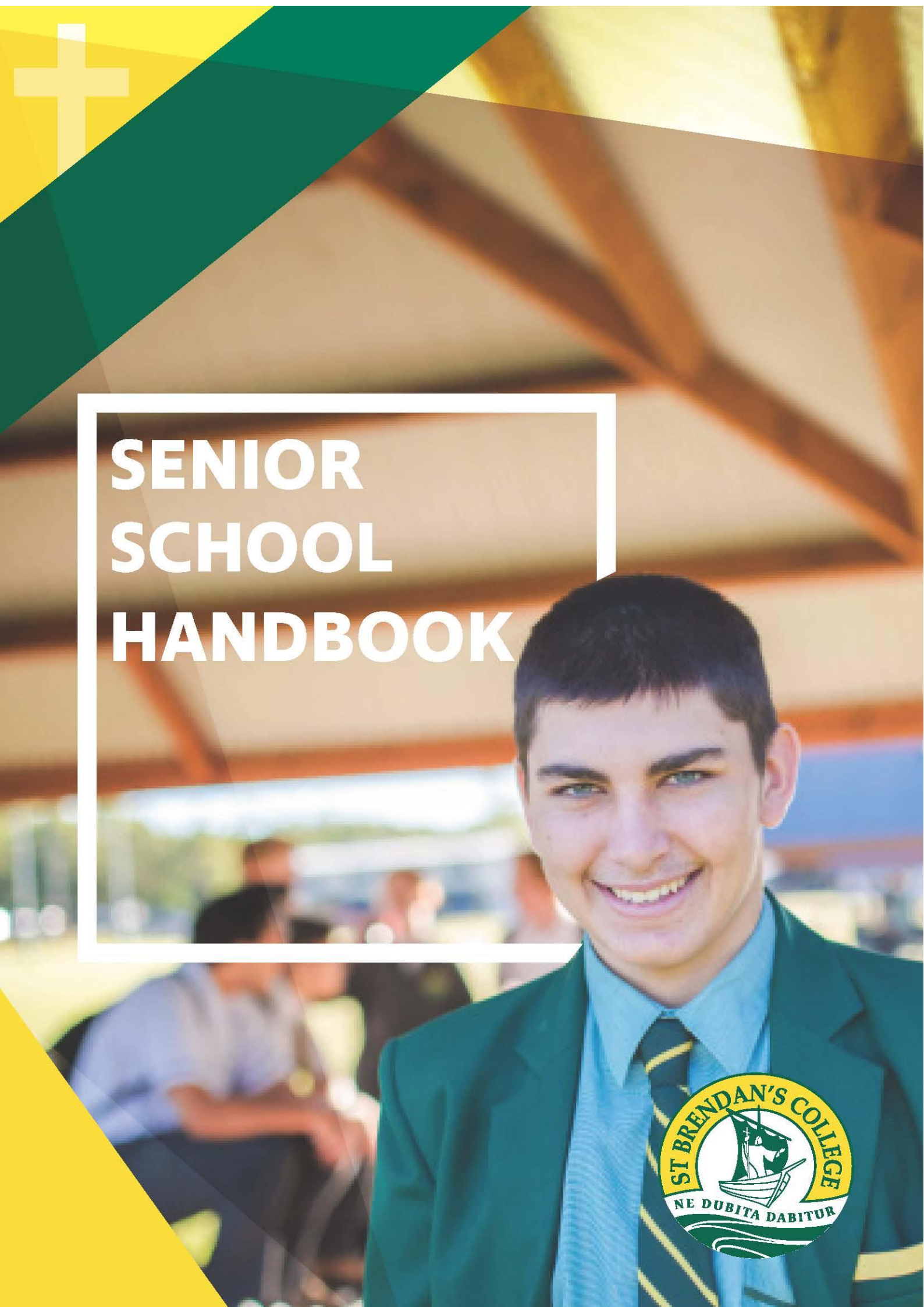
SENIOR SCHOOL HANDBOOK



VISION STATEMENT

As an Edmund Rice community, St Brendan's College aims to provide quality, Catholic and holistic education underpinned by Gospel values.

This will be achieved by:

- Offering a diverse curriculum in an academic climate that encourages personal excellence, effective communication and an enthusiasm for independent, life-long learning.
- Creating a community that is richer for the addition of new persons and poorer for their loss, where all live and work in a safe and nurturing family environment.
- Encouraging a strong sense of service, community, leadership and loyalty to others while fostering the self-esteem of all.
- Developing a spirituality that recognises the dignity of each person, respecting cultural, religious and individual differences.
- Enabling all to live a life of faith through active involvement in worship, prayer and reflection.

St Brendan's College will be a school community where a sense of fairness and enjoyment characterise daily life. All at St Brendan's College are challenged to encourage creativity, seek justice, foster individual gifts and celebrate the giftedness of one another.

TABLE OF CONTENTS

College Leadership Team

Principal	Mr Rob Corboy
Deputy Principal	Mr Paul Horan
Assistant Principal Identity	Mr Shane Peers
Assistant Principal Residential	Mr James Couper
Assistant Principal Middle School	Mr Jonathan Gill
Assistant Principal Senior School	Mr Matthew Couper
Assistant Principal Teaching Learning & Innovation	Mr Peter Reddy

Heads of Department

Religious Education	Mr Brendan Skuthorpe
English	Mr Jason Merrifield
Mathematics	Mr Bill Grieve
Science	Ms Wayne Wall
Humanities	Mrs Kaye Morley
Digital Technology & e-Learning	Ms Michael Jensen
Industrial Technology	Mr Brian Barry
Health and Physical Education	Mr Connor Williams
Visual Art	Ms Inez Goves
Music	Mr Jack Ingram
Timetable Development	Mr Jason Hirning
Director of Pathways	Mrs Rebecca Lang
Director of Skills and training	Mr Andrew Lawrence
Learning Support	Mrs Sharon Sheales

Senior Education Profile

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

- Statement of Results
- Queensland Certificate of Education (QCE)
- Queensland Certificate of Individual Achievement (QCIA).

Statement of Results

Students are issued with a Statement of Results in the December following the completion of a QCAA-developed course of study.

The Statement of Results is a transcript of the student's learning. It includes:

- The name of the school and/or the RTO which assessed the student's achievement.
- The subjects studied in Years 11 and 12.
- The number of semester units studied in each subject and, where relevant, the particular units.
- The level of achievement for each General and Applied subject (A-E).
- The overall numerical score for each General subject.
- Competencies achieved and modules completed in VET or Certificate courses.

Queensland Certificate of Education (QCE)

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

The Queensland Curriculum and Assessment Authority issues the Certificate only to students who attain the necessary benchmarks. It is a formal record to indicate that a student has completed the senior phase of learning. To be awarded, the student will need to achieve a significant amount of learning and attain literacy and numeracy standards. The details on the next page outline the significant amount of learning.

Results in General subjects will be based on student achievement in four summative assessments — three internal assessments and one external assessment that the QCAA sets and marks. For most General subjects, the internal assessment will contribute 75% to the final subject result, except in mathematics and science subjects, where it will contribute 50%.

Results in Applied subjects will be based on achievement in the four internal assessments.
Results in Vocational Education certificates can be counted and partial completion can often give pro-rata points.

External assessment will occur in all General subjects, but it will not be used to scale a student's internal assessment result. Instead, the external assessment result will be added to the internal assessment result to arrive at a final subject result.

The QCAA will endorse internal assessment instruments before they can be used for summative purposes in schools. The QCAA will also confirm the grades schools award by reviewing a selected sample of student work for every subject in every school.

About the 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 will plan their QCE pathway in Year 10 when choosing senior courses of study.
Their school 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 requirements

As well as meeting the below requirements, students must have an open learning account before starting the QCE, and accrue a minimum of one credit from a Core course of study while enrolled at a Queensland school.

Set amount

20 credits from contributing courses of study, including:

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

Set pattern

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

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

Set standard

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

Literacy & numeracy

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

More information

For more information about the QCE requirements, see the following factsheets, which are available on the QCAA website at www.qcaa.qld.edu.au:

- QCE credit and duplication of learning
- QCE credit: completed Core requirement
- QCE literacy and numeracy requirement.

Set pattern

Within the set pattern requirement, there are three categories of learning — Core, Preparatory and Complementary. When the set standard is met, credit will accrue in a student's learning account.

To meet the set pattern requirement for a QCE, at least 12 credits must be accrued from completed Core courses of study. The remaining 8 credits may accrue from a combination of Core, Preparatory or Complementary courses of study.

Core: At least 12 credits must come from completed Core courses of study

COURSE	QCE CREDITS PER COURSE
QCAA General subjects and Applied subjects	up to 4
QCAA Extension subjects	up to 2
Certificate II qualifications	up to 4
Certificate III and IV qualifications (includes traineeships)	up to 8
School-based apprenticeships	up to 6
Recognised studies categorised as Core	as recognised by QCAA

Preparatory: A maximum of 4 credits can come from Preparatory courses of study

QCAA Short Courses • QCAA Short Course in Literacy • QCAA Short Course in Numeracy	up to 1
Certificate I qualifications	up to 3
Recognised studies categorised as Preparatory	as recognised by QCAA

Complementary: A maximum of 8 credits can come from Complementary courses of study

QCAA Short Courses • QCAA Short Course in Aboriginal & Torres Strait Islander Languages • QCAA Short Course in Career Education	up to 1
University subjects	up to 4
Diplomas and Advanced Diplomas	up to 8
Recognised studies categorised as Complementary	as recognised by QCAA

Literacy & numeracy

The literacy and numeracy requirements for a QCE meet the standards outlined in the Australian Core Skills Framework (ACSF) Level 3.

To meet the literacy and numeracy requirement for the QCE, a student must achieve the set standard in one of the literacy and one of the numeracy learning options:

Literacy

- QCAA General or Applied English subjects
- QCAA Short Course in Literacy
- Senior External Examination in a QCAA English subject
- FSK20113 Certificate II in Skills for Work and Vocational Pathways
- International Baccalaureate examination in approved English subjects
- Recognised studies listed as meeting literacy requirements

Numeracy

- QCAA General or Applied Mathematics subjects
- QCAA Short Course in Numeracy
- Senior External Examination in a QCAA Mathematics subject
- FSK20113 Certificate II in Skills for Work and Vocational Pathways
- International Baccalaureate examination in approved Mathematics subjects
- Recognised studies listed as meeting numeracy requirements

QCE Credit Information

QCE credit for General Subject Units		
General subjects	**Set standard**	**QCE credits**
Unit 1	Satisfactory	1
Unit 2	Satisfactory	1
Units 3 and 4	Grade of C or better	2
Maximum credit available		4

QCE credit for Applied Subject Units		
Applied subjects	**Set standard**	**QCE credits**
Unit 1	Satisfactory	1
Unit 2	Satisfactory	1
Units 3 and 4	Grade of C or better	2
Maximum credit available		4

QCE credit for Vocational Education and Training (VET)		
VET qualification	**Competencies complete**	**QCE credits**
Certificate II (maximum credit available for a completed course is 4 credits)	100% complete	4
	75% complete	3
	50% complete	2
	25% complete	1
	<25% complete	0
Certificate III Example shows an 8 credit Certificate III (maximum credit available for a completed course is 5–8 credits*)	100% complete	8
	75% complete	6
	50% complete	4
	25% complete	2
	<25% complete	0

QCE credit for Vocational Education and Training (VET) — school-based apprenticeships and traineeships		
School-based apprenticeships and traineeships	**Requirements**	**QCE credits**
School-based apprenticeships School-based apprenticeship VET qualifications do not contribute to the completed Core requirement of the QCE as they cannot be completed while at school. Credit accrued from on-the-job hours may contribute to the completed Core requirement only if all required hours are completed while at school.	VET qualification: • There is a limit to the amount of training that school-based apprentices may complete while at school, dependent on the nominal term (full-time) of the apprenticeship • Two-year nominal term — a maximum of 50% of the competencies.	Up to 2
	On-the-job: • **Minimum 50 days (375 hours) per 12 months** from date of commencement • Minimum of 7.5 hours per week averaged over each 3-month period).	Up to 4 (2 credits for each 50 days completed each 12 months)
School-based traineeships	No additional QCE credit is accrued for on-the-job hours completed for a school-based traineeship.	Up to 8

QCE Literacy and Numeracy Credit

Courses	Literacy	Numeracy	Set standard
General or Applied subjects	QCAA General or Applied English subjects for Unit 1, Unit 2, or a Unit 3 and 4 pair: • English • English as an Additional Language • Essential English	QCAA General or Applied Mathematics subjects for Unit 1, Unit 2, or a Unit 3 and 4 pair: • General Mathematics • Mathematical Methods • Specialist Mathematics • Essential Mathematics	Satisfactory completion in Unit 1 *or* Unit 2 *or* A grade of C or better in a Unit 3 and 4 pair
School Approved	Mighty Minds short course in Literacy	Mighty Minds short course in Numeracy	Satisfactory completion

QCE Quick Calculator

General Subjects		
• Agricultural Science • History (Ancient or Modern) • Biology • Business • Chemistry • Design • English • General Mathematics • Geography • Legal Studies	• Marine Science • Mathematical Methods • Music • Physics • Physical Education • Psychology • Specialist Mathematics • Study of Religion • Visual Art	**Four Points**
Applied Subjects		
• Aquatic Practices • Essential English • Essential Mathematics • Religion & Ethics • Visual Arts in Practice • Music in Practice		**Four Points**
Vocational Education		
• Certificate II in Automotive Vocational Preparation • Certificate II in Construction Pathways • Certificate II in Engineering Pathways • Certificate II in Electrotechnology • Certificate II in Rural Operations • Certificate II in Tourism • Certificate II in Workplace Skills • Certificate II in Active Volunteering		**Four Points**
Vocational Education		
• Certificate III in Aviation (Remote Pilot) • Certificate III in Fitness		**Six Points** **Eight Points**

Senior Subject Categories

The College offers four types of senior subjects — General, Applied, Vocational and School Endorsed. Results in the first three categories can contribute to the student's QCE and to an Australian Tertiary Admission Rank (ATAR), although no more than one result in an Applied subject or in a Vocational Certificate can be used in the calculation of the ATAR. Results in the fourth category may assist attainment of the QCE or provide skills to compliment career options.

General Subjects

General subjects are suited to students who are interested in pathways beyond senior secondary schooling that lead primarily to tertiary studies.

General subjects 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.

Units 1 and 2 Assessment

Students will complete no more than four internal assessments tasks in each General subject for Units 1 & 2.

The College will report satisfactory completion of Units 1 and 2 to the QCAA, and report Levels of Achievement (A-E) to students and parents.

Units 3 and 4 Assessment

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

The College will develop the three internal assessments for each senior subject to reflect the requirements of each General syllabus.

Students' results in these assessments will be externally confirmed by QCAA. 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 it is 50%.

Instrument-specific marking guides

Each syllabus provides instrument-specific marking guides (ISMGs) for the 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.

Applied Subjects

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

Applied syllabuses are developmental four-unit courses of study.

Units 1 and 2 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 assessments in Applied subjects contribute to the QCE and results from Units 3 and 4 may contribute to an ATAR calculation.

Assessment

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

The College will develop four internal assessments for Units 1 and 2 and these assessment items will provide students with opportunities to become familiar with the assessment techniques to be used for Units 3 and 4.

Applied syllabuses do not use external assessment.

Instrument-specific standards matrixes

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

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. The College will develop the three summative internal assessments and the other will be 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.

Vocational Education and Training (VET)

VET qualifications are recognised Australia wide and are suited to students who are primarily interested in pathways beyond senior secondary schooling that lead to training or work. These subjects are predominantly hands-on but also require some theoretical concepts to be completed.

VET subjects are also called competency subjects. The successful completion of the competencies or modules of the course will result in a certificate being awarded. The College, in conjunction with several external providers, offers certificate two and three level courses.

Some reasons for participating in Vocational subjects include:

- obtaining practical experience from work
- gaining familiarity on how workplaces operate
- developing employability skills

Assessment

VET qualifications are assessed through observation, questioning (oral and/or written) and sometimes a finished product. Only a result of satisfactory or unsatisfactory are recorded for competency achievement. All designated competencies within a package must be completed before a full qualification can be issued. Statements of Attainments of competencies will be issued when a complete qualification is not obtained.

VET qualifications do not use external assessment.

Each VET qualification level (certificate) will have a single scaled score that can be included in a student's ATAR. This applies to certificate 3 or Certificate 4 level courses.

School Endorsed Subjects

School endorsed subjects are intended to provide learning opportunities that can contribute towards the attainment of a QCE or provide additional certification in areas of interest.

The College offers two Types of School Endorsed subjects

- Literacy and Numeracy Short Courses
- Private Music Tuition

Short Courses

Short Courses are a one-unit course of study designed to meet the QCE requirements for literacy and numeracy. Short courses are offered by the College on an elective basis and are delivered by learning support staff using the learning packages from *Mighty Minds*. These single unit courses contribute one point towards the QCE credit point total and satisfy the literacy and/or numeracy requirement if successfully completed.

Music Theory and Performance

Music Theory and Performance can be studied over the two years of senior schooling. The course enables students to gain accreditation through the Australian Music Examination Board in the instrument, or instruments of their choice.

Students must have a desire to understand the theoretical aspects to the writing and reading of music as well as the desire to perform. Other areas of musical interest are explored depending on the student's specific level and areas of study when the core work is completed.

Assessment

Students will attempt their Grade Five Theory examination for recognition on their Senior Statement and one QCE point.

Australian Tertiary Admission Rank (ATAR)

What is an ATAR?

The ATAR is the primary mechanism used nationally for tertiary admissions. It indicates a student's position relative to all other students in the Country on a 2000 rung scale. The scale ranges from a maximum of 99.95 to 0.00. ATARs below 30.00 will be listed as "30 and below".

Each .05 band of the ATAR will contain approximately 30 Queensland students. This makes the ATAR a very fine-grained measure of student performance.

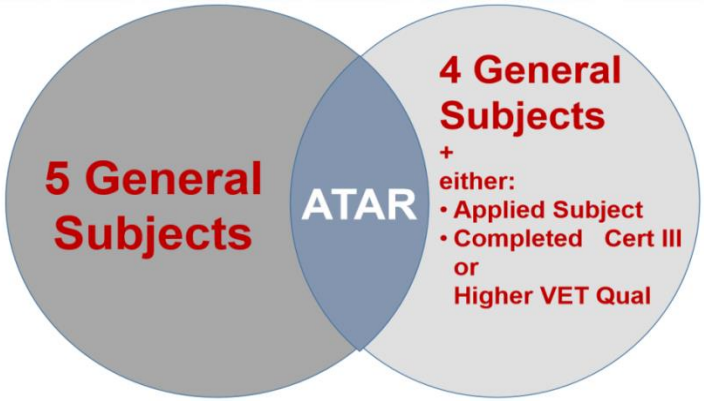
An ATAR tells a student the percentage of the Year 12 population they beat. Someone with an ATAR of 65 has performed as well as, or better than 65% of the students in the country.

Calculating an ATAR

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

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

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



ATAR Composition by Subject Combinations - 2022

	Students	Percent
5 General	18 697	68.63%
4 General, 1 VET	3 785	13.89%
4 General, 1 Applied	4 763	17.48%
Total	27 245	100.00%

English Requirement

Eligibility for an ATAR will also require the satisfactory completion, a 'C' grade, in a QCAA English subject in Units 3 & 4. Eligible subjects include English, Essential English, or English as an Additional Language.

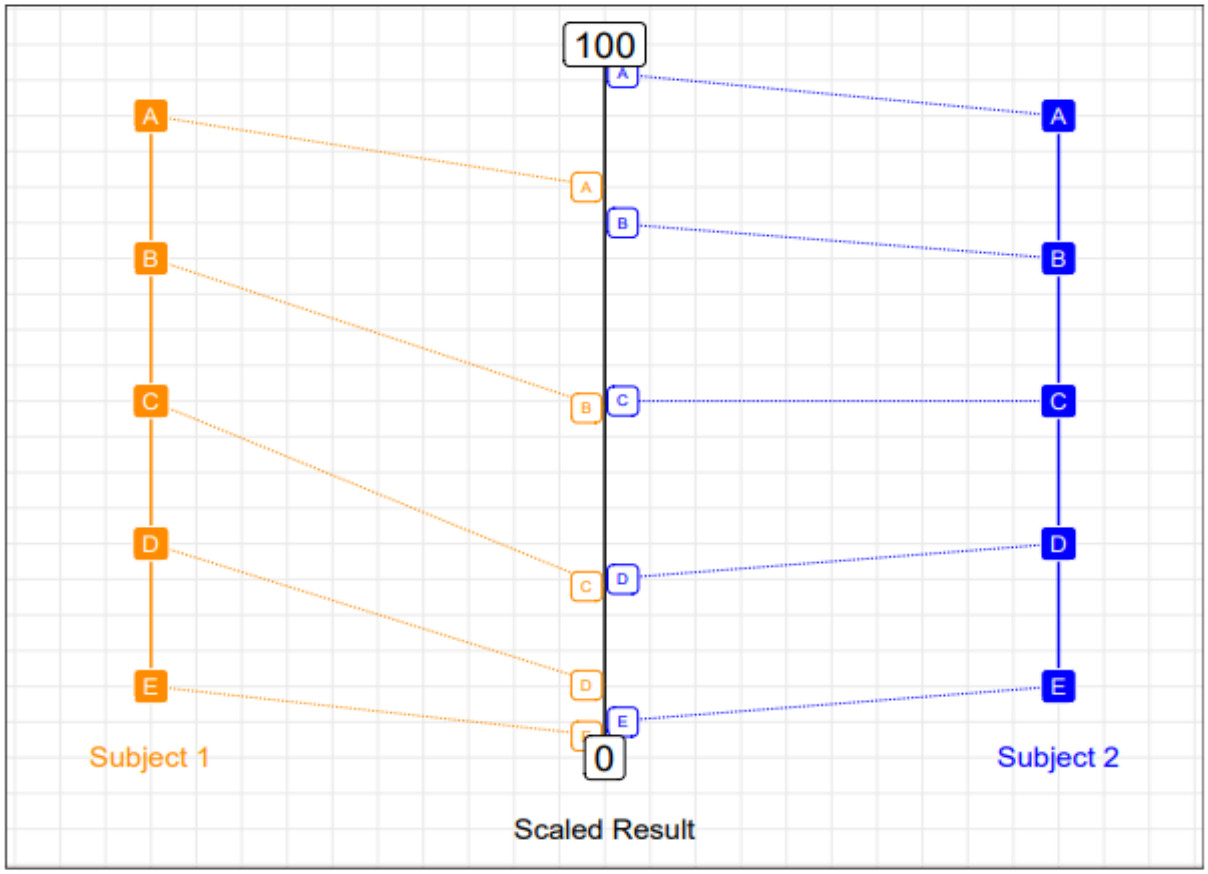
While students must meet this standard to be eligible to receive an ATAR, it is not mandatory for a student's English result to be included in the calculation of their ATAR.

Scaling

Scaling is a process whereby raw scores for a given subject are adjusted so the results for that subject can be compared fairly with the results from other subjects. If subjects were not scaled, students could maximise their ATAR by studying what they believe to be easier subjects.

For example, if a student studies a less challenging Mathematics subject they might achieve 90 / 100. But if the same student studied a more challenging Mathematics subject, they might only get 80 / 100. However, if scaling works, they should end up with the appropriate scaled score for their efforts

Using the diagram below as an example, the "B" result for Subject 1 has been scaled down quite significantly to align closely with the "C" result for Subject 2. Conversely, the "B" result for Subject 2 has been scaled up to just below the "A" result of Subject 1.



The diagram above is a representation of the process of scaling only and does not portray the use of A-E results in any specific General or Applied subject.

The table on the next page shows the specific raw and scaled State-wide scores for the General subjects offered at the College in 2022, using the QTAC data from 2022.

The percentages at the top indicate the proportion of students who achieved a result less than or equal to the reported number. For example, 75% of Biology students achieved a raw score of 81 or less, and a raw result of 81 is equal to a scaled result of 86.82.

The raw score of every student studying a General or applied subject in QLD was subject to these scaling factors in 2022, as determined by the QCAA. Whether they will be the same in the future is depends on the performance of the students in these subjects.

Distribution of Raw and Scaled Results - General Subjects - 2022

Subject	Result	25%	50%	75%	90%	99%
Biology	Raw	69	78	86	92	97
	Scaled	58.27	76.21	87.01	92.09	94.86
Business	Raw	55	67	78	87	96
	Scaled	49.27	65.03	77.13	84.59	89.93
Chemistry	Raw	72	82	90	95	99
	Scaled	73.69	89.1	95.06	97.05	98.06
Design	Raw	53	64	77	86	96
	Scaled	47.08	60.84	75.02	82.58	88.73
English	Raw	57	67	78	88	98
	Scaled	54.7	70.65	83.73	91.12	95.34
General Mathematics	Raw	56	65	74	82	92
	Scaled	49.42	60.97	71.41	79.12	86.45
Geography	Raw	53	64	75	85	94
	Scaled	50.9	68.13	81.5	89.48	93.89
Legal Studies	Raw	55	66	78	87	96
	Scaled	53.49	68.56	81.42	88.09	92.58
Mathematical Methods	Raw	63	73	84	92	98
	Scaled	79.42	89	94.81	97.06	98.09
Music	Raw	68	81	91	97	100
	Scaled	56.49	75.92	86.19	90.38	92.02
Physical Education	Raw	58	68	79	87	96
	Scaled	46.58	60.62	74.2	81.92	88.31
Physics	Raw	73	82	90	95	98
	Scaled	75.2	89.11	95.19	97.17	97.95
Psychology	Raw	69	77	85	90	95
	Scaled	56.46	70.92	82.11	87.2	91

Specialist Mathematics	Raw	67	79	88	93	98
	Scaled	87.9	95.16	97.65	98.43	98.96
SOR	Raw	63	73	84	91	98
	Scaled	66.22	79.56	89.23	93.05	95.58
Visual Art	Raw	56	68	81	91	100
	Scaled	47.24	62.45	76.49	84.5	89.66

Converting General Results to an ATAR

Each of the three internal assessment tasks and the external assessment task contributes a different percentage to the General subject result.

The percentage value of each task (indicated in the syllabus document) corresponds to a numeric score.

The numeric scores for the four tasks are combined to give a total of 100 marks.

It is the numeric total out of 100 that is scaled by QTAC (Queensland Tertiary Admissions centre) to arrive at the best 5 results for consideration in the student's ATAR.

The examples below have used previous result data to arrive at a final scaled score, to be used in the determination of the ATAR. They should be used as a guide only. The scaled result will vary from year to year depending on the State-wide performance of the students who undertake the subject.

English

Internal			External	Raw Result	Scaled Result
IA1 25%	IA2 25%	IA3 25%	EA 25%		
19/25	15/25	14/25	17/25	65/100	70.39

Biology

Internal			External	Raw Result	Scaled Result
IA1 10%	IA2 20%	IA3 20%	EA 50%		
8/10	16/20	17/20	43/50	84/100	87.10

Mathematical Method

Internal			External	Raw Result	Scaled Result
IA1 20%	IA2 15%	IA3 15%	EA 50%		
14/20	9/15	12/15	37/50	72/100	89.40

External Examinations

In the QCE system, the assessment program for all General subjects will include external assessment that 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.

How much will external assessment contribute to a student's final subject result?

A student's external assessment result will form part of their final subject result in combination with their three internal assessment results. The external assessment result will not scale against the internal assessment result. Instead, the external assessment result will be added to the internal assessment result to arrive at a final subject result

This means that the external assessment is not privileged over the internal assessment. It is a mechanism for adding equally valuable evidence for the determination of student achievement.

In General Mathematics and Science subjects, a student's external assessment result will contribute 50% to their final subject result. In all other General subjects, it will contribute 25%.

What will be assessed?

External assessment for Mathematics (General, Methods and Specialist), Science and Art will cover subject matter in Units 3 and 4 of the syllabuses.

For all other General subjects, it will assess subject matter in Unit 4 only.

When will external assessments take place?

External assessment will be held annually in Term 4 of Year 12. The assessment schedule will commence at the start of week four and will run for approximately seventeen days.

The QCAA will devise the schedule to minimise the chance of students sitting multiple assessment on the same day.

- External assessment occurs in Term 4 of Year 12
- Starting Week Four
- Duration – approximately 17 days
- Specific dates for external assessment are created by the QCAA and are made available at the beginning of each year

External Examination Schedule (Sample)

Session		Monday 26 October		Tuesday 27 October		Wednesday 28 October		Thursday 29 October		Friday 30 October	
Week 1	Starts 9:00am	English	2 hrs + 15 mins	Mathematical Methods (P1)	90 mins + 5 mins	Design	2 hrs + 15 mins	Ancient History	2 hrs + 15 mins	General Mathematics (P2)	90 mins + 5 mins
		English as an Additional Language	2 hrs + 15 mins							Specialist Mathematics (P2)	90 mins + 5 mins
	Starts 12:30pm	Business	2 hrs + 15 mins	Mathematical Methods (P2)	90 mins + 5 mins	Visual Art	2 hrs + 10 mins	General Mathematics (P1)	90 mins + 5 mins	English and Literature Extension	2 hrs + 30 mins
								Specialist Mathematics (P1)	90 mins + 5 mins		

Session		Monday 2 November		Tuesday 3 November		Wednesday 4 November		Thursday 5 November		Friday 6 November	
Week 2	Starts 9:00am	Biology (P1)	90 mins + 10 mins	Legal Studies	2 hrs + 15 mins	Chemistry (P1)	90 mins + 10 mins	Economics	2 hrs + 15 mins	Modern History	2 hrs + 15 mins
								Health	2 hrs + 15 mins		
	Starts 12:30pm	Biology (P2)	90 mins + 10 mins	Physical Education	2 hrs + 15 mins	Chemistry (P2)	90 mins + 10 mins	Accounting	2 hrs + 15 mins	Geography	2 hrs + 15 mins
								Music	2 hrs + 20 mins		

Session		Monday 9 November		Tuesday 10 November		Wednesday 11 November		Thursday 12 November		Friday 13 November	
Week 3	Starts 9:00am	Physics (P1)	90 mins + 10 mins	Psychology (P1)	90 mins + 10 mins	Digital Solutions	2 hrs + 15 mins	Aboriginal and Torres Strait Islander Studies	2 hrs + 15 mins	Film, Television and New Media	2 hrs + 20 mins
						Food and Nutrition	2 hrs + 10 mins	Study of Religion	2 hrs + 15 mins	German	2 hrs + 5 mins
								Chinese Extension French Extension German Extension	2 hrs + 20 mins		
	Starts 12:30pm	Physics (P2)	90 mins + 10 mins	Psychology (P2)	90 mins + 10 mins	Literature	2 hrs + 15 mins	Aerospace Systems	2 hrs + 10 mins	Dance	2 hrs + 20 mins
								Drama	2 hrs + 20 mins	Engineering	2 hrs + 10 mins

Session		Monday 16 November		Tuesday 17 November		Wednesday 18 November	Thursday 19 November	Friday 20 November
Week 4	Starts 9:00am	Earth & Environmental Science (P1)	90 mins + 10 mins	Earth & Environmental Science (P2)	90 mins + 10 mins			
		Marine Science (P1)	90 mins + 10 mins	Marine Science (P2)	90 mins + 10 mins			
				French	2 hrs + 5 mins			
	Starts 12:30pm	Agricultural Science (P1)	90 mins + 10 mins	Agricultural Science (P2)	90 mins + 10 mins			
		Music Extension	2 hrs + 20 mins	Chinese Italian Japanese	2 hrs + 5 mins			
		Philosophy & Reason	2 hrs + 15 mins	Spanish				

Reporting

Parents will receive reports four times per year. Two of the reports will be results based and the other two, narrative. The narrative reports will contain attainment and improvement strategies designed to assist students and parents interpret the results and to set goals for future success.

General Subjects

For General subjects, the reports will indicate the student's raw score for each assessment item and a corresponding A-E result. The raw score will be determined from the College designed ISMG. The raw score will be converted to an A to E result for each assessment item using standardised percentage cut-offs, developed by the College.

The percentages and the mark for the various weighted assessment items are shown below:

Reporting Cut-Off Guide						
Marks (10)	**Marks (15)**	**Marks (20)**	**Marks (25)**	**Percentage**	**School based cut-offs**	
10 9 8	15 14 13 12	20 19 18 17 16	25 24 23 22 21 20	100 96 92 88 84 80	A	80% and above
7	11 10	15 14 13	19 18 17 16	76 72 68 64	B	65% and above
6 5	9 8 7	12 11 10 9	15 14 13 12 11	60 56 52 48 44	C	45% and above
4 3	6 5 4	8 7 6 5	10 9 8 7 6	40 36 32 28 24	D	25% and above
2 1	3 2 1	4 3 2 1	5 4 3 2 1	20 16 12 8 4	E	Below 25%

The College is required to report the student's performance on Units 1 & 2 of Year 11 to the QCAA. The QCAA only requires a result of satisfactory or unsatisfactory. The determination of a satisfactory grade will align with the cut-off for a 'C' result (45%).

Where a student does not reach the 'C' benchmark as indicated by the numeric cut-offs, the teacher may still allocate a satisfactory result. In doing so, the teacher will make an on-balance decision using the **Reporting Standards** of the relevant syllabus to find evidence in the student's responses that demonstrates "**typical achievement of the unit objectives"**, equivalent to a reporting standard of C or better.

General Subjects – Year 12

The A-E result will be used in Year 12 only for the allocation of Academic Awards. All reporting of achievement in Units 3 and 4 of General subjects, will be provisional pending confirmation by the QCAA. Once confirmed, the QCAA will enter the raw score into the Student's Learning Account. Note, that this score may be different to that originally allocated by the teacher.

At certification (end of Year 12), the QCAA will take the raw scores for each of the three internal assessment items and combine them with the results of the external assessment item to produce a final raw score and a corresponding A-E result. This will be the only A-E result that the QCAA will distribute over the two years of senior schooling.

Applied Subjects

For Applied subjects, students will be provided with an A to E result for each assessment item. The decision to award a specific result for an individual assessment item will be determined from the teacher's interpretation of the Applied Subject Exit Standards.

A sample portion of the ICT Standards is shown below.

	Standard A	Standard B	Standard C	Standard D	Standard E
Knowing and Understanding	The student work displays:	The student work displays:	The student work displays:	The student work displays:	The student work displays:
	accurate identification and comprehensive explanation of software and hardware requirements related to ICT.	accurate identification and detailed explanation of software and hardware requirements related to ICT.	identification and explanation of software and hardware requirements related to ICT problems.	partial identification and simple description of software and hardware requirements related to ICT.	minimal identification and superficial description of software and hardware requirements.
	accurate identification and comprehensive explanation of the use of ICT in society.	accurate identification and detailed explanation of the use of ICT in society.	identification and explanation of the use of ICT in society.	partial identification and simple description of the use of ICT in society.	minimal identification and superficial description of the use of ICT in society.

The College is required to report the student's performance on Units 1 & 2 of Year 11 Applied subjects to the QCAA. The QCAA requires a result of satisfactory or unsatisfactory.

The determination of a satisfactory grade will be made using evidence in the student's responses that demonstrates typical achievement of the syllabus objectives, at a 'C' standard or better. As per the A-E result, this will be determined from the exit standards.

Vocational Education Subjects

Students undertaking Vocational Certificates will be provided with a Satisfactory (S) or unsatisfactory (U) to reflect their progress at the competencies undertaken during the term.

Course Loads

**** As a rule, all students should consider enrolling in six subjects ****

However, because of the different weightings of certain subjects, subject combinations, external commitments, study preferences and traineeships, students can do less.

Students who choose to do fewer than six subjects have release time indicated on their timetable and during these periods they attend the library for independent, supervised study.

Listed below are the possible subject load options and the associated study sessions that are available for Students in 2020.

6 General Subjects (including SOR)	No study lines	
6 Subjects (Combination of General, Applied or VET)	No study lines	
5 General subjects plus CMT or R&E	No study lines	
5 General subjects (including SOR)	1 line of study	4 study periods
5 subjects (including SOR, RE or CMT) and an external course	1 line of study	4 study periods
5 subjects (including SOR, RE or CMT) and a traineeship or apprenticeship	1 line of study	4 study periods

NOTE:
While the option of doing only five General subjects may sound inviting, there are considerations that need to be carefully thought through. The main advantage is that the academic load is reduced, as the number of exams and assignments are lowered and the associated pressure at the end of the term or semester is not as great.

The disadvantage is that all the student's results in those five General subjects will contribute towards their ATAR and QCE, regardless of how they perform in those subjects. When studying six General subjects, QTAC (for all intents and purposes) takes a student's best five results to determine the ATAR.

Obviously, there is flexibility in studying five General subjects, in that a student may include an Applied or Vocational subjects or study lines. Keep in mind that the student may choose to drop to five General subjects if a subject is too difficult, or irrelevant to their needs or interests.

Subject Selection Hints

1) Overall, you are advised to choose subjects:

- in which you have demonstrated some ability or aptitude
- that you enjoy
- that match your personality and interests
- that satisfy prerequisites for future possible university or TAFE courses
- which help you reach your career and employment goals
- that keep several pathways open to you.
- that meet the credit weighting for the Queensland Certificate of Education

2) Find out as much as you can:

- Read the subject descriptions in this handbook.
- Listen carefully at subject selection night and during the subject workshops by the Heads of Departments.
- Talk to the Heads of Departments and specific subject teachers.
- Look at textbooks and materials used in the subjects.
- Talk to Year 11 and 12 students currently studying the subjects.
- Read the QTAC Book and the Queensland Job Guide.
- Check to see if you will qualify for any University prerequisites.
- Check to see whether the credit value is enough to give you a Queensland Certificate of Education (QCE).

3) Avoid the traps:

- Do not select subjects simply because someone has told you that they “help you get good results”, “give you a better chance of getting into university” or “are an easy subject”!
- Try not to be influenced by suggestions that you should/should not choose a subject, because a friend/brother/sister either liked or disliked the subject or the teacher, when they studied it.
- Be aware that some subjects attract an additional fee. The costs are indicated on the schedule of fees, accompanying this document.

Subject Changes

If a subject change is to be made, the following points need to be considered.

- Changes are best to occur at the beginning or end of a semester, as the syllabuses for all subjects are arranged in half-year semester units (as such, a student studying a subject continuously over two years will complete four semester units per subject).

- Changes are not made lightly and permission to change will depend on ability, student attitude, prerequisites for further study, QCAA requirements and unit credits (See below).

- A set procedure has been established within the school for changing subjects and any student contemplating a change should first consult with the Careers Counsellor and the Head of Year.

- Students can change some, but not all subjects. To gain a QCE and/or an ATAR, students need to study at least three (3) subjects, over four (4) semesters.

- Students may have difficulty changing into VET subjects once the term has commenced as some competencies may not be revisited. The consequence of this is that a student may achieve some competencies but not the full certificate. This can impact on their QCE.

Unit Credits and Subject Changes

To be credited with a unit result (satisfactory or unsatisfactory) for a subject, the student must:

1) Produce evidence (response/s) that demonstrates that each of the unit objectives in a General subject have been addressed at least once.

2) Produce evidence (response/s) that demonstrates that each of the criteria in an Applied or Essential subject have been addressed at least once.

3) Produce evidence (response/s) that demonstrates that the syllabus specific requirements have been met. For example, the necessity to have a written and a spoken component for English, or Essential English.

In the event a student changes to a new subject and he is unable to demonstrate these requirements then he cannot be granted a credit for the unit.

In such circumstances the student has the following options:

1) Accept NR (No Result) for the unit. In this case no QCE point can be awarded for either the new, or the departed subject.

2) Retrospectively complete some, or all, of the unit assessment of the new subject that may enable him to address each of the unit objectives or criteria.

3) Undertake a comparable assessment task for the new subject that may enable him to address the unit objectives.

Alternatively, in consultation with the Head of Department, the subject teacher may:

1) Identify components of the student's responses from the departed subject, which align with the unit objectives, or criteria of the new subject and allocate an appropriate result. This may be particularly applicable when attempting to meet the syllabus requirements of some subject areas.

Timetable Restrictions

The College reserves the right not to offer a subject, or to limit the number of classes offered. Ultimately, student demand is the determining factor. Note that if the number of students exceeds the class size available, then admission could be on merit.

Unfortunately, it is almost impossible to offer subject combinations that suit all students. The College initially evaluates student choices to determine line structure, and if a 'clash' exists, students may be required to revise one or more of their subject choices.

SBC Senior Subjects 2024 – by Faculty

Mathematics	English	Science
General • General Mathematics • Mathematical Methods • Specialist Mathematics **Applied** • Essential Mathematics **School Endorsed** • Mighty Minds Numeracy Short Course	**General** • English **Applied** • Essential English **School Endorsed** • Mighty Minds Literacy Short Course	**General** • Agricultural Science • Biology • Chemistry • Marine Science • Physics • Psychology **Vocational Education** • Certificate II in Rural Operations
Health and Physical Education	**Humanities**	**Religion**
General • Physical Education **Applied** • Aquatic Practices **Vocational Education** • Certificate III in Fitness	**General** • Ancient or Modern History • Business • Geography • Legal Studies **Vocational Education** • Certificate II in Tourism	**General** • Study of Religion **Applied** • Religion & Ethics
The Arts	**Technology**	**Industrial Technology**
General • Music • Visual Art **Applied** • Visual Arts in Practice • Music in Practice **School Endorsed** • Music Theory and Performance	**General** • Design **Vocational Education** • Certificate III in Aviation - Remote Pilot	**Vocational Education** • Certificate II in Automotive Vocational Preparation • Certificate II in Construction Pathways • Certificate II in Electro Technology • Certificate II in Engineering Pathways
Skills & Training – Miscellaneous **Vocational Education** • Certificate II in Active Volunteering • Certificate II in Work Place Skills		

Prerequisites for General Subjects

Mathematics
• General Mathematics – C+ in General mathematics (Yr10) • Mathematical Methods – C+ in Mathematical Methods (Yr 10) • Specialist Mathematics – B in Mathematical Methods (Yr 10)
English
• English – 'B' in Core English, or a C in Extension English
Science
• Agricultural Science – B in Core Science • Biology – B in Core Science • Chemistry – B in Extension Science • Marine Science – B in Core Science • Physics – B in Extension Science • Psychology – C in Extension Science
Health and Physical Education
• Physical Education – B in Core English
The Arts
• Music – B in Core English or application/performance Interview • Visual Art - B in Core English
Humanities
• Ancient or Modern History – B+ in Core English or a B in Junior History • Business – B+ in Core English or a B in Junior Business • Geography - B in Core English or a B in Core Junior Geography • Legal Studies – B+ in Core English or a B in Junior Business
Religion
• Study of Religion – B in Year 10 SOR and a B in Extension English
Technology
• Design – B in Core Mathematics or a B in Junior Digital Technology
Vocational Education
• Certificate II in Electrotechnology – B in Core English, Maths and Science

General Mathematics

General Senior Subject - QCE Credit – 4 points

General

General Mathematic 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.

employment in the fields of business, commerce, education, finance, IT, social science and the arts.

Objectives

By the conclusion of the course students will:

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

Structure

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

Pathways

A course of study in General Mathematics can establish a basis for further education and

Assessment

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

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

Summative assessments

<table>
<tr><th>Unit 3</th><th></th><th>Unit 4</th><th></th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Problem-solving and modelling task</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Examination</td><td rowspan="2">15%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Examination</td><td>15%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
• Examination</td></tr>
</table>

Mathematical Methods

General Senior Subject - QCE Credit – 4 points

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 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 translate written, numerical, algebraic, symbolic and graphical information from one representation to another. They make complex use of facts 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 students will:

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

Structure

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

Assessment

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

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

Summative assessments

<table>
<tr><th>Unit 3</th><th></th><th>Unit 4</th><th></th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Problem-solving and modelling task</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Examination</td><td rowspan="2">15%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Examination</td><td>15%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
• Examination</td></tr>
</table>

Specialist Mathematics

General Senior Subject - QCE Credit – 4 points

General

Specialist Mathematics' major domains are Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus.

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

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

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

Pathways

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

Objectives

By the conclusion of the course students will:

- select, recall and use facts, rules, definitions and procedures drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus
- comprehend mathematical concepts and techniques drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions, and prove propositions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus.
- Specialist Mathematics is to be undertaken in conjunction with, or on completion of, Mathematical Methods.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Combinatorics, vectors and proof • Combinatorics • Vectors in the plane • Introduction to proof	**Complex numbers, trigonometry, functions and matrices** • Complex numbers 1 • Trigonometry and functions • Matrices	**Mathematical induction, and further vectors, matrices and complex numbers** • Proof by mathematical induction • Vectors and matrices • Complex numbers 2	**Further statistical and calculus inference** • Integration and applications of integration • Rates of change and differential equations • Statistical inference

Assessment

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

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

Summative assessments

<table>
<tr><th>Unit 3</th><th></th><th>Unit 4</th><th></th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Problem-solving and modelling task</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Examination</td><td rowspan="2">15%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Examination</td><td>15%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
• Examination</td></tr>
</table>

Essential Mathematics

Applied Senior Subject - QCE Credit – 4 points

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

Objectives

By the conclusion of the course students will:

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

Structure

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

Assessment

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

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

Summative assessments

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

English

General Senior Subject - QCE Credit – 4 points

General

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

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

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

Pathways

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

Objectives

By the conclusion of the course students will:

- use patterns and conventions of genres to achieve particular purpose in cultural contexts and social situations
- establish and maintain roles of the writer/speaker/signer/designer and the 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 purpose
- use cohesive devices to emphasise ideas and connect parts of texts
- make language choices for a particular purpose and context
- use grammar and language structures for particular purpose
- use mode-appropriate features to achieve particular purpose

Structure

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

Assessment

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

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

Summative assessments

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

Essential English

Applied Senior Subject - QCE Credit – 4 points

Applied

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

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

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

Pathways

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

Objectives

By the conclusion of the course students will:

- use patterns and conventions of genres to achieve particular purpose 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 a particular response
- 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 purpose across modes.

Structure

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

Assessment

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

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

Summative assessments

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

Ancient History or Modern History

General Senior Subjects - QCE Credit – 4 points

General

History provides opportunities for students to study events, people, societies and civilisations of the past, from the development of the earliest human communities to the present.

Students explore the ideas and movements, interaction of societies, and the impact of individuals and groups on events and ways of life. They gain an understanding of the forces that have contributed to the development of modern society.

Students develop increasingly sophisticated skills and understandings of historical issues and problems by interrogating evidence of significant historical periods. They gain a range of transferable skills that will help them become empathetic and critically literate citizens, equipped to embrace a multicultural, pluralistic, inclusive, democratic, compassionate and sustainable future.

Pathways

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

Objectives

By the conclusion of the course students will:

- comprehend terms, issues and concepts
- devise historical questions and research
- analyse historical sources and evidence
- synthesise information from historical sources and evidence
- evaluate historical interpretation

Structure

Ancient History			
Unit 1: Investigating the Ancient World	Unit 2: Personalities and their times	Unit 3: Reconstructing the Ancient World	Unit 4: People, Power, Authority
Modern History			
Unit 1: Ideas in the Modern World	Unit 2: Movements in the Modern World	Unit 3: National Experiences in the Modern World	Unit 4: International Experiences in the Modern World

Assessment

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 receive an overall subject result (A–E).

Summative assessments

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

Business

General Senior Subject - QCE Credit – 4 points

General

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

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

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

Pathways

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

Objectives

By the conclusion of the course students will:

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

Structure

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

Assessment

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

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

Summative assessments

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

Geography

General Senior Subject - QCE Credit – 4 points

General

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

Legal Studies

General Senior Subject - QCE Credit – 4 points

General

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

SIT20116 Certificate II in Tourism

Vocational Education Subject - QCE Credit – 4 points

Vocational

Tourism is a fast-growing industry and the components of it have application in nearly every town, anywhere in the world. If students have a passion for travel and adventure, this will be their first step towards a rewarding career. They will learn universal skills such as coffee making and alcohol service, as well as the highly relevant skills of customer interaction and how to deliver information about events, activities and travel. This qualification can lead to work at visitor information centres, cultural centres, tourism businesses or cultural and heritage sites.

The practice and application of making coffee and serving customers will not only lead to a qualification, but also give sound skills, confidence and knowledge in this fast-growing employment area. Students can expect to complete this course with an appreciation of the tourism industry. They may then progress to further courses and enjoy local, national or international careers.

Pathways

A course of study in the Certificate II in Tourism is designed for those looking for immediate employability skills in cafes and hotels or those wanting to acquire customer service skills benefit. It will assist young people with the knowledge, capacities and insights regarding the workplace and hopefully maximize participation in the workforce. Students must commit to working in Eddie's Café during some morning tea and lunch breaks on a roster system and volunteering in the café for public events.

This nationally recognized certificate is geared not only towards those students who are not taking an ATAR pathway and wish to have genuine employment opportunities but also to those who may wish to create opportunities for work whilst undertaking their university study.

Objectives

By the conclusion of the course students will:

- Be confident in their coffee making skills.
- Be ready to work in the tourism sector.

Structure

Code	Name		Code	Name	
SITTIND001	Source and use information on the tourism and travel industry	Core	BSBWOR203	Work effectively with others	Elective
SITXCCS003	Interact with customers	Core	SITHFAB002	Provide responsible service of alcohol	Elective
SITXWHS001	Participate in safe work practices	Core	SITHFAB005	Prepare and serve espresso coffee	Elective
SITXCOM002	Show social and cultural sensitivity	Core	SITXFSA001	Use hygienic practices for food safety	Elective
SITXCCS002	Provide visitor information	Elective	SITXCOM003	Provide a briefing or scripted commentary	Elective
SITHFAB004	Prepare and serve non-alcoholic beverages	Elective			

Assessment

Modules
• A range of assessment approaches are undertaken and integrated across the units of competency. These may include, oral questioning, observation, work in Eddie's Café, presentations, practical assessment, oral and written questions, simulated role-plays and supervised workplace observations. This subject is classed as a Stand-Alone VET course and a level of achievement is not given on the Senior Statement.

The training provider is St Brendan's College RTO 30349.

Information correct at time of printing (July 2021) but subject to change.

A Unique Student Identifier (USI) will be required before enrolment can proceed.

Study of Religion

General Senior Subject - QCE Credit – 4 points

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 students will:

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

Structure

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

Assessment

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

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

Summative assessments

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

Religion & Ethics

Applied Senior Subject - QCE Credit – 4 points

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

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

Assessment

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

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

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

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

Design

Vocational Education Subject - QCE Credit – 4 points

General

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

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

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

Pathways

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

Objectives

By the conclusion of the course students will:

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

Structure

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

Assessment

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

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

Summative assessments

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

AVI30419 Certificate II in Aviation – Remote Pilot

Vocational Education Subject - QCE Credit – 4 points

Vocational

This qualification prepares students for a role as a licenced drone pilot and will provide the skills, knowledge and licences to operate commercially. This could be for private business, working for a company or working for one of many government departments which are utilising drones. The course is also an excellent entry point into the aviation industry as students will learn the same subjects that pilots of manned aircraft in airlines and the military learn. The course is a mix of theory and practical flying to ensure the skills and knowledge to be employed as a drone pilot in a full-time role or part time role.

Pathways

A course of study in the Certificate III in Aviation could include photography / cinematography, public safety and emergency services, aerial surveying, mining and resource sectors, Federal, State and Local Government agencies, and specialist civil and military roles

Objectives

By the conclusion of the course students will:

- describe and explain aviation concepts and theories.
- manage remote pilot aircraft.
- apply air law principles .

All students must satisfy General and Aviation English Language Proficiency (GELP) as directed by the Civil Aviation Safety Authority (CASA). This forms part of the students CASA approved Flight crew licensing requirements.

Structure

Code	Name		Code	Name	
• AVIF0021	Manage human factors in remote pilot aircraft systems operations	Core	• AVIY0031	Apply the principles of air law to remote pilot aircraft systems operations	Core
• AVIH0006	Navigate remote pilot aircraft systems	Core	AVIZ0005	Apply situational awareness in remote pilot aircraft systems operations	Core
• AVIW0028	Operate and Manage remote pilot aircraft systems	Core	• AVIG0003	Work effectively in the aviation industry	Elective
• AVIW0004	Perform operational inspections on remote operated systems	Core	• AVIZ0004	Maintain security awareness and vigilance in an aviation workplace	Elective
• AVIY0052	Control remote pilot aircraft systems on the ground	Core	AVIY0027	Operate multi-rotor remote pilot aircraft systems	Elective
• AVIY0023	Launch, control and recover a remotely piloted aircraft	Core	• AVIH0008	Operate remote pilot aircraft systems extended visual line of sight (EVLOS)	Elective
• AVIY0053	Manage remote pilot aircraft systems energy source requirements	Core	• AVIW0008	Conduct aerial search using remote pilot aircraft systems	Elective

Assessment

Modules 1-14
• A total of 9 core units and 5 elective units of competency must be completed (14 in total) to be awarded AVI30419 Certificate III in Aviation (Remote Pilot). • Training will be delivered face to face where the student will attend classes with qualified trainers and assessors, including practice and assessment of physical remote pilot skills using a hands-on approach. • An Online learning management system also supports the students during their course of study. • Students are assessed through a range of practical and theoretical tasks. • Practical assessment requires students to participate in and lead individual and group training sessions in different aviation contexts.

This is a Stand-alone VET subject and a level of achievement will not appear on the Senior Statement.

The training provider is NSTA Pty Ltd trading as Specialised Career Solutions RTO – 32292 along with CASA Approved Training Organisation, UAV Training Australia RTOC.0872, delivered on behalf of St Brendan's RTO 30349.

Upon successful completion of the course students will also be eligible to receive the CASA Remote Pilot Licence for multi-rotor aircraft up to 7kgs.

Information correct at time of printing (July 2022) but subject to change.

A Unique Student Identifier (USI) will be required before enrolment can proceed.

Physical Education

General Senior Subject - QCE Credit – 4 points

General

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

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 movement concepts and the scientific bases of biophysical, sociocultural and psychological principles are relevant to physical activity. They engage in a range of activities to develop movement sequences and 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 movement concepts to movement sequences and strategies.

Through their purposeful engagement in physical activities, students gather data to analyse, synthesise and devise strategies to optimise engagement and performance.

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

Structure

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

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Project — folio (8/25 Prac)	25%	Summative internal assessment 3 (IA3): • Project — folio (10/30 Prac)	30%
Summative internal assessment 2 (IA2): • Investigation — report	20%	Summative external assessment (EA): • Examination — combination response	25%

Aquatic Practices

Applied senior subject - QCE Credit – 4 points

Applied

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

Students gain insight into the management of aquatic regions and their ecological and environmental systems, helping them to position themselves within a long and sustainable tradition of custodianship.

Students have opportunities to learn about aquatic workplaces and events. Additional learnings link to an understanding of the employment, study and recreational opportunities associated with aquatic communities

Pathways

A course of study in Aquatic Practices can establish a basis for further education and employment in the fields of recreation, tourism, fishing and aquaculture. The subject also provides a basis for participating in and contributing to community associations, events and activities, such as yacht and sailing club races and competitions and boating shows.

Objectives

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

- describe and explain concepts and ideas in aquatic contexts
- demonstrate skills in aquatic contexts
- analyse information, situations and relationships in aquatic contexts
- apply knowledge, understanding and skills in aquatic contexts
- use language conventions and features appropriate to aquatic contexts to communicate ideas and information, according to purpose
- generate plans and procedures for activities in aquatic contexts
- evaluate the safety and effectiveness of activities in aquatic contexts
- make recommendations for activities in aquatic contexts.

Structure

Areas of study	Core topics	Elective topics
Environmental	• Environmental conditions • Ecosystems • Conservation and sustainability	• Citizen science
Recreational	• Entering the aquatic environment	• Aquatic activities
Commercial	• Employment	• Aquaculture, aquaponics and aquariums • Boat building and marine engineering
Cultural	• Cultural understandings	• Historical understandings
Safety and management practices	• Legislation, rules and regulations for aquatic environments • Equipment maintenance and operations • First aid and safety • Management practices	

Assessment

The Aquatic Practices course is designed with the core topics for 'Safety and management practices' embedded in each of the four areas of study.

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

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

SIS3032 Certificate III in Fitness

Vocational Education Subject - QCE Credit – 8 points

Vocational

This is a dual sport pathway that contains two certificate courses. It has been developed in response to the rapid growth in employment opportunities in the fitness industry. It is perfect for those individuals who wish to develop their knowledge and skills in exercise program design and move into personal training. It prepares students to work in any capacity on the gymnasium floor with confidence.

Pathways

A course of study in the Certificate Ill in Fitness with the Certificate II in Sport Coaching is for people who want to work in the Sports, Recreation and Fitness industries in a coaching or fitness capacity. You will learn about foundation level coaching, anatomy and physiology, nutrition, screening and fitness appraisals, exercise programming, equipment use and maintenance, as well as generic work skills such as communication, client service, risk analysis and first aid. You can specialise as an assistant coach, gym instructor, or group exercise instructor. This program can be completed as part of a School based traineeship.

Objectives

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

- Describe and explain concepts and theories of fitness.
- Apply their understanding of fitness concepts to programs and models
- Provide fitness advice to clients
- Provide of healthy eating advice within the fitness industry's scope of practice
- Conduct fitness training sessions for a range of clients
- Evaluate individual fitness levels and provide feedback to clients.
- Coach foundation level sport participants.

Structure

C0DE	SIS20321 Certificate II in Sport Coaching	
HLTAID011	Provide first aid	Core
SISSSCO002	Work in a community coaching role	Core
SIRWHS001	Work safely	Core
SISXFAC001	Maintain equipment for facilities	Elective
SISXFAC002	Maintain sport, fitness, and recreation facilities	Elective
SISSSCO001	Conduct sport coaching sessions for foundation level participants	Elective
ICTICT214	Operate application software packages	Elective
A MAXIMUM OF FOUR CREDIT TRANSFERS FROM SPORT COACHING INTO FITNESS IS AVAILABILE TO REDUCE ASSESSMENT HOURS FOR THE DUAL SPORT AND FITNESS PATHWAY PROGRAM		

CODE	SIS30321 Certificate III in Fitness	
HLTWHS001	Participate in workplace health and safety	Core
BSBOPS403	Apply business risk management processes	Elective
SISFFIT032	Complete pre-exercise screening and assessment	Core
SISFFIT033	Complete client fitness assessments	Core
SISFFIT047	Plan group exercise sessions	Core
SISFFIT035	Plan group exercise sessions	Core
SISFFIT036	Instruct group exercise sessions	Core
SISFFIT040	Develop and instruct gym-based exercise programs for individual clients	Core
SISFFIT052	Provide healthy eating information	Core
BSBPEF301	Organise personal work priorities	Core
BSBOPS304	Deliver and monitor a service to customers	Core

Assessment

Modules
Students are assessed through a range of practical and theoretical tasks via a highly interactive Online learning portal accessible by all digital platforms. • **Foundation knowledge** - Multiple choice answers. These are set a quiz and are auto marked for quick response and learner engagement. • **Interpretation and application of knowledge** - Short answer questions designed to validate the acquired knowledge has been interpreted correctly. Feedback is provided directly in the assessment by the teacher or assessor for easy reference to assist the student to revise any answers that need further information. • **Practical vocational application** - physical demonstration of skills required. This involves assessment via different applications, including program writing, demonstrating exercise techniques, and instructing clients in exercise activities and programs. All course content and learning resources; including videos, HTML mini-courses, PowerPoint presentations and interactive websites and tutorials are available through the Online learning platform.

This is a Stand-alone VET subject and a level of achievement will not appear on the Senior Statement.

The training provider is The Academy of Fitness & High Performance - RTO 32278, delivered on behalf of St Brendan's RTO 30349. Information is correct at time of printing (July 2022) and is subject to change.

A Unique Student Identifier (USI) will be required before enrolment can proceed.

Agricultural Science

General senior subject - QCE Credit – 4 points

General

Agricultural Science is an interdisciplinary science subject suited to students who are interested in the application of science in a real-world context. They understand the importance of using science to predict possible effects of human and other activity, and to develop management plans or alternative technologies that minimise these effects and provide for a more sustainable future.

Students examine the plant and animal science required to understand agricultural systems, their interactions and their components. They examine resources and their use and management in agricultural enterprises, the implications of using and consuming these resources, and associated management approaches. Students investigate how agricultural production systems are managed through an understanding of plant and animal physiology, and how they can be manipulated to ensure productivity and sustainability. They consider how environmental, social and financial factors can be used to evaluate production systems, and how research and innovation can be used and managed to improve food and fibre production.

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

Pathways

A course of study in Agricultural Science can establish a basis for further education and employment in the fields of agriculture, horticulture, agronomy, ecology, food technology, aquaculture, veterinary science, equine science, environmental science, natural resource management, wildlife, conservation and ecotourism, biotechnology, business, marketing, education and literacy, research and development.

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
Agricultural systems • Agricultural enterprises A • Animal production A • Plant production A	**Resources** • Management of renewable resources • Physical resource management • Agricultural management, research and innovation	**Agricultural production** • Animal production B • Plant production B • Agricultural enterprises B	**Agricultural management** • Enterprise management • Evaluation of an agricultural enterprise's sustainability

Assessment

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

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

Summative assessments

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

Biology

General senior subject - QCE Credit – 4 points

General

Biology provides opportunities for students to engage with living systems.

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

Chemistry

General Senior Subject - QCE Credit – 4 points

General

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

Marine Science

General Senior Subject - QCE Credit – 4 points

General

Marine Science provides opportunities for students to study an interdisciplinary science focusing on marine environments and the consequences of human influences on ocean resources.

Students develop their understanding of oceanography. They engage with the concept of marine biology. They study coral reef ecology, changes to the reef and the connectivity between marine systems. This knowledge is linked with ocean issues and resource management where students apply knowledge to consider the future of our oceans and techniques for managing fisheries.

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 Marine Science can establish a basis for further education and employment in the fields of marine sciences, biotechnology, aquaculture, environmental rehabilitation, biosecurity, quarantine, conservation and sustainability.

Objectives

By the conclusion of the course, 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
Oceanography • An ocean planet • The dynamic shore	**Marine biology** • Marine ecology and biodiversity • Marine environmental management	**Marine systems — connections and change** • The reef and beyond • Changes on the reef	**Ocean issues and resource management** • Oceans of the future • Managing fisheries

Assessment

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

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

Summative assessments

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

Physics

General Senior Subject - QCE Credit – 4 points

General

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

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

Students develop appreciation of the contribution physics makes to society: understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action; and that natter 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, students will:

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

Structure

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

Assessment

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

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

Summative assessments

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

Psychology

General Senior Subject - QCE Credit – 4 points

General

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

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

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

Pathways

A course of study in Psychology can establish a basis for further education and employment in the fields of psychology, sales, human resourcing, training, social work, health, law, business, marketing and education.

Objectives

By the conclusion of the course, 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
- communicates understandings, findings, arguments and conclusions.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Individual development • Psychological science A • The role of the brain • Cognitive development • Human consciousness and sleep	**Individual behaviour** • Psychological science B • Intelligence • Diagnosis • Psychological disorders and treatments • Emotion and motivation	**Individual thinking** • Localisation of function in the brain • Visual perception • Memory • Learning	**The influence of others** • Social psychology • Interpersonal processes • Attitudes • Cross-cultural psychology

Assessment

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

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

Summative assessments

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

AHC21216 Certificate II in Rural Operations

Vocational Education Subject - QCE Credit – 4 points

Vocational

There are no prerequisites for the study of this subject but students will require a high level of motivation to actively pursue the competencies. An interest in developing both knowledge and skills in facets of the rural industry would also be beneficial.

Pathways

This course of study can establish a basis for further education at an agricultural College or the achievement of higher level certificates and employment in the fields of agriculture, parks and gardens, National Parks and the rural sector.

Objectives

By the conclusion of the course students will:

- Develop & understanding of a range of rural pursuits
- Improve vocational competencies in facets of the rural industry or associated service industries
- Develop an understanding of resource management in production, processing and marketing
- Appreciate the role of rural industries to the community and the employment opportunities available.
- Develop a sense of personal worth, self-reliance and self esteem
- Enhance employment opportunities or assist in preparation for further studies

Structure

Code	Name		Code	Name	
AHCHBR205	Operate and maintain chainsaws	Elective	AHCINF202	Install, maintain and repair fencing	Elective
AHCNSY203	Undertake propagation	Elective	AHCLSK209	Monitor water supplies	Elective
AHCLSK316	Prepare livestock for competition	Elective	AHCMOM202	Operate tractors	Elective
AHCBIO201	Inspect and clean machinery for plant, animal and soil material	Elective	AHCARB202	Fell small trees	Elective
AHCPLY202	Maintain health and welfare of poultry	Elective	AHCWRK204	Work effectively in the industry	Core
AHCWRK201	Observe and report on weather	Elective	AHCWHS201	Participate in WHS process	Core
AHCLSK207	Load and unload livestock	Elective	AHCWRK209	Participate in environmentally sustainable work practices	Core
AHCLSK211	Provide feed for livestock	Elective			

Assessment

Modules
• Achievement in AHC21216 Certificate II in Rural Operations is determined from information on the student's performance in the aspects of the course gained from practical work, observations and written and oral questions. • This is classed as a Stand-Alone VET subject and a level of achievement is not given on the Senior Statement.

The training provider is St Brendan's College RTO 30349.

Information correct at time of printing (July 2022) but subject to change.

A Unique Student Identifier (USI) will be required before enrolment can proceed

Music

General Senior Subject - QCE Credit – 4 points

General

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

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

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

Pathways

A course of study in Music can establish a basis for further education and employment in the fields of arts administration, communication, education, creative industries, public relations and science and technology.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Designs Through inquiry learning, the following is explored: How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?	**Identities** Through inquiry learning, the following is explored: 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?	**Innovations** Through inquiry learning, the following is explored: How do musicians incorporate innovative music practices to communicate meaning when performing and composing?	**Narratives** Through inquiry learning, the following is explored: How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?

Assessment

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

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

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Performance</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Integrated project</td><td rowspan="2">35%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Composition</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
• Examination</td></tr>
</table>

Music in Practice

Applied senior subject - QCE Credit – 4 points

Applied

The arts are woven into the fabric of community. They have the capacity to engage and inspire students, enriching their lives, stimulating curiosity and imagination, and encouraging them to reach their creative and expressive potential. Arts subjects provide opportunities for students to learn problem-solving processes, design and create art, and use multiple literacies to communicate intention with diverse audiences.

Music is a unique aural art form that uses sound and silence as a means of personal expression. It is a powerful medium because it affects a wide range of human activities, including personal, social, cultural and entertainment pursuits. Making music, becoming part of music and arts communities, and interacting with practising musicians and artists nurtures students' creative thinking and problem-solving skills as they follow processes from conception to realisation and express music ideas of personal significance. The discipline and commitment required in music-making provides students with opportunities for personal growth and development of lifelong learning skills. Learning is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers, who can work collaboratively to solve problems and complete project-based work in various contexts.

In Music in Practice, students are involved in making (composing and performing) and responding by exploring and engaging with music practices in class, school and the community. They gain practical, technical and listening skills and make choices to communicate through their music. Through music activities, students have opportunities to engage individually and in groups to express music ideas that serve purposes and contexts. This fosters creativity, helps students develop problem-solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences.

Students learn about workplace health and safety issues relevant to the music industry and effective work practices that foster a positive work ethic, the ability to work as part of a team, and project management skills. They are exposed to authentic music practices that reflect the real-world practices of composers, performers, and audiences. They learn to view the world from different perspectives, experiment with different ways of sharing ideas and feelings, gain confidence and self-esteem, and contribute to the social and cultural lives of their school and local community.

Pathways

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

Objectives

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

use music practices

plan music works

communicate ideas

evaluate music works.

Structure

Music in Practice is a four-unit course of study. This syllabus contains four QCAA-developed units as options for schools to combine in any order to develop their course of study.

Unit option	Unit title
1. Unit option A	2. Music of today
Unit option B	The cutting edge
Unit option C	Building your brand
Unit option D	'Live' on stage!

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Music in Practice are:

Technique	Description	Response requirements
Composition	Students use music technology and production techniques to make a composition relevant to the unit focus.	**Composition** Composition: up to 3 minutes, or equivalent section of a larger work
Performance	Students perform music that is relevant to the unit focus.	**Performance** Performance (live or recorded): up to 4 minutes
Project	Students plan, make and evaluate a composition or performance relevant to the unit focus.	**Composition** Composition: up to 3 minutes, or equivalent section of a larger work OR **Performance** Performance (live or recorded): up to 4 minutes AND **Planning and evaluation of composition or performance** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent

Music Theory & Performance (MTP)

School Endorsed Senior Subject – QCE- 1 point

School Endorsed

"I would teach children music, physics and philosophy; but more importantly music; for in the patterns of music and all the arts, are the keys to learning". – Plato

Listening to music is one of the most popular pastimes, enjoyed by people all over the world. Whether listening to recordings or attending live concerts, music can inspire and give pleasure to almost everyone.

For students and professionals alike, understanding how music is constructed; how scales and chords are formed; the relationship between major and minor keys; how music is composed through melody, harmony and chord progressions; understanding the elements of duration, expressive devices, pitch, structure, texture and tone colour. These are what this course will explore.

Students should have ideally studied an instrument prior to beginning this course but this is not essential. All students will need to meet with the Head of Department to make sure this course is right for them and find out how it will be structured to meet their specific musical aspirations.

In an age of change, music has the means to prepare students for a future of unimagined possibilities; in music, students develop highly transferable skills and the capacity for flexible thinking and doing. Literacy in Music is an essential skill for both musician and audience and learning in music prepares students to engage in a multimodal world.

The benefits of music education have been proven time and again by decades of research. Learning music can help students' self-confidence, self-discipline and teamwork. Music helps students progress in other important learning areas such as Maths and English. Indeed, countries with a strong focus on music education tend to have higher scores in literacy and numeracy.

In this course students are to attempt to reach their Grade Five Theory exam which is given recognition on their Senior Statement.

Pathways

This subject is suited to students who are interested in working in the music industry when they leave school. This may be through tertiary studies, vocational education or work. Possible fields include arts administration, communication, education, creative industries, public relations and science and technology.

The demand for creativity from employees is rising in a world of rapid technological change. As more organisations value work-related creativity and diversity, the processes and practices of Music develop transferable 21st century skills essential for many areas of employment.

Objectives

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

- Use and communicate in relation to the elements of music
- Write music using the elements of music as their guide
- Develop primary instrumental skills
- Learn at least one new instrument
- Gain a basic understanding of the piano
- Attain a Grade 5 Theory level

Structure

The Music Theory & Performance (MTP) course is designed around core and elective topics.

- Students will study a two-year course on units which will explore music through theory, performance, musicology and composition.
- Through composition, students use music elements and concepts, applying their knowledge and understanding of compositional devices to create new music works. Students resolve music ideas to convey meaning and/or emotion to an audience.
- Through performance, students sing and play music, demonstrating their practical music skills through refining solo and/or ensemble performances. Students realise music ideas through the demonstration and interpretation of music elements and concepts to convey meaning and/or emotion to an audience.
- In musicology, students explain music elements and concepts, analysing music in a variety of contexts, styles and genres. They evaluate music through the synthesis of analytical information to justify a viewpoint.

Assessment

Both formative and summative assessment practices will be applied and all exams are taken through the Australian Music Examination Board.

Visual Art

General Senior Subject - QCE Credit – 4 points

General

Visual Art provides students with opportunities to understand and appreciate the role of art in past and present traditions and cultures, as well as the contributions of contemporary artists on culture. Students interact with artists and artworks, to enrich understandings of their own and others' art.

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

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

In responding to artworks, students investigate expression and consider theoretical approaches when describing aesthetic value.

Pathways

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

Objectives

By the conclusion of the course, students will:

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

Structure

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

Assessment

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

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

Summative assessments

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

Visual Arts in Practice

Applied Senior Subject - QCE Credit – 4 points

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 art-making.

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

Pathways

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

Objectives

By the conclusion of the course, students should:

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

Structure

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

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

Assessment

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

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

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

CPC20220 Certificate II in Construction Pathways

Vocational Education Subject - QCE Credit – 4 points

Vocational

While there are no prerequisites; experience with tools, machines, materials and safe work habits gained in ITD, or Wood and Metal Technology would be an advantage. There is also a high degree of **physical activity** required to be successful.

Pathways

A course of study in the Certificate II Construction Pathways is designed to accommodate students looking for employment opportunities in the building and construction industry. However, it also caters to the needs of a student interested in gaining handyman skills and experience in using relevant tools and materials.

Learning experiences will be delivered using real workshop and site activities with a substantial amount of work being done outdoors such as wall framing and bricklaying/blocklaying. The course also has a reasonable theoretical component that focuses on relevant knowledge, including measurement and calculations and performing estimations.

Objectives

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

- Communicate with clients, colleagues and others using effective and appropriate techniques.
- Follows instructions from supervisors and other relevant persons.
- Understand, interpret and apply information from:
  - Environmental and work health and safety (WHS) documents, including safety data sheets (SDS)
  - Plan and draw to specifications
- Understand relevant definitions, terminology, symbols and language specific to the construction industry
- Apply measurements and calculations using equipment and formulas
- Report and records hazards and risks

Structure

Code	Name		Code	Name	
CPCCOM1012	Work effectively and sustainably in the construction industry	Core	CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry	Core
CPCCOM1013	Plan and organise work	Core	CPCCOM1015	Carry out measurements and calculations	Core
CPCCVE10011	Undertake a basic construction project	Core	CPCCCM2004	Handle construction materials	Elective
CPCCCA2011	Handle carpentry materials	Elective	CPCCCA2002	Use carpentry tools and equipment	Elective
CPCCBL2002	Use bricklaying and block laying tools and equipment	Elective	CPCCBL2001	Handle and prepare bricklaying and block laying materials	Elective

Assessment

Modules
• In order to achieve Certificate II in Construction Pathways, students must achieve ten units of competency. Five of the units of competency are listed as core and the other five have been chosen from the list of possible electives in the training package. All ten units are shown in the table below. • The standard units of competency are assessed by determining 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, with assistance. • Achievement in CPC20220 Certificate II in Construction Pathways is determined from information on the student's performance in the aspects of the course gained from practical work and examinations. • This is classed as a Stand-Alone VET subject and a level of achievement is not given on the Senior Statement.

The training provider is St Brendan's College RTO 30349.

Information correct at time of printing (July 2022) but subject to change.

A Unique Student Identifier (USI) will be required before enrolment can proceed

AUR20720 Certificate II in Automotive Vocational Preparation

Vocational Education Subject - QCE Credit – 4 points

Vocational

Students selecting this subject would have a keen interest in automotive or diesel fitting and be able to maintain a genuine physical effort.

This industrial training program is intended for students who are looking to gain basic skills and who wish to be tradesmen in the automotive/diesel field.

Pathways

A course of study in the Certificate II Automotive Vocational Preparation is designed for students looking to gain basic mechanical skills and who wish to join the automotive, diesel fitting, or heavy industry maintenance fields.

Students are required to gain experience and develop skills through projects in a live, or a simulated workplace situation.

Objectives

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

- Have the skills to work effectively in an automotive workshop
- Use and maintain workshop tools and equipment effectively
- Recognise a problem with automotive components
- Use automotive diagnostic technology
- understand automotive electrical system fundamentals
- understand automotive mechanical system fundamentals

Structure

Code	Name		Code	Name	
AURAEA102	Follow environmental and sustainability best practice in an automotive workplace	Core	AURTTK102	Use and maintain tools and equipment in an automotive workplace.	Core
AURAFA103	Communicate effectively in an automotive workplace	Core	AURTTA105	Select and use bearings, seals, gaskets, sealants and adhesives	Elective
AURAFA104	Resolve routine problems in an automotive workplace	Core	AURTTC004	Remove and replace radiators	Elective
AURASA102	Follow safe working practices in an automotive workplace	Core	AURTTA127	Carry out basic vehicle servicing operations	Elective
AURETR103	Identify automotive electrical systems and components.	Core	AURETR115	Inspect, test and service batteries	Elective
AURLTA101	Identify automotive mechanical systems and components.	Core	AURTTE008	Dismantle and assemble multi-cylinder four-stroke petrol engines	Elective

Assessment

Modules
• The standard units of competency are assessed by determining 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. • Achievement in Automotive Vocational Preparation is determined from information on the student's performance in the mandatory and significant aspects of the course gained from tests, observations, assignments, oral reports and practical work. It is **highly recommended** that students undertake two weeks structured work placement each year. • This is classed as a Stand-Alone VET Subject and a level of achievement is not given on the Senior Statement.

The training provider is St Brendan's College RTO 30349.

Information correct at time of printing (July 2022) but subject to change.

A Unique Student Identifier (USI) will be required before enrolment can proceed.

MEM20413 Certificate II in Engineering Pathways

Vocational Education Subject - QCE Credit – 4 points

Vocational

Students selecting this subject would have a keen interest in the engineering, metal fabrication and manufacturing industries and are able to maintain a genuine physical effort on all tasks

This industrial training program is intended for students who are looking to gain welding and metal turning skills and who wish to be tradesmen in the engineering field.

Pathways

A course of study in the Certificate II in Engineering Pathways can lead to careers as diverse as an air conditioning and refrigeration mechanic, engineering manager, metal fabricator, industrial designer, welder, metal fitter and machinist and a boiler maker.

Objectives

By the conclusion of the course, students will:

- Be able to operate effectively in an engineering workshop
- Use engineering machinery and tools effectively
- Interpret job instructions and simple drawings
- Use basic numeracy skills for undertaking measurements
- Select, prepare and assemble engineering materials and equipment correctly

Structure

Code	Name		Code	Name	
MEM13014A	Apply principles of occupational health and safety in the work environment	Core	MEMPE003A	Develop a career plan for the engineering and manufacturing industry	Core
MEM16006A	Organise and communicat information	Elective	MEMPE004A	Undertake a basic engineering project	Core
MEM 18002B	Use power tools/hand held operations	Elective	MEMPE005A	Participate in environmentally sustainable work practices	Core
MEM 18001C	Use hand tools	Elective	MEMPE006A	Use oxy-acetylene and soldering equipment	Elective
MEMPE001A	Use engineering workshop machines	Elective	MSAENV272B	Use fabrication equipment	Elective
MEMPE002A	Use electric welding machines	Elective	MSAPCI101A	Adapt to work in industry	Elective

Assessment

Modules
• Students are required to experience and develop skills through projects in a live, work-type or a simulated workplace situation. The units of competence studied for certificates are indicated in the table above. • The standard units of competency are assessed by determining 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, with assistance. Achievement in this course is determined from information on the student's performance in the mandatory and significant aspects of the course gained from observations, oral reports, and practical work. It is highly recommended that students undertake two weeks of structured work placement each year. • This is classed as a Stand-Alone VET Subject and a level of achievement is not given on the Senior Statement.

The training provider is St Brendan's College RTO 30349.

Information correct at time of printing (July 2022) but subject to change.

A Unique Student Identifier (USI) will be required before enrolment can proceed.

UEE22020 Certificate II in Electrotechnology

Vocational Education Subject - QCE Credit – 4 points

Vocational

This qualification covers everything needed to help gain an apprenticeship as an electrician. This prevocational course in Electrotechnology is recommended as a 'pre-apprenticeship' pathway for a full Certificate III in Electrotechnology, trade qualification. Once completed students undertaking this course will have gained theory knowledge and practical experience in a hands-on training environment. With the completion of work-experience students will also learn first-hand from qualified tradesperson in the industry.

Pathways

A course of study in the Certificate II in Electrotechnology could lead to an apprenticeship as an Electrical Fitter, Electrical Mechanic, Appliance servicer or as an Air-Conditioning or Refrigeration Mechanic.

Objectives

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

- Apply electrical theory and wiring
- Understand occupation health and safety in the electrical industry
- Solve problems in electrical circuits and extra-low voltage single-path and multiple-path DC circuits
- Identify and select electrotechnology materials
- Use equipment, technologies, and dismantle, assemble and fabricate technology

A high level of maths and science skills is highly recommended.

Structure

Code	Name		Code	Name	
CPCCWHS1001	Prepare to work safely in the construction industry	Core	UEECD0007	Apply work health and safety regulations, codes and practices in the workplace	Core
UEECD0009	Carry out routine work in an energy sector environment	Core	UEECD0046	Solve problems in single pat circuit	Core
UEECD0038	Provide solutions and report on routine electrotechnology problems	Core	UEECD0021	Identify and select components, accessories and materials for energy sector work activities	Core
UEECD0052	Use routine equipment/ plant/technologies in an energy sector environment	Core	BSBCUS201	Deliver a service to customers	Elective
UEERE0021	Provide basic sustainable energy solutions for energy reduction in residential premises	Core	UEECD0035	Provide basic instruction in the use of electrotechnology apparatus	Elective
UEECD0019	Fabricate, assemble and dismantle utilities industry components	Elective	UEECD0020	Fix and secure electrotechnology equipment	Elective
UEECD0034	Produce routine tools/devices for carrying out energy sector work activities	Elective			

Assessment

Modules 1-13
• A total of 13 core units must be completed to be awarded Certificate II in ElectroTechnology. • Training will be delivered face to face where the student will attend classes with qualified trainers and assessors, including practice and assessment using a hands-on approach. • Students are assessed through a range of practical and theoretical tasks. • Practical assessment requires students to participate in and lead individual and group training sessions in different contexts.

This is a Stand-alone VET subject and a level of achievement will not appear on the Senior Statement.

The training provider is the Electrogroup (RTO 30185), delivered on behalf of St Brendan's RTO 30349.

Information correct at time of printing (July 2022) but subject to change.

A Unique Student Identifier (USI) will be required before enrolment can proceed.

CHC24015 – Certificate II in Active Volunteering

Vocational Education Subject - QCE Credit – 4 points

Vocational

This certificate provides students and schools with the ability to engage with their local school and wider community. The program enables learning to be provided in an environment which reflects the working circumstances of volunteers in our community under direct supervision. This program is perfect for students that are looking to incorporate their existing community partnerships and further strengthen student links to the community.

Pathways

A course of study in the Certificate II in Active Volunteering can progress to a career as Outreach Worker, Community Corrections Officer or Community Development Worker.

Objectives

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

- Explore the varied dimensions of volunteering.
- Develop basic emergency life support-skills.
- Develop communication and organisational skills to effectively equip themselves moving into the workforce post-secondary schooling.

Structure

Code	Name		Code	Name	
HLTWHS001	Participate in workplace health and safety	Core			
BSBCMM201	Communicate in the workplace	Core			
CHCDIV001	Work with diverse people	Core			
FSKOCM07	Interact effectively with others at work	Elective			
CHCVOL001	Be an effective volunteer*	Core			
CHCCOM001	Provide first point of contact	Elective			
CHCCOM005	Communicate and work in health or community services	Elective			

Assessment

Modules
The standard units of competency are assessed by determining whether the student can consistently demonstrate knowledge and skill and the application of that knowledge and skill to the standard of performance required in volunteering. This is classed as a Stand-Alone VET Subject and a level of achievement is not given on the Senior Statement. All units are shown in IVET's standard (suggested) sequence of delivery. The CHCVOL001 unit requires students to complete 20 hours of volunteer work (which is incorporated into the assessment).

This is a Stand-alone VET subject and a level of achievement will not appear on the Senior Statement.

The training provider is iVET (RTO 4058), delivered on behalf of St Brendan's RTO 30349.

Information correct at time of printing (July 2023) but subject to change.

A Unique Student Identifier (USI) will be required before enrolment can proceed.

BSB20121 – Certificate II in Workplace Skills

Vocational Education Subject - QCE Credit – 4 points

Vocational

This qualification prepares students for entry-level positions across a diverse range of business services settings and can help to open the door to a vast array of non-technical employment opportunities.

Pathways

A course of study in the Certificate II in Workplace Skills It can also lead to further study in either technical or non-technical vocations and aims to develop the most common and transferable skills and knowledge required of almost any workplace.

Objectives

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

- Develop prioritisation and time management skills.
- Develop knowledge of common digital technologies Common business applications.
- Communication skills
- Teamwork and workplace etiquette
- Critical thinking and basic problem solving

Structure

Code	Name		Code	Name	
BSBPEF101	Plan and prepare for work readiness	Elective	BSBTEC202	Use digital technologies to communicate in a work. environment	Elective
BSBPEF202	Plan and apply time management	Core	BSBCRT201	Develop and apply thinking an problem-solving skills	Elective
BSBWHS211	Contribute to health and safety of self and others	Core	BSBSUS211	Participate in sustainable work practices	Core
BSBCMM211	Apply communication skills	Core			
BSBOPS201	Work effectively in business environments	Core			
BSBTEC201	Use business software applications	Elective			
BSBTEC203	Research using the internet	Elective			

Assessment

Modules

The standard units of competency are assessed by determining 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.

This is classed as a Stand-Alone VET Subject and a level of achievement is not given on the Senior Statement.
All units are shown in IVET's standard (suggested) sequence of delivery.

All units are shown in IVET's standard (suggested) sequence of delivery.

The weeks delivery per unit is based on a 35-week delivery period

This is a Stand-alone VET subject and a level of achievement will not appear on the Senior Statement.

The training provider is iVET (RTO 4058), delivered on behalf of St Brendan's RTO 30349.

Information correct at time of printing (July 2023) but subject to change.

A Unique Student Identifier (USI) will be required before enrolment can proceed.

Mighty Minds – Short Course in Literacy

QCE Credit – 1 point

School Endorsed

This course is designed to help students obtain one QCE credit point and obtain the literacy requirements necessary for attaining a QCE.

Pathways

This course will provide students with the basic literacy skills needed to overcome barriers in contemporary post-school life.

Objectives

Student's will advance their knowledge of the four core skills – reading, writing, oral communication and active learning by completing activities over two comprehensive topics and associated assessment.

The course is delivered via a modern, engaging and straightforward online platform. Student responses are stored and can be downloaded for use in exit folios. Teachers are given access to the Mighty Minds Portal which tracks student progress and contains model responses for activities and assessment. Teachers can also use the Portal to leave feedback directly for students

Structure

Unit 1 – Personal identity and Education	Unit 2 – The work environment
• Personal identity • Maslow's hierarchy of needs • Social issues • Homelessness • Stereotyping • Cyberbullying	• Understanding the workforce • Workplace expectations • Workplace health and safety • Creating a positive workplace • The future of work • Your future workplace

Assessment

Students will complete:
1. A student learning journal 2. An investigation of a social issue 3. An unseen reading comprehension exam 4. A spoken/signed presentation.

Mighty Minds – Short Course in Numeracy

QCE Credit – 1 point

School Endorsed

This course is designed to help students obtain one QCE credit point and the numeracy requirements necessary for attaining a QCE.

Pathways

This course provides students with numeracy skills that are needed to navigate post-school life.

Objectives

Student's will advance their knowledge of two core skills – numeracy and active learning – by completing activities over two comprehensive topics and associated assessment.

The course is delivered via a modern, engaging and straightforward online platform. Student responses are stored and can be downloaded for use in exit folios. Teachers are given access to the Mighty Minds Portal which tracks student progress and contains model responses for activities and assessment. Teachers can also use the Portal to leave feedback directly for students

Structure

Unit 1 – Personal identity and Education	Unit 2 – The work environment
• Personal identity • Social issues • Everyday mathematics • Getting an education	• Joining the workforce • Wages and budgeting • Routine calculations • A typical workday

Assessment

Students will complete:
1. Student Learning Journal based on Topic 1 2. An extended investigation of budgeting for a personal goal, and a subsequent spoken presentation 3. Student Learning Journal based on Topic 2 4. A short response examination

External Options

Distance Education

Distance education is a study option for students who wish to undertake subjects that are not offered by the College, either because of a lack of student numbers or a lack of specialist staff. The main provider of distance education is the '**Brisbane School of Distance Education' (BSE)**, who offer General and Applied and Stand-Alone Vet subjects. All General and Applied subjects contribute to the determination of a student's ATAR as per the normal QCAA guidelines. The biggest inhibitor to the selection of Distance Education through the BSDE is the cost, which is $1000 per subject, per year.

Assessment of distance education courses is through a combination of supervised examinations, assignments and portfolio work. Students are responsible for managing the return of assessment instruments but the BSDE provides detailed timelines, study plans, resource materials and organisational documents to ensure students meet assessment deadlines.

Students who chose to study a subject via distance education undertake the learning for the subject in the College's Study Centre. Here, they have access to the Study Centre Co-ordinator who will assist with their organisation and planning.

Popular Subjects offered via the Brisbane School of Distance Education include:

- Economics
- Japanese, German
- Dance, Drama
- Accounting

TAFE Courses

St Brendan's provides opportunities for students to complete accredited TAFE courses through the Rockhampton, Yeppoon, Mackay and Gladstone Institutes of TAFE.

Options currently available include:

- Certificate 2 in Community Recreation
- Certificate 2 in Retail Operations
- Certificate 2 in Business (Small Business)
- Certificate 2 in Community Service
- Certificate 2 in Outdoor Recreation

All certificate courses are fee paying but students pay at the concession rate. This is usually between $100-200 for the duration of the course. Payment and registration have to be made directly to the TAFE. The school is not able to make application for any student. TAFE has a "first in" policy and has a limit on the number who can enrol in a course.

Students who choose to study the certificate courses mentioned above may be required to attend one day per week at the Rockhampton (CQU) or Yeppoon TAFE or undertake industry placement. The days vary and TAFE will not confirm the specific day until after the registrations have finalized. Travel arrangements will be provided through the school where possible but students will generally be required to find their own transport. There is a convenient bus service run by Young's which will drop the boys at the CQU.

To offset the time lost from school and to ease the study load, the boys who choose to study a TAFE Certificate can drop an elective, although this is not mandatory.

Restrictions

Students may only participate in one Certificate course offered by TAFE. Other Certificate courses are offered through the normal class curriculum in some subjects.

Senior Subjects & Tertiary Studies

ATAR Cut-Offs, 202

University Codes

CQU = Central Queensland University
UQ = University of Queensland
UNSW = University of New South Wales
QUT = Queensland University of Technology
JCU = James Cook University
UTS = University of Technology (Adelaide)
FU = Flinders University (Adelaide)

Course	ATAR	University
Bachelor of Architectural Design	89.00	(UQ)
Bachelor of Aviation	80.00	(UNSW)
Bachelor of Built Environment	83.00	(UNSW)
Bachelor of Business (Advertising)	81.00	(QUT)
Bachelor of Construction Management	64.95	(CQU)
Bachelor of Communication	79.00	(UQ)
Bachelor of Dental Health Science	99.00	(CQU)
Bachelor of Education (Secondary Science)	85.00	(UNSW)
Bachelor of Nanotechnology	95.00	(FU)
Bachelor of Engineering Co-op	85.85	(CQU)
Bachelor of Engineering (Civil, Mechanical)	92.00	(UNSW)
Bachelor of Information Technology	84.00	(UQ)
Bachelor of Journalism	84.00	(UQ)
Bachelor of Land and Water Management	60.20	(JCU)
Bachelor of Law	72.60	(JCU)
Bachelor of Mathematics (Statistics)	86.00	(QUT)
Bachelor of Pharmacy	87.00	(UQ)
Bachelor of Physiotherapy	99.00	(UQ)
Bachelor of Medical Imaging	75.05	(CQU)
Bachelor of Medicine	99.00	(UQ)
Bachelor of Medical Science	93.50	(UTS)
Bachelor of Nursing	86.00	(UQ)
Bachelor of Occupational Therapy	69.00	(CQU)
Bachelor of Optometry	97.00	(UNSW)
Bachelor of Podiatry	75.05	(CQU)
Bachelor of Speech Pathology	70.20	(JCU)

University Entrance Requirements

Different universities have traditionally allowed entry into courses via different methods of application. However, under the new senior schooling system and the introduction of the ATAR, it is assumed that most will follow the process of the Queensland University of Technology indicated below.

1) An ATAR will be essential criteria for school-leaver entry to a university.

2) School leavers who obtain an ATAR will be assessed on their ATAR and, if they have completed an eligible VET qualification at school, then that VET qualification can also be assessed for entry independently.

3) School leavers who pursue only a VET qualification as a secondary school outcome will not be eligible for entry on their completed VET qualification alone for a period of two years following their secondary studies.

4) School leavers with neither an ATAR nor a VET qualification will not be eligible for entry to a university placement.

Need More Help?

Further information and assistance in your decision-making are available from the following:

https://www.sbccareers.com.au	St. Brendan's College Careers
http://www.qcaa.qld.edu.au	Qld Curriculum and Assessment Authority
http://www.myfuture.edu.au	Australia's Career Information Service
http://www.qtac.edu.au	Qld Tertiary Admission Centre
http://www.jobguide.detya.gov.au	Job Guide
http://www.tafe.net	TAFE Queensland
http://www.thesource.gov.au	Australian Government Youth website

Subject Levies

Levies are charged for some subjects where additional curriculum materials, specific uniforms, or the participation in structured certificates is required to complete the course. They are also charged where the boys have the option to produce their own projects, construction pieces or bodies of design work. The figures listed below are not exactly prescriptive but give an indication of the amounts that parents can expect to pay for their son to meet the requirements of the subject.

Excursions are also a mandatory component of some subjects but parents will be informed of the costs of these through our excursion notification process.

Subject and Faculty	**Per annum**
Industrial Technology	
AUR20720 Certificate II in Automotive Vocational Preparation	$350
CPC20220 Certificate II in Construction Pathways	$350
MEM20413 Certificate II in Engineering Pathways	$300
UEE22020 Certificate II in Electrotechnology	$300
Physical Education	
SIS30313 Certificate III in Fitness	$250
Aquatic Practices	$200
Humanities	
SIT20112 Certificate II in Tourism	$250
Digital Technology	
AVI30419 Certificate III in Aviation - Remote pilot	$300
Vocational Education	
BSB20120 Certificate II in Workplace Skills	$300
CHC24015 Certificate II in Active Volunteering	$300