PRINCIPAL’S WELCOME

Melba Copland Secondary School (MCSS) includes a High School Campus (7-10) and College Campus (11-12) providing a challenging 21st century school setting for young people. MCSS is committed to achieving student excellence in academic endeavours, performing and creative arts and sporting pursuits.

The MCSS College Campus provides for students to complete the ACT Senior Secondary Certificate, the International Baccalaureate Diploma and VET (Vocational Education and Training) courses which deliver nationally recognised certificates qualifications. The academic rigour of our curriculum is demonstrated by the high standards achieved by our students.

The International Baccalaureate (IB) Diploma program is internationally recognised and is designed as a pre-university program for academic students. Students achieve both the IB Diploma and the ACT Senior Secondary Certificate. Individual IB subjects may be studied for the award of an IB Certificate.

The Performing and Creative Arts Program utilises excellent modern facilities for students to create and perform at exceptional standards. The College Campus foyer is an ‘exhibition space’ that our students and staff are proud of – you are welcome to come and view the students’ works. The new 400 seat Copland Theatre provides an exceptional performance venue for students across both campuses.

In 2016 MCSS will open the new Trade Skills Centre for Hospitality, Horticulture and Construction. This will significantly strengthen the career pathway from High School for students. MCSS is taking a lead role with Construction and Horticulture across the Belconnen Region Trade Skills Centre, in partnership with all Belconnen Network secondary schools.

Our College Campus offers a broad range of Vocational Education and Training (VET) qualifications and Australian School-Based Apprenticeships (ASBAs). VET involvement is extremely rewarding and a highly regarded experience for students and this dimension of learning on the College Campus is in high demand as students strive to attain industry and business qualifications for their future careers. Many students are also able to complete specialist VET courses provided by external registered training providers in parallel with their ACT Senior Secondary certificate.

The Talented Athlete Program which builds on the success of students across many sports. Talented students are able to personalise their study and sports performance schedules through their involvement in this program.

The Pastoral Care Program coordinated by the Student Services team. The program supports each student’s pastoral care and study progress, well-being, resilience, transition to college, post-college career planning and their development as a young adult.

The College FLEX Program provides support to students who require individual learning plans addressing literacy, numeracy and independent living skills.

The MCSS College Campus team is motivated to provide a challenging and engaging learning environment to ensure the success of all students.

I too look forward to supporting the success of MCSS students in their pursuit of excellence and bright futures.

Michael Battenally Principal
Contents

CAMPUS COMMUNITY ........................................................................................................... 6
MCSS Board ........................................................................................................................ 6
MCSS Parents & Citizens Association ................................................................................ 6
Student Representative Councils ....................................................................................... 6
Financial Contributions and Library Trust Fund ................................................................. 6
COMMUNITY ACCESS PROGRAMS ......................................................................................... 6
COMMUNICATION WITH THE SCHOOL COMMUNITY ........................................................... 7
SCHOOL FACILITIES ................................................................................................................ 7
STUDENT ENVIRONMENT AND PASTORAL CARE PROGRAM ............................................. 8
LEARNING SUPPORT PROGRAMS ................................................................................................ 9
   Inclusion Support Program (ISP) ........................................................................................ 9
   Freedom to Learn and EXcel Program (FLEX) ................................................................. 10
   Learning Support Unit Program (LSU) .............................................................................. 10
LEARNING TECHNOLOGY & VIRTUAL LEARNING ENVIRONMENT ........................................ 10
INTERNATIONAL LEARNING PERSPECTIVE ........................................................................... 10
   INTERNATIONAL STUDENT PROGRAM ............................................................................ 11
PROGRAMS OF EXCELLENCE ................................................................................................ 12
INTERNATIONAL BACCALAUREATE PROGRAM .................................................................... 13
   Benefits of Enrolling in the IB Diploma ............................................................................ 13
   IB Mission Statement ....................................................................................................... 13
   The IB Program at MCSS .................................................................................................. 13
VOCATIONAL EDUCATION AND TRAINING (VET) ................................................................. 15
ACT SENIOR SECONDARY CERTIFICATE – GUIDELINES .................................................. 16
COURSE GUIDE ..................................................................................................................... 18
COMMERCE AND SOCIAL SCIENCES ..................................................................................... 18
   BUSINESS ADMINISTRATION (A/V) ................................................................................ 18
   BUSINESS (T/A) ................................................................................................................. 18
   LEGAL STUDIES (T/A) .................................................................................................... 18
   PSYCHOLOGY (T/A) (IB) .................................................................................................. 19
ENGLISH ............................................................................................................................... 20
   ENGLISH (T) (IB) ................................................................................................................ 20
   CONTEMPORARY ENGLISH (A) ..................................................................................... 21
   ENGLISH AS A SECOND LANGUAGE (ESL) (T/A) ........................................................... 21
HUMANITIES .......................................................................................................................... 22
<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>History (T/A) (IB)</td>
<td>22</td>
</tr>
<tr>
<td>Theory of Knowledge (T) (IB)</td>
<td>22</td>
</tr>
<tr>
<td>Design, Technology and Graphics (T/A)</td>
<td>23</td>
</tr>
<tr>
<td>Furniture Construction (A/V)</td>
<td>24</td>
</tr>
<tr>
<td>Metal Engineering (A/V)</td>
<td>25</td>
</tr>
<tr>
<td>Information Technology (T/A/V)</td>
<td>26</td>
</tr>
<tr>
<td>Languages</td>
<td>28</td>
</tr>
<tr>
<td>Chinese (T) (IB)</td>
<td>28</td>
</tr>
<tr>
<td>French (T) (IB)</td>
<td>28</td>
</tr>
<tr>
<td>Japanese (T/A) (IB)</td>
<td>29</td>
</tr>
<tr>
<td>Mathematics (T/A) (IB)</td>
<td>30</td>
</tr>
<tr>
<td>Specialist Mathematics (T) (IB)</td>
<td>30</td>
</tr>
<tr>
<td>Mathematical Methods (T) (IB)</td>
<td>31</td>
</tr>
<tr>
<td>Mathematical Applications (T)</td>
<td>31</td>
</tr>
<tr>
<td>Essential Mathematics (A)</td>
<td>31</td>
</tr>
<tr>
<td>Contemporary Mathematics (A)</td>
<td>32</td>
</tr>
<tr>
<td>Performing and Visual Arts</td>
<td>32</td>
</tr>
<tr>
<td>Visual Art (T/A) (IB)</td>
<td>32</td>
</tr>
<tr>
<td>Dance (T/A)</td>
<td>33</td>
</tr>
<tr>
<td>Drama (T/A) (IB)</td>
<td>33</td>
</tr>
<tr>
<td>Media (T/A/V) (IB)</td>
<td>33</td>
</tr>
<tr>
<td>Music (T/A) (IB)</td>
<td>34</td>
</tr>
<tr>
<td>Photography (T/A) (IB)</td>
<td>35</td>
</tr>
<tr>
<td>Physical Education and Sport</td>
<td>35</td>
</tr>
<tr>
<td>Exercise Science (T)</td>
<td>35</td>
</tr>
<tr>
<td>Sports Studies (T/A)</td>
<td>36</td>
</tr>
<tr>
<td>Sports Science (A)</td>
<td>36</td>
</tr>
<tr>
<td>Sport Fitness and Administration (A/V)</td>
<td>36</td>
</tr>
<tr>
<td>Sports Development (A)</td>
<td>37</td>
</tr>
<tr>
<td>Physical Education (A)</td>
<td>37</td>
</tr>
<tr>
<td>Outdoor Education (A)</td>
<td>38</td>
</tr>
<tr>
<td>Science</td>
<td>39</td>
</tr>
<tr>
<td>Chemistry T (IB)</td>
<td>39</td>
</tr>
<tr>
<td>Physics T (IB)</td>
<td>39</td>
</tr>
<tr>
<td>Biological Science (T) (IB)</td>
<td>40</td>
</tr>
<tr>
<td>General Science (T/A)</td>
<td>40</td>
</tr>
<tr>
<td>Flight (T/A)</td>
<td>41</td>
</tr>
<tr>
<td>Course Area</td>
<td>Page</td>
</tr>
<tr>
<td>-------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>PLANT AND ANIMAL MANAGEMENT (A)</td>
<td>42</td>
</tr>
<tr>
<td>HORTICULTURE (C)</td>
<td>42</td>
</tr>
<tr>
<td>SERVICE INDUSTRIES AND APPLIED STUDIES</td>
<td>43</td>
</tr>
<tr>
<td>FOOD FOR LIFE (A)</td>
<td>43</td>
</tr>
<tr>
<td>HOSPITALITY (A/V)</td>
<td>43</td>
</tr>
<tr>
<td>TOURISM AND EVENT MANAGEMENT (A/V)</td>
<td>44</td>
</tr>
<tr>
<td>SOCIAL AND COMMUNITY WORK (A/V)</td>
<td>44</td>
</tr>
</tbody>
</table>
CAMPUS COMMUNITY

The College Campus encourages members of our community to participate in decisions that promote positive opportunities for students. We live in a rapidly changing world where students will need to make informed decisions and adapt as learners.

Central to making decisions is the intention to maintain a caring and supporting Campus, guiding students through from adolescent years to adulthood. Parent and carer involvement during this period is essential, although it may well take a different path to that when students were in High School years.

MCSS Board

The MCSS Board is an elected body with the responsibility for school governance to support the educational policies to be implemented. The Board also ensures that the provision of facilities, equipment and resources are maintained at appropriate levels and standards. Finally, the Board oversees the annual budget of the school.

MCSS Parents & Citizens Association

The P&C Association promotes the educational welfare and interests of the school by encouraging close co-operation among parents, pupils, school staff and community members. In addition, the P&C through fundraising can contribute to supplementary assistance for purchasing educational equipment and resources for student benefit.

Student Representative Councils

The Student Representative Councils on each campus are energetic groups of students committed to addressing student issues of common concern, including fundraising for charities, organising school socials, and advancing student leadership development. Our SRC students are also on the ACT SRC.

Financial Contributions and Library Trust Fund

All contributions to ACT Government schools are voluntary. These voluntary contributions from parents, carers and other citizens form a major part of our school budget each year. These funds support the full range of educational programs and activities and the purchase of educational materials.

Details of specific amounts are available at the time of student enrolment. Costs for camps, excursions and competitions are generally advised separately as the need arises.

COMMUNITY ACCESS PROGRAMS

Sporting and student development opportunities are fostered through community access to the dual-campus facilities. Sports and dance organizations are regular users of our facilities, and the Police and Citizens Youth Clubs (PCYC) programs are continuing to grow.
COMMUNICATION WITH THE SCHOOL COMMUNITY

MCSS communicates with the wider school community in a variety of ways including:

- MCSS Newsletter is published throughout the year and is available electronically via email or in hardcopy and via the website
- Meet the Teachers Evening for Year 11 is held early in the year for new parents
- Reporting on student performance occurs at least four times a year. Mid-semester reports are distributed at the end of terms 1 and 3. Comprehensive semester reports are distributed at the end of each semester
- Parent/Teacher Interviews are held each semester
- College assemblies are conducted for celebrations and communication with students
- Parents and carers are encouraged to make contact with the college whenever they have a concern
- Teachers will make contact with a parent/carer in case where there is a significant issue of concern that cannot be communicated by scheduled reporting activities

SCHOOL FACILITIES

The MCSS College Campus has benefited from significant ongoing investment in learning facilities and information technology. It is a modern, well designed campus where students are able to choose a variety of academic and technically supported challenges. Some of our facilities include:

- Performing Arts Theatre with dance studio and music performance studios
- Creative Arts Studio
- Wireless networked campus and sophisticated computer network facilities across all curriculum areas including interactive whiteboards
- Specialised IT laboratories for Multimedia, Photography, Computer Aided Design, Robotics and CISCO Certification
- Industrial technology facilities for engineering and construction industries
- Modern science laboratories – Data Logging equipped
- Industrial kitchen and hospitality facilities
- Indoor sports gymnasium with climbing wall, basketball and futsal courts
- Tennis courts
- Library information resource centre for seminars, individual and group study
- Student spaces throughout the campus including warm and friendly cafeteria, outdoor learning areas, study corners and relaxing grounds

The College Campus is active in the local community through the involvement of student leadership in programs and events. Our established community network showcases and acknowledges the outstanding and innovative work students and staff are engaged in. At MCSS we look forward to welcoming new students to these rewarding opportunities.
STUDENT ENVIRONMENT AND PASTORAL CARE PROGRAM

Student services provides support for students, their parents, carers and teachers by promoting a safe learning environment for all students that is flexible and responsive to the needs of the individual and the wider school community.

MCSS has a unique structure and a diverse student population ranging from year 7 to 12. The student services team on each campus coordinates the pastoral care needs of the students, the behaviour management across the school and the delivery of targeted programs to meet individual needs. The focus of student services at MCSS is to foster and support students to achieve their potential.

The Pastoral Care Program involves staff, students and the wider school community designing and implementing initiatives that focus on addressing the social and emotional wellbeing of each student. This personalised approach embeds qualities of productive and respectful relationships and a strong sense of community and individual responsibility. It recognises that school communities consist of representatives from all groups in society and that a shared positive culture of inclusivity is essential.

Pastoral care at MCSS is underpinned by an ethos of care and respect for all, with the ultimate goal to build the capacity of the whole school community to support each student to grow and develop and engage in meaningful and successful learning.

Each year group has a year coordinator who builds strong relationships with the students and provides a link between parents and staff, and assists in the monitoring of behaviour and academic progress. There is a student services executive on the college campus dedicated to managing the student services program.

The school Counsellor is available to all students and their parents, including appointments for case management and making referrals on behalf of a student or their parent/carer to agencies that offer assistance and advice outside the school system.

MCSS has a careers advisor with the responsibility of guiding students through their career pathways. This begins in years 7 and 8 with students identifying their strengths and interests, through to year 9 and 10 student pathways training and the transition of year 10 to students moving through to college or into the workforce.

The careers advisor also coordinates work experience, vocational courses and training, School Based Apprenticeships (ASBAs) and many other programs designed to offer students links between school, the workforce or further study or training.
Provision is made for students with special needs through the development of personalised learning programs and Individual Learning Plans (ILPs).

Students are encouraged to contribute to the development of programs and services delivered by providing feedback or sharing their ideas with members of the SRC. Students also have the opportunity to participate in a variety of forums and meetings designed to facilitate information sharing between staff and students.

Student support at MCSS is a shared responsibility between students, teachers, parents and carers. Students are expected to:

- Demonstrate respect and courtesy to all members of the school community
- Have a positive commitment to their learning
- Act in a manner that ensures their own physical safety and well-being, and the safety of other members of the school

We encourage parents to maintain regular contact with the school so that the school is able to best meet the needs of their students.

**LEARNING SUPPORT PROGRAMS**

MCSS offers a comprehensive, fully integrated support program for students with additional needs.

**Inclusion Support Program (ISP)**

Students who meet eligibility criteria may be entitled to support in their mainstream classes. This support can be delivered in many ways including, but not limited to, Learning Support Assistants providing in-class support, specialist tutorials, teacher liaison, modified curriculum and assessment, professional learning for classroom teachers and home-school liaison. They may qualify due to a physical or intellectual disability, a language disorder, impaired vision or hearing, chronic medical condition, mental health disorder or pervasive developmental disorder and will be allocated resources for support based on their educational access and participation needs using the Student-Centred Appraisal of Need (SCAN) process.
Freedom to Learn and EXcel Program (FLEX)

Students who are at risk of not completing their ACT Senior Secondary certificate due to specific learning difficulties are offered a comprehensive, fully integrated support program.

Students with a disability confirmation are able to maximise their disability resourcing in a structured and scaffolded program with specialist resources and teaching staff. The FLEX program offers courses for Year 11 and 12 in Contemporary English and Maths.

Students will also need to take other courses offered on campus and are supported to pursue areas of interest. All students in the program are provided with curriculum support for assignment work and a high level of communication with parents/carers to set and achieve their personal, work readiness and academic goals. Resources are provided by the Inclusion Support Program and by Melba Copland Secondary School, with a high level of consultation from transition officers, inclusion support consultants, school careers/vocational education staff and the college campus Student Services Team.

Learning Support Unit Program (LSU)

The Learning Support Unit program on the College Campus provides an individualised educational program for students with mild-moderate intellectual disabilities. Students must meet the ACT Student Disability Criteria to be placed in this setting.

LEARNING TECHNOLOGY & VIRTUAL LEARNING ENVIRONMENT

The MCSS College Campus has invested significant resources into computing and information technology infrastructure. The wireless enabled digital education experience for our students will be difficult to surpass in the Canberra community. Students at the College Campus will not be required to ‘power-down’ when they come to study.

While attendance at classes remains compulsory, flexible modes of delivering learning will be used to best prepare our students for learning in a technologically advanced world. Students and teachers use a Virtual Learning Environment as an online learning tool.

INTERNATIONAL LEARNING PERSPECTIVE

The College Campus is committed to engaging all students with a broader view of the world. From understanding human rights to experiencing different cultures, these are important experiences for young people today.

Our collective responsibility to equip the leaders of the future with the compassion and intercultural understanding for others is a priority for our school.

Across the 7-12 community of MCSS, over 40 cultural backgrounds are reflected. It is this diversity that adds value to the daily experience for students and staff at MCSS.

Some of the special aspects of the MCSS international learning perspective include:
• International Student Exchange involves international student exchange organisations. Students from North/South America and Europe join the College Campus students. MCSS students also have access to these exciting and challenging opportunities.

• International Student Excursions are coordinated by the College Campus staff for both cultural and sporting opportunities. The international experience will continue to develop as staff and students engage fully with other cultures and pursuits. MCSS is building a network of international ‘sister school’ partnerships.

INTERNATIONAL STUDENT PROGRAM

The International fee-Paying Student (IPS) Program provides for overseas students through immersion to strengthen their English-speaking skills and attain academic and vocational excellence in an Australian school.

The IPS program involves a series of special events across the year. This involves excursions within and around Canberra to give students the opportunity to experience the Australian culture such as gold mining and bush activities. Students also experience the hospitality student’s expertise with a number of special lunches. Students also are given the opportunity to develop links with ANU and UC to see where their future pathways lie.

Students will generally complete the ACT Senior Secondary certificate, and are also able to undertake the International Baccalaureate Diploma if they are looking for a further challenge.

The IPS Coordinator ensures a very high level of academic supervision in addition to a strong pastoral care provision for all international students.

The safe and healthy Canberra environment continues to attract students to the College Campus. This program is particularly popular with students from Asian countries including China, Japan, Korea and Vietnam. The college is preparing for future growth through...
involvement with our sister schools in China and Japan.

PROGRAMS OF EXCELLENCE

The College Campus provides a suite of opportunities for students to achieve excellence. These programs include:

- **International Baccalaureate (IB) Diploma** is a pre-university program that Year 11 and 12 students may choose to study at the same time as completing their ACT Senior Secondary certificate and ATAR.

- **The MCSS Honours Program** aims to provide a range of enrichment and extension activities to all students with gifts and / or talents. The Honours Program recognises outstanding achievements of individual students and their contribution to the wider MCSS culture. Honours are subject based awards which recognise that giftedness and talent may be in specific areas. The Honours Program is run each academic year, with students receiving their Honours Certificate at the end of the year.

- **Performing Arts Program** offers students community and college-based opportunities to excel in drama, dance and music. The modern performance facilities at the College Campus connect students with an industry level experience.

- **Outdoor Education Program** provides challenging courses for students seeking their 'personal best', developing personal resilience and leadership strengths.

- **Talented Athlete Program** builds on the success of students across many sports. Talented students are able to personalise their study and sports performance schedules through their involvement in this program.

- **Vocational Education and Training (VET) Certification and Australian School-Based Apprenticeships (ASBAs)** engage students with focussed career challenges. VET involvement is extremely rewarding and a highly regarded experience for students and staff. This dimension of learning on the College Campus is the highest growth area due to the rising need for all students to attain qualifications for career futures. Many students are able to complete Canberra Institute of Technology studies in parallel with their ACT Senior Secondary certificate.

*University Extension Programs include the ANU Secondary College and University of Canberra (UCAN) opportunities. UCAN also provides a bridging program.*

**ANU offers early entry to IB DP students based on their progress in the International Baccalaureate Diploma.**
INTERNATIONAL BACCALAUREATE PROGRAM

The International Baccalaureate educational program is a pre-university course of study leading to the award of a Diploma or Certificate. The IB is a comprehensive two year curriculum which includes external assessment of student work. The IB is taught in over 110 countries. Australian and international universities accept the IB, with many giving preferred entry to those gaining an IB Diploma or certificate.

Benefits of Enrolling in the IB Diploma

The IB program ensures a broad and balanced course of study and assists in developing a global perspective. All courses are accredited with the ACT Board of Senior Secondary Studies and the International Baccalaureate Organisation, resulting in the award of both the ACT Senior Secondary certificate and an IB Diploma upon successful completion.

The rigorous course work and higher level of skills developed in the Diploma program provide excellent preparation for university study. Students enjoy the camaraderie and friendships which develop over the two years. The Creative/Active/Social (CAS) program encourages the individual development and community participation.

IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organisation works with schools, governments and international organisations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand and accept global diversity of ideas.

The IB Program at MCSS

Students study a subject from each of six groups. At least three of the subjects are studied at Higher level (HL) and the rest at Standard Level (SL). Students also study core elements of Theory of Knowledge, write an extended essay, and participate in Creativity, Action, Service (CAS).

GROUP 1 LANGUAGE

English is the group 1 language studied. Students complete the World Literature units of the English T course.

GROUP 2 MODERN LANGUAGES

All students in the IB diploma study a language other than their own.

Language B - Students proficient in the language or with several years’ prior study of the language undertake a study of Japanese, Spanish or French. The language may be studied at Higher level or Standard Level. ‘Ab initio’ Language is for students with limited or no experience in the language chosen. Japanese, Spanish and French languages are available and can also be taken at standard level.
GROUP 3 INDIVIDUALS AND SOCIETIES
Psychology and Modern History are available for study at Higher Level or Standard Level.

GROUP 4 EXPERIMENTAL SCIENCES
Students select from Chemistry, Physics or Biology, all of which may be studied at Higher Level or Standard Level.

GROUP 5 MATHEMATICS
Students may choose from 3 levels of IB Mathematics through the appropriate selection of units within the ACT Mathematics courses. IB Mathematics (Higher Level) Students enrol in the Specialist Mathematics course on two lines. IB Mathematics (Standard Level) Students enrol in the Specialist Mathematics course on one line.

IB Mathematical Studies (Standard Level) Students begin in the first unit of Mathematical Methods before moving into the Mathematical Applications course in Semester 2, leading to a Mathematical Applications major course as well as the IB subject.

GROUP 6 ELECTIVE
Students may choose from either Theatre Arts (Drama) or Visual Arts (Photography, Film, Art) Dance or Music. A second subject from groups 2, 3 or 4 may be elected rather than an Arts subject.

THEORY OF KNOWLEDGE (IB)
Theory of Knowledge (TOK), Creativity, Action, Service (CAS) Program and the Extended Essay complete the course of study for the Diploma. TOK emphasises the development of critical thinking and higher order skills. It explores theories of knowledge and understanding.

CAS has a focus on values education and citizenship. It involves 150 hours of creative, action and service-oriented activities. Students maintain a log book to record their involvement. Activities may be in a group organised through the college or an outside organisation.

The Extended Essay develops the independent research and writing skills expected by universities and allows for a deeper study of a particular area of student interest.

IB Assessment
Students complete examinations and internal assessment. Internal assessment is marked and then sent to experienced moderators. Examinations are marked externally. External exams are conducted in November of the candidate’s second year (Year 12). ACT candidates also complete the requirements for BSSS and ATAR scores.

IB Certificates
Students may study individual subjects of the Diploma Program, leading to the award of an IB certificate and grade in that subject.

IB Diploma Program Fees
As the International Baccalaureate is an external program, fees are payable in advance and Semester 1 fees of Year 11 are non-refundable. Program Registration fees are payable at the time of enrolment. Examination fees are payable at the commencement of the second year of the program (Year 12). These fees are in addition to the normal parent contribution.
VOCAIONAL EDUCATION AND TRAINING (VET)

Vocational courses are designed to provide knowledge and skills relevant to a particular area of employment and to further education and training.

**Vocational courses:**
- Help students try different careers
- Offer students the opportunity to undertake learning in the workplace
- Help students gain entry to training organisations such as CIT
- May help students gain a traineeship or apprenticeship
- May help students gain employment

**Vocational Courses at MCSS College Campus**

The college vocational courses are based upon National Training Packages endorsed by industry. Successful completion of all required competencies and vocational placements will provide a student with a Vocational Certificate recognised throughout Australia.

Vocational teachers maintain strong links with industry and ensure that students have opportunities to extend their learning through excursions and training with external providers and through vocational placements.

**Vocational Courses at College**

The following Vocational courses are offered at MCSS:
- Metal Engineering - Leading to Certificate I in Engineering
- Furniture Construction - Leading to Certificate I in Furnishing
- Business Administration - Leading to Certificate I, II in Business
- Hospitality - Leading to Certificate I, II in Hospitality
- Horticulture – Leading to Certificate I, II in Horticulture
- Information Technology (with optional CISCO stream) - Leading to Certificate II in Information Technology
- Media - Leading to Certificate II in Creative Industries (Media)
- Tourism - Leading to Certificate II in Tourism
- Social and Community Work - Leading to a Certificate I in Active Volunteering, Certificate I in Work Preparation, Certificate II in Community Services
- Sport, Fitness and Administration – Leading to a Certificate II in Sport and Recreation

Students may achieve a Statement of Attainment for partial completion of a certificate.

**Belconnen Region Trade Skills Centre Courses**
- Construction Pathways Certificate II with pathways to Certificate III
- Horticulture Certificate II with pathways to Certificate III
- Hospitality Certificate I & II
(Note: MCSS will offer these specialist VET courses to all Belconnen Network secondary school students from 2016)

External Courses Offered by other RTOs (may vary throughout the academic year)

• Academy of Interactive Entertainment - Creative Industries (Game Dev.) Certificate II

• Canberra Training Institute – pathways to Cert III Fitness, Responsible Service of Alcohol, White Card, Asbestos Awareness

• Royal Life Saving Society Australia – Senior First Aid Certificate

School-Based New Apprenticeships

Australian School Based Apprenticeships (ASBA) allows students undertaking vocational courses to work part-time in the relevant industry, as well as completing their ACT Senior Secondary certificate. Students attend the work place as a paid employee. This may occur one day per week, at weekends or in school holidays. ASBA is an excellent way to develop industry experience and gain valuable contacts in the workplace. The careers advisor will help students organise an ASBA arrangement.

ACT SENIOR SECONDARY CERTIFICATE – GUIDELINES

MCSS awards the ACT Senior Secondary Certificate (formally the ACT Senior Secondary certificate) to all students who successfully complete Years 11 and 12. The ACT operates a system of school-based curriculum and assessment within the policy and procedures of the ACT Board of Senior Secondary Studies (BSSS).

School-based curriculum means that college teachers are involved in all curriculum development and that colleges determine what courses they offer to students. MCSS is committed to offering high quality educational programs from a wide range of academic and vocational areas.

Assessment in the ACT is continuous school-based assessment. This means there are no external subject-based examinations. Courses are taught and assessed unit by unit. Moderation is conducted every semester to ensure comparability of grades from different
schools and the ACT Scaling Test (AST), a higher order thinking examination, is used to compare Tertiary scores from different schools for calculation of the ATAR.

The ACT BSSS requirements for an ACT Senior Secondary Certificate package are:

- A minimum of four different A, T, M, H, C or E courses from at least three different course areas. These must include at least two A, T or M courses and one of these must be in the English course area.
- Completing at least 17 standard units.
- Completing the package in no more than five years

What are standard Units and Courses?

A standard unit has a value of 1.0 and is delivered for a minimum of 55 hours, generally over one semester. You may also be awarded 0.5 standard units which means that unit was delivered for a minimum of 27.5 hours, generally over one term.

A course is a combination of units with a coherence of purpose.

Course Distribution Patterns

Courses have differing types indicating the duration of study in the course. The duration of study is indicated by the labels: minor, major, major-minor and double major.

- minors require a minimum of 2 standard units
- majors require a minimum of 3.5 standard units
- major-minors require a minimum of 5.5 standard units
- double majors require a minimum of 7.0 standard units.

What are A, T, M, & V courses at MCSS?

- An A course is one which is accredited by the ACT BSSS as educationally sound and appropriate for students studying in Years 11 and 12.
- A T course is accredited by the ACT BSSS as providing appropriate preparation for higher education.
- An M course is accredited by the ACT BSSS as providing appropriate educational experiences for students who satisfy specific disability criteria.
- A V course is a vocational education and training program combined with an A, T or M course. A V course leads to a vocational Certificate or Statement of Attainment as defined by the Australian Qualifications Framework (AQF).
- An H course is designed and accredited by an Australian higher education provider and where successful completion of the course will be recognised towards an undergraduate degree with that provider.
- An E course is a VET course delivered by an external Registered Training Organisation (RTO), eg CIT.
• An R unit or course is designed to provide personal development, recreational or community service activities. (These units can count towards the accumulation of units towards the ACT Senior Secondary Certificate but do not count towards majors or minors.)

COURSE GUIDE

COMMERCE AND SOCIAL SCIENCES

BUSINESS ADMINISTRATION (A/V)

The Business Administration course develops information management and office processes skills. The course is based on nationally recognised competencies, which will help the student to enter the workplace or to pursue further training. Each unit focuses on general computer use, communication skills and office procedures.

Units involve such topics as working in a business environment, business operations and finances, creating and using business documents, business practices and customer service.

This a nationally recognised Vocational course with competency standards approved by the Australian Skills Qualification Authority (ASQA). Students completing the course are eligible to receive:
• Certificate I in Business Administration
• Certificate II in Business Administration

Work placement is an essential component of achieving these certificates. A Statement of Attainment will be awarded where at least one competency is achieved.

BUSINESS (T/A)

The study of Business encompasses theoretical and practical aspects of business and business management in an everyday professional context. It encompasses the knowledge, principles and concepts involved in accounting, economics and business. It makes a significant contribution to students’ understanding of, and effective participation in, a thriving, modern business environment.

Students are challenged to think critically, become independent learners and develop problem-solving skills. Students are provided with a basis for self-directed and lifelong learning through an understanding and management of self-development capabilities that prepare for a social and economic environment of greater individual responsibility.

Units involve such topics as business nature and planning, business management and marketing, employment and industrial relations, financial management and global business.

Students can study Business at tertiary (T) or accredited (A) levels.

LEGAL STUDIES (T/A)

Legal Studies provides a valuable contribution to the education of students by encouraging them to research legal issues and develop an understanding of legal concepts in order to give them a basic understanding of the law and its function within our society.
Legal Studies is about the way the law relates to and serves both individuals and the community. It focuses on developing an understanding of the way in which law is generated, structured and operates within Australian and international contexts. It develops a wide range of understandings and skills for independent inquiry, critical thinking and informed decision-making.

Legal Studies is concerned with the investigation and understanding of laws and their impact on society. Students of Legal Studies not only examine and analyse current laws, they also examine alternative proposals to such laws.

Units include such topics as; the Australian legal system, consumer law, human rights law, industrial relation law, torts, family law and criminal law.

Students can study Legal Studies at tertiary (T) or accredited (A) levels.

PSYCHOLOGY (T/A) (IB)

Psychology is a Behavioural Science which, through its distinctive concepts, theories and scientific methodologies, recognises the value of the individual, examines factors that influence people and emphasises the need to deal with people in an ethical way.

Units include such topics as developmental psychology, consciousness, perception, learning and memory, behavioural disorders, attitudes and prejudice, personality, health psychology

Students can study Psychology at tertiary (T) or accredited (A) levels.

The IB Psychology syllabus has two levels: Higher Level and Standard Level. The perspectives covered include biological, cognitive and learning perspectives.
ENGLISH

English T and A courses develop students’ abilities to communicate more effectively and to understand and master the literacy demands of society. The study of literature encourages students to appreciate ideas and values outside their own experience. The courses offer a balanced program of language and literature units aimed at equipping students with skills essential in a changing society. English courses are designed to develop skills of communication, comprehension, oral presentation, group interaction and research - key attributes for those planning further education and important in any work environment. MCSS teaches English courses required by the Australian curriculum. Completion of at least a minor in English is required for the award of an ACT Senior secondary Certificate.

ENGLISH (T) (IB)

LITERATURE (T) (IB)

These courses are designed for students who intend further study beyond Year 12 and those who wish to pursue careers which demand high level English skills. All units involve the study of literature as a core element of their structure.

Students may choose to follow the English T course which builds skills in critical literacy and under comprehension across a variety of text types including digital and film texts, fiction and nonfiction. Creating both analytical and imaginative texts is a focus of the course. Investigative tasks allow students to integrate real world knowledge with literacy concerns. The Literature T course focuses on examining a wide range of nonfiction texts. In addition study poetry and drama texts to consider authors’ intent and stylistic devices. Students are encouraged to create imaginative texts as well as crafting analytical and investigative responses.

It is possible to undertake a major or major/minor (5.5 units) or double major (7 or 8 units) course. This requires students to undertake two different units in various semesters.

Students studying for the IB must enrol in the World Literature units. World Literature units are designed to meet the requirements and texts of the International Baccalaureate. The units focus on developing knowledge and understanding of literature written in English and literature from other cultures, not originally written in English. World Literature aims to broaden students’ perception of literature and the world, and to develop an understanding of the powerful force that literature contributes to social change and cross cultural understanding.
ESSENTIAL ENGLISH (A)

This course is designed for students seeking direct entry into the workforce or training rather than proceeding to tertiary study. The course has a strong focus on the development of practical skills of comprehension, writing, reading and stylistic devices used in fictional and information texts.

The Australian Curriculum provides a sequence of four units to allow students to complete a major.

CONTEMPORARY ENGLISH (A)

This course provides practical skills for accessing community and life skills in literacy. This is designed for students who need further development of their literacy skills to access future opportunities in post school life. This course is specifically an exploration of non-literary texts in English and more practical applications of literacy.

Units involve such topics as Literacy through the Media, Literacy for Information, Literacy for Work and Literacy for Leisure.

ENGLISH AS A SECOND LANGUAGE (ESL) (T/A)

This course is designed for students from non-English speaking backgrounds who need assistance in developing skills in listening, speaking, reading and writing in English. Units incorporate basic English skills and are suited to students who have recently arrived from overseas to Australia or students who need English language support in their other subjects. Term units are available for late entry into or early exit from the course.

Units involve such topics as research and writing skills, exploring literacy and formal texts, literature and film, issues in literature and culture. Students can study ESL at tertiary (T) or accredited (A) levels.
HUMANITIES

HISTORY (T/A) (IB)

The study of History aims to develop students’ understanding of the development of human society, the process of change and the reasons for events which have resulted in change. Students may choose to specialise in recent or more distant times, or combine studies from the two strands.

Units may be studied in the following Australian curriculum or BSSS accredited courses:

- Ancient History
- Modern History
- Pre modern History

It is possible to undertake a major or major/minor (5.5 units) or double major (7 or 8 units) course. This requires students to undertake two different courses in various semesters and these may be from different history strands.

Students can study History at tertiary (T) or accredited (A) levels.

The IB History syllabus has two levels: Higher Level and Standard Level. Students in the IB diploma program must enrol in Modern History units.

THEORY OF KNOWLEDGE (T) (IB)

Theory of Knowledge is an interdisciplinary course intended to stimulate critical reflection. It is a beginning study of philosophy and examines knowledge base, judgements and thought.

This course is compulsory for International Baccalaureate diploma students but is also available to all students to study as BSSS tertiary units. It is offered as a minor only.
DESIGN, TECHNOLOGY and GRAPHICS (T/A)

This course explores subjects from such areas as computer aided design (CAD), architecture and environmental design, interior design, 3D design and simple animation, engineering drawing, and graphic design. The course adopts a design and problem solving approach in combination with concept and skill development.

The work develops drawing skills for students who intend to follow one of the many career paths that include design and drawing in their training. The course involves the use of traditional and computer based drawing technologies.

Design Graphics contains two major streams: Computer Aided Drawing & Design (CADD), and Architecture.

Students can study Design Graphics at tertiary (T) or accredited (A) levels.
FURNITURE CONSTRUCTION (A/V)

This course is aimed at students who:

- are seeking a career in the Furniture Industries
- wish to develop practical furniture construction skills.

Students undertaking this course are seeking to use the skills and knowledge gained to enter employment and/or further training in the Furniture Industry Trades. These could include: Cabinet Making, Kitchen Renovation, Upholstery, Antique Restoration, Picture Framing, Soft Furnishing, Wood Machining, Furniture Polishing, Floor Covering and Finishing, Bed and Mattress Making, Glass and Glazing and Musical Instrument construction industries.

Units involve such topics as timber furniture construction, timber machining and assembly, timber furniture major project.

This a nationally recognised Vocational course with competency standards approved by the Australian Skills Qualification Authority (ASQA).

Students completing the course are eligible to receive:

- Certificate I in Furnishing

Work placement is an essential component of achieving these certificates. A Statement of Attainment will be awarded where at least one competency is achieved.
METAL ENGINEERING (A/V)

This course is designed for students who are seeking a career in the Metals, Engineering and Related Services Industry (this includes fitting & machining, light fabrication & boiler making), the automotive, building and electro technology industries, and any other industries using these skills. This course provides students with a sound knowledge of working with metals.

Students undertaking this course will be engaged in such activities as:

- Using a range of hand tools, power tools and machines
- Operating welding and thermal cutting equipment
- Undertaking a variety of metal lathe turning and metal fabrication.
- The design of and making projects that are functional and student relevant.

Units involve such topics as the introduction to the metal industry, metal trade skills, metal skills and processes, working within the metal industry.

This a nationally recognised Vocational course with competency standards approved by the Australian Skills Qualification Authority (ASQA). Students completing the course are eligible to receive:

- Certificate I in Engineering
INFORMATION TECHNOLOGY (T/A/V)

This course is intended to meet the needs of students who intend to pursue tertiary studies in fields such as Computer engineering/Software design, IT Diploma at CIT or direct entry into the workforce in such areas as animation, website design, databases and programming.

MCSS has 4 Major streams for IT at the college level.

3D Animation & Game Programming (T/A/V)

To meet the demands of student interest and industry growth, Melba Copland Secondary School is pleased to announce the newest IT course—3D Computer Game Design and Development. This course uses a professional Game engine to produce interactive 3D games. Students are challenged to create various games including 2D platform, car, FPS, 3D, leading into Artificial intelligence, multi-player and a final project made for a client.

Programming & Robotics (T/A/V)

Provides a background in computing and computer related fields for students wishing to pursue IT studies at tertiary level. The knowledge and skills required for students considering careers as IT professionals will be introduced. Problem-solving abilities and strategies will be developed in conjunction with suitable high level languages.
Advanced Website design (T/A/V)

MCSS has adapted the traditional web design and database units and adapted the introduction course where students can gain skills in developing web sites that can perform e-commerce functions. Students will develop web design skills and link these to databases to create simple e-commerce transactions.

This a nationally recognised Vocational course with competency standards approved by the Australian Skills Qualification Authority (ASQA). Students completing the course are eligible to receive:

- Certificate I in Information Technology
- Certificate II in Information Technology

Work placement is an essential component of achieving these certificates. A Statement of Attainment will be awarded where at least one competency is achieved.

CISCO Networking stream (T/V)

Cisco Systems is the leading internet working company in the world, it’s only natural that certification on its equipment and software is a valuable credential for a networking professional. MCSS as a centre of excellence in IT is an accredited Cisco Local Academy and follows a curriculum that includes such topics as networking, wireless, routing, switching, LAN and WAN technologies.

Students can gain the internationally recognised qualification Cisco Certified Networking Associate (CCNA) after completing the course through an external exam.

This course is intended to meet the needs of students who intend to pursue tertiary studies in fields such as Computer Network Engineering, Diploma of IT at CIT or InTACT traineeship.

Cisco is a demanding course that requires students to read weekly notes and complete weekly exams. Students should be prepared to do approximately 3 hours a week out of class time on readings. Students must have access to the Internet to participate in the course. An engineering journal is kept each semester.

To gain the full industry CCNA certification, students can complete a final exam at the end of this course through an outside agency.

To gain the Cisco CCNA a major course is required. However students may like to study units for interest. Suggested CISCO examples are:

- Cisco can be studied in an IT major (T) (two Cisco and two other IT units)
- Cisco may be studied in an IT major/minor (T) (4 Cisco and two other IT units)
- Cisco may be studied in an IT double major (T) (4 Cisco and three other IT units)
- IT may also be studied as a major minor or double major course without including CISCO units.
LANGUAGES

Chinese, French, Spanish and Japanese are offered for beginners as well as for students who have already studied these languages. Language courses help develop cultural understanding and are important in giving students a balanced view of the world. Language study can also be an important adjunct to other studies. Minors and majors are available in all of these courses.

Guide to levels:

- Beginning: Little or no knowledge of the language required
- Intermediate: 2-4 years prior study required
- Continuing: At least 3 years prior study required
- Advanced: Aimed mainly at native speakers
- Appropriate levels will be determined in consultation with the teacher concerned.

CHINESE (T) (IB)

The following options are available for study in Chinese.

Beginning Chinese is offered to students new to Chinese language study. The course builds skills in basic speaking, reading and writing. Students may also have the opportunity to visit our Chinese sister school, Xi’an No 85 secondary school.

Continuing Chinese is offered to students who have a Chinese family background who wish to improve their reading and writing skills in Chinese.

Advanced Chinese is offered to native speakers who have completed their junior high school studies in China or in a Chinese speaking region. Students will also improve their English through translation lessons and they learn how to observe issues in society through the comparison of different ways of thinking. They also have the opportunity to appreciate both Chinese and English literary works.

Units in all courses include topics such as issues in society, translation and literary studies.

FRENCH (T) (IB)

Students gain cultural and social insight into francophone countries as well as language proficiency. Beginning and Continuing French are offered to students. They cater both for students who are interested in taking up the study of the language for the first time, and for those who already have some competence with the language.
French is available for IB students at ab initio and Language B SL and HL.

Advanced French is offered to students who have extensive experience with the language (native speakers).

**JAPANESE (T/A) (IB)**

Three levels of Japanese are offered - Beginning, Intermediate and Continuing. The course places emphasis on communication and aims to provide students with the skills necessary to express themselves effectively in both written and spoken Japanese. It also offers opportunities for travel, and for learning about other people and cultures, especially through links with our sister school in Osaka and regular excursions and student exchanges.

Japanese is available for IB students at ab initio and Language B levels SL and HL.

**SPANISH (T/A) (IB)**

Spanish is available to study at Beginning, Continuing and Advanced level. The course emphasises skills in speaking, listening, reading and writing as well as increasing appreciation of Spanish and Latin American cultures.

Spanish is available for IB students at ab initio and Language B levels SL and HL.
MATHEMATICS (T/A) (IB)

The study of mathematics is vocationally important. It is also a prerequisite for study in a number of tertiary fields. The level of mathematics chosen should be appropriate for a student’s ability and interest in the subject, and consistent with their career aspirations. The higher the level the more challenging and demanding is the course work.

All MCSS Maths courses incorporate the Australian Curriculum. The College Campus offers three T Mathematics courses and one Mathematics A course:

- Specialist Mathematics (T) (highest level)
- Mathematical Methods (T)
- Mathematical Applications (T)
- Essential Mathematics (A)

During Term 1 of Year 11, teachers provide advice regarding an appropriate mathematics level. Students who find they have enrolled at an inappropriate level will be able to change without disadvantage at the end of first term. However, students should give careful consideration to their initial choice of Mathematics course so that they can work at their ability level from the start. Regular use is made of computers and graphics calculators in Mathematics. It is assumed that students have ready access to a scientific calculator for all classes and exams.

SPECIALIST MATHEMATICS (T) (IB)

This course is for the mathematically talented students (top 10% of mathematics students at high school), who may wish to use Mathematics as a focus of tertiary studies (e.g. applied sciences, engineering, actuarial studies).

This course is only available as a double major or major/minor. All Specialist Mathematics students must also be enrolled in Mathematical Methods. At the end of Year 12 Specialist Maths students should have completed a major in Mathematical Methods and either a minor or major in Specialist Mathematics. These two courses will combine to create either a major/minor or double major in Specialist Mathematics.

IB Mathematics (Higher Level) Students enrol in the Mathematical Methods course but should also enrol in Specialist Mathematics at different times throughout their two years of study.
MATHEMATICAL METHODS (T) (IB)

This course is designed to provide students with techniques in abstract reasoning, calculus and other mathematical procedures which provide a foundation for further study in areas where mathematical modelling plays a major role. Students from Specialist Mathematics may move to Mathematical Methods at the end of semester 1 or 2 if the content is found to be too demanding. In a complementary fashion, students with outstanding results in Mathematical Methods may change to Specialist Mathematics at the end of semester 1 or 2.

IB Mathematics (Standard Level) Students should enrol in the Mathematical Methods course.

IB Mathematical Studies (Standard Level) students should enrol in Mathematical Methods before moving into the Mathematical Applications course in Semester 2, leading to a Mathematical Applications major course in addition to the IB Certificate.

MATHEMATICAL APPLICATIONS (T)

This course is designed to provide students with quantitative techniques and analytical skills, providing relevance and meaning to their world and the world of work. Typically students will have studied high school mathematics at the second level.

Mathematical Methods students may change to Mathematical Applications at any time in Year 11 or at the beginning of Year 12.

Mathematical Applications students with outstanding results may move to Mathematical Methods without penalty after Term 1 or Semester 1.

ESSENTIAL MATHEMATICS (A)

Essential mathematics is designed to provide students with a relevant and practical mathematical basis for making informed decisions in life. It provides an appropriate mathematical background for students who wish to enter occupations or continue training.
in areas that require basic mathematical and statistical techniques.

Units involve such topics as earning and taxation, food and fitness, local and international travel, investments and accommodation.

**CONTEMPORARY MATHEMATICS (A)**

This course aims to provide opportunities for students to gain the numeracy skills necessary to make a smooth transition to post-school options and to participate in society in a meaningful and effective manner.

Through this course students gain a number of key skills including communication, teamwork, problem-solving, initiative and enterprise, planning and organising, self-management, learning and technological skills. Active engagement in the learning environment, community or workplace experiences is a focus in this course.

There is provision for students who require specific guidance and extended learning experiences to develop living skills and competence in problem solving. Students build on past experiences, present skills, knowledge and understanding. Inclusivity, student negotiated curriculum and assessment, individualised learning agreements, strategies and flexible delivery are emphasised.

These strategies encourage student engagement and provide relevant and significant educational experiences for students with a range of learning styles and life circumstances. These experiences support students’ achievement in other school subjects and prepare students for their future lives as individuals, workers and community members. Students’ progress towards independence and self-reliance and understand that learning is a lifelong experience.

**PERFORMING AND VISUAL ARTS**

**VISUAL ART (T/A) (IB)**

The Visual Art course enables students to develop perceptual skills, develop aesthetic sensitivity and awareness, understand and be able to use visual language concepts, generate and develop ideas for making and presenting art, create, transform and present images, objects and environments. It also allows students to solve design problems, develop technical skills and apply appropriate technologies, understand contextual influences in visual art, make critical and informed judgement about works of art and design.

Both (T) and (A) courses cater for students who wish to begin a study in art or those who wish to develop their skills further.

It is possible to undertake a major or major/minor (5.5 units) or double major (7 or 8 units) course. This requires students to undertake two different units in various semesters.
DANCE (T/A)

Dance is the language of movement. It is an art form that uses the body as an instrument of communication and creativity. It has its own specific language, processes and techniques that are explored through creation, performance and evaluation of dance, demanding intellectual and physical rigour.

The Dance Studies A course is designed to cater for students with a keen interest in dance who would like to develop their movement skills in a variety of dance styles. It is also aimed at students who value dance as an art form and as a medium for enjoyment and personal development. It is also designed for students aiming at tertiary study where a background in dance is an advantage, e.g., for performing arts, teaching and recreation.

The Dance Studies T course is designed for students who wish to study dance for its intrinsic value. It also caters for students who are aiming at tertiary studies in dance and related areas, e.g. performing arts, community arts, physical education teaching, primary and early childhood teaching and dance therapy.

DRAMA (T/A) (IB)

The Drama course is flexible and aimed at a broad range of interests. Students may choose to concentrate on workshop, thematic or theatre arts units in this course where they can be involved in learning and developing their drama skills or become involved in a major college production.

It is possible to undertake a major or major/minor or double major course. This requires students to undertake two different units in various semesters.

Students undertaking International Baccalaureate Theatre Arts (Drama) will be required to study particular units. Students are required to be part of a major college production, keep a journal and complete a comparative essay.

MEDIA (T/A/V) (IB)

Students investigate and deconstruct all forms of Media products. Issues such as media ownership, the role of the audience, censorship, cultural differences, stereotyping and the
rapidly changing nature of the Media, are discussed in each of the units offered. This is a hands-on course which requires students to be objective consumers of media.

Assessment items include practical projects such as films, advertising campaigns, audio productions, soundtracks, posters and journalistic articles; web pages, essays; peer assessment; blogs, wikis, podcasts, oral presentations and short tests. There is a strong emphasis on practical work and students are encouraged to complete projects in their medium of choice.

Units involve such topics as Asian and Australian film, animation, documentary, scriptwriting, video production, multimedia, popular culture, children and the media.

Students can study Media at tertiary (T) or accredited (A) levels.

This a nationally recognised Vocational course with competency standards approved by the Australian Skills Qualification Authority (ASQA). Students completing the course are eligible to receive:

- Certificate II in Creative Industries (Media)

Work placement is an essential component of achieving these certificates. A Statement of Attainment will be awarded where at least one competency is achieved.

Students are able to study a Film stream as a group 6 subject as part of the International Baccalaureate Program. Students, who are not part of the IB program, are still able to enrol to complete an IB Certificate in Film

**MUSIC (T/A) (IB)**

The music course aims to develop the student’s knowledge of musical concepts and styles, the performance and written conventions of music and the social skills for effective interaction and communication in groups. It also aims for students to become analytical, critical and creative thinkers and express insights and feelings through composition, performance and appraisal.

Performance and theory are an assessable part of each course. Students can study Music at tertiary (T) or accredited (A) levels.

Students can also undertake music as part of their IB diploma or complete an IB certificate in parallel to their BSSS course.
PHOTOGRAPHY (T/A) (IB)

Photography is a powerful social, vocational, creative and technical tool. Society in the new century is becoming ever more reliant on visual communication, which requires greater discrimination in critically evaluating images, and greater skills in producing and disseminating images. Specific skills in visual analysis and production are developed through photography, as well as a broad range of other skills relevant to the lives and careers of students.

Photography documents and influences our perception of the world. It resonates with the way students already know the contemporary world. It gives all students highly relevant tools, such as self-expression, risk taking and the creative development and synthesis of ideas, with which to interpret and contribute to their world.

Photography provides opportunities, through a differentiated curriculum, to challenge students with a range of abilities and learning styles – from the academic and gifted to students with special needs – to achieve their potential.

At MCSS students are able to develop skills in camera control, visual composition and design, print making, studio lighting and alternate processing. The Photography lab is equipped with a range of digital SLR cameras and lenses, high quality printers, framing facilities and a studio. Students are encouraged to take their photography beyond the classroom and exhibit their work in exhibitions and to enter photography competitions. Students who have graduated from Photography at MCSS have been accepted into further studies in Photography in institutions across Australia and internationally.

There are no prerequisite units in Photography. Students are able to enrol in Photography classes at any time. It is possible to undertake a major or major/minor or double major.

PHYSICAL EDUCATION AND SPORT

EXERCISE SCIENCE (T)

The Exercise Science course is suitable for students with a wide range of aspirations, including those who wish to pursue further study at tertiary level or in vocational education and training settings. The change of course name from Human Movement to Exercise Science now aligns with terminology used by universities.

This course is designed to cater for students who intend to proceed to post secondary studies (university or CIT) in the fields of paramedical science, sports medicine, nursing, physiotherapy, occupational therapy, allied health, sports training and coaching, strength and conditioning, exercise science, sports nutrition, sports psychology, teaching, community fitness and recreation and other areas in applied anatomy and physiology.

Units involve such topics as anatomy and physiology, sports performance and nutrition, sports medicine and sports psychology, exercise physiology and biomechanics.
SPORTS STUDIES (T/A)

The Sports Studies course has as its main focus, a practical approach to encouraging students to develop an understanding of and interest in sports coaching, the sports & recreation industry, sports administration, fitness training and sports sociology.

Students who wish to gain experience in sports coaching and sports administration will also find the course provides opportunities to gain formal qualifications and industry experience.

SPORTS SCIENCE (A)

Sports Science is designed to give student an opportunity to explore a variety of health, fitness and sport related units. This course is a hybrid course comprising units from both the Exercise Science and Sports Studies courses. Students undertake a large majority of their study in a practical manner and are encouraged to complete many industry based courses in an attempt to gain qualifications and employable skills. This course would suit students considering a career in community health, leisure and recreation or further study at CIT in the areas of fitness training, massage therapy, or other health related fields.

Units involve such topics as sports coaching, social issues in sport, skill acquisition, sports administration, business and marketing, sport and recreation, ethical issues.

SPORT FITNESS AND ADMINISTRATION (A/V)

Sports Administration is an integrated area of study that actively engages students holistically in intellectual, social, emotional and physical development and learning in, about and through physical, recreational and sporting activities.

This course is relevant to all students with a wide range of interests and aspirations, including those who wish to pursue further formal study at tertiary level or in vocational education and training. It also provides valuable knowledge and skills for participation in contemporary society.

The student group is one that has an interest in gaining skills and experience in the Sport Industry and possibly has the intention to continue their study and career pathways in this field. Units involve such topics as introduction to the sports industry, sports coaching, fitness, event management and leadership, sports administration, first aid.

This a nationally recognised Vocational course with competency standards approved by the Australian Skills Qualification Authority (ASQA). Students completing the course are eligible to receive:
• Certificate II in Sport and Recreation

Work placement is an essential component of achieving these certificates. A Statement of Attainment will be awarded where at least one competency is achieved.

SPORTS DEVELOPMENT (A)

This course is designed for elite athletes who have significant time commitments to their chosen sport. This course is delivered flexibly allowing the student to undertake course work both in and out of class time. All assessment and time commitments as required by the BSSS are met but able to be delivered through alternative means such as individual work outside school hours, training with their coaches and competitions and online work.

Students must have an interview with the executive teacher in charge of the sports curriculum to determine if this course is appropriate for them.

PHYSICAL EDUCATION (A)

This course is designed to give students an opportunity to participate in a variety of sports, fitness, leisure and recreational activities. Physical Education is designed to improve a student’s motor skills in a variety of areas as well as encourage personal fitness and health awareness. This course is delivered in a practical manner with 60% of its content being practically orientated.
Units involve such topics as world sports, racquet sports, modified sports, team sports, individual Sports, non-contact football codes, sports skills-striking and throwing.

**OUTDOOR EDUCATION (A)**

Outdoor Education is aimed at students who have an interest in recreation and the natural environment or who may be considering careers in this area. This course contains a balance of theory and practical. Camps are a compulsory part of the assessment for each unit studied, and give students the opportunity to practice skills learnt through theory lessons.

Content includes recreation skills such as snowboarding and skiing, surfing, snorkelling, kayaking, bushwalking, rock climbing, caving and mountain biking. Knowledge of the natural environment (marine, alpine, bush), safety and personal and interpersonal skills and teamwork are also examined.
SCIENCE

CHEMISTRY T (IB)

This course includes Organic and Inorganic chemistry. Students are provided with a logical, scientific approach to problem solving and abstract thinking, coupled with practical applications of the theory. It is an essential preparation for students intending to study a tertiary science course and an excellent background for many other disciplines.

Experience has shown that students should enrol in Mathematics Methods as a minimum level of mathematics to succeed in this course. Students of Chemistry may move to the General Science course after the first term or first semester and count the completed units towards that course.

PHYSICS T (IB)

This course aims to develop a scientific method of thinking based on interaction between ideas and experimentation. It allows students to develop technical and computative skills in order to apply them to problems of all kinds; and enables them to study areas of physics, which are relevant to future study/ employment and to personal interest.

Students of Physics may change to General Science after the first term or first semester and count the units towards that course.
BIOLOGICAL SCIENCE (T) (IB)

This course includes Environmental and Human Biology. Students will be introduced to the common skills and concepts of ecology, human anatomy and physiology. The course is of interest to students considering a future career in Life Science e.g. Nursing, Vet. Nursing, Laboratory Work, Forestry etc. as well as to students with a general interest in Environmental, Genetic and Health issues.

Students of Biological Science may change to General Science after the first term or first semester and count the units towards that course.

GENERAL SCIENCE (T/A)

This course is intended for students wishing to acquire a general scientific knowledge. It considers the significance of science in our daily life and aims to develop the students’ ability to make informed decisions on environmental, social and ethical issues. Aspects of Biology, Physics and Chemistry are incorporated throughout the units.

The course is offered at both a Tertiary (T) and an accredited (A) level. The course may be studied as a major or minor and may be joined in any semester as units are not sequential.

Units include: The Human Machine in Health and Sickness, the World in Motion, Beyond Earth, Life and Crime and Chemistry around us. It is not possible to complete a major in Biological Science, Chemistry and / or Physics, while completing a major in General Science.
FLIGHT (T/A)

This unique science-based course offers students the opportunity to gain the theoretical knowledge to pass the Civil Aviation Authority examinations to Commercial Pilots Licence level. This is a supportive and cost effective course for initial flying training and provides an excellent foundation for a future career in aviation.

**Flying training is not a prerequisite to the course.**

PLANT AND ANIMAL MANAGEMENT (A)

This course aims to develop knowledge and understanding of agricultural principles, to develop skills in managing a variety of plants and animals through practical work and field trips, and provide an example for students of how to engage in an active and healthy lifestyle.

Students develop practical skills through the opportunities to be active in their involvement with the school’s flock of chickens as well as developing their skills with plants such as grape vines, fruit trees and native plants.

Available resources include: chicken coop, vineyard, glasshouse and incubator.

The course may be studied as a major or minor course which may be joined in any semester as units are not sequential.

HORTICULTURE (C)

The study of sustainable horticulture encourages and enables students to develop an in-depth understanding of plant production through observation, experimentation, discussion, analysis and hands on experience.

A modern horticulture business uses methods based on proven scientific principles and practice. The essence of horticulture involves environmental and aesthetic perspectives. An appreciation of these perspectives strengthens a student’s practical capabilities and their scientific literacy.

This is a nationally recognised vocational course with competency standards approved by the Australian Skills Qualification Authority (ASQA). Students completing the course are eligible to receive:

- AHC20410 Certificate II in Horticulture
- Statement of Attainment towards a partial completion of AHC30710 Certificate III in Horticulture

Work placement is an essential component of achieving these certificates. A statement of attainment will be awarded where at least one competency is achieved.
SERVICE INDUSTRIES AND APPLIED STUDIES

FOOD FOR LIFE (A)

This course covers the study of food, health, society and environment. The practical nature of this course provides the skills desirable for the home or work place. Students develop skills in cooking techniques, food presentation, effective communication and team work while learning how to select, prepare and store foods, including commercial varieties and food of different ethnic cuisines. The course also includes valuable aspects of budgeting, home planning and is designed to help students appreciate the responsibilities of living independently.

The course consists of non-sequential units. This allows students to join at the beginning of any semester in the sequence.

HOSPITALITY (A/V)

This course provides students with opportunities that not only promote an appreciation and understanding of the workplace culture and practices of the hospitality industry but also engages them in examining and evaluating the impact of social, cultural and environmental issues from a hospitality perspective.

Through the theoretical and practical components of this course students are provided with opportunities to develop skills, concepts, processes and attitudes crucial to making valid decisions regarding hospitality issues.

These qualifications allow for further training at a higher level at CIT or other training provider or on the job training whilst working in the hospitality industry.

This a nationally recognised Vocational course with competency standards approved by the Australian Skills Qualification Authority (ASQA). Students completing the course are eligible to receive:

- Certificate I Hospitality
- Certificate II Hospitality
Work placement is an essential component of achieving these certificates. A Statement of Attainment will be awarded where at least one competency is achieved.

TOURISM AND EVENT MANAGEMENT (A/V)

The Tourism course aims to provide students with appropriate skills, knowledge and attitudes which will equip them to:

- make an informed decision on seeking a career in the Tourism-Hospitality Industry
- work in the operational areas of the Tourism Industry with greater confidence and expertise
- gain employment skills to move directly into career pathways in Tourism
- do further courses in Tourism at TAFE/CIT or with other providers and work in the Tourism Industry
- transfer work habits and practical skills to other employment areas.

This a nationally recognised Vocational course with competency standards approved by the Australian Skills Qualification Authority (ASQA). Students completing the course are eligible to receive:

- Certificate II in Tourism Operations

Work placement is an essential component of achieving these certificates. A Statement of Attainment will be awarded where at least one competency is achieved.

FASHION DESIGN AND TEXTILES (A)

The study of Fashion and Textiles provides the opportunity for students to explore their creativity and develop design skills. Students are provided with the opportunity to develop the skills for career directions and a life-long interest in this area. All studies in Fashion and Textiles can lead into tertiary courses and exciting careers in design, cultural and business related fields.

Today's Textile, Clothing and Footwear industries use new and developing technologies and play an important role in many industries such as sport, medicine, science, manufacturing, architecture and defence. The future of these industries depends upon innovative, flexible and collaborative designers, researchers and manufacturers.

SOCIAL AND COMMUNITY WORK (A/V)

This course focuses on the community services industry which involves working with individuals, the family, groups and the community. It focuses on community benefits including unpaid and paid work and working people with mental and other health issues. It involves the complex inter-relationships of duty of care, ethical behaviours, personal values, service delivery standards, and methodologies.

Students undertaking the course will be those considering employment or further study in the Community Services industry, or those with a personal interest in the Community Services area.
Units involve such topics as understanding community services, children’s play, child development, disability and aged care, issues in youth work.

This a nationally recognised Vocational course with competency standards approved by the Australian Skills Qualification Authority (ASQA). Students completing the course are eligible to receive:

- Certificate I in Work Preparation (Community Services)
- Certificate I in Active Volunteering
- Certificate II in Community Services

Work placement is an essential component of achieving these certificates. A Statement of Attainment will be awarded where at least one competency is achieved.
Creative
Capable
Connected
Caring
Students