2025 / 2026

SENIOR
CURRICULUM HANDBOOK

MARIST COLLEGE EMERALD
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Catholic Education
Diocese of Rockhampton

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Subjects are correct at time of publication and may change. Elective classes offered are subject to constraints and maybe limited due to workplace health and safety requirements or not offered if there is insufficient interest in the subject or course.

MARIST PHILOSOPHY

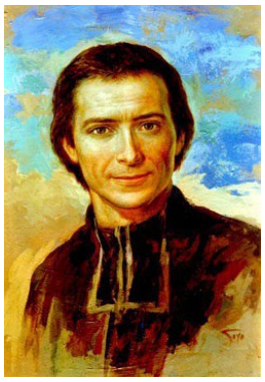
Marist College Emerald, a Catholic Co-educational college of the Rockhampton Diocese, is steeped in the traditions of the founding Marist Brothers, has a special role in the Church's educational mission. Marist College is called to play a significant part in proclaiming the Christian message and developing the whole student, in accordance with Christian values, in the Catholic tradition. Our mission is not only to seek to nurture faith where it already exists, but also to offer the challenge of the Gospel values to those in whom faith has yet to be awakened.

The College's ability to carry out this role depends on a recognition and acceptance of the role of the parents as the first and most significant educators of their children. In assisting and complementing the work of parents, the College depends very much on the faith and values of parents, students and staff.

Education, as the purpose of the College, is the development of the whole person - spiritually, intellectually, physically, emotionally, socially, morally and culturally - thus freeing each person to become a fully integrated human being.

Animated by the spirit of the Gospel and in faithfulness to the Gospel message, the values of love, justice, peace and forgiveness are encouraged to permeate all areas of college life. Staff, students and parents witness to these Gospel values through life giving worship; relevant curriculum; concerned pastoral care; positive student welfare and discipline; healthy recreation; efficient College organisation, plus the support they offer to one another and to the wider school community.

Based on self respect and respect for others, the College's approach to justice and discipline emphasises personal responsibility. We strive to provide a flexible and evolving curriculum in an attempt to best meet the needs of students, taking into account their abilities, backgrounds and aspirations. Seeking to facilitate a desire for learning, a respect for truth and an awareness of the importance of self-motivation and self-discipline, the College endeavours to encourage each student to achieve at a level consistent with ability.



Qualities of love and mercy, espoused by Marcellin Champagnat, founder of the Marist Brothers, filter throughout relationships in the school and a spirit of reconciliation, where care and concern for others exists, as the fruit of a personal faith filled relationship with the risen Jesus is promoted.

"If you want to teach young people, first you must love them, you must love them all equally. To love the children is to devote oneself completely to teaching them and to take all the means that an industrious zeal can think of in order to form them to virtue and prayerfulness".
(Champagnat)

Marist College community is called to show a faithful witness to the integration of Christian faith and life to society at large. As part of the local community, the College welcomes and encourages the involvement of all who share in its goals. Its endeavours go beyond the confines of the College, as students and staff carry their faith and values into the wider community, living out the College motto,

"The truth will set you free"

FOREWORD

As we continue to advance into the 21st century, the benefits of young people continuing to the Senior Phase of Learning is becoming increasingly evident. Employment statistics clearly indicate, the longer a student remains in high school, the greater the possibilities of long term financial and personal success. Obviously another two years in school also allows for further preparation for the responsibilities of adulthood and can develop maturity, social integration and personal confidence. At Marist College we are committed to supporting our Year 11 and 12 students to make the 'best life choices' to suit their needs, abilities and maturity.

Our College offers a broad curriculum which supports all styles of learner and supports a myriad of life journeys. Whether deciding to take advantage of an apprenticeship or traineeship or aim for tertiary education, Marist provides flexible pathways to achieve student outcomes. Our bottom line, however, is to follow the educational charism as espoused by St Marcellin Champagnat, to produce good Christians and good citizens.

Since 1996, dedicated Marist educators, brothers and lay people have worked at the College to fulfil the dreams of Champagnat. Saint Marcellin was a man with outstanding qualities of compassion towards young people. He has been characterised as one possessing a strong mind and a gentle heart. Our teachers strive to nurture young people at Marist College Emerald to respond to the message of Jesus Christ with faith and generosity.

Choosing to continue on to the Senior Phase of Learning, however, requires mature decision making and commitment by a student. Whilst staff will give total support to student endeavours, it is ultimately the young person's choice to continue education beyond the compulsory years. Consequently, submission of assignments and completing homework tasks regularly, are direct influences on success. The Senior Phase of Learning is a 'golden opportunity', so make the decision with dedication and perseverance in mind.

Ultimately, however, the senior years are a great time in a young person's life - a time of positive energy, socialisation and a time for 'dreaming and seeking the dreams'. At Marist College we welcome our young scholars, as we journey together with parents, to nurture good citizens and good Christians.

The Truth will set you Free.
Mr Mark Green

Principal

INTRODUCTION

This handbook has been designed for those students entering Year 11 and 12 to assist in their decision on the most appropriate course for their senior phase of learning at Marist College Emerald. This involves:

- broadening your knowledge of the various pathways on offer (such as the YES Program);
- both General and Applied registered subjects;
- the process of selecting subjects for senior studies;
- the requirements of the Queensland Curriculum and Assessment Authority (QCAA) and the system of Tertiary Entrance in Queensland.

At Marist College Emerald a number of support structures exist so that students and their parents are aware of the choices available. It is our intention to have parents involved in the Subject Selection Process, through newsletter inclusions, information evenings, interviews and individual correspondence, specifically:

- Workshops held to assist students in subject selections. Students will consider the new ATAR, look at pre-requisites and at the criteria for entering Universities and Colleges.
- Visit https://www.qtac.edu.au/school-students/
- Use of the internet site – https://www.myfuture.edu.au/, peruse the *Job Guide* on the Internet and use the QCAA's Career Information Service (in conjunction with their LUI and password).
- Information nights for parents regarding pathways for the Senior Phase of Learning.
- Students are encouraged to talk with their teachers and to attend off-site career talks held at various stages throughout the year.

USEFUL WEBSITES FOR STUDENTS AND PARENTS

CAREER INFORMATION – Helping Young People Navigate A Career

- https://headspace.org.au/young-people/what-career-or-job-suits-me/
- https://www.myfuture.edu.au/
- https://mycareermatch.com.au/

QUEENSLAND CERTIFICATE OF EDUCATION – All About Your Senior Certificate

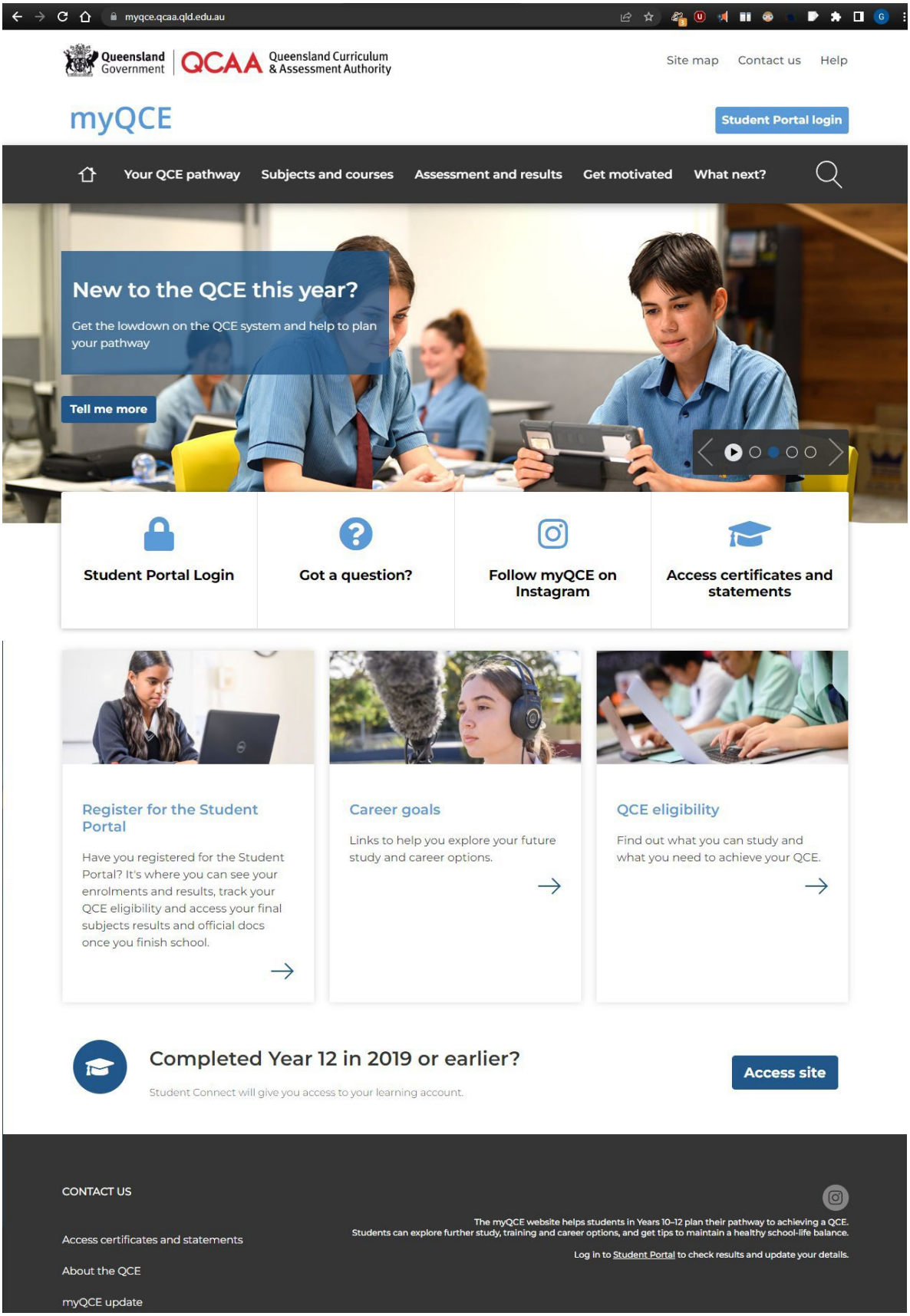
- https://myqce.qcaa.qld.edu.au/
- Planning your pathway to a QCE – https://www.qcaa.qld.edu.au/downloads/senior/qce_pathways_poster_plan_your_pathway.pdf
- A guide for parents of students completing Year 12 from 2020 - https://www.qcaa.qld.edu.au/downloads/senior/snr_new_qce_system_parent_guide.pdf

STUDENT CONNECT

- See your progress towards your QCE through the Student Portal - https://myqce.qcaa.qld.edu.au/

MY QCE WEBSITE

The myqce.qcaa.qld.edu.au website contains useful information about your journey to your Senior Certificate.



SENIOR EDUCATION AND TRAINING PLAN (SETP)

What is it?

The Queensland Government has introduced new laws, effective from 2006, which require young people to be learning or earning. All young people will be required to complete Year 10 at school and go on to undertake a further two-year education and/or training, or until they achieve a Senior Certificate or Certificate III vocational qualification or turn 17, whichever comes first. Young people will be exempt from these requirements if they gain full-time employment. The aim is to encourage as many young people as possible to complete 12 years of schooling or equivalent.

After completing Year 10, your child will be able to choose from a broader range of learning options leading to a Senior Certificate or a Certificate III vocational qualification. In order to make the most of this opportunity, they will need a plan. The Senior Education and Training (SETP) Plan is a key part of the Queensland Government's Education and Training Reforms for the Future initiative. It is an important step for young people. It is a time when they make choices about their future education and/or training.

The SET Plan is designed to map your child's individual learning pathways through the Senior Phase of Learning. Schools and other learning providers will work with you and your child to develop and then implement the SET Plan. The involvement of parents/carers in helping young people make important decisions about their future education, training and employment is vital to the success of the plan.

The SET Plan process is to assist your child to make good choices. Your Child can use their SET Plan to build on unique strengths and to work towards the Senior Certificate, a Certificate III level vocational qualification and/or a viable work option.

This SET Plan referred to as "*Planning your Pathway*" (available at https://myqce.qcaa.qld.edu.au/planning-your-pathway.html) will help you work with your child, using the 'good practice examples'. The webpage also includes directions to valuable resources.

Planning your future senior pathway Video:
https://www.qcaa.qld.edu.au/downloads/multimedia/snr_senior_pathways_planning_video.mp4

How does it work?

The SET Plan is designed to:

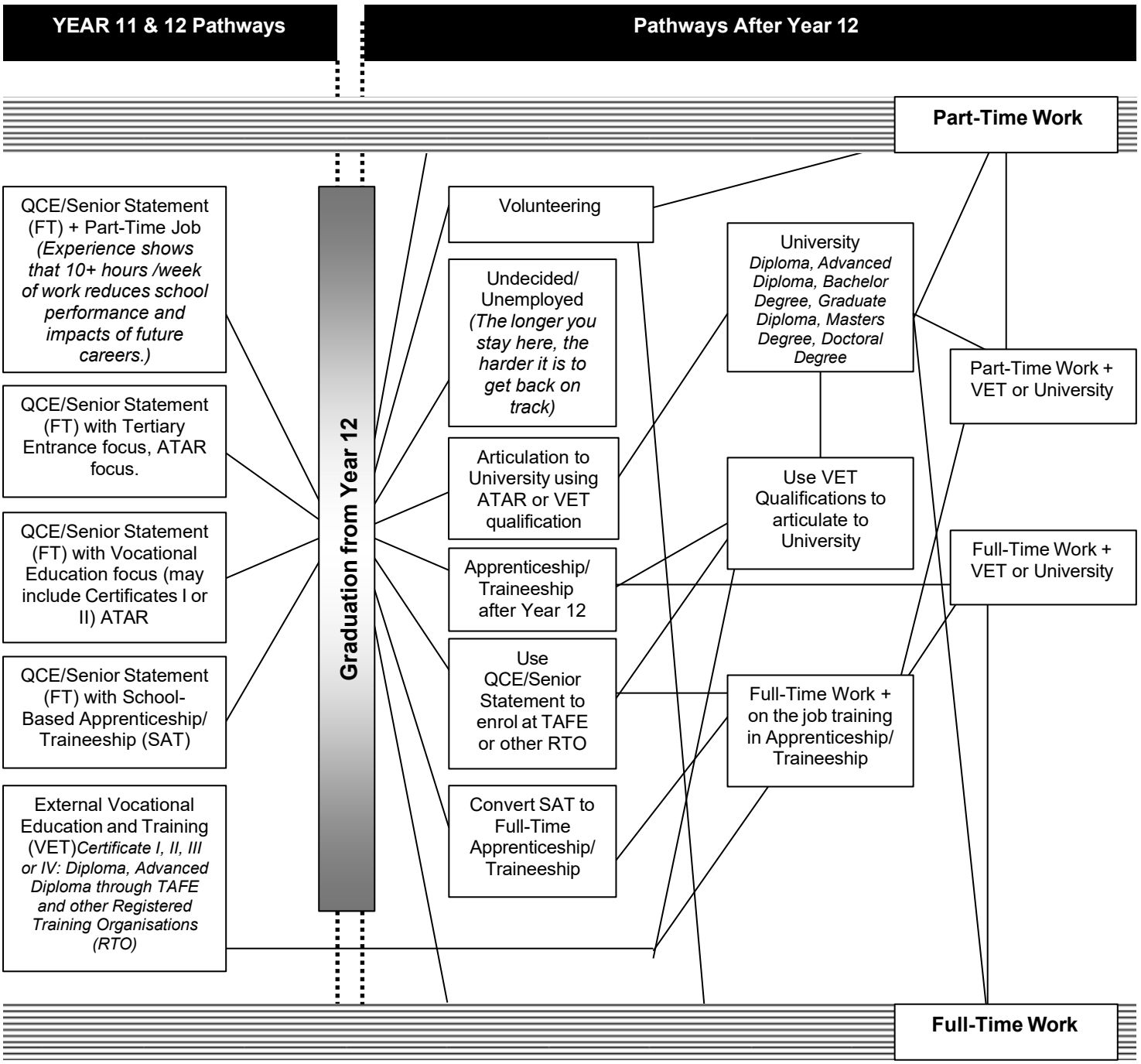
- Work as a 'road map' to help your child to achieve their learning goals during the Senior Phase of Learning
- Include flexible and coordinated pathway options
- Assist them to examine options across education, training and employment sectors
- Help them to communicate with you and with personnel from the school/learning provider about their future options.

In the plan, your child will be able to list a variety of different learning pathways, some of which may be accessed outside the current formal structure of a school. This will allow them to create more options and flexibility in learning. The plan can be altered if your child, with guidance, decides to change direction and explore different learning pathways.

SET Plan interviews will be conducted with a Head of Department at the College following the Information Session for parents, and after consultation with your child. Your child should be responsible for the safekeeping of their copy of the SET Plan. Additionally, the school also keeps a copy on the students file.

PATHWAYS

The map below shows just how flexible pathways are through Years 11 & 12 and after school. Take some time to look over the map and consider which pathway may be the most suitable. Some of the terms may be unfamiliar, however many are explained throughout this book.



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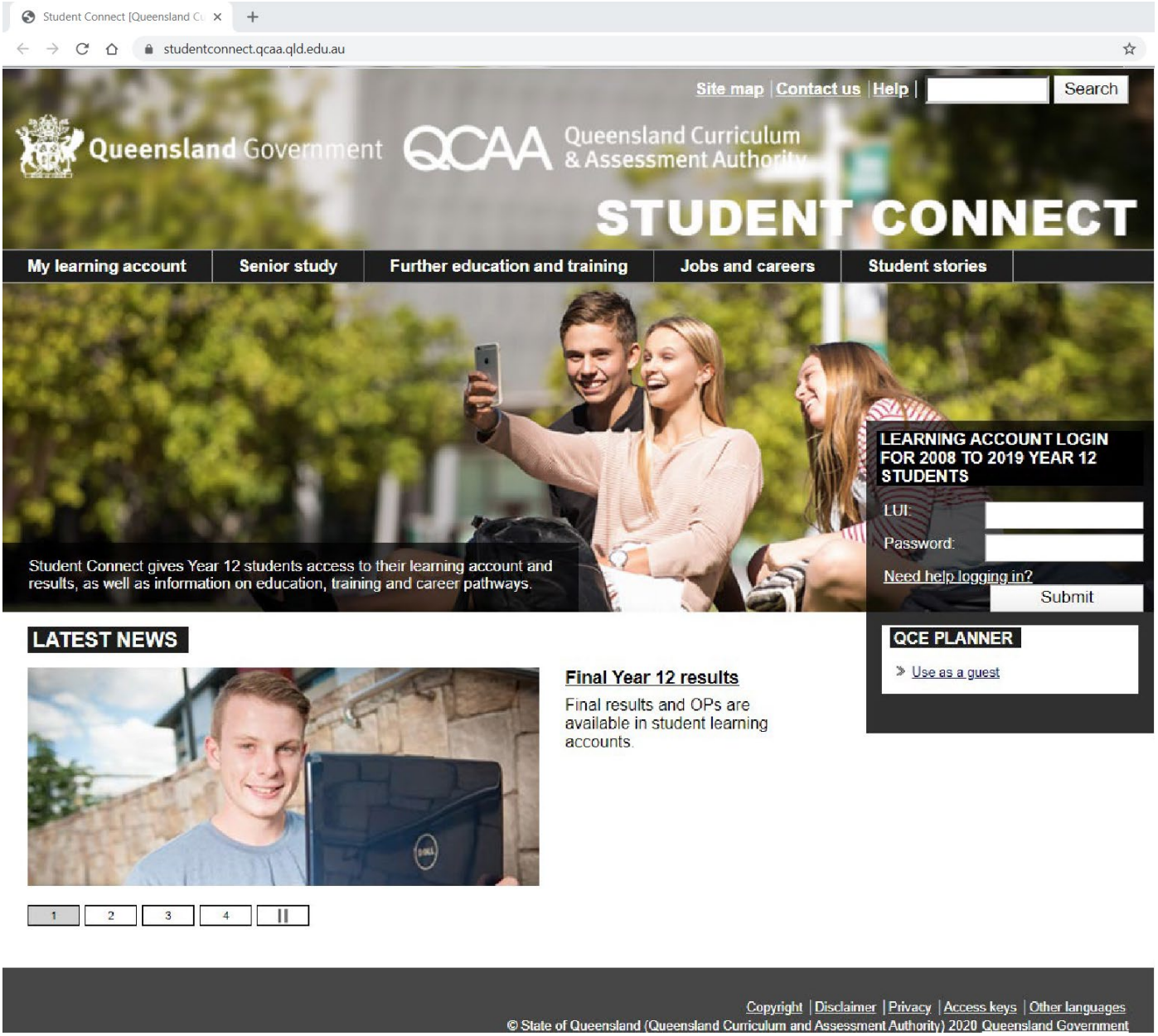
QCAA STUDENT CONNECT

Each student in Year 10 has been allocated a personal identification number called a Learner Unique Identifier (LUI), which gives them access to the QCAA's Student Connect Website. The website provides a multitude of resources for career planning, resume writing, general advice and much more.

Through Student Connect, students also have the opportunity to check their progress towards a Queensland Certificate of Education (QCE).

NB: Student LUI numbers are located on their Student ID Card in Years 11 and 12 and on the cover of their SET P Folder.



WHO TO CONTACT?

Department	Head of Department	Email address
Assistant Principal – Curriculum	Mrs Maria Parlato	Maria_Parlato@rok.catholic.edu.au
Careers Advisor	Mr Mitchell Dean	Mitchell_Dean@rok.catholic.edu.au
English	Mrs Mykayla Balderson	Mykayla_Balderson@rok.catholic.edu.au
Health and Physical Education	Mrs Suzy Ferguson	Suzanne_Ferguson@rok.catholic.edu.au
Inclusive Practices Unit	Mrs Samantha Walters	Samantha_Walters@rok.catholic.edu.au
Mathematics	Miss Morag Hyslop	Morag_Hyslop@rok.catholic.edu.au
Music	Mr James Raschle	James_Raschle@rok.catholic.edu.au
Religious Education	Mr Damian Coles	Damian_Coles@rok.catholic.edu.au
Science	Mrs Elizabeth Magodora	Elizabeth_Magodora@rok.catholic.edu.au
Humanities & Social Sciences	Mr David Carter	David_Carter@rok.catholic.edu.au
Technology	Mr Greg Pullen	Gregory_Pullen@rok.catholic.edu.au
The Arts	Miss Kazzandra Maunder	Kazzandra_Maunder@rok.catholic.edu.au
Business	Miss Jessica Ly	Jessica_Ly@rok.catholic.edu.au
RTO & Vocational Skills	Mr George Frangos	George_Frangos@rok.catholic.edu.au
School Based Apprenticeships & Traineeships	Mrs Tracey Jackson	Tracey_Jackson@rok.catholic.edu.au

STAYING UP TO DATE AT MARIST COLLEGE EMERALD

WEBSITE: https://maristcollegeemerald.com.au/

NEWSLETTER	APP (IOS)	APP (ANDROID)	FACEBOOK	INSTAGRAM

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THE SENIOR PHASE CURRICULUM

The Senior Phase of Learning is undertaken by a large proportion of students at Marist College. Studying in the senior phase of learning generally increases opportunities and therefore life chances. There are many good reasons to continue education after Year 10, including the following:

- to pursue subjects which are of personal interest
- to develop natural gifts and abilities
- to mature and learn to make responsible choices for life
- to prepare for tertiary studies at university, TAFE or private providers
- to enhance job opportunities
- to investigate subjects which may lead to careers
- to occupy time in a worthwhile manner whilst awaiting job opportunities
- to obtain the necessary certification for entry to jobs in the public and private sectors

There are a few **golden guidelines** to follow as you embark upon the Senior Phase of Learning.

SELECT strands and subjects that are best suited to your abilities and interests.

DEVELOP a thorough knowledge of the tertiary selection system (including pre-requisite subjects and Australian Tertiary Academic Rank (ATAR)) and how it relates to your intended course plan.

ACCESS assistance when it is needed, with the understanding that *you are responsible for your own future.*

RECOMMENDATION it is highly recommended that students have undertaken the introductory course in Semester 2 Year 10 to meet the prerequisites of the Year 11 and 12 units of studies.

REALISE that Years 11 and 12 are optional and that self-motivation is needed to successfully undertake senior studies.

AVOID unnecessary subject changes by making informed decisions from the outset. Minimising subject changes would provide students with the best opportunity for students to achieve their best results. Students will not be able to change subjects for unit 3 and 4 studies. If subject changes are required, discuss the possibility with the Assistant Principal – Curriculum or Co-Ordinator of Studies, so implications of changes can be identified.

TERTIARY ENTRANCE ELIGIBILITY

If a student plans to study at university after completing their Senior Phase of Learning, they must be familiar with the current process of selection used by Tertiary Institutions in Australia. Please refer to the Introduction page for a list of useful websites.

COMPULSORY AREAS OF STUDY

Religion: Students who are enrolling in a course which makes them eligible for an ATAR are encouraged to enrol in Study of Religion whilst other students may select either Study of Religion or Religion and Ethics*.

English: Catholic Education has made it compulsory that an English be studied by all students in the senior phase of learning. The *Selection Criteria for Tertiary Courses in Queensland Handbook* reveals that English is the dominant pre-requisite for most tertiary courses. Options include English or Essential English*.

Mathematics: The Diocese of Rockhampton has made it compulsory that a form of Mathematics be studied by all students in the senior phase of learning. Options include General Mathematics, Mathematical Methods, Specialist Mathematics or Essential Mathematics*.

GENERAL AND APPLIED SUBJECTS

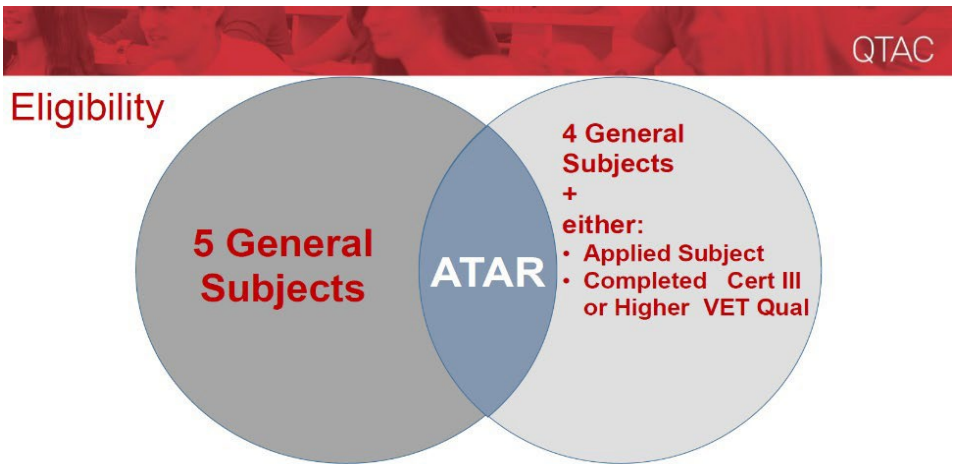
These subjects are accredited by the Queensland Curriculum and Assessment Authority (QCAA).

General subjects are suited to students who are interested in pathways beyond senior secondary schooling that lead to tertiary studies and to pathways for vocational education and training and work. They include Extension subjects. Results in General subjects contribute to the award of a QCE and may contribute to an ATAR. General syllabuses are underpinned by 21st century skills. *(refer https://www.qcaa.qld.edu.au/senior/senior-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. Results in Applied subjects contribute to the award of a QCE and one Applied subject result may contribute to an ATAR. *(refer https://www.qcaa.qld.edu.au/senior/senior-subjects)*

Students who do not intend to pursue an ATAR may still enrol in some General Subjects and the Assistant Principal – Curriculum and Heads of Departments are able to provide advice about the suitability of choices. Please refer to the pre-requisite results in the handbook and the SET P folder.

At Marist College Emerald, the subjects made available to students, will depend upon the demands of the students, staffing and timetabling considerations. There will be threshold numbers for various subjects in order for them to be viable. If only a small number of students indicate that they wish to enrol in a subject, it may be possible for them to consider a related subject in the Senior Curriculum or perhaps enrol in the subject through the Brisbane School of Distance Education (BSDE - fees apply) or TAFE.



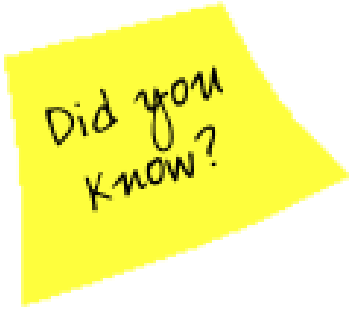
SUBJECT OVERVIEW

Subjects offered in Years 11 and 12 at Marist College Emerald:

ENGLISH English Essential English*	**MATHEMATICS** General Mathematics Mathematical Methods Specialist Mathematics Essential Mathematics*	**RELIGIOUS EDUCATION** Study of Religion Religion and Ethics*	**PHYSICAL EDUCATION** Physical Education Sport & Recreation*
HUMANITIES and SOCIAL SCIENCES Modern History Business Legal Studies	**TECHNOLOGY** Design Digital Solutions Building & Construction* Industrial Graphics Skills*	**THE ARTS** Visual Art Drama **MUSIC** Music Music Extension	**VOCATIONAL EDUCATION & TRAINING** Certificate II in Automotive (Vocational Preparation) Certificate II in Electrotechnology (Career Start) Certificate II in Engineering Pathways Certificate II in Community Services Certificate III in Business Certificate II in Hospitality Certificate II in Cookery Certificate III in Aviation (Remote Pilot – Visual line of Sight) Certificate III in Health Services Assistance See Individual Pathways for additional courses
SCIENCE Biology Chemistry Physics			

(* = Applied Subjects)

Choosing subjects
Students will be required to select a total of **six (6) subjects**, including the three compulsory subjects of English Mathematics and Religion.



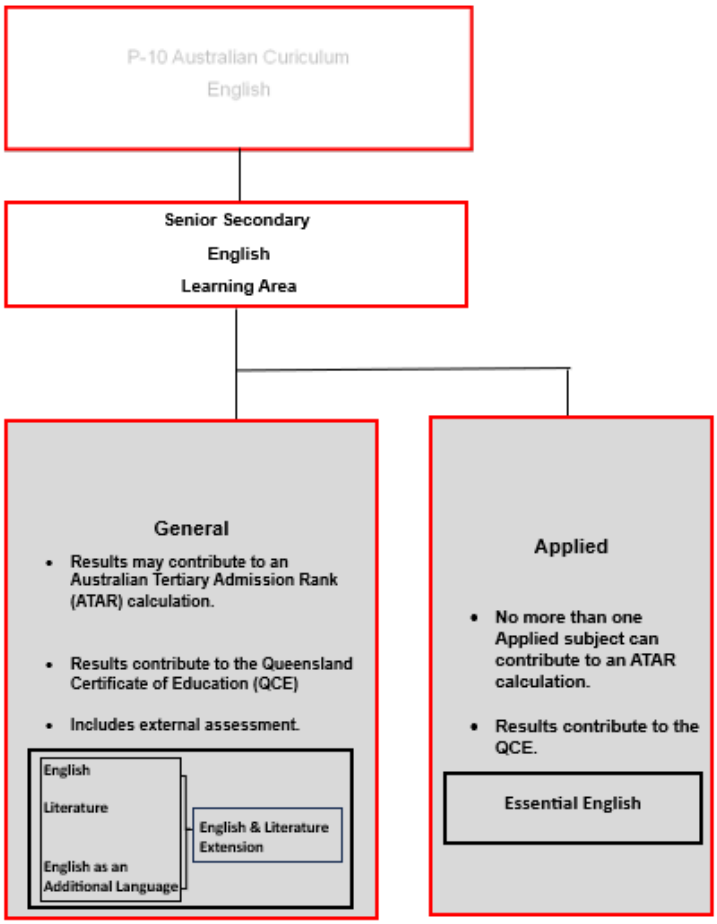
At Marist College Emerald we have a Careers Advisor who can help you navigate the journey through subject selection.

Refer to "Who To Contact" Page for contact information.

ENGLISH

Course Overview

Two strands of English are on offer to Marist College Emerald students. Differences between the subjects lie in the emphasis on how language and skills are developed and the contexts in which they are applied. English learning area subjects offer students opportunities to enjoy language and be empowered as functional, purposeful, creative and critical language users who understand how texts can convey and transform personal and cultural perspectives. In a world of rapid cultural, social, economic and technological change, complex demands are placed on citizens to be literate within a variety of modes and mediums. Students are offered opportunities to develop this capacity by drawing on a repertoire of resources to interpret and create texts for personal, cultural, social and aesthetic purposes. They learn how language use 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. See Figure 1 for an overview of the learning area structure.



Course Structure

Both General and Essential English courses consist of four units. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4 as students develop greater independence as learners. Units 1 and 2 provide foundational learning, which allows students to experience all syllabus objectives and begin engaging with the course subject matter. Students should complete Units 1 and 2 before beginning Unit 3. It is recommended that Unit 3 be completed before Unit 4. Units 3 and 4 consolidate student learning. Only the results from Units 3 and 4 will contribute to ATAR calculations.

GENERAL ENGLISH

Pre-requisite for General English

C in Year 10 General.

Education in the discipline of English offers students ways of thinking about, creating and engaging with texts and how they represent the world and human experience. The framework for the subject's interrelated objectives is informed by an understanding of the relationships between language, text, purpose, context and audience, and how these relationships shape meaning and perspectives.

The subject 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. The figure below provides an overview of the course structure for General English.

English

Unit 1

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

Assessment

Formative internal assessment/s

Unit 2

Texts and culture

- Examining and shaping representations of cultural texts
- Responding to literary and non-literacy texts, including a focus on Australian texts
- Creating imaginative and analytical texts

Assessment

Formative internal assessment/s

Unit 3

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

Assessment

Summative internal assessment 1: Examination - extended response (25%)

Summative internal assessment 2: extended response (25%)

Unit 4

Close study f literary texts

- Engaging with literary texts from diverse times and places
- Responding to literary texts creatively and critically
- Creating imaginative and analytical texts

Assessment

Summative internal assessment 3: examination (25%)

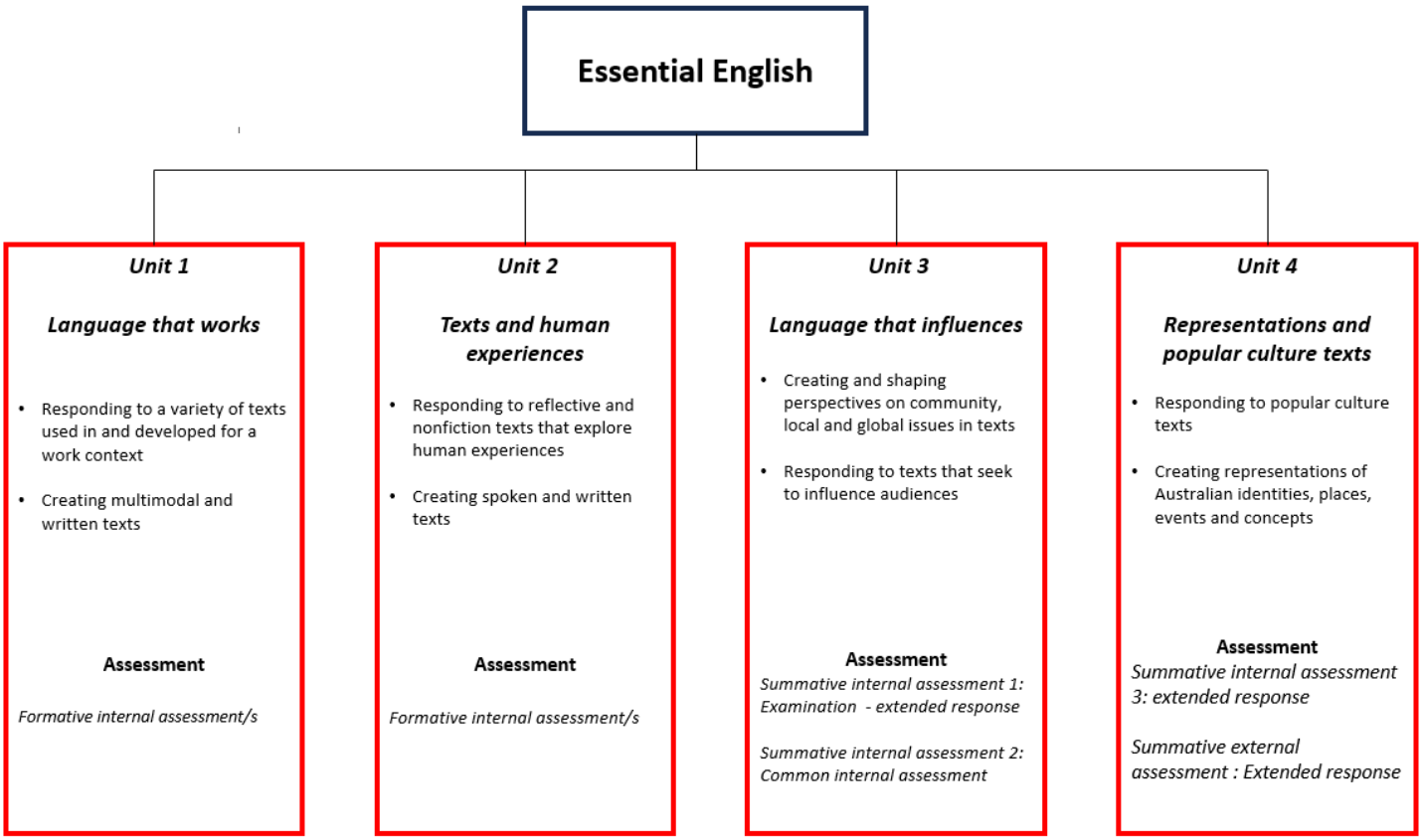
Summative external assessment : Examination (25%)

ESSENTIAL ENGLISH (APPLIED)*

Who should study Essential English?

Essential English is an Applied subject suited to students who are interested in pathways beyond Year 12 that lead to tertiary studies, vocational education or work. 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.

The subject 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. The subject encourages students to recognise language and texts as relevant in their lives now and in the future and enables them to understand, accept or challenge the values and attitudes in these texts. Students who complete this course of study with a grade of C or better will meet the literacy requirement for QCE and should also be able to demonstrate reading, writing and oral communication competencies equivalent to the Australian Core Skills Framework (see Figure 2: Essential English Course Structure).



MATHEMATICS

Course Overview

"Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. It is a way of thinking in which problems are explored and solved through observation, reflection and logical reasoning. It uses a concise system of communication, with written, symbolic, spoken and visual components. Mathematics is creative, requires initiative and promotes curiosity in an increasingly complex and data-driven world. It is the foundation of all quantitative disciplines.

To prepare students with the knowledge, skills and confidence to participate effectively in the community and the economy requires the development of skills that reflect the demands of the 21st century. Students undertaking Mathematics will develop their critical and creative thinking, oral and written communication, information & communication technologies (ICT) capability, ability to collaborate, and sense of personal and social responsibility — ultimately becoming lifelong learners who demonstrate initiative when facing a challenge. The use of technology to make connections between mathematical theory, practice and application has a positive effect on the development of conceptual understanding and student disposition towards mathematics.

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics."

Mathematics Offered at Marist College Emerald:

General Syllabuses

- General Mathematics
- Mathematical Methods
- Specialist Mathematics

Applied Syllabus

- Essential Mathematics

GENERAL MATHEMATICS

Why study General Mathematics?

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

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

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

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

Pathways

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

Objectives

By the conclusion of the course of study, students should be able to:

- 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.

Course Structure

"General Mathematics is a course of study consisting of four units. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4 as students develop greater independence as learners.

Units 1 and 2 provide foundational learning, which allows students to experience all syllabus objectives and begin engaging with the course subject matter. Students should complete Units 1 and 2 before beginning Unit 3. It is recommended that Unit 3 be completed before Unit 4.

Units 3 and 4 consolidate student learning. Only the results from Units 3 and 4 will contribute to ATAR calculations."

What do I need to be a successful General Mathematics student?

You need to have demonstrated at least a B standard in Year 10 General Mathematics or a C standard in Year 10 Mathematical Methods to achieve in General Mathematics. You are required to have to ability to work both independently and collaboratively.

Pre-requisite for General Mathematics

B in Year 10 General Mathematics, C in Year 10 Mathematical Methods.

General Mathematics

Unit 1
Money, measurement, algebra and linear equations

- Topic 1: Consumer arithmetic
- Topic 2: Shape and measurement
- Topic 3: Similarity and scale
- Topic 4: Algebra
- Topic 5: Linear equations and their graphs

Unit 2
Applications of linear equations and trigonometry, matrices and univariate data analysis

- Topic 1: Applications of linear equations and their graphs
- Topic 2: Applications of trigonometry
- Topic 3: Matrices
- Topic 4: Univariate data analysis 1
- Topic 5: Univariate data analysis 2

Unit 3
Bivariate data and time series analysis, sequences and Earth geometry

- Topic 1: Bivariate data analysis 1
- Topic 2 : Bivariate data analysis 2
- Topic 3: Time series analysis
- Topic 4: Growth and decay in sequences
- Topic 5: Earth geometry and times zones

Unit 4
Investing and Networking

- Topic 1: Special relativity
- Topic 2: Quantum theory
- Topic 3: The Standard Model
- Topic 4: Networks and decision mathematics 1
- Topic5: Networks and decision mathematics 2

MATHEMATICAL METHODS

Why study Mathematical Methods?

The major domains of mathematics in Mathematical Methods are Algebra, Functions, relations and their graphs, Calculus and Statistics. Topics 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. The ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another is a vital part of learning in Mathematical Methods.

Students who undertake Mathematical Methods will see the connections between mathematics and other areas of the curriculum and apply their mathematical skills to real-world problems, becoming critical thinkers, innovators and problem-solvers. Through solving problems and developing models, they will appreciate that mathematics and statistics are dynamic tools that are critically important in the 21st century.

Pathways

A course of study in Mathematical Methods can establish a basis for further education and employment in the fields of natural and physical sciences (especially physics and chemistry), mathematics and science education, medical and health sciences (including human biology, biomedical science, nanoscience and forensics), engineering (including chemical, civil, electrical and mechanical engineering, avionics, communications and mining), computer science (including electronics and software design), psychology and business.

Objectives

By the conclusion of the course of study, students should be able to:

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

Course Structure

Mathematical Methods is a course of study consisting of four units. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4 as students develop greater independence as learners.

Units 1 and 2 provide foundational learning, which allows students to experience all syllabus objectives and begin engaging with the course subject matter. Students should complete Units 1 and 2 before beginning Unit 3. It is recommended that Unit 3 be completed before Unit 4.

Units 3 and 4 consolidate student learning. Only the results from Units 3 and 4 will contribute to ATAR calculations. Units 1 and 2 provide foundational learning, which allows students to experience all syllabus objectives and begin engaging with the course subject matter. Students should complete Units 1 and 2 before beginning Unit 3. It is recommended that Unit 3 be completed before Unit 4.

Units 3 and 4 consolidate student learning. Only the results from Units 3 and 4 will contribute to ATAR calculations.”

What do I need to be a successful Mathematical Methods student?

You need to have demonstrated at least a B standard in Year 10 Mathematical Methods to achieve in Mathematical Methods. You are required to have to ability to work both independently and collaboratively.

Pre-requisite for Mathematical Methods

B in Year 10 Mathematical Methods.

Mathematical Methods

Unit 1

Surds, algebra, functions and probability

- Topic 1: Surds and quadratic functions
- Topic 2: Binomial expansion and cubic functions
- Topic 3: Functions and relations
- Topic 4: Trigonometric functions
- Topic 5: Probability

Unit 2

Calculus and further functions

- Topic 1: Exponential functions
- Topic 2: Logarithms and logarithmic functions
- Topic 3: Introduction to differential calculus
- Topic 4: Applications of differential calculus
- Topic 5: Further differentiation

Unit 3

Further calculus and introduction to statistics

- Topic 1 : Differentiation of exponential and logarithmic functions
- Topic 2: Differentiation of trigonometric functions and differentiation rules
- Topic 3: Further applications of differentiation
- Topic 4: Introduction to integration
- Topic 5: Discrete random variables

Unit 4

Further calculus, trigonometry and statistics

- Topic 1: Further integration
- Topic 2: Trigonometry
- Topic 3: Continuous random variables and the normal distribution
- Topic 4: Sampling and proportions
- Topic 5: Interval estimates for proportions

SPECIALIST MATHEMATICS

Why study Specialist Mathematics?

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

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

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

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

Pathways

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

Objectives

By the conclusion of the course of study, students should be able to:

- 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.

Course Structure

Specialist Mathematics is a course of study consisting of four units. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4 as students develop greater independence as learners.

Units 1 and 2 provide foundational learning, which allows students to experience all syllabus objectives and begin engaging with the course subject matter. Students should complete Units 1 and 2 before beginning Unit 3. It is recommended that Unit 3 be completed before Unit 4.

Units 3 and 4 consolidate student learning. Only the results from Units 3 and 4 will contribute to ATAR calculations. Units 3 and 4 consolidate student learning. Only the results from Units 3 and 4 will contribute to ATAR calculations. Units 1 and 2 provide foundational learning, which allows students to experience all syllabus objectives and begin engaging with the course subject matter. Students should complete Units 1 and 2 before beginning Unit 3. It is recommended that Unit 3 be completed before Unit 4.

Units 3 and 4 consolidate student learning. Only the results from Units 3 and 4 will contribute to ATAR calculations."

What do I need to be a successful Specialist Mathematics student?

You need to have demonstrated at least a B standard in Year 10 Mathematical Methods to achieve in Specialist Mathematics. You are required to have to ability to work both independently and collaboratively.

Pre-requisite for Specialist Mathematics

B in Year 10 Mathematical Methods.

Specialist Mathematics

Unit 1

Combinatorics, proof, vectors and matrices

- Topic 1: Combinatorics
- Topic 2: Introduction to proof
- Topic 3: Vectors in the plane
- Topic 4: Algebra of vectors in two dimensions
- Topic 5: Matrices

Unit 2

Complex numbers, further proof, trigonometry, functions and transformations

- Topic 1: Complex numbers
- Topic 2: Complex arithmetic and algebra
- Topic 3: Circle and geometric proofs
- Topic 4: Trigonometry and functions
- Topic 5: Matrices and transformations

Unit 3

Further complex numbers, proof, vectors and matrices

- Topic 1: Further complex numbers
- Topic 2: Mathematical induction and trigonometric proofs
- Topic 3: Vectors in two and three dimensions
- Topic 4: Vector calculus
- Topic 5: Further matrices

Unit 4

Further calculus and statistical inference

- Topic 1: Integration techniques
- Topic 2: Applications of integral calculus
- Topic 3: Rates of change and differential equations
- Topic 4: Modelling motion
- Topic 5: Statistical inference

ESSENTIAL MATHEMATICS (APPLIED)*

Why study Essential Mathematics?

Essential Mathematics' major domains are Number, Data, Location and time, Measurement and Finance.
Essential Mathematics benefits students because they develop skills that go beyond the traditional ideas of numeracy. Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations and relations. They learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes.

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

Pathways

A course of study in Essential Mathematics can establish a basis for further education and employment in the fields of trade, industry, business and community services. Students learn within a practical context related to general employment and successful participation in society, drawing on the mathematics used by various professional and industry groups.

Objectives

By the conclusion of the course of study, students should be able to:

- 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.

Course Structure

Essential Mathematics is a course of study consisting of four units. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4 as students develop greater independence as learners.

Units 1 and 2 provide foundational learning, which allows students to experience all syllabus objectives and begin engaging with the course subject matter. Students should complete Units 1 and 2 before beginning Unit 3. It is recommended that Unit 3 be completed before Unit 4.

Units 3 and 4 consolidate student learning. Only the results from Units 3 and 4 will contribute to ATAR calculations.
Students who complete this course of study with a grade of C or better will meet the numeracy requirement for QCE and should also be able to demonstrate numeracy competencies equivalent to the Australian Core Skills Framework (ACSF)1 Level 3.

Subject matter that is denoted by '[complex]' is considered to be complex and indicates alignment to ACSF Level 4 or higher. All other subject matter is considered to be simple and indicates alignment to ACSF Level 3.

Students who demonstrate attainment of simple subject matter only will be able to achieve a maximum of a C grade overall.

What do I need to be a successful Essential Mathematics student?

A consistent approach to developing mathematical skills is highly recommended.

Pre-requisite for Essential Mathematics

Nil.

Essential Mathematics

Unit 1

Number, data and money

- Topic 1: Calculations
- Topic 2: Number
- Topic 3: Representing data
- Topic 4: Managing money

Unit 2

Data and travel

- Topic 1: Calculations
- Topic 2: Data collection
- Topic 3: Graphs
- Topic 4: Time and motion

Unit 3

Measurement, scales and chance

- Topic 1: Calculations
- Topic 2 Measurement
- Topic 3: Scales, plans and models
- Topic 4: Probability and relative frequencies

Unit 4

Graphs, data and loans

- Topic 1: Calculations
- Topic 2 Bivariate graphs
- Topic 3: Summarising and comparing data
- Topic 4: Loans and compound interest

STUDY OF RELIGION

Why Study SOR?

Study of Religion is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. 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.

Course Overview

Study of Religion is the investigation and study of religious traditions and how religion has influenced, and continues to influence, people's lives. As religions are living traditions, a variety of religious expressions exist within each tradition. Religious beliefs and practices also influence the social, cultural and political lives of people and nations. 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.

In this subject, students study the five major world religions of Judaism, Christianity, Islam, Hinduism and Buddhism; and Australian Aboriginal spirituality and Torres Strait Islander religion. These are explored through sacred texts and religious writings that offer insights into life, and the rituals that mark significant moments and events in the religion itself and the lives of adherents. Sacred texts, religious writings and rituals provide the foundations for understanding religious ethics and the ways religion functions in society and culture.

Throughout the course of study, students engage with an inquiry approach to learning about religions, their central beliefs and practices, and their influence on people, society and culture. As a result, a logical and critical approach to understanding the influence of religion should be developed, with judgments supported through valid and reasoned argument. This contributes to the development of a range of transferable thinking and processing skills that will help students to live and work successfully in the 21st century.

Study of Religion allows students to 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. The subject contributes to students becoming informed citizens, as religion continues to function as a powerful dimension of human experience. Through recognising the factors that contribute to different religious expressions, students develop empathy and respect for the ways people think, feel and act religiously, as well as a critical awareness of the religious diversity that exists locally and globally.

Course structure

Study of Religion is a course of study consisting of four units. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4 as students develop greater independence as learners.
Units 1 and 2 provide foundational learning, which allows students to experience all syllabus objectives and begin engaging with the course subject matter. Students should complete Units 1 and 2 before beginning Unit 3. It is recommended that Unit 3 be completed before Unit 4.

Units 3 and 4 consolidate student learning. Only the results from Units 3 and 4 will contribute to ATAR calculations.
Each unit has been developed with a notional time of 55 hours of teaching and learning, including assessment.

What do I need to be a successful student in Study of Religion?

It is recommended students have a reasonable command of English: e.g. A sound level in Yr 10 English. This subject requires extensive research and excellent communication skills. The ability to work well independently is essential.

Pre-requisite for Study of Religion

B- in Year 10 English and HASS.

Study of Religion

AS Unit 1

Sacred texts and religious writings

Topic 1: Sacred texts

Topic 2: Abrahamic traditions

Assessment

AS unit 1 summative internal assessment 1: combination response (25%)

AS unit 1 summative internal assessment 2: Investigation – inquiry report (25%)

AS Unit 2

Religion and ritual

Topic 1: Law reform within a dynamic society

Topic 2: Governance in Australia

Assessment

AS unit 2 summative internal assessment 3: argumentative essay (25%)

AS unit 2 summative internal assessment : Examination – combination response (25%)

AS Unit 3

Religious ethics

Topic 1: Social ethics

Topic 2: Ethical relationships

Assessment

Summative internal assessment 1: Examination - extended response (25%)

Summative internal assessment 2: Investigation – inquiry report (25%)

AS Unit 4

Religion, rights and the nation-state

Topic 1: Religion and the nation-state

Topic 2: Religion and human rights

Assessment

Summative internal assessment 3: inquiry response (25%)

Summative external assessment : Examination – short response (25%)

RELIGION AND ETHICS (APPLIED)*

Why study Religion and Ethics?

A course of study in Religion and Ethics can establish a basis for further education and employment in any field, as it helps students develop the skills and personal attributes necessary for engaging efficiently, effectively and positively in future life roles. It provides them with opportunities to gain knowledge and understanding of themselves as human beings, to clarify their personal beliefs and ethical values, and to assess their personal choices, vision and goals. It helps students develop an understanding of themselves in the context of their family, their community and the workplace. The focus on citizenship, the sense of community and service, ethical principles, moral understanding and reasoning, and the responsibilities of the individual within the community provide students with skills and attitudes that contribute to lifelong learning, and a basis for engaging with others in diverse settings, including further education and the workforce.

Course Overview

A sense of purpose and personal integrity are essential for participative and contributing members of society. This Applied syllabus provides for a course of study that encourages students to explore their personal values and life choices and the ways in which these are related to their beliefs. Religion and Ethics helps students understand the personal, relational and spiritual perspectives of human experience. A search for meaning assists students from different cultural, social, linguistic and economic backgrounds to learn about and reflect on the richness of religious and ethical worldviews.

Religion and Ethics enhances students' understanding of how personal beliefs, values and spiritual identity are shaped and influenced by factors such as family, culture, gender, race, class and economic issues. It allows for flexible courses of study that recognise the varied needs and interests of students through investigating topics such as the meaning of life, spirituality, purpose and destiny, life choices, moral and ethical issues and justice. The course also explores how these topics are dealt with in various religious, spiritual and ethical traditions.

In the context of this syllabus, religion is understood as a faith tradition based on a common understanding of beliefs and practices; spirituality refers to a transcendent reality that connects a person with humanity and the universe. The term ethics refers to a system of moral principles; the rules of conduct or approaches to making decisions for the good of the individual and society. In a religious sense, beliefs are tenets, creeds or faiths; religious belief is belief in a power or powers that influence human behaviours.

Religion and Ethics focuses on the personal, relational and spiritual perspectives of human experience. It enables students to investigate and critically reflect on the role and function of religion and ethics in society. Within this syllabus, the focus is on students gaining knowledge and understanding, on developing the ability to think critically, and to communicate concepts and ideas relevant to their lives and the world in which they live.

Learning experiences should be practical and experiential in emphasis. A course of study should recognise the benefits of networking within the community. Schools may consider involvement with religious communities, charities, welfare and service groups and organisations that are engaged in areas related to ethics and justice. It is important that students learn to respect and interact with members of the wider community who may express beliefs and values different from their own.

Pre-requisite for Religion and Ethics

Nil.

Religion & Ethics

Unit 1

World Religions and Spiritualities

- Topic 1: Religious and Spiritual diversity
- Topic 2: Expressions of Spirituality

Assessment

Assessment 1: Project
Assessment 2: Extended Response

Unit 2

Peace

- Topic 1: Keeping the Peace
- Topic 2: Peace

Assessment

Assessment 1: Extended Response
Assessment 2: Project

Unit 3

Social Justice

- Topic 1: Social Justice
- Topic 2: Human Dignity

Assessment

Assessment 1: Extended Response
Assessment 2: Project

Unit 4

Meaning, Purpose and Expression

- Topic 1: Religious or spiritual expression
- Topic 2: Meaning and Purpose

Assessment

Assessment 1: Investigation
Assessment 2: Project

SENIOR SCIENCES

"At the core of all science endeavour is the inquiry into the nature of the universe. Science uses a systematic way of thinking, involving creative and critical reasoning, in order to acquire better and more reliable knowledge. Scientists recognise that knowledge is not fixed, but is fallible and open to challenge. As such, scientific endeavour is never conducted in isolation, but builds on and challenges an existing body of knowledge in the pursuit of more reliable knowledge. This collaborative process, whereby new knowledge is gained, is essential to the cooperative advancement of science, technology, health and society in the 21st century.

Tertiary study in any field will be aided by the transferable skills developed in this senior Science subject. It is expected that an appreciation of, and respect for, evidence-based conclusions and the processes required to gather, scrutinise and use evidence, will be carried forward into all aspects of life beyond the classroom.

The purpose of senior Science subjects in Queensland is to introduce students to a scientific discipline. Students will be required to 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.

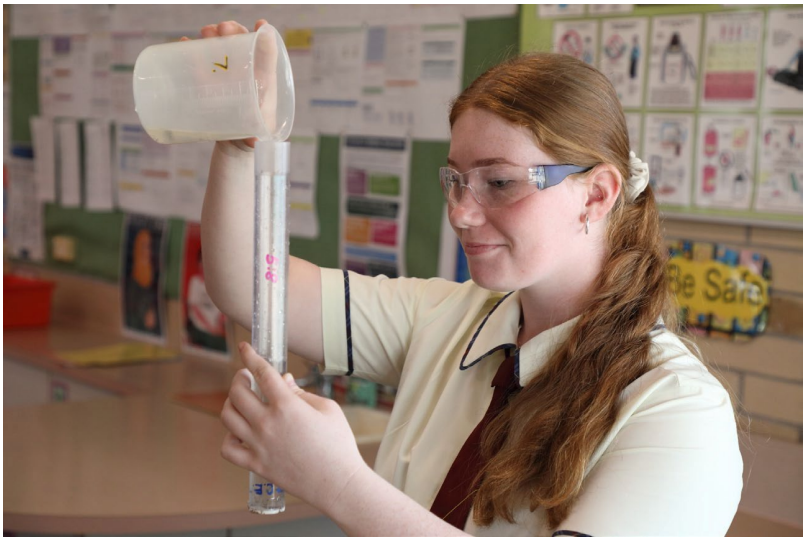
Upon completion of the course, students will have an appreciation for a body of scientific knowledge and the process that is undertaken to acquire this knowledge. They will be able to distinguish between claims and evidence, opinion and fact, and conjecture and conclusions.

In each of the senior Science subjects, students will develop:

- a deep understanding of a core body of discipline knowledge
- aspects of the skills used by scientists to develop new knowledge, as well as the opportunity to refine these skills through practical activities
- the ability to coordinate their understandings of the knowledge and skills associated with the discipline to refine experiments, verify known scientific relationships, explain phenomena with justification and evaluate claims by finding evidence to support or refute the claims."

Science Offered at Marist College Emerald:

- Biology
- Chemistry
- Physics



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BIOLOGY

Why study Biology?

"Biology provides opportunities for students to engage with living systems. In Unit 1, students develop their understanding of cells and multicellular organisms. In Unit 2, they engage with the concept of maintaining the internal environment. In Unit 3, students study biodiversity and the interconnectedness of life. This knowledge is linked in Unit 4 with the concepts of heredity and the continuity of life.

Students will learn valuable skills required for the scientific investigation of questions. In addition, they will become citizens who are better informed about the world around them and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues."

Biology aims to develop students':

- sense of wonder and curiosity about life
- respect for all living things and the environment
- understanding of how biological systems interact and are interrelated, the flow of matter and energy through and between these systems, and the processes by which they persist and change
- understanding of major biological concepts, theories and models related to biological systems at all scales, from subcellular processes to ecosystem dynamics
- appreciation of how biological knowledge has developed over time and continues to develop; how scientists use biology in a wide range of applications; and how biological knowledge influences society in local, regional and global contexts
- ability to plan and carry out fieldwork, laboratory and other research investigations, including the collection and analysis of qualitative and quantitative data and the interpretation of evidence
- ability to use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge
- ability to communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Course structure

"Biology is a course of study consisting of four units. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4 as students develop greater independence as learners.

Units 1 and 2 provide foundational learning, which allows students to experience all syllabus objectives and begin engaging with the course subject matter. Students should complete Units 1 and 2 before beginning Units 3 and 4.

Units 3 and 4 consolidate student learning. Only the results from Units 3 and 4 will contribute to ATAR calculations."

What do I need to be a successful Biology student?

To achieve in Biology**,** you are required to have demonstrated **at least** a B standard in Year 10 English, General Maths and Introduction to Biology**.** You are required to have the ability to follow instructions, handle laboratory equipment, and cooperate with other students. Working well independently is essential.

Pre-requisite for Biology

B in Year 10 English, General Maths and Introduction to Biology.

Biology

Unit 1
Cells and multicellular organisms

- Topic 1: Cells as the basis of life
- Topic 2: Exchange of nutrients and wastes
- Topic 3: Cellular energy, gas exchange and plant physiology

Assessment
Formative internal assessment/s

Unit 2
Maintaining the internal environment

- Topic 1: Homeostasis-thermoregulation and osmoregulation
- Topic 2: Infectious disease and epidemiology

Assessment
Formative internal assessment/s

Unit 3
Biodiversity and the interconnectedness of life

- Topic 1: Describing biodiversity and populations
- Topic 2: Functioning ecosystems and succession

Assessment
Summative internal assessment 1:
Data test (10%)

Summative internal assessment 2:
Student experiment (20%)

Unit 4
Heredity and continuity of life

- Topic 1: Genetics and heredity
- Topic 2: Continuity of life on Earth

Assessment
Summative internal assessment 3:
Research investigation (20%)

CHEMISTRY

Why study Chemistry?

"Chemistry is the study of materials and their properties and structure. In Unit 1, students study atomic theory, chemical bonding, and the structure and properties of elements and compounds. In Unit 2, students explore intermolecular forces, gases, aqueous solutions, acidity and rates of reaction. In Unit 3, students study equilibrium processes and redox reactions. In Unit 4, students explore organic chemistry, synthesis and design to examine the characteristic chemical properties and chemical reactions displayed by different classes of organic compounds."

Chemistry aims to develop students':

- "interest in and appreciation of chemistry and its usefulness in helping to explain phenomena and solve problems encountered in their ever-changing world
- understanding of the theories and models used to describe, explain and make predictions about chemical systems, structures and properties
- understanding of the factors that affect chemical systems and how chemical systems can be controlled to produce desired products
- appreciation of chemistry as an experimental science that has developed through independent and collaborative research, and that has significant impacts on society and implications for decision-making
- expertise in conducting a range of scientific investigations, including the collection and analysis of qualitative and quantitative data, and the interpretation of evidence
- ability to critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions
- ability to communicate chemical understanding and findings to a range of audiences, including through the use of appropriate representations, language and nomenclature."

Course structure

"Chemistry is a course of study consisting of four units. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4 as students develop greater independence as learners.
Units 1 and 2 provide foundational learning, which allows students to experience all syllabus objectives and begin engaging with the course subject matter. Students should complete Units 1 and 2 before beginning Units 3 and 4.
Units 3 and 4 consolidate student learning. Only the results from Units 3 and 4 will contribute to ATAR calculations."

What do I need to be a successful Chemistry student?

To achieve in Chemistry, you are required to have demonstrated **at least** a B standard in Year 10 English, Mathematical Methods and Introduction to Chemistry. As there is a high proportion of practical work in this subject, you are required to have the ability to follow instructions, plan procedures, handle laboratory equipment and chemicals safely, and cooperate with other students. Being able to work independently is essential.

Pre-requisite for Chemistry

B in Year 10 English, Mathematical Methods and Introduction to Chemistry.

Chemistry

Unit 1
Chemical fundamentals — structure, properties and reactions

- Topic 1: : Properties and structure of atoms
- Topic 2: Properties and structure of materials
- Topic 3: Chemical reactions — reactants, products and energy change

Assessment
Formative internal assessment/s

Unit 2
Molecular interactions and reactions

- Topic 1: Intermolecular forces and gases
- Topic 2: Aqueous solutions and acidity
- Topic 3: Rates of chemical reactions

Assessment
Formative internal assessment/s

Unit 3
Equilibrium, acids and redox reactions

- Topic 1Chemical equilibrium systems
- Topic 2: Oxidation and reduction

Assessment
Summative internal assessment 1:
Data test (10%)

Summative internal assessment 2:
Student experiment (20%)

Unit 4
Structure, synthesis and design

- Topic 1: Properties and structure of organic materials
- Topic 2: Chemical synthesis and design

Assessment
Summative internal assessment 3:
Research investigation (20%)

PHYSICS

Why study Physics?

"Physics provides opportunities for students to engage with the classical and modern understandings of the universe. In Unit 1, students learn about the fundamental concepts of thermodynamics, electricity and nuclear processes. In Unit 2, students learn about the concepts and theories that predict and describe the linear motion of objects. Further, they will explore how scientists explain some phenomena using an understanding of waves. In Unit 3, students engage with the concept of gravitational and electromagnetic fields, and the relevant forces associated with them. Finally, in Unit 4, students study modern physics theories and models that, despite being counterintuitive, are fundamental to our understanding of many common observable phenomena.

Students will learn valuable skills required for the scientific investigation of questions. In addition, they will become citizens who are better informed about the world around them, and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues."

Physics aims to develop students':

- appreciation of the wonder of physics and the significant contribution physics has made to contemporary society
- understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action
- understanding of the ways in which matter and energy interact in physical systems across a range of scales
- understanding of the ways in which models and theories are refined, and new models and theories are developed in physics; and how physics knowledge is used in a wide range of contexts and informs personal, local and global issues
- investigative skills, including the design and conduct of investigations to explore phenomena and solve problems, the collection and analysis of qualitative and quantitative data, and the interpretation of evidence
- ability to use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims
- ability to communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes, and genres.

Course structure

Physics is a course of study consisting of four units. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4 as students develop greater independence as learners.

Units 1 and 2 provide foundational learning, which allows students to experience all syllabus objectives and begin engaging with the course subject matter. Students should complete Units 1 and 2 before beginning Units 3 and 4.
Units 3 and 4 consolidate student learning. Only the results from Units 3 and 4 will contribute to ATAR calculations.

What do I need to be a successful Physics student?

To Achieve in Physics, you need to have demonstrated at **least** a **B standard** in Year 10 English, Mathematical Methods, and Introduction to Physics**.** You are required to have the ability to follow instructions, handle laboratory equipment, and cooperate with other students. Working well independently is essential.

Pre-requisite for Physics

B in Year 10 English, Mathematical Methods, and Introduction to Physics.

Physics

Unit 1
Thermal, nuclear and electrical physics

- Topic 1: Heating processes
- Topic 2: Ionising radiation and nuclear reactions
- Topic 3: Electrical circuits

Assessment
Formative internal assessment/s

Unit 2
Linear motion and waves

- Topic 1: Linear motion and force
- Topic 2: Waves

Assessment
Formative internal assessment/s

Unit 3
Gravity and electromagnetism

- Topic 1: Gravity and motion
- Topic 2 : Electromagnetism

Assessment
Summative internal assessment 1:
Data test (10%)

Summative internal assessment 2:
Student experiment (20%)

Unit 4
Revolutions in modern physics

- Topic 1: Special relativity
- Topic 2: Quantum theory
- Topic 3: The Standard Model

Assessment
Summative internal assessment 3:
Research investigation (20%)

MODERN HISTORY

Why study Modern History?

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

Modern History enables students to empathise with others and make meaningful connections between the past, present and possible futures. Students learn that the past is contestable and tentative. Through inquiry into ideas, movements, national experiences and international experiences they discover how the past consists of various perspectives and interpretations.

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

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

Course Structure

Modern History is offered as an alternate sequence course of study consisting of four units. This means that the class is composite, including year 11 and year 12 students.

The alternate sequence has the same syllabus objectives, underpinning factors, and pedagogical and conceptual frameworks as the Modern History senior syllabus. The alternate sequence has the same subject matter as the Modern History senior syllabus, but the subject matter is organised differently. Students commencing Modern History in 2025 will begin with Units 1 and 2 in year 11, and progress to Units 3 and 4 in Year 12. Only the results from Units 3 and 4 will contribute to ATAR calculations.

The following topics have been selected for study:

- Unit 1: Ideas in the Modern World
  - Topic 1: Australian Frontier Wars (1788-1930s)
  - Topic 2: Russian Revolution (1905-1920s)
- Unit 2: Movements in the Modern World
  - Topic 1: Women's movement since 1893 OR
  - Topic 1: African American civil rights movement (1954-1968)
  - Topic 2: Anti-Apartheid Movement in South Africa (1948-1991)
- Unit 3: National experiences in the Modern World
  - Topic 1: Germany since 1914
  - Topic 2: Israel since 1917
- Unit 4: International experiences in the Modern World
  - Topic 1: Terrorism, anti-terrorism and counter-terrorism since 1984
  - Topic 2: Australian engagement with Asia since 1945

What do I need to be a successful Modern History student?

Students must be able to work independently. They must be able to demonstrate a high level of proficiency in regards to research and communication. Students will need to be able to manage their time effectively to meet curriculum deadlines.

Pre-requisite for Modern History

YEAR 10 Intro Course: at least a C+ in both Year 10 English & Year 10 HASS.

YEAR 11: at least a B- in both Year 10 General English & Year 10 Intro to Modern History course. Students choosing Modern History should also be studying General English in Year 11 and 12.

Modern History Alternative Sequence

AS Unit 1
Ideas in the Modern World

- Australian Frontier Wars
- Age of Enlightenment
- Industrial Revolution
- American Revolution
- French Revolution
- Age of Imperialism
- Meiji Restoration
- Boxer Rebellion and its aftermath
- Russian Revolution
- Xinhai Revolution
- Iranian Revolution
- Arab Spring

Assessment

AS unit 1 summative internal assessment 1: essay (25%)

AS unit 1 summative internal assessment 2: Investigation (25%)

AS Unit 2
Movements in the Modern World

- Empowerment of First Nations Australians
- Independence movement in India
- Workers' movement
- Women's movement
- May Fourth Movement in China
- Independence movement in Algeria
- Independence movement in Vietnam
- Anti-apartheid movement in South Africa
- African-American civil rights movement
- Environmental movement
- LGBTQIA+ civil rights movement
- Pro-democracy movement in Myanmar

Assessment

AS unit 2 summative internal assessment 3: historical essay (25%)

AS unit 2 summative internal assessment: Examination –(25%)

AS Unit 3
National experiences in the Modern World

- Australia
- United Kingdom
- France
- New Zealand
- Germany
- United States of America
- Soviet Union
- Japan
- China
- Indonesia
- India
- Israel
- South Korea

Assessment

AS unit 3 summative internal assessment 1: Examination (25%)

AS unit 3 summative internal assessment 2: Investigation (25%)

AS Unit 4
International experiences in the Modern World

- Australian engagement with Asia
- Search for collective peace and security
- Trade and commerce between nations since
- Mass migrations
- Information Age
- Genocides and ethnic cleansings
- Nuclear Age
- Cold War
- Struggle for peace in the Middle East
- Cultural globalisation
- Space exploration
- Rights and recognition of First Peoples
- Terrorism, anti-terrorism and counter-terrorism

Assessment

AS unit 4 summative internal assessment 3: Investigation (25%)

AS unit 4 summative external assessment : Examination (25%)

BUSINESS

Why Study Business?

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.

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 human resources management.

Course Structure

Business is a course of study consisting of four units. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4 as students develop greater independence as learners.

Units 1 and 2 provide foundational learning, which allows students to experience all syllabus objectives and begin engaging with the course subject matter. Students should complete Units 1 and 2 before beginning Unit 3. It is recommended that Unit 3 be completed before Unit 4.

Units 3 and 4 consolidate student learning. Only the results from Units 3 and 4 will contribute to ATAR calculations.

What do I need to be a successful Business student?

Students must be able to work both independently and collaboratively. They must be able to demonstrate a high level of proficiency in regards to research and communication. Students will need to be able to manage their time effectively to meet curriculum deadlines.

Pre-requisite for Business

YEAR 10 Intro Course: at least a C+ in both Year 9 Business and Year 9 English.

YEAR 11: at least a C+ in both Year 10 General English & Year 10 Intro to Business course. Students choosing Business should also be studying General English in Year 11 and 12.

Business

Unit 1

Business creation

- Topic 1: Fundamentals of business
- Topic 2: Creation of business ideas

Assessment

Assessment: Formative internal assessment/s

Unit 2

Business growth

- Topic 1: Establishment of a business
- Topic 2: Entering markets

Assessment

Assessment: Formative internal assessment/s

Unit 3

Business diversification

- Topic 1: Competitive markets
- Topic 2:Strategic development

Assessment

Summative internal assessment 1: Examination – combined response
Summative internal assessment 2: Investigation – business report

Unit 4

Business evolution

- Topic 1: Repositioning a business
- Topic 2: Transformation of a business

Summative internal assessment 3: Extended response - feasibility report
Summative external assessment: Examination - combination response

LEGAL STUDIES

Why study Legal Studies?

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.

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 this course develops are universally valued in business, health, science and engineering industries.

Course Structure

Legal Studies is offered as alternate sequence and is a course of study consisting of four units. This means that the class is composite, including year 11 and year 12 students.

The Alternate sequence has the same syllabus objectives, underpinning factors, and pedagogical and conceptual frameworks as the Legal Studies senior syllabus. The Alternate sequence has the same subject matter as the Legal Studies senior syllabus, but the subject matter is organised differently. Students commencing Legal Studies in 2023 will begin with Units 1 and 2 in year 11, and progress to Units 3 and 4 in Year 12. Only the results from Units 3 and 4 will contribute to ATAR calculations.

What do I need to be a successful Legal studies student?

Students must be able to work independently. They must be able to demonstrate a high level of proficiency in regards to research and communication skills. Students will need to be able to manage their time effectively to meet curriculum deadlines.

Pre-requisite for Legal Studies

YEAR 10 Intro Course: at least a C+ in both Year 10 English & Year 10 HASS.

YEAR 11: at least a B- in both Year 10 General English & Year 10 Intro to Legal Studies course. Students choosing Legal Studies should also be studying General English in Year 11 and 12.

Legal Studies Alternative Sequence

AS Unit 1

Balance of probabilities

Topic 1: Legal foundations – civil law focus

Topic 2: Contractual obligations

Assessment

Formative internal assessment/s

AS Unit 2

Law, governance and change

Topic 1: Lifecycle rituals

Topic 2: Calendrical rituals

Assessment

Formative internal assessment/s

AS Unit 3

Beyond reasonable doubt

Topic 1: Social ethics

Topic 2: Ethical relationships

Assessment

Summative internal assessment 1: Examination - extended response (25%)

Summative internal assessment 2: Investigation – inquiry report (25%)

AS Unit 4

Human rights in legal contexts

Topic 1: Religion and the nation-state

Topic 2: Religion and human rights

Assessment

Summative internal assessment 3: inquiry response (25%)

Summative external assessment : Examination – short response (25%)

SHORT COURSE in CAREER EDUCATION

Why study the Short Course in Career Education?

The progression from Year 10 to Year 12 can be the most complex transition in a student's school life. As students move through the senior phase of schooling, they are increasingly expected to accept greater responsibility for their learning, participate in leadership and community service activities and make significant decisions about their pathways to further education, training and employment. The Short Course in Career Education focuses on the development of knowledge, processes, skills, attributes and attitudes that will assist students to make informed decisions about their options to enable effective participation in their future study, working life and career.

The Short Course in Career Education aims to help students prepare for the rapidly changing world of work and the lifelong process of managing life and learning in a work context. It encompasses career development and management strategies that help students plan for and shape their future, providing them with the essential knowledge, understanding and skills for participation in the rapidly changing workforce. It aims to enable students to adapt to multiple transitions in work and life and use opportunities to transfer their developing abilities to a range of work-related and career contexts and activities. The goal of the short course is to have students understand that learning is a purposeful activity undertaken to achieve objectives that they value at the core.

Course Structure

Career Education is a course of study consisting of two topics with four related sub topics:

- My current skills and attributes
  - Understanding myself
  - Understanding the world of work
- My options for the future
  - My career options
  - My plans for the future.

Through these topics, students learn a variety of strategies to develop and monitor their own learning. They develop understanding of themselves as learners, recognising their aspirations, their rights and responsibilities as workers, as well as employer expectations and the diversity of work opportunities. They plan and manage their learning through understanding their learner identity, setting goals and pathways, and planning and organising their learning to achieve their work and career goals. The development of self-knowledge, contemporary work skills, entrepreneurial behaviours and resilience are necessary to thrive in the 21st century.

Anticipated Outcomes

A course of study in Career Education may establish a basis for further education, training and/or employment in a range of fields. Students learn within a practical context related to general employment and successful participation in society.

A course of study in Careers Education may also contribute one credit toward a Queensland Certificate of Education (QCE). Results in Career Education do not contribute to an Australian Tertiary Admission Rank (ATAR) calculation.

Pre-requisite for the Short Course in Career Education

Nil.

PHYSICAL EDUCATION

Why Study Physical Education?

Physical Education is ideally suited to any student with a keen interest in the Sport and Exercise industry. It involves students learning about, through and in physical activity. Students optimise their engagement and performance in physical activity as they develop an understanding and appreciation of the interconnectedness of the dimensions (about, through and in physical activity). In becoming physically educated, students learn to see how body and movement concepts and the scientific bases of biophysical, sociocultural and psychological concepts and principles are relevant to their engagement and performance in physical activity.

Students learn experientially through three stages of an inquiry approach. Students recognise and explain concepts and principles about and through movement, and demonstrate and apply body and movement concepts to movement sequences and movement strategies. Through their purposeful and authentic experiences in physical activities, students gather, analyse and synthesise data to devise strategies to optimise engagement and performance. They evaluate and justify strategies about and in movement by drawing on informed, reflective decision-making.

Course Structure

Physical Education Alternate sequence is a course of study consisting of four units. In the final two units they study, students will undertake summative assessment. The Alternate sequence has the same syllabus objectives, underpinning factors, and pedagogical and conceptual frameworks as the Physical Education senior syllabus. The Alternate sequence has the same subject matter as the Physical Education senior syllabus, but the subject matter is organised differently.

The figure below outlines the structure of the course of these studies.

Physical Education Alternative sequence

AS Unit 1

Sport psychology, equity and physical activity

- Topic 1: Sport psychology integrated with a selected physical activity
- Topic 2: Equity – barriers and enables

AS Unit 1 internal assessment: Project – folio

AS Unit 1 internal assessment: Investigation - report

AS Unit 2

Motor learning, functional anatomy, biomechanics and physical activity

- Topic 1: Functional anatomy and biomechanics integrated with a selected physical activity
- Topic 2: Motor learning integrated with a selected physical activity

AS Unit 2 internal assessment: Project – folio

AS Unit 2 assessment: External assessment – Examination – combination response

AS Unit 3

Tactical awareness, ethics and integrity and physical activity

- Topic 1: Tactical awareness integrated with one selected 'Invasion' or 'Net and court' or Performance' physical activity
- Topic 2: Ethics and integrity

AS Unit 3 internal assessment: Project - folio
AS 3 internal assessment 2: Investigation – report

AS Unit 4

Energy, fitness and training and physical activity

- Topic 1: Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity

AS4 Unit 4 internal assessment 3: Project – folio
AS4 Unit 4 external assessment: Examination - combination response

Possible physical activities studied may include:

- Netball
- Soccer
- Touch football
- Archery
- Golf
- Lawn bowls
- Tennis
- Volleyball
- Duathlon, triathlon
- Track and field

Pathways

Physical Education is a General subject suited to students who are interested in pathways that lead to tertiary studies, vocational education or work. 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.

Career Possibilities

- Chiropractor
- Dentist
- Dietician
- Pharmacist
- Teacher (HPE)
- Fitness Instructor
- Gym Manager
- Podiatrist
- Sports Coach
- Masseur
- Doctor
- Naturopath
- Nurse
- Optometrist
- Psychiatrist
- Sports Scientist
- Professional Sportsperson
- Recreation Officer
- Sports Administrator
- Rehabilitation Officer
- Sports Journalism

What do I need to be a successful Physical Education student?

It is strongly recommended that students wishing to complete this subject have completed the Physical Education elective course in Years 9 and 10. In order to cope with the theoretical content and assessment in this subject, it is also recommended that students choosing this subject achieved a minimum of a B or higher for both the elective and core Health and Physical Education classes in Year 10. It is also recommended that students are completing General English. Lastly, the willingness to participate in all compulsory practical sessions is a must.

Pre-requisite for Physical Education

B in HPE or PE Elective and a C+ in English and Science.

SPORT AND RECREATION (APPLIED)*

Why Study Sport and Recreation?

Sport and Recreation is a subject ideally suited to any student with a keen interest in sport and physical recreation activities. Sport and recreation activities are a part of the fabric of Australian life and represent growth industries in Australian society. Sport and recreation activities can encompass aspects such as social and competitive sport, fitness programs and outdoor pursuits. These activities are an intrinsic part of Australian culture and for many people, form a substantial component of their leisure time. Participation in sport and recreation can also provide employment opportunities and make positive contributions to a person's total wellbeing.

The subject of Sport and Recreation focuses on the role of sport and recreation in the lives of individuals and communities. It is a subject that provides students with opportunities to learn in, through and about sport and active recreation activities.

Through the study of Sport and Recreation students will examine:

- the relevance of sport and active recreation in Australian culture
- the contribution sport and active recreation makes to employment growth, health and wellbeing
- factors that influence participation in sport and active recreation
- how physical skills can enhance participation and performance in sport and active recreation activities
- how interpersonal skills support effective interaction with others
- the promotion of safety in sport and active recreation activities
- technology in sport and active recreation activities
- how the sport and recreation industry contributes to the individual and community outcomes.

What are the topics of Study?

Sport and Recreation is a four-unit course of study at Marist College, these include:

- Core topic 1: Community Recreation
- Core topic 2: Event Management
- Core topic 3: Fitness and Sport for Recreation
- Core topic 4: Coaching and Officiating

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

The elective consists of, but not limited to:

- Lawn bowls
- Strength and conditioning
- Racquet sports
- Golf
- Water Polo
- Cross-Fit
- Oztag

What are the assessments in Sport and Recreation?

In Sport and Recreation, there are two assessment instruments for each of the semester units. There are several assessment techniques used in Sport and Recreation including:

Project – a project assesses a response to a situation and/or scenario that gives students authentic opportunities to demonstrate their learning.

Performance – a performance assesses physical demonstrations as outcomes of applying a range of cognitive, technical, physical and/or creative/expressive skills.

What do I need to be a successful Sport and Recreation student?

Students must have a passion for and/or interest in pursuing a career in the fitness, recreation or sport industries. They must have good quality written and spoken communication skills and an enthusiasm / motivation to participate in physical activity sessions.

Pre-requisite for Sport and Recreation

Nil.

Sport & Recreation

Unit 1

Community Recreation

Topic 1: Investigate activities and strategies to enhance outcomes in community recreation.
Topic 2: Plan activities and strategies to enhance outcomes in community recreation.
Topic 3: Perform activities and strategies to enhance outcomes in community recreation.
Topic 4: Evaluate activities and strategies to enhance outcomes in community recreation.

Assessment

Assessment 1: Project
Assessment 2: Performance

Unit 2

Event Management

Topic 1: Investigate activities and strategies to enhance outcomes in event management.
Topic 2: Plan activities and strategies to enhance outcomes in event management.
Topic 3: Perform activities and strategies to enhance outcomes in event management.
Topic 4: Evaluate activities and strategies to enhance outcomes in event management.

Assessment

Assessment 1: Project
Assessment 2: Performance

Unit 3

Fitness and Sport for Recreation

Topic 1: Investigate activities and strategies to enhance outcomes in sport recreation.
Topic 2: Plan activities and strategies to enhance outcomes in sport recreation.
Topic 3: Perform activities and strategies to enhance outcomes in sport recreation.
Topic 4: Evaluate activities and strategies to enhance outcomes in sport recreation.

Assessment

Assessment 1: Project
Assessment 2: Performance

Unit 4

Coaching and Officiating

Topic 1: Investigate activities and strategies to enhance outcomes in coaching and officiating.
Topic 2: Plan activities and strategies to enhance outcomes in coaching and officiating.
Topic 3: Perform activities and strategies to enhance outcomes in coaching and officiating.
Topic 4: Evaluate activities and strategies to enhance outcomes in coaching and officiating.

Assessment

Assessment 1: Project
Assessment 2: Performance

TECHNOLOGIES

Technologies have been an integral part of society for as long as humans have had the desire to create solutions to improve their own and others' quality of life. Technologies have an impact on people and societies by transforming, restoring and sustaining the world in which we live.

Australia needs enterprising and innovative individuals with the ability to make discerning decisions concerning the development, use and impact of technologies. When developing technologies, these individuals need to be able to work independently and collaboratively to solve complex, open-ended problems. Subjects in the Technologies learning area prepare students to be effective problem-solvers as they learn about and work with contemporary and emerging technologies.

Technologies Offered at Marist College Emerald

General Subjects

- Design

Applied Subjects

- Building & Construction Skills
- Industrial Graphics Skills

DESIGN

Course Overview

The Design subject 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.

In Unit 1, students will be introduced to design in practice through the experience of applying a design process. In Unit 2, students will learn about and experience designing in the context of commercial design, considering the role of the client and the influence of economic, social and cultural issues. They will use a collaborative design approach. In Unit 3, students will learn about and experience designing in the context of human-centred design. They will use designing with empathy as an approach as they design for the needs and wants of an identified person or group. In Unit 4, students will learn about and experience designing in the context of sustainable design. They will use a redesigning approach to design for an opportunity.

Why Design?

Design is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. 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.

Course Structure

Design is a course of study consisting of four units. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4 as students develop greater independence as learners.

Units 1 and 2 provide foundational learning, which allows students to experience all syllabus objectives and begin engaging with the course subject matter. Students should complete Units 1 and 2 before beginning Unit 3. It is recommended that Unit 3 be completed before Unit 4.

Units 3 and 4 consolidate student learning. Only the results from Units 3 and 4 will contribute to ATAR calculations.

What do I need to be a successful Design student?

You need to demonstrate an ability to organise your time, thoughts and ideas and to think “outside the box”. An ability to work independently, to take risks, to not be afraid of making a mistake and of seeing solutions instead of problems are all required of the successful Design student.

Pre-requisite for Design

B in Year 10 English.

Design

Unit 1

Design in Practice

- Topic 1: Experiencing design
- Topic 2: Design process
- Topic 3: Design styles

Assessment

Formative internal assessment/s

Unit 2

Commercial Design

- Topic 1: Explore – client needs and wants
- Topic 2: Develop – collaborative design

Assessment

Formative internal assessment/s

Unit 3

Human - centred design

- Topic 1: Designing with empathy

Assessment

Summative internal assessment1: Examination – design challenge

Unit 4

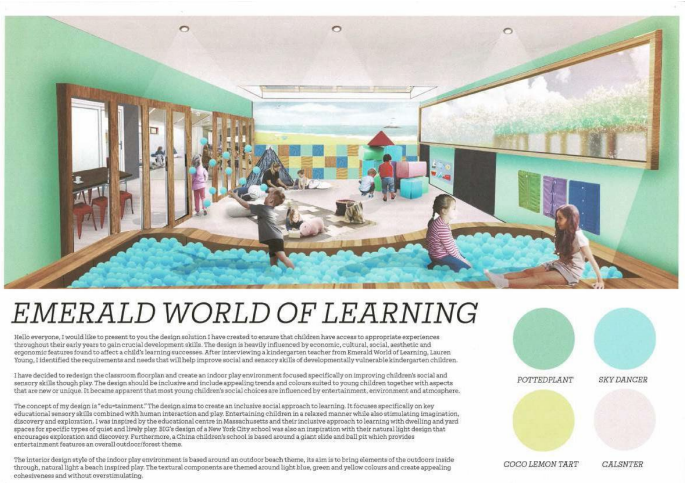
Sustainable design

- Topic 1: Energy, fitness and training integrated with one selected ‘Invasion’, ‘Net and court’ or ‘Performance’ physical activity

Assessment

Summative internal assessment 3: Project

Summative external assessment: Examination – design challenge



BUILDING & CONSTRUCTION (APPLIED)*

It is highly recommended that students undertaking Building & Construction Skills also undertake Industrial Graphics.

Course Overview

The building and construction industry transforms raw materials into buildings and structures. This adds value for both enterprises and consumers. Australia, as one of the most developed economies in the world, has a strong building and construction industry that provides employment for many people.

The Building and Construction Skills subject focuses on the underpinning industry practices and construction processes required to create, maintain and repair the built environment. It provides a unique opportunity for students to experience the challenge and personal satisfaction of undertaking practical work while developing beneficial vocational and life skills.

The subject includes four elective topics over the two years and within each, students demonstrate practical skills as well as manufacturing a project.

Through both individual and collaborative learning experiences, students learn to meet customer expectations of quality at a specific price and time. The majority of learning is done through construction tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

By doing construction tasks, students develop transferable skills relevant to a range of industry-based electives and future employment opportunities. They understand industry practices, interpret specifications, including information and drawings, safely demonstrate fundamental construction skills and apply skills and procedures with hand/power tools and equipment, communicate using oral, written and graphical modes, organise, calculate and plan construction processes and evaluate the structures they create using predefined specifications.

Why Building & Construction?

Building & Construction is an Applied subject suited to students who are interested in a pathway for further education and employment in civil, residential or commercial building and construction fields. These include roles such as bricklayer, plasterer, concreter, painter and decorator, carpenter, joiner, roof tiler, plumber, steel fixer, landscaper and electrician. It is very much a “hands on subject” with all theory undertaken being related to the building & construction field.

Course Structure

In Year 11, students will undertake the following electives:

A – Site preparation and foundations where they will have two assessment tasks:

1- a Practical Demonstration to develop the required skills.
2- a Project which will be a group exercise.

B - Framing and cladding where they will have two assessment tasks:

3- a Practical Demonstration to develop the required skills.
4- a Project which will be a group exercise.

In Year 12, students will undertake the following electives:

C - Construction in the domestic building industry where they will have two assessment tasks

5- a Practical Demonstration to develop the required skills.
6- a Project which will be a group exercise.

D - Fixing and finishing where they will have two assessment tasks:

7- a Practical Demonstration to develop the required skills.
8- a Project which will be a group exercise.

What do I need to be a successful Building & Construction student?

The student must have an ability to work safely at all times and to follow agreed upon rules and regulations. They will need to be able to complete tasks to a deadline and to show pride in their work. The student must be able to work both independently and collaboratively.

Pre-requisite for Building & Construction

Existing Building & Construction (Woodwork) students must have received a pass "C" in Semester 2, new students to interview with Head of Department – Technology before acceptance into the subject.

Other Information

It is strongly recommended that students undertaking Building & Construction also consider Industrial Graphics Skills or Engineering – Technical (new subject, if approved) to consolidate their skills regarding the generation and reading of plans and specifications. Students will also need to supply safety glasses and at times specific protective clothing.

Previous Practical Projects (may or may not be undertaken in your course)

INDUSTRIAL GRAPHICS SKILLS (APPLIED)*

It is highly recommended that students undertaking Building & Construction Skills and/or Certificate II in Engineering Pathways also undertake Industrial Graphics Skills or the proposed Engineering – Technical (if approved).

Course Overview

The Industrial Graphics Skills subject focuses on the underpinning industry practices and drafting processes required to produce the technical drawings used in a variety of industries, including building and construction, engineering and furnishing. It provides a unique opportunity for students to experience the challenge and personal satisfaction of producing technical drawings and models while developing beneficial vocational and life skills.

The subject includes four elective topics over the two years and within each, students demonstrate practical skills as well as manufacturing a project.

Through both individual and collaborative learning experiences, students learn to meet customer expectations of product quality at a specific price and time. The majority of learning is done through drafting and modelling tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete tasks.

By doing drafting and modelling tasks, students develop transferrable skills relevant to a range of industry-based electives and future employment opportunities. They understand industry practices, interpret technical drawings, demonstrate and apply safe practical modelling procedures with tools and materials, communicate using oral and written modes, organise and produce technical drawings and evaluate drawings using specifications.

Why Industrial Graphics Skills?

A course of study in Industrial Graphics Skills can establish a basis for further education and employment in a range of roles and trades in the manufacturing industries. With additional training and experience, potential employment opportunities may be found in drafting roles such as architectural drafter, estimator, mechanical drafter, electrical drafter, structural drafter, civil drafter and survey drafter. Most trades require a level of graphical skills, either to determine work requirements or to understand technical drawings.

Course Structure

There are 4 elective units of study in the Industrial Graphic Skills course.

In Year 11 students will undertake the following electives:

A – Computer – aided drafting - modelling where they will have two assessment tasks:

1- a Practical Demonstration to develop the required skills.
2- a Project which will be a group exercise

B - Computer – aided manufacturing drafting where they will have two assessment tasks:

3- a Practical Demonstration to develop the required skills
4- a Project which will be a group exercise

In Year 12 students will undertake the following electives:

C – Drafting for residential building where they will have two assessment tasks:

5- a Practical Demonstration to develop the required skills
6- a Project which will be a group exercise

D – Graphics for the engineering industry where they will have two assessment tasks:

7- a Practical Demonstration to develop the required skills
8- a Project which will be a group exercise

What do I need to be a successful Industrial Graphic Skills student?

The student must be able to work independently to create a variety of graphical presentations and projects. Students will need to manage their time effectively to meet assessment deadlines.

Pre-requisite for Industrial Graphics Skills

Nil but undertaking Industrial Graphics in the second semester of Year 10 would be a great advantage.

Other Information

It is strongly recommended that students undertaking Building and Construction and/or the Certificate in Engineering courses are strongly advised to elect this subject.

NOTE: You will not be able to undertake both Industrial Graphics and the proposed new subject Engineering – Technical (if approved)

MUSIC

Why study Music?

Music is a unique art form that uses sound and silence as a means of personal expression. It allows for the expression of the intellect, imagination and emotion and the exploration of values. Music occupies a significant place in everyday life of all cultures and societies, serving social, cultural, celebratory, political and educational roles.

The study of music combines the development of cognitive, psychomotor and affective domains through making and responding to music. The development of musicianship through making (composition and performance) and responding (musicology) is at the centre of the study of music.

Music aims to develop students':

- "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".
- "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".
- "A study of music provides students with opportunities to develop their intellect and personal growth and to make a contribution to the culture of their community. Students develop the capacity for working independently and collaboratively, reflecting authentic practices of music performers, composers and audiences. Studying music provides the basis for rich, lifelong learning."

Course structure

"Music is a course of study consisting of four units. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4 as students develop greater independence as learners.

Units 1 and 2 provide foundational learning, which allows students to experience all syllabus objectives and begin engaging with the course subject matter. Students should complete Units 1 and 2 before beginning Unit 3. It is recommended that Unit 3 be completed before Unit 4.

Units 3 and 4 consolidate student learning. Only the results from Units 3 and 4 will contribute to ATAR calculations".

What do I need to be a successful Music student?

You need to have demonstrated at least a C Standard in year 10 Music or have undertaken private study on a musical instrument as well as the study of music theory. Music reading skills are not mandatory, however, are an advantage.

Pre-requisite for Music

Prior discussion with the Music Coordinator for advice.

Music

Unit 1

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?

Assessment

Formative internal assessment/s

Unit 2

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?

Assessment

Formative internal assessment/s

Unit 3

Innovations

Through inquiry learning, the following is explored:

How do musicians incorporate innovative music practices to communicate meaning when performing and composing?

Assessment

Summative internal assessment 1: Performance (20%)
Summative internal assessment 2: Composition (20%)

Unit 4

Narratives

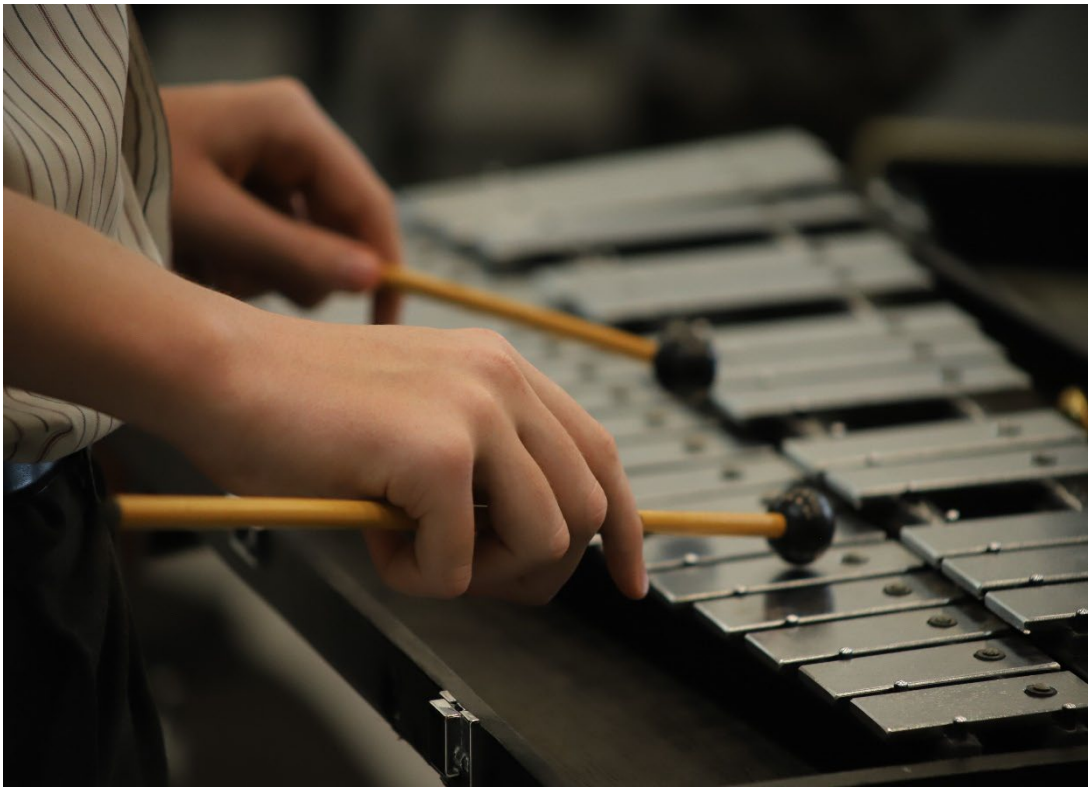
Through inquiry learning, the following is explored:

How do musicians manipulate music concepts to communicate narrative when performing , composing and responding to music.

Assessment

Summative internal assessment 3: Integrated project (35%)

Summitive external assessment: Examination (25%)



MUSIC EXTENSION

Why study Music Extension?

"In Music Extension, students follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation.

In the Composition specialisation (making), students create and resolve new music works. They demonstrate use of music concepts and manipulate music concepts to express meaning and/or emotion to an audience through resolved compositions. In the Musicology specialisation (responding), students investigate and analyse music works and ideas. They synthesise analytical information about music, and document sources and references about music to support research. In the Performance specialisation (making), students realise music works, demonstrating technical skills and understanding. They make decisions about music, interpret music elements and concepts, and express music ideas to realise their performances".

Music aims to develop students':

- "Music Extension prepares students for a future of unimagined possibilities, helping them to become self-motivated and emotionally aware".
- "As a unique means of expression, music makes a profound contribution to personal, social and cultural identities. As they develop highly transferable and flexible skills, students become adaptable and innovative problem-solvers and collaborative team members who make informed decisions."
- "As enquirers, students develop their ability to analyse and critically evaluate.
- "Literacy in Music Extension is an essential skill for composers, musicologists and performers, and learning in Music Extension prepares students to engage in a multimodal world."

Course structure

"The subject Music Extension is a unitised course of study.
It is an extension of the senior syllabus in Music 2017 and should be read in conjunction with that syllabus. The course is studied either concurrently with, or after, Units 3 and 4 of the general course in Music.

Unit 3 is prerequisite learning for Unit 4. Students complete Unit 3 before beginning Unit 4.

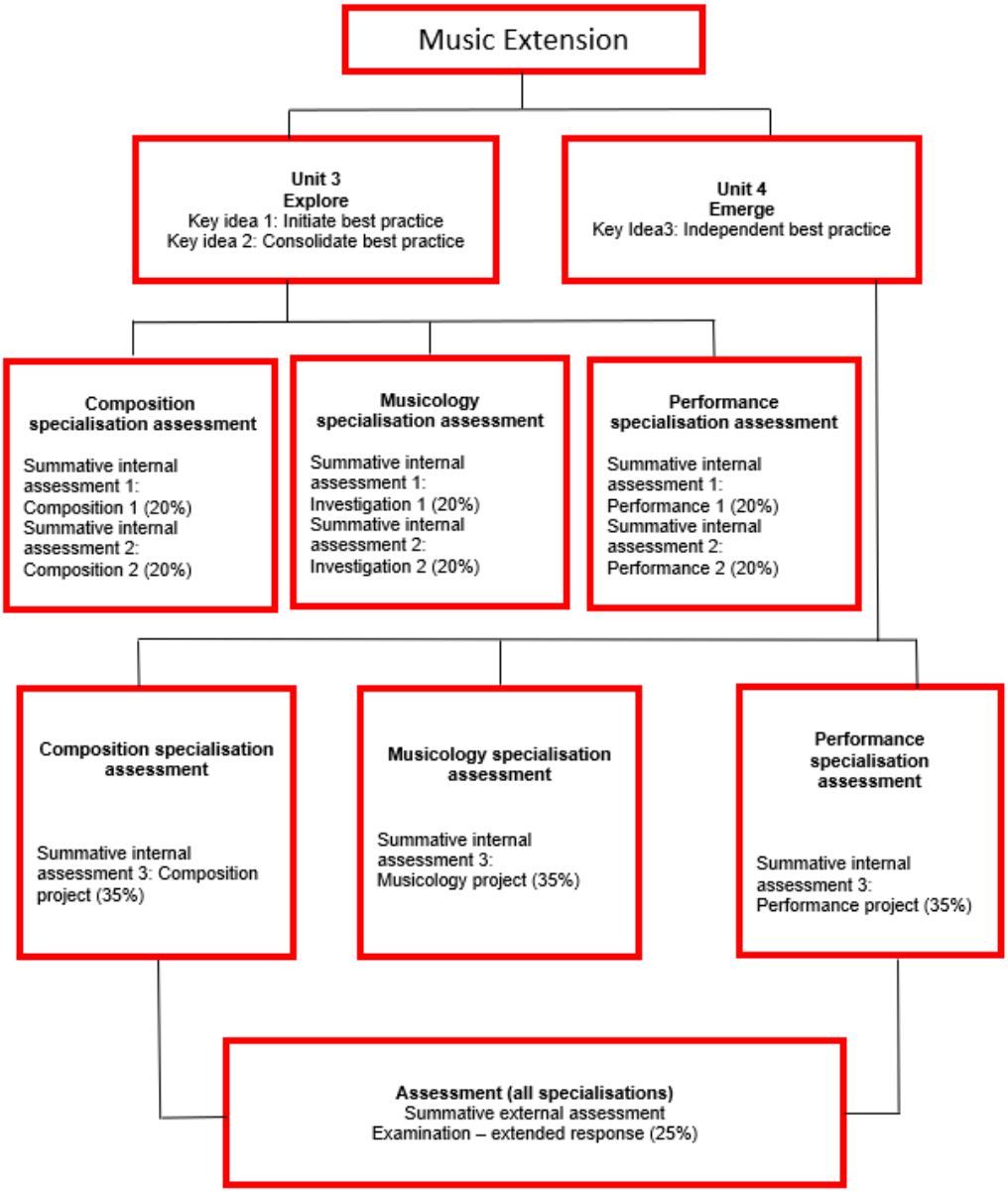
The results from Units 3 and 4 will contribute to ATAR calculations".

What do I need to be a successful Music Extension student?

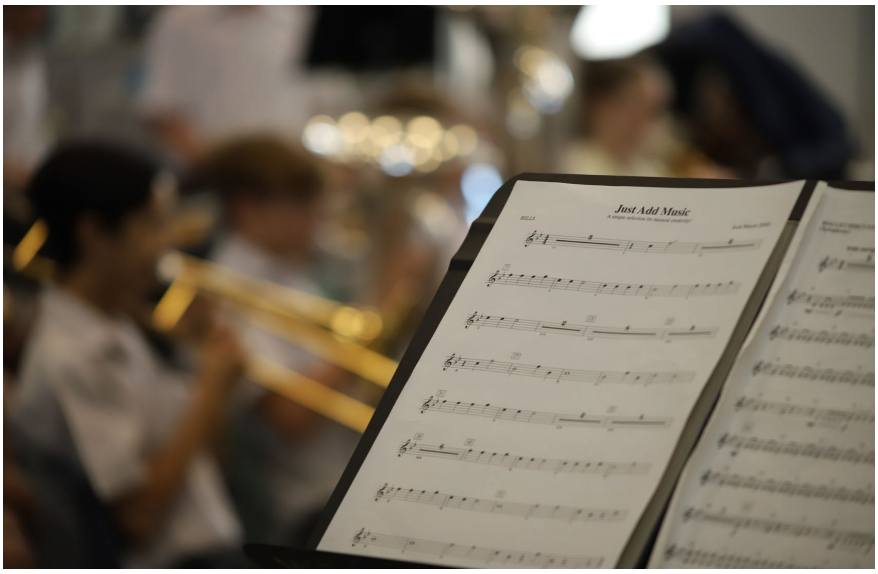
You need to have demonstrated at least a C Standard in year 11 Music or have undertaken private study on a musical instrument as well as the study of music theory. Music reading skills are not mandatory, however, are an advantage. Students need to be highly self-motivated for study in Music Extension.

Pre-requisite for Music Extension

Prior discussion with the Music Coordinator for advice.



Students should have opportunities in Music to experience and respond to the types of assessment they will encounter in Music Extension.



VISUAL ART

Why Study Visual Art?

Visual Art provides students with opportunities to understand and appreciate the role of visual art in past and present traditions and cultures. Additionally, students examine the contributions of contemporary visual artists, their aesthetic, historical and cultural influences. Students interact with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others' art practices.

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

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

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

What are the topics of study?

Students will study a variety of concepts, the main units of work being:

- Arts as Lens
- Arts as Code
- Arts as Knowledge
- Art as Alternative

What are the assessments in Visual Art?

Students are assessed under three criteria in Visual Art. These criteria are Visual Literacy (the process and development of ideas), Application (the skill and construction in making art) and Appraising (analysis and evaluation of others works with a justified viewpoint). In Units 3 and 4 students complete four summative assessments. There are three internal assessments worth 75%, and the final summative assessment will be external written exam, weighted at 25%.

What do I need to be a successful Visual Art student?

It is highly recommended that 2 units of Art are studied in years 9 and/or 10 before entering years 11 & 12 to develop the basic skills in making and appraising works of art. Students should be self-disciplined, independent workers, and have a certain level of creativity.

Pre-requisite for Visual Art

B in 2 semesters of Art in Years 9 and 10, C+ in English.

DRAMA

Why Study Drama?

Studying drama requires emotional maturity and provides students a deep understanding of themselves. It is a subject that requires a great deal of peer trust, and plays an important role in teaching communication, problem solving, and empathy skills. Studying drama is demanding and teaches students that success only comes from hard work.

Students in senior are exposed to subjects that are predominantly theory based, which is why subjects that offer practical learning are essential. Drama allows an avenue to develop cognitive abilities that complement study in other disciplines including the following skills:

1. In Drama, students learn to approach situations in an array of different manners which can help to develop creative thinking and new study techniques.
2. Drama builds confidence which benefits all communication, particularly valuable for introverted and reserved students.
3. Opportunities for students to display leadership qualities.
4. Creates a safe place to express their emotions and Drama developing a growing sense of independence and interdependence.
5. Students learn the value of critical feedback, both positive and constructive, and how to apply feedback.
6. Through creative expression learn to comprehend our world better and are therefore equipped to navigate the challenges they might be faced with upon graduating from secondary schooling.

What are the topics of study?

Drama is offered in alternate sequence study.

- Unit 1 Share: Verbatim Theatre
- Unit 2 Reflect: Realism and Gothic Theatre
- Unit 3 Challenge: Epic Theatre
- Unit 4 Transformation: Elizabethan Theatre.

What are the assessments in Drama?

Students will be assessed under senior syllabus, with three internal assessment pieces and one external pieces of assessment weighted at 25%. Students undertake a variety of assessment genres, including performance and theatre analysis.

What do I need to be a successful Drama student?

Although it is not a requirement, it is recommended that have studied Drama as an elective in years 9 and/or 10 before entering years 11 & 12 to develop the basic skills in making, responding, dramatic vocabulary, and dramatic processes. Students will be expected to commit to classwork outside of class time, this may include lunchtimes and/or afterschool, during practical assessments.

Pre-requisite for Drama

B in 2 semesters of Drama in Years 9 and 10, C in English.

VOCATIONAL PATHWAYS

Vocational Pathways are uniquely positioned to respond to industry skills demand and offer a variation to the traditional path into tertiary study. Building 'transferable skills' that can be applied across a range of jobs and industries is our focus. As a Registered Training Organisation (RTO), Marist College is accredited to deliver nationally registered qualifications. This affords us the ability to provide customised Vocational Education Training programs during the senior years.

Program Outcomes & Benefits

- Gain nationally recognised qualifications in specific vocational areas
- Build relationships with local industry and improve post-study employment outcomes
- Receive credit points toward your Queensland Certificate of Education [QCE]
- Develop the capacity to adjust and adapt to real working environments
- Take part in competency based training and assessment
- Receive credit for/articulation of qualifications to reduce further study time or apprenticeship time
- Receive recognition for prior learning of relevant skills and knowledge [RPL]

Nationally Recognised Training courses delivered through Marist College Vocational Skills Department (Year 11 & 12)

MEM20422 - Certificate II Engineering Pathways
SIT20322 - Certificate II in Hospitality [In partnership with Food Futures RTO Code 45732]
BSB30115 - Certificate III in Business [In partnership with Binnacle Training RTO Code 31319]
CHC22015 - Certificate II in Community Services [In partnership with Connect 'n' Grow RTO Code 40518]
HLT33115 - Certificate III in Health Services Assistance [In partnership with Connect 'n' Grow RTO Code 40518]
AVI30419 - Certificate III in Aviation (Remote Pilot) [In partnership with UAVAIR Basair Aviation College RTO Code 1327]*

Nationally Recognised Training courses delivered through Central Queensland University RTO 40939

AUR20716 - Certificate II in Automotive (Vocational Preparation)*
UEE22020 - Certificate II in Electrotechnology (Career Start)*

Additional charges may apply for non-funded courses.

Individual Pathways

In consultation with the Assistant Principal – Curriculum, students can access a range of alternative study options and individual study programs.

Marist College Vocational Skills Department maintains strong working relationships with a number of training organisations to ensure quality education across a variety of courses identified below. Where students are interested in a particular field/industry not specifically identified below, they are encouraged to speak with the RTO & Vocational Skills Manager to discuss their individual needs. All individual pathways courses are 'Fee for Service' with enrolment and payment to be arranged privately, external to the College.

Horizon2 RTO Code: 40932 www.h2.edu.au

- CHC30121 - Certificate III in Early Childhood Education and Care

Unity College RTO Code 32123 www.uc.qld.edu.au

- 10971NAT - Certificate IV in Justice Studies

The Australian College of Commerce and Management RTO Code 1441 www.accm.edu.au

- ICT30120 - Certificate III in Information Technology
- ICT40120 - Certificate IV in Information Technology
- BSB30120 - Certificate III in Business (Medical Administration)
- BSB30320 - Certificate III in Legal Services

***Vocational Education and Training in Schools (VETiS) Funding**

VETiS qualifications on the Queensland Training Subsidies List are at Certificates I, II and III level. See http://www.skillsgateway.training.qld.gov.au/content/user/subsidy/SUBSIDIES-LIST.pdf

These qualifications are provided **'fee-free'** as part of the QLD State Government's VETiS program. However, students should be aware that they are only eligible to participate in **ONE** (1) VETiS funded qualification.

Students who already hold or are currently enrolled in a VETiS-funded qualification are ineligible to undertake a second VETiS-funded qualification on a fee-free basis, but are eligible to complete the course at their own cost.

Below is a list of VETiS Funded courses offered through Marist College Vocational Skills Department. Estimated costs for each course are provided for students who are ineligible for funding. Please note that these courses are delivered through external RTO's and are therefore subject to change. Students should speak with the RTO & Vocational Skills Manager for more information.

- AUR20716 - Certificate II in Automotive (Vocational Preparation) $3,900
- UEE22020 - Certificate II in Electrotechnology (Career Start) $5,555
- CHC22015 - Certificate II in Community Services $499
- HLT33115 - Certificate III in Health Services Assistance $499
- AVI30419 - Certificate III in Aviation (Remote Pilot) $4,000

The below given courses **do not** use VETiS funding, therefore students who select these Certificate courses are still eligible to access VETiS funding for one of the VETiS funded qualifications.

- MSM10216 - Certificate I in Manufacturing Pathways
- SIT10222 - Certificate I in Hospitality
- SIT20322 - Certificate II in Hospitality
- MEM20422 - Certificate II in Engineering Pathways
- BSB30120 - Certificate III in Business

SIT20316 - Certificate II in Hospitality

(Delivered in partnership with Food Futures RTO Code 45732)

Qualification description

This qualification prepares students to perform basic hospitality skills and knowledge in a hospitality context under direct supervision. This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafes, and coffee shops.

Refer to training.gov.au for specific information about the qualification.

Entry requirements

There are no entry requirements for this qualification, however sound language, literacy and numeracy skills are required to address the requirements of assessment.

Duration and location

This is a one or two-year course delivered in Years 11 and 12 on site at the Marist College Hospitality precinct.

Course units

To attain a SIT20316 Certificate II in Hospitality, 12 units of competency must be achieved:

Unit code	Title
BSBWOR203	Work effectively with others
SITHIND002	Source and use information on the hospitality industry
SITHIND003	Use hospitality skills effectively
SITXCCS003	Interact with customers
SITXCOM002	Show social and cultural sensitivity
SITXWHS001	Participate in safe work practices
SITXFSA001	Use hygienic practices for food safety
SITHFAB004	Prepare and serve non-alcoholic beverages
SITHFAB005	Prepare and serve espresso coffee
SITHCCC002	Prepare and present simple dishes
SITHFAB002	Provide responsible service of alcohol
SITHCCC003	Prepare and present sandwiches

Obligation

Marist College guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification. The running of this course is dependent on student numbers and availability of qualified staff.

Students who are deemed competent in all 12 units of competency will be awarded a Qualification and a record of results. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

QCE Outcome:

Maximum 4 QCE Credits

Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- face-to-face instruction
- work-based learning
- guided learning
- online training

Fees

Eligible students involved in this course will have no additional costs. **Subject to Change*

Assessment

Assessment is competency based and completed in a simulated hospitality environment.

Students undertake a series of practical projects and theoretical topics over the length of this course.

Assessment techniques include:

- observation
- questioning
- projects
- written and practical tasks

Work placement

Students are provided with the opportunity to undertake real workplace learning, where they could work in hospitality catering and service environments associated with college events and community functions.

Pathways

This qualification may articulate into:

- SIT30622 - Certificate III in Hospitality
- SIT40422 - Certificate IV in Hospitality
- Work within the Hospitality Industry

See other hospitality qualifications at training.gov.au.

SIT20421 - Certificate II in Cookery

(Delivered in partnership with Food Futures RTO Code 45732)

Qualification description

This qualification reflects the role of individuals working in kitchens who use a defined and limited range of food preparation and cookery skills to prepare food and menu items. This qualification provides a pathway to work in kitchen operations in organisations such as restaurants, hotels, catering operations, clubs, pubs, cafes, and coffee shops; and institutions such as aged care facilities, hospitals, prisons, and schools.

Refer to training.gov.au for specific information about the qualification.

Entry requirements

Students must have completed SIT20316 Certificate II in Hospitality to gain entry to this course.

Duration and location

This is a one-year course delivered in Year 12 on site at the Marist College Hospitality precinct.

Course units

To attain a SIT20316 Certificate II in Hospitality, 13 units of competency must be achieved. Students will receive credit for units from their prior study SIT20316 Certificate II in Hospitality:

Unit code	Title
SITHCCC023	Use food preparation equipment
SITHCCC027	Prepare dishes using basic methods of cookery
SITHCCC034	Work effectively in a commercial kitchen
SITHKOP009	Clean kitchen premises and equipment
SITXFSA005	Use hygienic practices for food safety
SITXINV006	Receive, store and maintain stock
SITXWHS005	Participate in safe work practices
SITHCCC002	Prepare and present simple dishes
SITHCCC003	Prepare and present sandwiches
SITHCCC028	Prepare appetisers and salads
SITHCCC029	Prepare stocks, sauces and soups
SITHCCC030	Prepare vegetable, fruit, eggs and farinaceous dishes
SITXFSA006	Participate in safe food handling practices

Obligation

Marist College guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification. The running of this course is dependent on student numbers and availability of qualified staff.

Students who are deemed competent in all 12 units of competency will be awarded a Qualification and a record of results. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

QCE Outcome:

Maximum 3* QCE Credits

Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- face-to-face instruction
- work-based learning
- guided learning
- online training

Fees

Eligible students involved in this course will have no additional costs. **Subject to Change*

Assessment

Assessment is competency based and completed in a simulated hospitality environment.

Students undertake a series of practical projects and theoretical topics over the length of this course.

Assessment techniques include:

- observation
- questioning
- projects
- written and practical tasks

Work placement

Students are provided with the opportunity to undertake real workplace learning, where they could work in hospitality catering and service environments associated with college events and community functions.

Pathways

This qualification may articulate into:

- SIT30921 - Certificate III in Catering
- SIT30812 - Certificate III in Commercial Cookery
- Work within the Hospitality Industry

See other hospitality qualifications at training.gov.au.

MEM20422 - Certificate II in Engineering Pathways

(Marist College RTO Code: 30330)

It is highly recommended that students undertaking Certificate II in Engineering Pathways also undertake Industrial Graphics

Qualification description

This qualification is intended for people interested in exposure to an engineering or related working environment. It is designed to equip graduates with knowledge and skills which will enhance their prospects of employment in an engineering or related working environment. Refer to training.gov.au for specific information about the qualification.

Entry requirements

There are no prerequisites for this subject, however an interest in practical activities and a commitment to teamwork is beneficial. Self-discipline and the ability to work independently is also advantageous.

Duration and location

This is a two-year course delivered in Years 11 and 12 on site at the Marist College Industrial technology precinct.

Course units

To attain a MEM20413 Certificate II in Engineering Pathways, 12 units of competency must be achieved:

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

RTO obligation

Marist College RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification. The running of this course is dependent on student numbers and availability of qualified staff.

Students who are deemed competent in all 12 units of competency will be awarded a Qualification and a record of results. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

QCE Outcome:

Maximum 4 QCE Credits

Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- face-to-face instruction
- work-based learning
- guided learning

Fees

Due to the practical nature of this course, there may be costs involved with the manufacturing of certain projects. For a complete breakdown of the possible costs associated with this course please contact the College.

Students will be required to supply their own overalls or long trousers and shirt for the course as well as steel capped boots and safety glasses.

Marist College RTO Code: 30330

Assessment

Assessment is competency based and completed in a simulated workshop environment.

Students undertake a series of practical projects and theoretical topics over the length of this course.

Assessment techniques include:

- observation
- folios of work
- questioning
- projects
- written and practical tasks

Pathways

This qualification may articulate into:

Entry-level employment prospects for apprenticeships, traineeships or general employment in an engineering-related workplace.

See other engineering qualifications at training.gov.au.

AUR20716 - Certificate II in Automotive Vocational Preparation

Qualification description

The course is a mechanical pathway that provides an introduction to the Automotive fields of heavy vehicles (diesel fitting), light vehicles and auto- electrical.

Refer to www.cqu.edu.au/courses/certificate-ii-in-automotive-vocational- preparation for specific information about the course.

Entry requirements

Completion of the BKSB (Basic Key Skills Builder) online literacy and numeracy assessment prior to enrolment, unless the student has completed an equal or higher level course.

Duration and location

This is a one year course delivered in Year 11 or 12 on site at CQ University Emerald Campus. Students will be required to attend the Emerald Campus one day a week and are required to supply their own personal protection equipment.

Course units

To attain a AUR20716 Certificate II in Automotive Vocational Preparation, 12 units of competency must be achieved:

Unit code	Title
AURAEA002	Follow environmental and sustainability best practice in an automotive workplace
AURASA102	Follow safe working practices in an automotive workplace
AURTTK102	Use and maintain tools and equipment in an automotive workplace
AURAFA103	Communicate effectively in an automotive workplace
AURLTA101	Identify automotive mechanical systems and components
AURAFA104	Resolve routine problems in an automotive workplace
AURETR103	Identify automotive electrical systems and component
AURETR115	Inspect, test and service batteries
AURTTC001	Inspect and service cooling systems
AURTTE104	Inspect and service engines
AURTTA105	Select and use bearings, seals, gaskets, sealants and adhesives
AURTTA127	Carry out basic vehicle servicing operations

RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. The running of this course is dependent on student numbers and should be considered an independent learning option.

Students who are deemed competent in all 12 units of competency will be awarded a Qualification and a record of results by CQU. Students who achieve at least one unit of competency (but not the full qualification) will receive an Academic Transcript

QCE Outcome:
Maximum 4 QCE Credits

Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- face-to-face instruction
- work-based learning
- guided learning

Fees

This course accesses VETiS funding.

Eligible students involved in this course will have no additional costs.

Students who are ineligible for funding will be required to pay full fees. Estimated at approximately $3,900 (Subject to change)

Central Queensland University RTO
Code: 40939

Assessment

Assessment is competency based and completed in a simulated workshop environment.

Students undertake a series of practical projects and theoretical topics over the length of this course.

Assessment techniques include:

- observation
- questioning
- projects
- written and practical tasks

Pathways

This qualification may articulate into:

Entry-level employment prospects for apprenticeships, traineeships or general employment in an automotive-related workplace.

Possible career outcomes could lead to a trades assistant, vehicle service assistant, automotive service assistant, trainee service person, automotive trainee.

See this and other automotive qualifications at training.gov.au.

UEE22020 - Certificate II in Electrotechnology (Career Start)

Qualification description

This qualification covers competencies for work entry program providing grounding in safety and basic skills and knowledge for work in any electrotechnology discipline.

Refer to https://www.cqu.edu.au/courses/certificate-ii-in-electrotechnology-career- start for specific information about the course.

Entry requirements

Completion of the BKSB (Basic Key Skills Builder) online literacy and numeracy assessment prior to enrolment, unless the student has completed an equal or higher level course.

Duration and location

This is an 18 month course delivered in Year 11 & 12 on site at CQ University Emerald Campus. Students will be required to attend the Emerald Campus one day a week and are required to supply their own personal protection equipment.

Course units

To attain a UEE22020 Certificate II in Electrotechnology (Career Start), 13 units of competency must be achieved:

Unit code	Title
UEERE0021	Provide basic sustainable energy solutions for energy reduction in residential premises
UEECD0052	Use routine equipment/plant/technologies in an energy sector environment
UEECD0007	Apply work health and safety regulations, codes and practices in the workplace
UEECD0038	Provide solutions and report on routine electrotechnology problems
UEECD0046	Solve problems in single path circuits*
UEECD0009	Carry out routine work activities in an energy sector environment
CPCCWHS1001	Prepare to work safely in the construction industry
UEERL0001	Attach cords and plugs to electrical equipment for connection to a single phase 230 Volt supply
UEEAS0001	Assemble electronic components
UEECD0019	Fabricate, assemble and dismantle utilities industry components
UEECD0020	Fix and secure electrotechnology equipment
UEERE0001	Apply environmentally and sustainable procedures in the energy sector
UEECD0007	Apply work health and safety regulations, codes and practices in the workplace

RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. The running of this course is dependent on student numbers and availability of qualified staff. Students who are deemed competent in all 13 units of competency will be awarded a Qualification and a record of results by CQU. Students who achieve at least one unit of competency (but not the full qualification) will receive an Academic Transcript.

Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- face-to-face instruction
- work-based learning
- guided learning

Fees

This course accesses VETiS funding.

Eligible students involved in this course will have no additional costs.

Students who are ineligible for funding will be required to pay full fees. Estimated at approximately $5,555 (Subject to change)

Central Queensland University RTO
Code: 40939

Assessment

Assessment is competency based and completed in a simulated workshop environment.

Students undertake a series of practical projects and theoretical topics over the length of this course.

Assessment techniques include:

- observation
- questioning
- projects
- written and practical tasks

Pathways

This qualification may articulate into:

Entry-level employment prospects for apprenticeships, or general employment in any electrotechnology discipline

Possible career outcomes could lead to a Apprenticeship in Electrical, Instrumentation or Refrigeration fields.

See this and other electrical qualifications at training.gov.au.

QCE / ATAR Outcome:
Maximum 4 QCE Credits

BSB30120 - Certificate III in Business

(Delivered in partnership with Binnacle Training RTO Code 31319)

Qualification description

This qualification allows students to apply a range of business skills – including leadership, customer service, personal management, teamwork and financial literacy – while examining micro business opportunities and delivering projects within their school community.

Refer to www.binnacletraining.com.au for specific information about the course.

Entry requirements

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

Duration and location

This is a two year course delivered in Year 11 and 12 on site in the Marist College VET Business Classroom.

Students will be required to use Binnacle's online training platform and may need to complete additional work at home.

Course units

To attain a BSB30115 Certificate III in Business, 13 units of competency must be achieved (6 Core Units, 7 Elective Units)

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

Binnacle Program Disclosure Statement

This document is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training as RTO provides and those services carried out by the School as Third Party (i.e. the facilitation of training and assessment services). To access Binnacle's PDS, please visit: www.binnacletraining.com.au/rto

RTO obligation

Marist College guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification. The running of this course is dependent on student numbers and availability of qualified staff.

Students who are deemed competent in all 13 units of competency will be awarded a Qualification and a record of results by Binnacle. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- face-to-face instruction
- guided learning
- online training

Fees

Estimated at approximately $265* (*Subject to change)

Assessment

Students engage in a range of practical and theoretical tasks over the length of this course.

Assessment is competency based.

- short response
- multiple choice
- simulated activities
- business proposal
- project management

Pathways

This qualification may articulate into:

- Certificate IV in Business
- Diploma in Business

More information at training.gov.au.

QCE / ATAR Outcome:

Maximum 8 QCE Credits | Completed qualification eligible for contribution towards the Australian Tertiary Admission Rank

CHC22015 - Certificate II in Community Services

(Delivered in partnership with Connect'n'Grow RTO Code: 40518)

Qualification description

This qualification has been designed for senior high school students to gain an understanding of the Community Services Industry.

The Certificate II in Community Services course will provide students with a basic understanding of the skills required to work within Aged Care, Disability and Health; and may be used as a pathway for workforce entry as a community service worker who provides the first point of contact and assists individuals in meeting their immediate needs. Refer https://connectngrow.edu.au/qualifications/cert-ii-in- community-services/ for specific information about the course.

Entry requirements

There are no entry requirements for this qualification, however it is highly recommended that students have attained a Sound Achievement (SA) result in year 10 numeracy and literacy subjects or equivalent prior to enrolling in this course.

Duration and location

This is a one year course delivered onsite in Year 11 at Marist College Emerald. As part of this course, students are required to complete practical work experience in disability and community services. This practical component is an essential aspect of the learning process and will provide students with real-world experience and the opportunity to apply theoretical knowledge in a practical setting. The work experience component is a valuable opportunity for students to develop practical skills, gain industry-relevant experience, and build professional networks that will benefit them in their future careers. Students will be supported throughout the work experience process to ensure a positive and enriching experience.

Course units

To attain a CHC22015 Certificate II in Community Services, nine units of competency must be achieved:

Unit code	Title
BSBWOR202	Organise and complete daily work activities (Core)
CHCCOM005	Communicate and work in health or community services (Core)
CHCDIV001	Work with diverse people (Core)
HLTWHS001	Participate in workplace health and safety (Core)
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
HLTINF006	Apply basic principles and practices of infection prevention and control
CHCINM002	Meet community information needs
HLTWHS006	Manage personal stressors in the work environment
CHCCOM001	Provide first point of contact (Core)

RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. The running of this course is dependent on student numbers and should be considered an independent learning option. Students who are deemed competent in all 9 units of competency will be awarded a Qualification and a record of results by Connect and Grow. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

QCE / ATAR Outcome

Maximum 4 QCE Credits

Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- face-to-face instruction
- work-based learning
- online training

Fees

This course accesses VETiS funding.

Eligible students involved in this course will have no additional costs.

Students who are ineligible for funding will be required to pay full fees. Currently $499 (Subject to change)

Assessment

Assessment is competency based and completed in a simulated workplace environment.

Students undertake a series of practical projects and theoretical topics over the length of this course.

Assessment techniques include:

- observation
- questioning
- projects
- written and practical tasks

Work experience

Students are encouraged to complete work experience in a health or community service facility to strengthen their skills, knowledge and understanding of the sector.

Pathways

This qualification may credit toward various Certificate III's including:

- Certificate III Health Services Assistance
- Certificate III Community Services
- Certificate III Individual Support (Disability and Aged Care)

This qualification may articulate into:

Entry-level employment prospects for apprenticeships, traineeships or general employment in a health and community services-related workplace.Possible career outcomes could lead to positions related to disability support services, aged care, community and health care.

See this and other qualifications at training.gov.au.

MCE VOCATIONAL SKILLS DEPARTMENT

NATIONALLY RECOGNISED TRAINING

HLT33115 - Certificate III in Health Services Assistance

(Delivered in partnership with Connect'n'Grow RTO Code: 40518 - Incorporating CHC22015 - Certificate II in Community Services)

Qualification description

Health and community services training is linked to the largest growth industry in Australia, estimated to grow by 20% over the next five years.
These programs combine to provide students with entry level skills necessary for a career in the community services sector and also provide a pathway to pursue further study. Skills acquired in this course include first aid, effective communication, workplace health and safety, infection control, personal time management, managing personal stress in the workplace, working with diverse people, responding to client needs and providing individualised support.

Refer to training.gov.au for specific information about the qualification or https://connectngrow.edu.au/qualifications/cert-iii-health-services-assistance/ f or specific information about the course.

Entry requirements

Students must have completed CHC22015 Certificate II in Community Services to gain entry to this course.

Duration and location

This is a two year course delivered onsite in Year 11 & 12 at Marist College Emerald.

Course units

This is a two-year course delivered on site to senior school students and in partnership with Connect 'n' Grow®:

Course Units Year 11 (Certificate II units)	
Unit code	**Title**
HLTWHS001	Participate in workplace health and safety
BSBWOR202	Organise and complete daily work activities
CHCCOM005	Communicate and work in health or community services*
CHCDIV001	Work with diverse people*
HLTINF006	Apply basic principles and practices of infection prevention and control
CHCCOM001	Provide first point of contact*
CHCINM002	Meet community information needs
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety *
HLTWHS006	Manage personal work stressors in the work environment *
*units Credit Transferred from Cert II to Cert III	
Course units Year 12 (Certificate III units)	
Unit code	Title
HLTAAP001	Recognise healthy body systems
BSBMED3010	Interpret and apply medical terminology
HLTAID001	Provide cardiopulmonary resuscitation
HLTAID003	Provide first Aid
BSBWOR301*	Organise personal work priorities and development
BSBPER301	Organise personal work priorities
BSBFLM312	Contribute to team effectiveness
CHCCCS009	Facility responsible behaviour
CHCPRP005	Follow safe work practices for direct client care
CHCCCS010	Maintain a High Standard of Service

RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification.
The running of this course is dependent on student numbers and should be considered an independent learning option.
Students who are deemed competent in all 15 units of competency will be awarded a Qualification and a record of results by Connect and Grow.

Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- face-to-face raining
- online training
- practical and scenarios

Pathways

This qualification may articulate into:

Entry-level employment prospects or general employment in a health and community services-related workplace.

This qualification reflects the role of a variety of workers who use a range of factual, technical and procedural knowledge to provide assistance to health professional staff for the care of clients. Health services assistance involves the worker in direct client contact under supervision.

Fees

The total cost to complete the Certificate II and III is $988. The cost for the Certificate III is $499.

QCE / ATAR Outcome:

Maximum 8 QCE Credits (up to 4 QCE credits for completion of Certificate II and up to a further 4 QCE credits for the completion of Certificate III | Completed Certificate III qualification is eligible for contribution towards the Australian Tertiary Admission Rank.

Work experience

Students are highly encouraged to complete a minimumof 20 hours work experience in a health or community service facility to strengthen their skills, knowledge and employability.
Connect 'n' Grow® considers industry experience to be a very important inclusion of the Certificate III qualifications. **Pathways**
This qualification may articulate into:

Entry-level employment prospects or general employment in a health and community services-related workplace. Potential options may include:

- Various Certificate IV qualifications
- Diploma of Nursing

- Bachelor Degrees (B.Nursing)
- entry level employment within the health industry.

See this and other qualifications at training.gov.au.

AVI30419 - Certificate III in Aviation (Remote Pilot)

(Delivered in partnership with UAVAIR through Basair Aviation College RTO Code: 1327)

Qualification description

This qualification is relevant to individuals operating remotely piloted aircraft systems (Drones), in compliance with relevant regulatory requirements of the Civil Aviation Safety Authority (CASA) and national operating standards.

Entry-level employment prospects or general employment in sectors such as drone photography and videography, real estate, industrial inspections, 3D mapping, surveying, emergency services, scientific research, agriculture and environmental monitoring. As well as support industries such as maintenance, manufacturing, regulation, software development and research and development are also using drones.

Entry requirements

Students must complete a language literacy and numeracy (LLN) assessment to demonstrate they are able to work at a Certificate III level in order to gain entry to this program.

Duration and location

This is a one-year course delivered onsite for student in Years 10,11 & 12 at Marist College Emerald.

Course units

To attain AVI30419 - Certificate III in Aviation (Remote Pilot) 14 units of competency must be achieved.

Unit code	Title
AVIF0021	Manage human factors in remote pilot aircraft systems operations
AVIH0006	Navigate remote pilot aircraft systems
AVIW0028	Operate and manage remote aircraft systems
AVIW0004	Perform operational inspections on remote operated systems
AVIY0052	Control remote pilot aircraft systems on the ground
AVIY0023	Launch, control and recover a remotely piloted aircraft
AVIY0053	Manage remote pilot aircraft systems energy source requirements
AVIY0031	Apply the principles of air law to remote pilot aircraft system operations
AVIZ0005	Apply situational awareness in remote pilot aircraft systems operations
AVIZ0003	Operate aeronautical radio
AVIG0003	Work effectively in the aviation industry
AVIY0027	Operate multi-rotor remote pilot aircraft systems
AVIW0008	Conduct aerial search using remote piloted aircraft
AVIH0008	Operate remote pilot aircraft systems extended visual line of sight (EVLOS)

Pathways

This qualification may articulate into: AVI40419 - Certificate IV in Aviation (Remote Pilot-Beyond Visual Line of Sight). See this and other qualifications at training.gov.au.

Fees

This course accesses VETiS funding. Students who are ineligible for VETiS funding will be required to pay full fees. Estimated at approximately $4000* (Subject to change)

Students may also have the opportunity to undertake industry training and assessment for CASA Remote pilots Licence (RePL) and Aeronautical Radio Operators Certificate (AROC) at a cost of $400 *Subject to Change.

Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- face-to-face instruction
- work-based learning
- guided learning

Assessment

Assessment is competency based and completed in a simulated workplace environment.

Students undertake a series of practical projects and theoretical topics over the length of this course.

Assessment techniques include:

- observation
- questioning
- written and practical tasks
- 5 hours instructed piloting of a UAV (Unmanned Aerial Vehicles)

RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. The running of this course is dependent on student numbers and should be considered an independent learning option. Students who are deemed competent in all 14 units of competency will be awarded a Qualification and a record of results by Basair Aviation College RTO ID 1327

Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

QCE / ATAR Outcome:

Maximum 6 QCE Credits | Completed qualification eligible for contribution towards the Australian Tertiary Admission Rank

Individual Pathways

In consultation with the Assistant Principal – Curriculum, students can access a range of alternative study options and individual study programs. These alternative study options all contribute credit points toward the Queensland Certificate of Education (QCE).

Marist College Vocational Skills Department maintains strong working relationships with a number of training organisations to ensure quality education across a variety of courses. Where students are interested in a particular field/industry not specifically identified in this handbook, they are encouraged to speak with the RTO & Vocational Skills Manager to discuss their individual needs.

Work Experience

Work Experience is designed to give students a greater insight into a specific field or industry and can be undertaken at any stage (up to 30 days in total) throughout the senior years.

Appropriate insurance coverage and pastoral care support will be provided by the College to ensure students are successful in their work placement.

Work Experience is often used as a 'taster' for a potential school-based Traineeship or Apprenticeship.

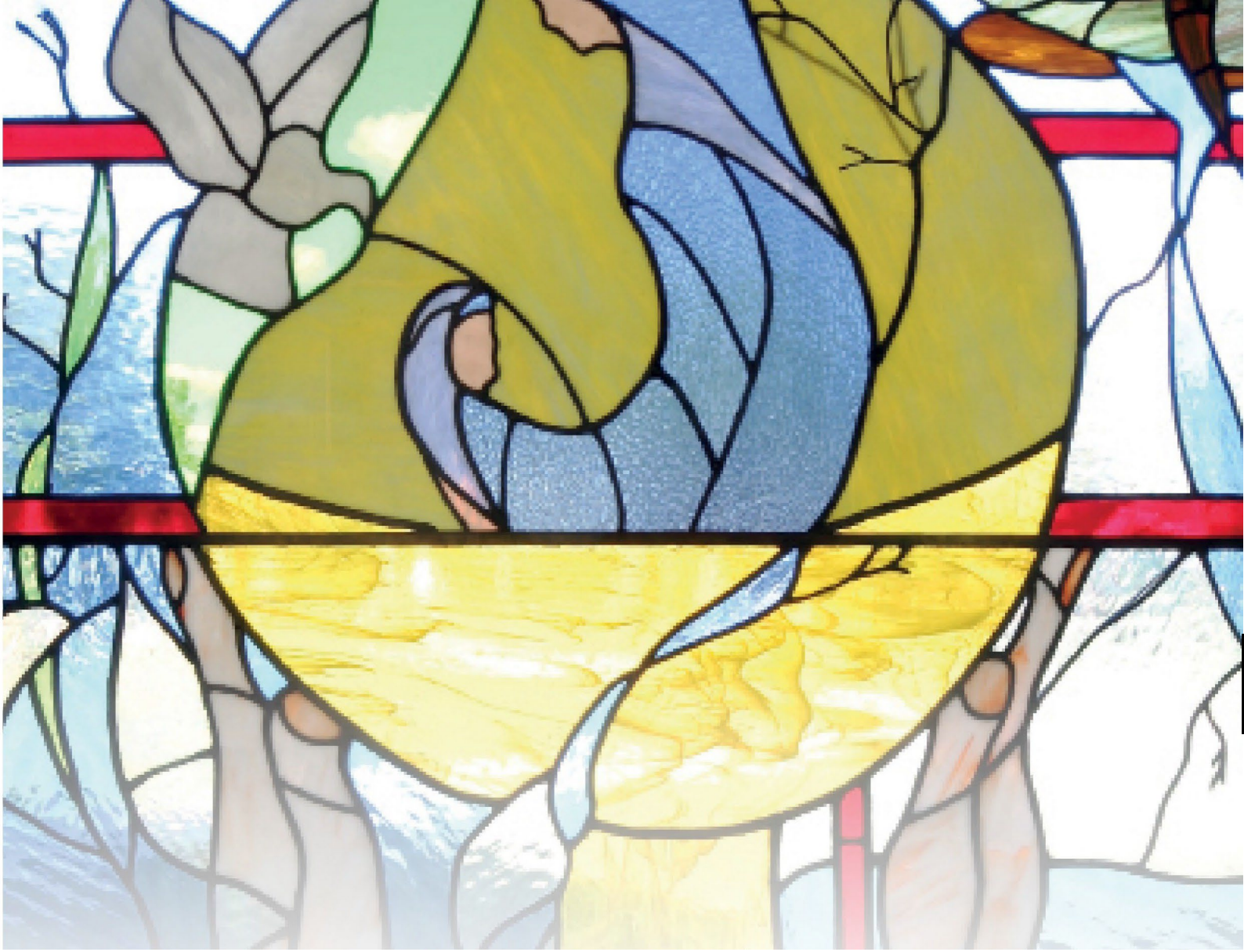
YES Program

One of our most highly sought after and successful programs, known simply as… YES!
In Years 10, 11 & 12, students may embark on school-based apprenticeships and traineeships as part of our YES (Youth + Enterprise = Success) Program.

As a school-based apprentice or trainee, students have the opportunity to:

- Develop the capacity to adjust and adapt to real working environments
- Gain nationally recognised qualifications
- Build relationships with local industry
- Improve post-study employment outcomes
- Advance skill level in specific trade areas
- Foster financial intelligence skills (earn while you learn)
- Contribute credit points toward the Queensland Certificate of Education (QCE)

Notes



MARIST COLLEGE EMERALD

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