifteen know what they want to do once they finish school. There are many variables that intervene between Year 10 and the end of Year 12. Students' interests change, they become more aware of their aptitudes and abilities and the number of tertiary places and employment opportunities fluctuate. So, it is important to keep your options open by:

- Aiming for the highest standard of which you are capable and work as hard as you can in Years 11 and 12. The better your results the more choices you have
- Having a range of contingency plans. Don't aim for one career choice alone; rather have several other ideas and be sure that you include the subjects required for these. Try to set yourself for entry to courses at various levels (degree, associate diploma, certificate), and cover yourself for related careers and employment that you might enter directly from Year 12
- Choosing subjects based on whether they will add a useful vocational skill or make you eligible for another group of possible courses.

#### 5. Ask for Help!



## Senior Courses at Mt Maria College

<b>Religion</b>		<b>Humanities</b>	
Rosemary Kelso <a href="mailto:rkelso@bne.catholic.edu.au">rkelso@bne.catholic.edu.au</a>		Mathew Haugerud <a href="mailto:mhaugerud@bne.catholic.edu.au">mhaugerud@bne.catholic.edu.au</a>	
<b>General</b> • Study of Religion <b>Applied</b> • Religion and Ethics		<b>General</b> • Modern History • Legal Studies <b>Applied</b> • Social & Community Studies	
<b>English</b>		<b>Science</b>	
Monique Donnelly <a href="mailto:monique.donnelly@bne.catholic.edu.au">monique.donnelly@bne.catholic.edu.au</a>		Hayley Stanly <a href="mailto:Hstanly@bne.catholic.edu.au">Hstanly@bne.catholic.edu.au</a>	
<b>General</b> • English <b>Applied</b> • Essential English		<b>General</b> • Biology • Chemistry • Physics (online learning)	
<b>Mathematics</b>		<b>Technologies</b>	
Tim Huppatz <a href="mailto:thuppatz@bne.catholic.edu.au">thuppatz@bne.catholic.edu.au</a>		Cassandra Thorne <a href="mailto:Cassandra.Thorne@bne.catholic.edu.au">Cassandra.Thorne@bne.catholic.edu.au</a>	
<b>General</b> • General Mathematics • Mathematical Methods <b>Applied</b> • Essential Mathematics		<b>General</b> • Design <b>Applied</b> • Information & Communication Technology • Industrial Technology Skills	
<b>VET (Internal)</b>		<b>The Arts</b>	
Cecilia Kovacic <a href="mailto:Cecilia.Kovacic@bce.catholic.edu.au">Cecilia.Kovacic@bce.catholic.edu.au</a>		Brenda Aksionov <a href="mailto:baksionov@bne.catholic.edu.au">baksionov@bne.catholic.edu.au</a>	
<b>VET</b> • MEM20413 Certificate II in Engineering Pathways and AVI30419 Certificate III in Aviation (Remote Pilot) (RTO 41008) • BSB30120 Certificate III in Business (RTO 31319) • SIS30115 Certificate III in Sport, aquatics & Recreation (RTO 31319) • SIT30616 Certificate III in Hospitality (RTO 31981) • Diploma of Business (RTO 32452)		<b>General</b> • Music • Film, Television and New Media <b>Applied</b> • Music in Practice • Drama in Practice • Visual Arts in Practice • Media Arts in Practice	
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NOTE: Course offerings are subject to class numbers and staff availability

# General and Applied Subjects



# Study of Religion

## General senior subject

QCE Credits: Maximum 4

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
<b>Sacred texts and religious writings</b> <ul style="list-style-type: none"><li>• Nature and purpose of religion</li><li>• Sacred texts</li></ul>	<b>Religion and ritual</b> <ul style="list-style-type: none"><li>• Lifecycle rituals</li><li>• Calendrical rituals</li></ul>	<b>Religious ethics</b> <ul style="list-style-type: none"><li>• Social ethics</li><li>• Personal ethics</li></ul>	<b>Religion, rights and the nation-state</b> <ul style="list-style-type: none"><li>• Religion and the nation-state</li><li>• Human existence and rights</li></ul>

## 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"><li>• Examination — extended response One Issue from Unit 3 Topic 1, Length: Written 800 – 1000 words, Time: 2 hr 15 minutes</li></ul>	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Investigation — inquiry response One issue from Unit 4 Topic 1, Length: Written 1500 – 2000 words, Time: 15 hours from Unit 4</li></ul>	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Investigation — inquiry response One issue from Unit 3 Topic 2, Length: Written 1500 – 2000 words, Time: 15 hours from Unit 3</li></ul>	25%	Summative external assessment (EA): <ul style="list-style-type: none"><li>• Examination — short response Tests Unit 4 Topic 2, Length: Written paragraphs 800-1000 words (50 -250 words per item) plus Labelling etc. Time: 2 hr 15 minutes</li></ul>	25%

### Minimum Recommended Result in Year 10

To be successful in this subject it is recommended that students have achieved a minimum result of a B in English and Religious Education.

# Religion & Ethics

## Applied senior subject

QCE Credits: Maximum 4

Applied

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

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

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

### Pathways

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

### Objectives

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

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

## Structure

Religion and Ethics is a four-unit course of study.

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>World Religions and Spiritualities</b></p> <ul style="list-style-type: none"> <li>Students can consider the role of community-based events that contribute to an understanding of religious and spiritual diversity.</li> <li>key beliefs, teachings and ritual practices of world religions and spiritualities</li> <li>teachings from founders, prophets, spiritual leaders and sacred stories in guiding and shaping communities' beliefs and practices</li> <li>the diversity and adaptability of religions and spiritualities across different contexts, times and places.</li> </ul>	<p><b>Sacred Stories</b></p> <ul style="list-style-type: none"> <li>different text types used in sacred stories, e.g. poetry, myths, epics, art works</li> <li>characteristics of sacred stories, e.g. revelation, prophecy, origins, heroes, laws</li> <li>sacred stories from various religions and spiritualities, e.g. Christianity — parables of the gospels; Torres Strait Islander peoples — the story of Wameyal; Buddhism — the talkative tortoise</li> <li>various hermeneutical approaches used to understand and interpret sacred stories, e.g. worlds of the text</li> </ul>	<p><b>Peace</b></p> <ul style="list-style-type: none"> <li>anger management, conflict resolution, mediation, apology, peacemaking circles, restorative justice, Makarrata</li> <li>peacekeeping or peace-building organisations</li> <li>religious principles used to respond to peace and conflict issues, e.g. ahimsa, Thich Nhat Hanh's 14 Principles of Engaged Buddhism, Gandhi's Satyagraha, liberation theology, just war theory.</li> </ul>	<p><b>Social Justice</b></p> <ul style="list-style-type: none"> <li>explores religious and ethical responses to social justice issues.</li> <li>the concept of human dignity and its expression and attainment in various communities</li> <li>Religious moral codes and guidelines</li> <li>Pathways toward a just society through practices such as reconciliation, forgiveness and restorative justice</li> <li>approaches for analysing social situations and making ethical decisions</li> <li>decision-making frameworks and models for putting justice into action.</li> </ul>

## 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
<p>Summative internal assessment 1 (IA1): Extended Response Students respond to stimulus related to a scenario about peacekeeping or peacebuilding.</p>	<p>Summative internal assessment 3 (IA3): Extended Response Students respond to stimulus related to a scenario about social justice.</p>
<p>Summative internal assessment 2 (IA2): Project Students examine a scenario and develop a community awareness campaign in response.</p>	<p>Summative internal assessment (IA4): Project – Students provide a view on a scenario related to human dignity</p>

# English

## General senior subject

QCE Credits: Maximum 4

General

English develops students into analytical and creative thinkers through exposure to both literary and non-literary texts. As they analyse and create a variety of texts, students appreciate the aesthetic aspects of language, understand and develop perspectives, cite evidence, and challenge ideas.

Students analyse and create texts for personal, cultural, social, and aesthetic purposes. They explore how different texts shape audiences' perceptions of the world. Students consider the ways in which different texts reflect, challenge, or subvert social and cultural ways of thinking to influence audiences.

Students learn that language varies according to context, purpose, audience, content, mode, and medium. They develop ways of using language to effectively persuade an audience, develop and support a convincing argument, and create engaging, entertaining, and purposeful texts. In so doing, students make informed choices about the text structures, language features, and technologies they use to convey their perspectives and ideas.

Students engage with and create a wide variety of texts. They view films, read novels and short stories, study plays, appreciate poetry, and research both news media and social media. Informed by their understanding of works written, spoken, and performed by others, students create their own persuasive, analytical, and creative texts. Through this process, students refine their sense of self and find meaning in their world.

## Pathways

English promotes communication, independent learning, resilience, open-mindedness, creativity, critical thinking, analysis, problem-solving, empathy, and active listening. These skills are highly valued by employers across a range of industries. English is a prerequisite for most university courses offered in Queensland.

## 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
<b>Perspectives and texts</b> <ul style="list-style-type: none"> <li>Examining and creating perspectives in texts</li> <li>Responding to a variety of non-literary and literary texts</li> <li>Creating analytical and persuasive texts for public audiences</li> </ul>	<b>Texts and culture</b> <ul style="list-style-type: none"> <li>Examining and shaping representations of culture in texts</li> <li>Responding to literary and non-literary texts, including a focus on Australian texts</li> <li>Creating imaginative and analytical texts</li> </ul>	<b>Textual connections</b> <ul style="list-style-type: none"> <li>Exploring connections between texts</li> <li>Examining different perspectives on the same issue in texts and shaping own perspectives</li> <li>Creating analytical and persuasive texts for public audiences</li> </ul>	<b>Close study of literary texts</b> <ul style="list-style-type: none"> <li>Engaging with literary texts from diverse times and places</li> <li>Responding to literary texts creatively and critically</li> <li>Creating imaginative and analytical texts</li> </ul>

## 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"> <li>Extended response — written response for a public audience</li> </ul> Analysis of representations in a literary text and a film Length: Written 1000-1500 words	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> <li>Examination — imaginative written response</li> </ul> Imaginative response to a literary text Length: Written 800-1000 words Time: 2 hours 15 minutes	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> <li>Extended response — persuasive spoken response</li> </ul> Response to representations of a contemporary issue across texts Length: Spoken 5-8 minutes	25%	Summative external assessment (EA): <ul style="list-style-type: none"> <li>Examination — analytical written response</li> </ul> Analytical Response to a literary text Length: Written 800-1000 words Time: 2 hours 15 minutes	25%

## Minimum Recommended Result in Year 10

To be successful in this subject, it is recommended that students have achieved a minimum result of B in English.

# Essential English

## Applied senior subject

QCE Credits: Maximum 4

Applied

Essential English develops students' understanding of language, literature, and literacy. Students recognise language and texts as relevant to their lives now and in the future.

Students read and view a range of contemporary texts for meaning and purpose. They decide whether to accept or challenge the cultural assumptions, attitudes, values, and beliefs that underpin these texts. This process encourages students to be life-long learners and critical thinkers.

Through explaining the purpose, language features, and text structures of various contemporary texts, students improve their ability to communicate in Standard Australian English. They learn how to convey meaning concisely, persuasively, and effectively. Students demonstrate this capacity when they create texts for a variety of purposes and audiences.

In this way, Essential English encourages students to engage fully with the world around them. As students make decisions about the meaning of the texts that they encounter, they build team-making and discussion skills. They also develop their ability to modify language choices according to purpose and context.

Developing their communication skills in Essential English prepares students to confidently negotiate different contexts: social situations, community engagement, further education, and the workplace.

## Pathways

Essential English promotes communication, creativity, time management, teamwork, active listening, empathy, and critical thinking. These skills are highly marketable as the competencies that employers look for in job applicants for a range of industries.

## 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
<b>Language that works</b> <ul style="list-style-type: none"> <li>• Responding to a variety of texts used in and developed for a work context</li> <li>• Creating multimodal and written texts</li> </ul>	<b>Texts and human experiences</b> <ul style="list-style-type: none"> <li>• Responding to texts that explore human experiences</li> <li>• Creating spoken and written texts</li> </ul>	<b>Language that influences</b> <ul style="list-style-type: none"> <li>• Creating and shaping perspectives on community, local, and global issues in texts</li> <li>• Responding to texts that seek to influence audiences</li> </ul>	<b>Representations and popular culture texts</b> <ul style="list-style-type: none"> <li>• Responding to popular culture texts</li> <li>• Creating representations of Australian identities, places, events, and concepts</li> </ul>

## 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"> <li>• Extended response — spoken/signed response Response on the interpretation, examination, and creation of representations of community, local, and/or global issues. Spoken/signed presentation of 4-6 minutes.</li> </ul>	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> <li>• Extended response — Multimodal response Identification, consideration and explanation of ideas and information in a popular culture text. Multimodal presentation of 4-6 minutes.</li> </ul>
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> <li>• Common internal assessment (CIA) Short response to stimulus explaining representations of a community, local, and/or global issue. Length: 200-300 words per response to one seen stimulus text and one unseen stimulus text.</li> </ul>	Summative internal assessment (IA4): <ul style="list-style-type: none"> <li>• Extended response — Written response Creation of representations to position an audience. Length: 500-800 words</li> </ul>

# General Mathematics

## General senior subject

QCE Credits: Maximum 4

General

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## 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	
<b>Summative internal assessment 1 (IA1):</b> <ul style="list-style-type: none"> <li>• Problem-solving and modelling task Subject matter from Unit 3 Topics 1, 2 and/or 3. Length: 10 pages plus appendices (max 2000 words).</li> </ul>	20%	<b>Summative internal assessment 3 (IA3):</b> <ul style="list-style-type: none"> <li>• Examination Subject matter from all Unit 4 topics Length: 120 mins + 5 mins perusal</li> </ul>	15%
<b>Summative internal assessment 2 (IA2):</b> <ul style="list-style-type: none"> <li>• Examination Subject matter from all Unit 3 topics Length: 120 mins + 5 mins perusal</li> </ul>	15%		
Summative external assessment (EA): 50% <ul style="list-style-type: none"> <li>• Examination - Two exams Paper 1 (30%) 90 mins + 5 mins perusal – Simple familiar questions; Paper 2 (20%) 90 mins + 5 mins perusal Complex familiar and complex unfamiliar questions. Subject matter from Units 3 and 4 (assumed knowledge of Units 1 and 2)</li> </ul>			

### Minimum Recommended Result in Year 10

To be successful in this subject it is recommended that students have achieved a minimum result of a B in Year 10 Mathematics.

# Mathematical Methods

## General senior subject

QCE Credits: Maximum 4

General

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

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

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

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

### Pathways

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

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

### Objectives

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

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

## Structure

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

## 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	
<b>Summative internal assessment 1 (IA1):</b> <ul style="list-style-type: none"> <li>• Problem-solving and modelling task Subject Matter from Unit 3 Topics 2 and/or 3. Length 10 pages plus appendices (max 2000 words).</li> </ul>	20%	<b>Summative internal assessment 3 (IA3):</b> <ul style="list-style-type: none"> <li>• Examination Subject matter from all Unit 4 topics Length: 120 mins + 5 mins perusal</li> </ul>	15%
<b>Summative internal assessment 2 (IA2):</b> <ul style="list-style-type: none"> <li>• Examination Subject matter from all Unit 3 topics Length: 120 mins + 5 mins perusal</li> </ul>	15%		
Summative external assessment (EA): 50% Examination – Two exams; Paper 1 (25%) 90 mins + 5 mins perusal – Technology-free and Paper 2 (25%) 90 mins + 5 mins perusal – Technology-active Subject Matter from Units 3 and 4 (assumed knowledge of Units 1 and 2).			

### Minimum Recommended Result in Year 10

To be successful in this subject it is recommended that students have achieved a minimum result of a B.

**Requirements** Students are required to purchase a Casio FX-CG50AU Colour Graphing Calculator

# Essential Mathematics

## Applied senior subject

QCE Credits: Maximum 4

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

## 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
<b>Summative internal assessment 1 (IA1):</b> <ul style="list-style-type: none"> <li>• Problem-solving and modelling task focuses on the interpretation, analysis and evaluation of ideas and information. It is an independent task responding to a particular situation or stimuli. Written: Up to 8 pages, excluding appendixes (max 1000 words)</li> </ul>	<b>Summative internal assessment 3 (IA3):</b> <ul style="list-style-type: none"> <li>• Problem-solving and modelling task focuses on the interpretation, analysis and evaluation of ideas and information. It is an independent task responding to a particular situation or stimuli. Written: Up to 8 pages, excluding appendixes (max 1000 words)</li> </ul>
<b>Summative internal assessment 2 (IA2):</b> <ul style="list-style-type: none"> <li>• Common internal assessment (CIA)</li> </ul> Representatively sample subject matter from all topics in Unit 3 only. Time: 60 minutes plus 5 minutes perusal Part A: simple- short response Part B: complex - short response Scientific calculator only.	<b>Summative internal assessment (IA4):</b> <ul style="list-style-type: none"> <li>• Examination</li> </ul> Representatively sample subject matter from all Unit 4 topics. Time: 60 minutes plus 5 minutes perusal Part A: simple- short response Part B: complex - short response Scientific calculator only.

# Sport and Recreation

## Applied senior subject

QCE Credits: Maximum 4

Applied

Sport and recreation activities are a part of the fabric of Australian life and are an intrinsic part of Australian culture. These activities can encompass social and competitive sport, aquatic and community recreation, fitness and outdoor recreation. For many people, sport and recreation activities form a substantial component of their leisure time. Participation in sport and recreation can make positive contributions to a person's wellbeing.

Students will be involved in learning experiences that allow them to develop their interpersonal abilities and encourage them to appreciate and value active involvement in sport and recreational activities, contributing to ongoing personal and community development throughout their lives.

Sport is defined as activities requiring physical exertion, personal challenge and skills as the primary focus, along with elements of competition. Recreation activities are defined as active pastimes engaged in for the purpose of relaxation, health and wellbeing and/or enjoyment and are recognised as having socially worthwhile qualities.

Active participation in sport and recreation activities is central to the learning in Sport & Recreation. Sport & Recreation enables students to engage in sport and recreation activities to experience and learn about the role of sport and recreation in their lives, the lives of others and the community.

Each unit requires that students engage in sport and/or recreation activities. They investigate, plan, perform and evaluate procedures and strategies and communicate appropriately to particular audiences for particular purposes.

### Pathways

A course of study in Sport & Recreation can establish a basis for further education and employment in the fields of fitness, outdoor recreation and education, sports administration, community health and recreation and sport performance.

### Objectives

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

- Investigate activities and strategies to enhance outcomes
- plan activities and strategies to enhance outcomes
- perform activities and strategies to enhance outcomes
- evaluate activities and strategies to enhance outcomes.

## Structure

Sport & Recreation is a four-unit course of study. This syllabus contains 12 QCAA-developed units as options for schools to select from to develop their course of study.

Unit options	Unit Options
Unit option A- Aquatic recreation	Unit option G- Event management
Unit option B- Athlete development and wellbeing	Unit option H- Fitness for sport and recreation
Unit option C- Challenge in the outdoors	Unit option I- Marketing and communication in sport and recreation
Unit option D- Coaching and officiating	Unit option J- Optimising performance
Unit option E- Community recreation	Unit option K- Outdoor leadership
Unit option F- Emerging trends in sport, fitness and recreation	Unit option L- Sustainable outdoor recreation

## Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Sport & Recreation are:

Technique	Description	Response requirements
Performance	Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context.	<p>Performance</p> <p>Performance: up to 4 minutes</p> <p>Planning and evaluation</p> <p>One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media</li> <li>• Spoken: up to 3 minutes, or signed equivalent</li> <li>• Written: up to 500 words</li> </ul>
Project	Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context.	<p>Investigation and session plan</p> <p>One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media</li> <li>• Spoken: up to 3 minutes, or signed equivalent</li> <li>• Written: up to 500 words</li> </ul> <p>Performance</p> <p>Performance: up to 4 minutes</p> <p>Evaluation</p> <p>One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media</li> <li>• Spoken: up to 3 minutes, or signed equivalent</li> <li>• Written: up to 500 words</li> </ul>

# Physical Education

## General senior subject

QCE Credits: Maximum 4

General

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

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## 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"> <li>• Project — folio</li> </ul> Multimodal Unit 3 Topic 1 Tactical Awareness Length: Multimodal 9-11 Minutes, Evidence: 2 to 3 minutes	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> <li>• Project — folio</li> </ul> Multimodal Unit 4 Topic 1 Energy, Fitness and training. Length: Multimodal 9-11 Minutes, Evidence: 2 to 3 minutes	30%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> <li>• Investigation — report</li> </ul> Research a specific inquiry question through collection, analysis and synthesis data Unit 3 Topic 2 Length: 1500 - 2000 words	20%	Summative external assessment (EA): <ul style="list-style-type: none"> <li>• Examination — combination response</li> </ul> Combination response (multiple choice, short answer and extended written response questions) from Unit 4 topics 1 and 2 Time 2 hours 15 minutes Length: Short responses 150 - 250 words, Extended response to stimulus 400 words or more.	25%

## Minimum Recommended Result in Year 10

To be successful in this subject, it is recommended that students have achieved a minimum result of B in HPE.

# Legal Studies

## General senior subject

QCE Credits: Maximum 4

General

Legal Studies focuses on the interaction between society and the discipline of law. 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. An understanding of legal processes and concepts enables citizens to be better informed and able to constructively question and contribute to the improvement of laws and legal processes. This is important as the law is dynamic and evolving, based on values, customs and norms that are challenged by technology, society and global influences.

The primary skills of inquiry, critical thinking, problem-solving and reasoning empower Legal Studies students to make informed and ethical decisions and recommendations. Learning is based on an inquiry approach that develops reflection skills and metacognitive awareness. Through inquiry, students identify and describe legal issues, explore information and data, analyse, evaluate to make recommendations, and create responses that convey legal meaning. They improve their research skills by using information and communication technology (ICT) and databases to access research, commentary, case law and legislation. Students analyse legal information to determine the

nature and scope of the legal issue and examine different associated views, which are evaluated against legal criteria. These are critical skills that allow students to think strategically in the 21st century.

### Pathways

The primary skills of inquiry, critical thinking, problem solving and reasoning empower Legal Studies students to make informed and ethical decisions and recommendations about the application of law to our society.

- Solicitor
- Judge
- Police
- Insurance
- Criminologist
- Politician
- Public service
- Legal secretary

### 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 to suit the intended purpose.

## Structure

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

## 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"> <li>• Examination — combination response</li> </ul> Unit 3 – Law, governance and change Length: 120 minutes – 7-9 questions (short & extended response)	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> <li>• Investigation — analytical essay</li> </ul> Unit 4 - Human rights in legal contexts Length: Written up to 2000 words.	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> <li>• Investigation – inquiry report</li> </ul> Unit 3 – Law, governance and change Length: Written up to 2000 words	25%	Summative external assessment (EA): <ul style="list-style-type: none"> <li>• Examination — combination response</li> </ul> Unit 4 - Human rights in legal contexts Length: 3- 5 questions 800 – 1000 words.	25%

## Minimum Recommended Result in Year 10

To be successful in this subject, it is recommended that students have achieved a minimum result of B in History and/or Civics.

# Modern History

## General senior subject

QCE Credits: Maximum 4

Modern History is a discipline-based subject where students examine traces of humanity's recent past so they may form their own views about the Modern World since 1750. Through Modern History, students' curiosity and imagination is invigorated while their appreciation of civilisation is broadened and deepened. Students consider different perspectives and learn that interpretations and explanations of events and developments in the past are contestable and tentative. Modern History distinguishes itself from other subjects by enabling students to empathise with others and make meaningful connections between what existed previously, and the world being lived in today — all of which may help build a better tomorrow.

Modern History benefits students as it enables them to thrive in a dynamic, globalised and knowledge-based world. Through Modern History, students acquire an intellectual toolkit consisting of literacy, numeracy and 21st century skills. This ensures students of Modern History gain a range of transferable skills that

will help them forge their own pathways to personal and professional success, as well as become empathetic and critically literate citizens who are equipped to embrace a multicultural, pluralistic, inclusive, democratic, compassionate and sustainable future.

### Pathways

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

### Objectives

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

- Devise historical questions and conduct research
- Comprehend terms, concepts and issues
- Analyse evidence from historical sources
- Evaluate evidence from historical interpretations
- Synthesise evidence from historical sources
- Communicate to suit purpose

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Ideas in the modern world</b> <ul style="list-style-type: none"> <li>• Australian Frontier Wars, 1788–1930s</li> <li>• Age of Imperialism, 1848–1914</li> <li>• Russian Revolution, 1905–1920s</li> </ul>	<b>Movements in the modern world</b> <ul style="list-style-type: none"> <li>• African-American civil rights movement, 1954–1968</li> <li>• Australian Indigenous rights movement since 1967</li> <li>• Anti-apartheid movement in South Africa, 1948–1991</li> </ul>	<b>National experiences in the modern world</b> <ul style="list-style-type: none"> <li>• Germany, 1914–1945</li> <li>• United States of America, 1917–1945</li> <li>• Soviet Union, 1920s–1945</li> <li>• China, 1931–1976</li> </ul>	<b>International experiences in the modern world</b> <ul style="list-style-type: none"> <li>• Australian engagement with Asia since 1945</li> <li>• Genocides and ethnic cleansings since 1941</li> <li>• Nuclear Age since 1945</li> <li>• Cold War, 1945–1991</li> <li>• Terrorism, anti-terrorism and counter-terrorism since 1984</li> </ul>

## 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"> <li>• Examination — essay in response to historical sources</li> </ul> Unit 3 – studied topic Length: Written 800 – 1000 words.	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> <li>• Investigation — historical essay based on research</li> </ul> School nominated topic from Unit options (not the QCAA nominated topic) Length: Written 1500 - 2000 words.	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> <li>• Independent source investigation</li> </ul> Unit topic not assessed in IA1 Length: Written 1500 - 2000 words	25%	Summative external assessment (EA): <ul style="list-style-type: none"> <li>• Examination — short responses to historical sources</li> </ul> QCAA nominated topic Length: 3- 5 questions 800 – 1000 words.	25%

## Minimum Recommended Result in Year 10

To be successful in this subject, it is recommended that students have achieved a minimum result of B in History.

# Social & Community Studies

## Applied senior subject

QCE Credits: Maximum 4

Social & Community Studies fosters personal and social knowledge and skills that lead to self-management and concern for others in the broader community. It empowers students to think critically, creatively and constructively about their future role in society. Knowledge and skills to enhance personal development and social relationships provide the foundation of the subject.

Personal development incorporates concepts and skills related to self-awareness and self-management, including understanding personal characteristics, behaviours and values; recognising perspectives; analysing personal traits and abilities; and using strategies to develop and maintain wellbeing.

Students engage with this foundational knowledge and skills through a variety of topics that focus on lifestyle choices, personal finance, health, employment, technology, the arts, and Australia's place in the world, among others. In collaborative learning environments, students use an inquiry approach to investigate the dynamics of society and the benefits of working thoughtfully with others in the community, providing them with the knowledge and skills to establish positive relationships and networks, and to be active and informed citizens.

In partnership with families, the school community and the community beyond school, including virtual communities, schools may offer a range of contexts and experiences that provide students with opportunities to practise, develop and value social, community and workplace participation skills.

Applied

## Pathways

A course of study in Social & Community Studies can establish a basis for further education and employment, as it helps students develop the skills and attributes necessary in all workplaces.

## Objectives

The syllabus objectives outline what students have the opportunity to learn:

- Explain personal and social concepts and skills. Students explain concepts and skills that contribute to positive personal development and interpersonal and community relationships. Students use relevant terminology.
- Examine personal and social information. Students select and use information to identify perspectives and approaches related to relevant issues. Students draw meaning from the perspectives and approaches identified.
- Apply personal and social knowledge. Students apply their knowledge to determine options. They consider positives and negatives of each option to make decisions that contribute to positive personal development, relationships and social outcomes.
- Communicate responses. Students present information through written, spoken, graphical and/or auditory modes using language conventions appropriate to audience, context and purpose.
- Evaluate projects. Students reflect on and discuss the effectiveness of their plans, processes and outcomes. They make judgments to explain improvements that could be made to their plans, processes and outcomes.

## Structure

Social & Community Studies is a four-unit course of study.

Unit 1	Unit 2	Unit 3	Unit 4
Name: Australia and it's place in the world Assessment 1- Extended Response: Contemporary Citizenship Assessment 2- Project: Australia as a global citizen	Name: Legal and Digital Citizenship Assessment 1- Extended Response: Law Matters Assessment 2- Project: Digital technology and Wellbeing	Name: Relationships and Work Environments Assessment 1 – Project Relationships Assessment 2 – Investigation World of Work	Name: Healthy Choices for Mind and Body Assessment 1- Project: Recreation and Leisure Assessment 2- Investigation: Food and nutrition

## 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"> <li>Project - Relationships and Work Environments</li> </ul> Unit 3 – Relationships Length: Written up to 1000 words OR spoken up to 4 minutes and written up to 400 words	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> <li>Project - Recreation and Leisure</li> </ul> Unit 4 - Healthy Choices for Mind and Body Length: Multimodal 4-5mins Written evaluation 500 words.
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> <li>Investigation - Relationships and Work Environments</li> </ul> Unit 3 - World of Work Length: Written up to 1000 words	Summative internal assessment 4 (IA4): <ul style="list-style-type: none"> <li>Investigation- Food and Nutrition</li> </ul> Unit 4 - Healthy Choices for Mind and Body Length: Written 700-1000 words

# Biology

## General senior subject

QCE Credits: Maximum 4

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

## Assessment

Schools devise assessments in Units 1 and 2 to suit their local context. At Mt Maria College, the Unit 1 and 2 assessments will reflect the Unit 3 and 4 assessments.

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"> <li>• Data test</li> </ul> Length: 400-500 words (50 -250 words per item).	10%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> <li>• Research investigation</li> </ul> Respond to research question. Length: 1500 - 2000 words or multimodal 9-11 mins.	20%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> <li>• Student experiment</li> </ul> Student Experiment (20%), Students modify an experiment to test a hypothesis, Length: 1500 - 2000 words or multimodal 9-11 mins.	20%		
Summative external assessment (EA): 50% <ul style="list-style-type: none"> <li>• Examination</li> </ul> 2 Examinations (50% =2 x 25%), Time: 90 min + 5 perusal per paper			

## Minimum Recommended Result in Year 10

To be successful in this subject it is recommended that students have achieved a minimum result of a C in Science and Mathematics.

# Chemistry

## General senior subject

QCE Credits: Maximum 4

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

## Assessment

Schools devise assessments in Units 1 and 2 to suit their local context. At Mt Maria College, the Unit 1 and 2 assessments will reflect the Unit 3 and 4 assessments. 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"> <li>• Data test</li> </ul> Length: 400-500 words (50 -250 words per item).	10%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> <li>• Research investigation</li> </ul> Respond to research question.           Length: 1500 - 2000 words or multimodal 9-11 mins.	20%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> <li>• Student experiment</li> </ul> Students modify an experiment to test a hypothesis.           Length: 1500 - 2000 words or multimodal 9-11 mins.	20%		
Summative external assessment (EA): 50% <ul style="list-style-type: none"> <li>• Examination</li> </ul> 2 Examinations (50% =2 x 25%), Time: 90 min + 5 perusal per paper			

### Minimum Recommended Result in Year 10

To be successful in this subject it is recommended that students have achieved a minimum result of a B in Science. It is recommended that students should also be studying General Mathematics or Mathematical Methods in Year 11 to be able to cope with the mathematical component of this course.

# Physics

## General senior subject

QCE Credits: Maximum 4

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.

General

## Structure

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

## Assessment

Schools devise assessments in Units 1 and 2 to suit their local context. At Mt Maria College, the Unit 1 and 2 assessments will reflect the Unit 3 and 4 assessments. 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"> <li>• Data test</li> </ul> Length: 400-500 words (50 -250 words per item).	10%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> <li>• Research investigation</li> <li>• Respond to research question,</li> <li>• Length: 1500 - 2000 words or multimodal 9-11 mins.</li> </ul>	20%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> <li>• Student experiment</li> </ul> Students modify an experiment to test a hypothesis, Length: 1500 - 2000 words or multimodal 9-11 mins.	20%		
Summative external assessment (EA): 50% <ul style="list-style-type: none"> <li>• Examination</li> </ul> 2 Examinations (50% =2 x 25%), Time: 90 min + 5 perusal per paper			

## Minimum Recommended Result in Year 10

To be successful in this subject it is recommended that students have achieved a minimum result of a B in Science and Mathematics. It is also recommended that students should also be studying Mathematical Methods in Year 11. Physics involves the use and manipulation of algebraic equations to solve complex problems.

## Requirements

Students are required to purchase a Scientific Calculator.

# Design

## General senior subject

QCE Credits: Maximum 4

General

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

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

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

## Pathways

A course of study in Design can establish a basis for further education and employment in the fields of architecture, digital media design, fashion design, graphic design, industrial design, interior design, manufacturing design, landscape architecture, engineering, environmental science, electronics, robotics, mechatronics, material science, product design, business, enterprise design, entrepreneurship and Teaching. The Design process is transferable to a variety of other fields, such as business, agriculture and sports medicine.

## 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
<b>Design in practice</b> <ul style="list-style-type: none"> <li>• Experiencing design</li> <li>• Design process</li> <li>• Design styles</li> </ul>	<b>Commercial design</b> <ul style="list-style-type: none"> <li>• Explore — client needs and wants</li> <li>• Develop — collaborative design</li> </ul>	<b>Human-centred design</b> <ul style="list-style-type: none"> <li>• Designing with empathy</li> </ul>	<b>Sustainable design</b> <ul style="list-style-type: none"> <li>• Explore — sustainable design opportunities</li> <li>• Develop — redesign</li> </ul>

## 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"> <li>• Examination — design challenge</li> </ul> Students use a design process to respond to a design brief and visual stimulus. Stimulus provided 24 hours previous. Length 4 A4 pages.	15%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> <li>• Project</li> </ul> Documenting the application of a design process in response to a teacher-facilitated direct stimulus. Part A - documentation of Design Process, Part B -written design brief and criteria, Part C- design proposal with spoken pitch. Length Part A: 8 -10 A3 pages, Part B: 1 A3 page 300 words, Part C: 2-3 min spoken and 1 A3 page.	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> <li>• Project</li> </ul> Documenting the application of a design process in response to a teacher-facilitated direct stimulus. Part A - documentation of Design Process, Part B -written design brief and criteria, Part C- design proposal with spoken pitch. Length Part A: 10 -12 A3 pages, Part B: 1 A3 page 400 words, Part C: 2-3 min spoken and 2 A3 pages.	35%	Summative external assessment (EA): <ul style="list-style-type: none"> <li>• Examination — design challenge</li> </ul> Examination - Design Challenge (25%). Unseen stimulus. Length: four A3 pages	25%

# Information & Communication Technology

## Applied senior subject

QCE Credits: Maximum 4

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

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

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

## Pathways

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

## Objectives

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

- identify and reproduce fundamental industry skills in ICT tasks identify and explain the use of ICT in society
- knowledge of industry practices and processes to determine the purpose of ICT products, including product specifications and features.
- knowledge and skills to select ICT tasks
- decide on the combination and order of processes to develop ICT products
- examine selected processes to determine their merit, value, or significance in relation to product specifications. They appraise products by testing effectiveness and suitability, assessing strengths, implications and limitations using specifications and industry standards. produce solutions that address ICT problems
- modify and improve processes and products based on identified strengths, implications and limitations

## Structure

Information & Communication Technology is designed around a four-unit course of study.

Unit Topics	
<ul style="list-style-type: none"> <li>• Web development</li> <li>• Layout and publishing</li> </ul>	<ul style="list-style-type: none"> <li>• Application development</li> <li>• Robotics</li> </ul>

## Assessment

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

- Project
- Product proposal

Project	Product Proposal
Students produce a response to client brief and technical information.	Students produce a prototype for a product proposal in response to a client brief and technical information. This technique assesses the interpretation, demonstration of skill, selection of industry practices skills and processes and evaluation of ideas and information in provided stimulus materials.
<p>A project consists of a product component and at least one of the following components:</p> <ul style="list-style-type: none"> <li>• written: 500–900 words</li> <li>• spoken: 2½–3½ minutes</li> <li>• multimodal: 3–6 minutes</li> <li>• product: continuous class time.</li> </ul>	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal: 4–7 minutes.</li> </ul>

# Industrial Technology Skills

## Applied senior subject

QCE Credits: Maximum 4

Industrial Technology Skills includes the study of industry practices and production processes through students' application in and through trade learning contexts in a range of industrial sector industries, including building and construction, engineering and furnishing. Industry practices are used by industrial sector enterprises to manage the manufacture of products from raw materials. Production processes combine the production skills and procedures required to produce products. Students engage in applied learning to demonstrate knowledge and skills of the core learning in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet customer expectations of product quality at a specific price and time.

### Pathways

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

Applied

### Objectives

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

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

## Structure

Industrial Technology Skills is a four-unit course of study.

Unit 1 Furnishing Skills	Unit 2 Engineering Skills	Unit 3 Industrial Graphics Skills	Unit 4 Furnishing Skills
<ul style="list-style-type: none"><li>Furniture-making</li></ul>	<ul style="list-style-type: none"><li>Sheet metal working</li></ul>	<ul style="list-style-type: none"><li>Computer-aided manufacturing</li></ul>	<ul style="list-style-type: none"><li>Production in the bespoke furniture industry</li></ul>

## Assessment

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

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

Project	Practical demonstration
A response to a single task, situation and/or scenario.	A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.
A project consists of a product component and at least one of the following components: <ul style="list-style-type: none"><li>multimodal<ul style="list-style-type: none"><li>non-presentation: 8 A4 pages max (or equivalent)</li></ul></li><li>product: continuous class time.</li></ul>	Students demonstrate production skills and procedures in class under teacher supervision.

## Additional Requirements:

Please note with this subject, students are expected to provide leather shoes.

# Music

## General senior subject

QCE Credits: Maximum 4



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 such as arts administration and management, music journalism, arts/music education, creative and performance industries, music/media advertising, music and voice therapy, music/entertainment law, and the recording industry.

### 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><b>Designs</b></p> <p>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><b>Identities</b></p> <p>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><b>Innovations</b></p> <p>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><b>Narratives</b></p> <p>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	
<p>Summative internal assessment 1 (IA1):</p> <ul style="list-style-type: none"> <li>• Performance</li> </ul> <p>Presentation of repertoire. Students demonstrate technical skills and interpret music elements and concepts through playing, singing and/or conducting. Length: 2–3 minutes Performance statement: written 200 words, or filmed oral or audio explanation, 1–2 minutes</p>	20%	<p>Summative internal assessment 3 (IA3):</p> <ul style="list-style-type: none"> <li>• Integrated project</li> </ul> <p>A coherent work consisting of two integrated components presented as a single item (musicology and either composition or performance). Multimodal live or virtual presentation, 6–10 minutes or digital presentation 10–15 digital pages/slides.</p>	35%
<p>Summative internal assessment 2 (IA2):</p> <ul style="list-style-type: none"> <li>• Composition</li> </ul> <p>The creation of a musical work. Students use music elements and concepts, and apply compositional devices to communicate meaning. Length: At least one minute duration, Statement of compositional intent: written 200–400 words, or filmed oral or audio explanation, 1–2 minutes</p>	20%		
<p>Summative external assessment (EA): 25%</p> <ul style="list-style-type: none"> <li>• Examination</li> </ul> <p>Analyse and evaluate information in the development of a response to an unseen question in a written mode drawing from the learning in both Units 3 and 4</p> <p>Time: 2 hours plus 20 minutes</p> <p>Length: Written 800–1000 words</p>			

# Music in Practice

## Applied senior subject

QCE Credits: Maximum 4

Applied

Music in Practice gives students opportunities to engage with music and music productions, and, where possible, interact with practising artists. Students are exposed to authentic music practices in which they learn to view the world from different perspectives, and experiment with different ways of sharing ideas and feelings. They gain confidence and self-esteem and contribute to the social and cultural lives of their school and local community. They gain practical, technical and listening skills to communicate in and through their music.

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

### Pathways

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

### Objectives

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

- Identify and explain music principles and practices
- Interpret music principles and practices
- Demonstrate music principles and practices
- Apply technical and expressive skills to performance and production of music works
- Analyse the use of music principles and practices in their own and others' music works
- Use language conventions and features to communicate ideas and information about music, according to context and purpose
- Plan and modify music works using music principles and practices to achieve purposes
- Create music works to communicate music ideas to audiences
- Evaluate the application of music principles and practices to music works and music activities

## Structure

The Music in Practice is a four-unit course of study.

Music of Today	The Cutting Edge	Building your Brand	'Live' on Stage!
<ul style="list-style-type: none"> <li>• Make and respond to contemporary music</li> <li>• Skills integral to performance and composition</li> <li>• Engage with contemporary music genres</li> </ul>	<ul style="list-style-type: none"> <li>• Develop understanding of relevant and appropriate music technology</li> <li>• Experiment with music elements through associated technology</li> </ul>	<ul style="list-style-type: none"> <li>• Explore facets of music industry to understand emerging genres &amp; styles</li> <li>• Identify and develop their brand by investigating personal interest, skills &amp; performances</li> </ul>	<ul style="list-style-type: none"> <li>• Explore commercial music in entertainment and media industries</li> <li>• Make, perform, analyse and interpret commercial music</li> </ul>

## Assessment

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

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

Project	Performance	Project (Composition)
A response to a single task, situation and/or scenario.	A technique that assesses the physical demonstration of identified skills.	A technique that assesses the application of skills to create music.
Performance or composition up to 4 minutes  AND  Planning and evaluation Multimodal: up to 5 minutes at least 2 modes Written: up to 600 words Spoken: up to 4 minutes	<ul style="list-style-type: none"> <li>• music performance (live or recorded): minimum of two minutes total performance time, up to four minutes</li> <li>• production performance: variable conditions</li> </ul>	Composition: <ul style="list-style-type: none"> <li>• multimodal up to 5 minutes, or equivalent section of a larger work</li> <li>• Written: up to 600 words</li> <li>• Spoken: up to 4 minutes</li> </ul>

# Drama in Practice

## Applied senior subject

QCE Credits: Maximum 4

Applied

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

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

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

### Pathways

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

### Objectives

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

- Use dramatic languages and the skills of drama in production design and performance.
- Analyse key features of purpose and context to plan drama works
- Make decisions, explore solutions and select strategies to achieve goals.
- Use dramatic languages to devise, direct and perform drama works that suit purpose, context and audience
- Devising and directing drama
- Organise and synthesise dramatic languages and production elements and technologies to make drama works
- Use skills of acting (performance skills, expressive skills) to interpret, manipulate and express ideas
- Appraise strengths, implications and limitations of own work and the work of others
- Make judgements and justify how ideas are communicated for purpose and context
- Select and use drama terminology and language conventions when producing written, spoken or signed evaluations

## Structure

Drama in Practice is a four-unit course of study.

Collaboration	Community	Contemporary	Commentary
<ul style="list-style-type: none"> <li>participate in the collaborative process in Drama, taking a theatrical work from vision to performance.</li> <li>imagine, devise, shape, rehearse and present performance works to diverse audiences for many different contexts and purposes.</li> <li>opportunity to acknowledge and honour the process involved in the creation of theatrical work.</li> </ul>	<ul style="list-style-type: none"> <li>accessing and participating in drama activities that reflect the lives and interests of a community.</li> <li>use drama to engage in activities that build awareness and understanding of how community theatre can bring people together</li> </ul>	<ul style="list-style-type: none"> <li>knowledge, understanding and skills required to make and respond to dramatic works that explore and reflect contemporary trends in theatre.</li> <li>study innovations in contemporary performance-making in the modern era and apply this knowledge to their own works</li> <li>They engage in teacher-led or industry teaching artist-led workshops to explore Contemporary practice and associated conventions.</li> </ul>	<ul style="list-style-type: none"> <li>explore the power of performance in making political and social comment</li> <li>explore and respond to the issues and events that impact our lives on a local, national and global scale.</li> <li>Provides opportunities to create and present performance works with the purpose of educating, challenging, empowering and informing audiences.</li> <li>study of the work of real-world practitioners, to explore the directorial process to build their own capacity as directors of theatre.</li> </ul>

## Assessment

For Drama in Practice, assessment from Units C and D is used to determine the student's exit result, and consists of *four* instruments.

Project	Design Product	Directed Rehearsal Project	Performance
A response to a single task, situation and/or scenario that contains two or more components.	Production of a design solution where students work in role as designer to make a product for a Contemporary performance	Direct a scene that makes comment on a selected social or political issue that affects the community and document the development process.	Use the elements of drama, conventions of forms and style/s and skills of acting and communicate ideas for an intended purpose and context.
<p><b>Directing</b> Practical demonstration: 2–4 minutes <b>AND Planning and evaluation of directing performance</b> One of the following:</p> <ul style="list-style-type: none"> <li>Multimodal: 3–5 minutes or 6–8 A4 pages, or equivalent digital media</li> <li>Written: 400–600 words</li> <li>Spoken: 2–4 minutes, or signed equivalent</li> </ul>	<p><b>Design solution</b> 2D, 3D or digital model with annotations <b>AND Planning and evaluation of the design solution</b> One of the following:</p> <ul style="list-style-type: none"> <li>Multimodal: 3–5 minutes or 6–8 A4 pages, or equivalent digital media</li> <li>Written: 400–600 words</li> <li>Spoken: 2–4 minutes, or signed equivalent</li> </ul>	<p><b>Directed rehearsal</b> 2–4 minutes or equivalent section of a larger work (individual direction in a larger work must be able to be authenticated) <b>AND Planning and evaluation of the directed rehearsal</b> One of the following:</p> <ul style="list-style-type: none"> <li>Multimodal: 3–5 minutes or 6–8 A4 pages, or equivalent digital media</li> <li>Written: 400–600 words</li> <li>Spoken: 2–4 minutes, or signed equivalent</li> </ul>	<p><b>Devised ensemble performance</b> 2–4 minutes (all students must be actively engaged on stage for a minimum of 2 minutes and maximum of 4 minutes).</p>

# Film Television & New Media

## General senior subject

QCE Credits: Maximum 4

Film, Television & New Media fosters creative and expressive communication. It explores the five key concepts of technologies, representations, audiences, institutions and languages.

Students learn about film, television and new media as our primary sources of information and entertainment. They understand that film, television and new media are important channels for educational and cultural exchange and are fundamental to our self-expression and representation as individuals and as communities.

Students creatively apply film, television and new media key concepts to individually and collaboratively make moving-image media products and investigate and respond to moving-image media content and production contexts. Students develop a respect for diverse perspectives and a critical awareness of the expressive, functional and creative potential of moving-image media in a diverse range of global contexts. They develop knowledge and skills in creative thinking, communication, collaboration, planning, critical analysis, and digital and ethical citizenship.

## Pathways

A course of study in Film, Television & New Media can establish a basis for further education and employment in the fields of information technologies, creative industries, cultural institutions, and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, film and television, and public relations.

## Objectives

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

- explain the features of moving-image media content and practices
- symbolise conceptual ideas and stories
- construct proposals and construct moving-image media products
- apply literacy skills
- analyse moving-image products and contexts of production and use
- structure visual, audio and text elements to make moving-image media products
- experiment with ideas for moving-image media products
- appraise film, television and new media products, practices and viewpoints
- synthesise visual, audio and text elements to solve conceptual and creative problems.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>Foundation</b></p> <ul style="list-style-type: none"> <li>• Concept: technologies How are tools and associated processes used to create meaning?</li> <li>• Concept: institutions How are institutional practices influenced by social, political and economic factors?</li> <li>• Concept: languages How do signs and symbols, codes and conventions create meaning?</li> </ul>	<p><b>Story forms</b></p> <ul style="list-style-type: none"> <li>• Concept: representations How do representations function in story forms?</li> <li>• Concept: audiences How does the relationship between story forms and meaning change in different contexts?</li> <li>• Concept: languages How are media languages used to construct stories?</li> </ul>	<p><b>Participation</b></p> <ul style="list-style-type: none"> <li>• Concept: technologies How do technologies enable or constrain participation?</li> <li>• Concept: audiences How do different contexts and purposes impact the participation of individuals and cultural groups?</li> <li>• Concept: institutions How is participation in institutional practices influenced by social, political and economic factors?</li> </ul>	<p><b>Identity</b></p> <ul style="list-style-type: none"> <li>• Concept: technologies How do media artists experiment with technological practices?</li> <li>• Concept: representations How do media artists portray people, places, events, ideas and emotions?</li> <li>• Concept: languages How do media artists use signs, symbols, codes and conventions in experimental ways to create meaning?</li> </ul>

## 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): • Case study investigation	15%	Summative internal assessment 3 (IA3): • Stylistic project	35%
Summative internal assessment 2 (IA2): • Multi-platform project	25%		
Summative external assessment (EA): 25%			
• Examination — extended response			

# Media Arts in Practice

## Applied senior subject

QCE Credits: Maximum 4

Applied

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

Students learn how to apply media technologies in real-world contexts to solve technical and/or creative problems. When engaging with school and/or local community activities, they gain an appreciation of how media communications connect ideas and purposes with audiences. They use their knowledge and understanding of design elements and principles to develop their own works and to evaluate and reflect on their own and others' art-making processes and aesthetic choices.

Students learn to be ethical and responsible users of and advocates for digital technologies, and aware of the social, environmental and legal impacts of their actions and practices.

### Pathways

A course of study in Media Arts in Practice can establish a basis for further education and employment in a dynamic, creative and global industry that is constantly adapting to new technologies.

### Objectives

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 arts
- 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
- 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

## Structure

Media Arts in Practice is a four-unit course of study.

Personal Viewpoints	Representations	Community	Persuasion
<ul style="list-style-type: none"> <li>• explore relationship between media arts and social values, attitudes and beliefs</li> <li>• using media to respond to societal issues</li> <li>• comment and critique how audiences will access and engage with media artwork</li> </ul>	<ul style="list-style-type: none"> <li>• explore concept of representation in media artworks</li> <li>• respond to ways media artworks can alter, question or add to representation of reality</li> <li>• consider how audiences' access and engage with social media or gaming platforms</li> <li>• consider context and purpose when making and responding to media artworks</li> </ul>	<ul style="list-style-type: none"> <li>• explore the concept of community and the ways media arts celebrate, advocate and inform audiences</li> <li>• select person, issue or event in a community and work collaboratively where possible</li> <li>• investigate how media artists communicate ideas about communities</li> </ul>	<ul style="list-style-type: none"> <li>• explore persuasion in media artworks</li> <li>• identify marketing styles or trends in the media industry</li> <li>• use persuasive media language to pitch a media artwork</li> <li>• work with or for a client when developing artwork</li> <li>• consider purpose and context when making and responding to media artworks</li> </ul>

## Assessment

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

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

Project	Media Artwork
A response to a single task, situation and/or scenario that contains two or more components.	A technique that implements the design product to make a media artwork
<p>Design Product</p> <ul style="list-style-type: none"> <li>• Audio: up to 3 minutes</li> <li>• Moving image: up to 3 minutes</li> <li>• Still image: up to 4 media artwork/s</li> <li>• Design pitch: up to 800 words</li> </ul> <p>Planning and evaluation of design product</p> <ul style="list-style-type: none"> <li>• written: up to 600 words</li> <li>• spoken: up to 4 minutes</li> <li>• multimodal               <ul style="list-style-type: none"> <li>○ non-presentation: 8 A4 pages max (or equivalent)</li> <li>○ presentation: up to 5 minutes</li> </ul> </li> <li>• product: variable conditions.</li> </ul>	<p>One of the following:</p> <ul style="list-style-type: none"> <li>• Audio: up to 3 minutes</li> <li>• Moving image: up to 3 minutes</li> <li>• Still image: up to 4 media artwork/s</li> </ul>

# Visual Arts in Practice

## Applied senior subject

QCE Credits: Maximum 4

Applied

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

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

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

### Pathways

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

### Objectives

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

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

## Structure

Visual Arts in Practice is a four-unit course of study.

Looking Inwards (Self)	Looking Outwards (others)	Clients	Transform & Extend
<ul style="list-style-type: none"> <li>• explore ideas of self</li> <li>• consider culture and conveying ideas in artwork</li> <li>• figurative and non-figurative ways to create representations</li> </ul>	<ul style="list-style-type: none"> <li>• respond to issues or concerns in community locally and globally and how artists respond</li> <li>• impact of places and spaces and the impact that has on themselves and community</li> </ul>	<ul style="list-style-type: none"> <li>• work collaboratively with a client to develop design for artworks that meets client need and expectations</li> <li>• communicate and clarify expectations</li> </ul>	<ul style="list-style-type: none"> <li>• respond to artist way of working by collating and analysing artworks</li> <li>• evaluate features that communicate artist style</li> </ul>

## Assessment

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

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

Project	Resolved Artwork
A response to a single task, situation and/or scenario.	Make a resolved artwork that communicates representations relevant to unit focus
<p>A project consists of:</p> <p>Experimental folio/ design proposal</p> <ul style="list-style-type: none"> <li>• up to 8 experimental artworks (2D, 3D, digital (static) and/ or time based</li> <li>• design proposal multimodal: up to 5 minutes</li> </ul> <p>Planning and evaluation of experimental folio</p> <ul style="list-style-type: none"> <li>• at least one different component from the following</li> </ul> <p>written: up to 600 words spoken: up to 4 minutes multimodal non-presentation: 8 A4 pages max (or equivalent) presentation: up to 5 minutes</p>	<p>One of the following:</p> <ul style="list-style-type: none"> <li>• 2D, 3D, digital (static): up to 4 artwork/s</li> <li>• Time based: up to 3 minutes</li> </ul>

# Vocational Education and Training (VET)



Delivered in Partnership with

Skills Generation RTO Number: 41008

QCE Points: Successful completion of this certificate contributes to a maximum of 10 credits towards a student's Queensland Certificate of Education (QCE).



## DUAL QUALIFICATIONS: MEM20422 Certificate II in Engineering Pathways and AVI30419 Certificate III in Aviation (Remote Pilot)

### MEM20422 Certificate II in Engineering Pathways (Build a Drone Project)

#### Qualification description

In the Certificate II in Engineering Pathways students undertake build a drone project. It introduces students to the foundations of engineering and manufacturing.

#### Entry requirements

The MEM20422 Certificate II in Engineering Pathways program requires a reasonable level of language, literacy and numeracy skills.

#### Duration and location

This is a two-year course delivered in Year 11 and 12 on site at Mt Maria College with the AVI30419 Certificate III in Aviation (Remote Pilot)

#### Course units

To attain a MEM20422 Certificate II in Engineering Pathways, 12 units of competency must be achieved:

Unit code	Title
MEM11011	Undertake manual handling
MEM13015	Work safely and effectively in manufacturing and engineering
MEM16006	Organise and communicate information
MEM16008	Interact with computing technology
MEM18001	Use hand tools
MEM18002	Use power tools/handheld operations
MEMPE001	Use engineering workshop machines
MEMPE002	Use welding machines
MEMPE005	Develop a career plan for the engineering and manufacturing industry
MEMPE006	Undertake a basic engineering project
MSMSUP106	Work in a team
MSMENV272	Participate in environmentally sustainable work practices

NOTE: Course fees are based on 2026 prices subject to change

#### Delivery Overview

Students are introduced to the foundations of engineering and manufacturing, including hands on training in the correct use of hand and power tools, proper welding techniques, and understanding of proper use of PPE.

Students then apply this foundation knowledge in a variety of engaging and practical projects including the major project: the building of their own drone.

**Fees** - There is no cost if funded by VETIS.

When funding is an option, it can only be accessed for one Qualification. If funding is not available, please speak with the VET Co-ordinator.

#### Assessment

The course contains both theory and practical assessments on a unit-by-unit basis.

Theory assessment are open book, comprising multiple choice and short answer questions.

The major project is the building of their own drone.

Safety in the workplace is an important aspect of the course and will be evident in student projects and assessment.

Students are required to have their own steel sapped leather boots. All other PPE is supplied.

#### Pathways

This certificate will set you on the path to pursue an apprenticeship in a wide range of engineering jobs including fitting and turning, sheet metal fabrication, boiler making, welding, casting and moulding, and diesel, mechanical or electrical fitting.

You may also look for work as a trade assistant or choose to develop your design and drafting skills through a traineeship or further study.

#### Disclaimer:

There is no guarantee that you will be able to complete this training. Enrolment in these qualifications will be subject to evolving details and restrictions of the Career Ready Provisional list and awarding of SAS contracts by DTET.

Delivered in Partnership with

Skills Generation RTO Number: 41008

QCE Points: Successful completion of this certificate contributes to a maximum of 10 credits towards a student's Queensland Certificate of Education (QCE).



## DUAL QUALIFICATIONS: MEM20422 Certificate II in Engineering Pathways and AVI30419 Certificate III in Aviation (Remote Pilot)

### AVI30419 Certificate III in Aviation (Remote Pilot)

#### Qualification description

This course is about aviation and the start of a career in the rapidly evolving drone sector. It prepares you for a role as a drone pilot and will provide you with the skills and knowledge to operate commercially.

#### Entry requirements

There are no formal entry requirements however it is recommended that program requires a reasonable level of language, literacy and numeracy.

#### Duration and location

This is a two-year course delivered in Year 11 and 12 on site at Mt Maria College with the MEM20422 Certificate II in Engineering Pathways.

#### Course units

To attain a AVI30419 Certificate III in Aviation (Remote Pilot), 14 units of competency must be achieved:

Unit code	Title
AVIE0003	Operate aeronautical radio
AVIE0005	Complete a Notice to Airmen (NOTAM)
AVIF0021	Manage human factors in remote pilot aircraft systems operations
AVIH0006	Navigate remote pilot aircraft systems
AVIH0007	Operate remote pilot aircraft systems under night visual line of sight (NVLOS)
AVIH0008	Operate remote pilot aircraft systems in extended visual line of sight (EVLOS)
AVIW0004	Perform operational inspections on remote operated systems
AVIW0028	Operate and manage remote pilot aircraft systems
AVIY0023	Launch, control and recover a remotely piloted aircraft
AVIY0027	Operate multi-rotor remote pilot aircraft systems
AVIY0031	Apply the principles of air law to remote pilot aircraft systems operations
AVIY0052	Control remote pilot aircraft systems on the ground
AVIY0053	Manage remote pilot aircraft systems energy source requirements
AVIZ0005	Apply situational awareness in remote pilot aircraft systems operations

NOTE: Course fees are based on 2026 prices subject to change

#### Delivery Overview

Face to face at the college in the school timetable.

**Fees** – \$3100 -includes RPL if needed.

#### Funding is available

There is no cost if completed with Certificate II in Engineering Pathways.

If funded a \$40.00 administration fee is applicable for the RePL that is paid directly to CASA – Civil Aviation Safety Authority.

RePL and AROC licenses included at no charge if funded.

#### Assessment

Assessment of the units is competency based. Competency based assessment is the process of collecting evidence and making judgements on whether or not the student can consistently demonstrate knowledge and skill, and the application of that knowledge and skill to the standard of performance required in the workplace. To determine the student's competence, assessment will consist of a number of integrated assessment tools such as observations, projects and written questioning.

#### Pathways

Pathways from AVI30419 Certificate III in Aviation (Remote Pilot) include pilot of Remotely Piloted Aircraft Systems (RPAS), aerial photography and videography, mapping and surveying, mining and agricultural inspections and use an RPAS for various commercial purposes. Students may also go onto further study in Aviation with employment opportunities including aircraft cabin crew and commercial helicopter or airplane pilot.

#### Disclaimer:

There is no guarantee that you will be able to complete this training. Enrolment in these qualifications will be subject to evolving details and restrictions of the Career Ready Provisional list and awarding of SAS contracts by DTET.

**Delivered in Partnership with**  
**Binnacle Training RTO Code: 31319**



**Binnacle**  
**Training**  
 RTO Code 31319



**QCE Points:** Successful completion of this certificate contributes to a maximum of 7 credits towards a student's Queensland Certificate of Education (QCE).

## SIS30122 Certificate III in Sport, Aquatic and Recreation

### Qualification description

SIS30122 Certificate III in Sport, Aquatic and Recreation is delivered as a senior subject by qualified school staff via a third-party arrangement with external Registered Training Organisation (RTO) Binnacle Training. Students successfully achieving all qualification requirements will be provided with the qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.

Successful completion of the Certificate III in Sport, Aquatic and Recreation contributes a maximum 7 credits towards a student's QCE.

### Entry requirements

At enrolment, each student will be required to create (or supply if previously created) a Unique Student Identifier (USI). A USI creates an online record of all training and qualifications attained in Australia. A Language, Literacy & Numeracy (LLN) Screening process is undertaken at the time of enrolment 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.

### Duration and location

This is a two-year course delivered in Year 11 & 12 on site at Mt Maria College.

### Course units

To attain a SIS30122 Certificate III in Sport, Aquatic and Recreation, 15 units of competency must be achieved:

Unit code	Title
BSBPEF301	Organise personal work priorities
BSBPEF302	Develop Self-awareness
BSBTWK201	Work effectively with others
BSBWHS308	Participate in WHS hazard identification, risk assessment and risk control
HLTAID011	Provide first aid
HLTWHS001	Participate in workplace health and safety
SISSPAR009	Participate in conditioning for sport
SISSC001	Conduct sport coaching sessions with foundation level participants
SISXCCS004	Provide quality service
SISXEMR003	Respond to emergency situations
SISXFAC006	Maintain activity equipment
SISXIND009	Respond to interpersonal conflict
SISXIND011	Maintain sport, fitness and recreation industry knowledge
SISXPLD002	Deliver recreation sessions
SISXPLD004	Facilitate Groups

NOTE: Course fees are based on 2026 prices which are subject to change

### Delivery Overview

Students will participate in the delivery of a range of sport activities and programs within the school. Graduates will be competent in a range of essential skills – including officiating games or competitions, coaching beginner participants to develop fundamental skills, effective communication skills, providing quality service to participants, and using digital technologies in sport environments. This program also includes the following:

- First Aid qualification and CPR certificate
- Officiating and coaching accreditations (general principles or, in certain cases, sport-specific)
- A range of career pathway options including club level official and/or coach, or pathway into Certificate IV or Diploma (e.g. Sport or Fitness) at another RTO.

**Fees** - \$495 + First Aid – Extra \$75 and a camp.

### Assessment

Program delivery will combine both class-based tasks and practical components in a real sport environment at the school. This involves the delivery of a range of sport programs to real participants within the school community (high school and primary school students). A range of teaching/learning strategies will be used to deliver the competencies. These include practical activities involving participants, group work and practical experience within the school sporting programs. Evidence contributing towards competency will be collected throughout the course.

### Pathways

The Certificate III in Sport and Recreation will predominantly be used by students seeking to enter the sport, fitness and recreation industry as a community coach, sports coach, athlete, volunteer or activity assistant.

**Students 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>**

### Program disclosure statement

This Subject Outline is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training provides and those services carried out by the 'Partner School' (i.e. the delivery of training and assessment services). To access Binnacle's PDS, visit: [www.binnacletraining.com.au/rto](http://www.binnacletraining.com.au/rto) and select 'RTO Files'.

Delivered in Partnership with

**Binnacle Training RTO Code: 31319**



**QCE Points:** Successful completion of this certificate contributes to a maximum of 8 credits towards a student's Queensland Certificate of Education (QCE).

## BSB30120 Certificate III in Business

### Qualification description

Students will participate in the delivery of a range of business activities and projects within the school. Graduates will be competent in a range of essential workplace skills – including leadership and organisation, customer service, personal management, teamwork and relationships, business technology and financial literacy. Students will also investigate business opportunities.

### Entry requirements

At enrolment, each student will be required to create (or simply supply if previously created) a [Unique Student Identifier \(USI\)](#). A USI creates an online record of all training and qualifications attained in Australia.

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 in order to satisfy competency requirements.

### Duration and location

This is a two-year course delivered in Year 11 & 12 on site at Mt Maria College.

### Course units

To attain a BSB30120 - Certificate III in Business, 13 units of competency must be achieved:

Unit code	Title
BSBPEF201	Support personal wellbeing in the workplace
BSBWHS311	Assist with maintaining workplace safety
BSBSUS211	Participate in sustainable work practices
BSBTWK301	Use inclusive work practices
BSBXCM301	Engage in workplace communication
BSBCRT311	Apply critical thinking skills in a team environment
BSBPEF301	Organise personal work priorities
BSBXTW301	Work in a team
BSBTEC301	Design and produce business documents
BSBWRT311	Write simple documents
BSBTEC201	Use business software applications
BSBTEC203	Research using the internet
FNSFLT311	Develop and apply knowledge of personal finances

### Delivery Overview

BSB30120 Certificate III in Business is delivered as a senior subject by qualified school staff via a third party arrangement with external Registered Training Organisation (RTO) Binnacle Training. Students successfully achieving all qualification requirements will be provided with the qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.

**Fees - \$395**

### Assessment

Program delivery will combine both class-based tasks and practical components in a real business environment at the school. This involves the delivery of a range of projects and services within their school community. A range of teaching/learning strategies will be used to deliver the competencies. These include:

- Practical tasks
- Hands-on activities involving customer service
- Group projects
- e-Learning projects
- Evidence contributing towards competency will be collected throughout the course.

### Pathways

The Certificate III in Business will predominantly be used by students seeking to enter the Business Services industries. For example:

- Administration Officer
- Customer Service Assistant
- Duty Manager

Students may also choose to continue their study by completing the Certificate IV or Diploma (e.g. Business or Tourism) at another RTO or a Bachelor of Business, or similar, at a University.

### Program Disclosure Statement

This Subject Outline is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training provides and those services carried out by the 'Partner School' (i.e. the delivery of training and assessment services). To access Binnacle's PDS, visit: [www.binnacletraining.com.au/rto](http://www.binnacletraining.com.au/rto) and select 'RTO Files'.

NOTE: Course fees are based on 2026 prices subject to change

## Delivered in Partnership with

**Adapt Education RTO Code: 32452**

**QCE Points:** Successful completion of this certificate contributes to a maximum of 8 credits towards a student's Queensland Certificate of Education (QCE).



## BSB50120 Diploma of Business

### Qualification description

Students will participate in the delivery of a range of business activities and projects within the school. Graduates will be competent in a range of essential skills – including leadership and organisation, business planning, project management, teamwork and relationships, communication, and marketing.

### Entry requirements

All students will complete a Language, Literacy and Numeracy (LLN) test and a Training Needs Analysis (TNA) to ensure their suitability for the course.

### Duration and location

This is a two-year course delivered in Year 11 & 12 on site at Mt Maria College.

### Course units

To attain a BSB50120 Diploma of Business, 12 units of competency must be achieved:

Unit code	Title
BSBXCM501	Lead communication in the workplace
BSBCRT511	Develop critical thinking in others
BSBFIN501	Manage budgets and financial plans
BSBOPS501	Manage business resources
BSBSUS511	Develop workplace policies and procedures for sustainability
BSBOPS601	Develop and implement business plans
SIRXMKT006	Develop a social media strategy
BSBPMG430	Undertake project work
BSBMKG541	Identify and evaluate marketing opportunities
BSBXTW401	Lead and facilitate a team
BSBTWK503	Manage meetings
BSBCMM412	Lead difficult conversations.

NOTE: Course fees are based on 2026 prices subject to change

### Delivery Overview

BSB40120 Diploma of Business is delivered as a senior subject by qualified school staff via a third-party arrangement with external Registered Training Organisation (RTO) Adapt Education. Students successfully achieving all qualification requirements will be provided with the qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.

**Fees - \$590**

### Assessment

Program delivery will combine both class-based tasks and practical components in a real business environment at the school. A range of teaching/learning strategies will be used to deliver the competencies. These include:

- Written questions
  - Activities
  - Case studies
  - Role plays
  - Projects with the major assessment a Business Plan and undertake a project
- Note** this may include an out of school event

### Pathways

The Diploma of Business will be used by students wanting to work in any business environment.

However, specific careers may include:

- Program Consultant
- Program Coordinator
- Executive Officer
- Administration Manager

Students may also choose to continue their study by completing a Bachelor of Business, or similar, at a university.

It will assist all students looking to pathway to university or further training due to the broad scope of essential business skills. **On completion it also provides students with a rank of 82 – 87 for entry to university.**

## Delivered in Partnership with

**Prestige Service Training RTO Number: 31981**

QCE Points: Successful completion of this certificate contributes to a maximum of 8 credits towards a student's Queensland Certificate of Education (QCE).



## SIT30616 Certificate III in Hospitality

### Qualification description

This qualification reflects the role of individuals who have a range of well-developed hospitality service, sales or operational skills and sound knowledge of industry operations. Using discretion and judgement, they work with some independence and under limited supervision using plans, policies and procedures to guide work activities.

This qualification provides a pathway to work in organisations such as restaurants, hotels, motels, clubs, pubs, cafés, and coffee shops.

### Entry requirements

There are no formal entry requirements however it is recommended that students possess literacy and numeracy skills consistent with entry level employment.

### Duration and location

This is a two-year course delivered in Year 11 & 12 on site at Mt Maria College. However, to complete this course students must complete 36 complete service periods (shifts) in an approved hospitality setting.

### Course units

To attain a SIT30616 Certificate III in Hospitality, 15 units of competency must be achieved:

Unit code	Title
BSBOPS305	Process Customer Complaints
SITHIND006	Source and use information on the hospitality industry
SITHIND008	Work effectively in hospitality service
SITXCCS014	Provide service to customers
SITXCOM007	Show social and cultural sensitivity
SITXHRM007	Coach others in job skills
SITXWHS005	Participate in safe work practices
SITXFSA005	Use hygienic practices for food safety
SITHCCC024	Prepare and present simple dishes
SITHCCC025	Prepare and present sandwiches
SITHFAB024	Prepare and serve non-alcoholic beverages
SITHFAB021	Provide responsible service of alcohol
SITHFAB025	Prepare and serve espresso coffee
SITHIND005	Use hygienic practices for hospitality service
SIRXPDK001	Advise on products and services

### Delivery Overview

Face to face at the college in the school timetable.

**Fees** - \$550 + hospitality uniform (Nolan's Café shirt and black slacks/trousers) + Seaworld excursion \$550 approx.

### Assessment

Assessment of the units is competency based. Competency based assessment is the process of collecting evidence and making judgements on whether the student can consistently demonstrate knowledge and skill, and the application of that knowledge and skill to the standard of performance required in the workplace. To determine the student's competence, assessment will consist of observations, projects and knowledge questions.

**All students must complete 36 service periods (shifts – 3 hours each) in an approved hospitality venue. This is completed through school events, work experience and at times part-time work in hospitality (approved only)**

- Events may occur before, during and/or after school

### Pathways

This qualification provides a pathway to work in organisations such as restaurants, hotels, motels, clubs, pubs, cafés, and coffee shops.

Possible job titles include:

- espresso coffee machine operator
- food and beverage attendant
- front desk receptionist and office assistant
- function attendant and host
- guest service agent
- restaurant host
- senior bar attendant
- waiter.

NOTE: Course fees are based on 2025 prices subject to change



# Mt Maria College Petrie

*Inspired by Marcellin Champagnat and Maximilian Kolbe*

Resilience, High Expectations and Perseverance