MARIST COLLEGE EMERALD

JUNIOR CURRICULUM HANDBOOK

Catholic Education
Diocese of Rockhampton

Meaning for Life

2025/2026

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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

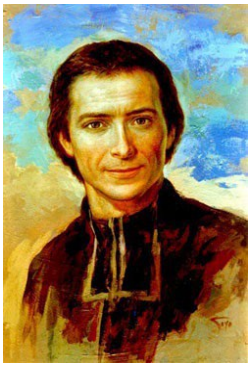
Marist College Emerald, a Catholic Co-educational college of the Rockhampton Diocese, is steeped in the traditions of the founding Marist Brothers, has a special role in the Church's educational mission. Marist College is called to play a significant part in proclaiming the Christian message and developing 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

Marist College Emerald seeks to be consistent with the application of the Marist philosophy, whilst being dynamic in our teaching and relevant with our resourcing so that our students learn and excel in a quality environment. We are committed to supporting our students to make the 'best life choices' to suit their needs, abilities and maturity.

During Years 7 and 8, students are exposed to a variety of subjects that will help develop their choices for later years. In Year 9, students will begin to have choices in both semesters for specific elective subjects which will lead into Year 10 Semester 2 where subject choices begin to link to senior subjects.

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.

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

WHO TO CONTACT?

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STAYING UP TO DATE AT MARIST COLLEGE EMERALD

WEBSITE: WWW.MARISTCOLLEGEEMERALD.COM.AU

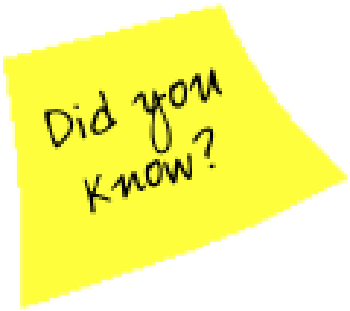
NEWSLETTER	APP (IOS)	APP (ANDROID)	FACEBOOK	INSTAGRAM

SUBJECT OVERVIEW

	YEAR 7		YEAR 8		YEAR 9		YEAR 10	
LEARNING AREA	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
Religion Education	✓	✓	✓	✓	✓	✓	✓	
• Study of Religion								Must choose a Religion subject
• Religion and Ethics								
English	✓	✓	✓	✓	✓	✓	✓	
• Essential English								Must choose an English subject
• General English								
Mathematics	✓	✓	✓	✓				
• Essential Mathematics					Must choose a Math subject	Must choose a Math subject	Must choose a Math subject	Must choose a Math subject
• General Mathematics								
• Mathematical Methods								
Science	✓	✓	✓	✓	✓	✓	✓	
Humanities and Social Sciences	✓	✓	✓	✓	✓	✓	✓	
Health and Physical Education	✓	✓	✓	✓	✓	✓		
	ROTATIONAL SUBJECTS				**ELECTIVE SUBJECTS**			
The Arts								
• Drama	Two units on Semester rotation		Two units on Semester rotation		Elective course		Elective course	
• Music	Two units on Semester rotation		Two units on Semester rotation		Elective course		Elective course	
• Visual Art	Two units on Semester rotation		Two units on Semester rotation		Elective course		Elective course	
Technologies								
• Digital Technologies			Two units on Semester rotation		Elective course		Elective course	
• Design and Technologies			Two units on Semester rotation		Elective course		Elective course	
• Design with Food					Elective course			
• Industrial Technology and Design					Elective course			
• Certificate I in Hospitality							Elective course	
• Design with Wood							Elective course	
• Certificate I in Manufacturing							Elective course	
• Introduction to Industrial Graphics Skills								Elective course

Subject Overview *(continued)*

	YEAR 7		YEAR 8		YEAR 9		YEAR 10	
LEARNING AREA	**Semester 1**	**Semester 2**	**Semester 1**	**Semester 2**	**Semester 1**	**Semester 2**	**Semester 1**	**Semester 2**
Health and Physical Education								
• Physical Education					Elective Unit		Elective Unit	
• Sport and Recreation								Elective Course
Humanities and Social Sciences								
• Business	Two units on Semester rotation		Two units on Semester rotation		Elective Unit		Elective Unit	
• Civic and Citizenship	Two units on Semester rotation							
• Legal Studies								Elective Course
• Modern History								Elective Course
• Career Education Short Course								Elective Course
Sciences								
• Biology								Elective Course
• Chemistry								Elective Course
• Physics								Elective Course



At Marist our Careers Advisor is super helpful and can assist you to navigate your journey through subject selection.

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

CORE CURRICULUM

English

The study of English is central to the learning and development of all young Australian students. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. The Junior English program is also designed to prepare students for the challenges of the Senior English subjects, whether they undertake a university or workforce pathway.

English also helps students to engage imaginatively and critically with literature to expand the scope of their experience. Aboriginal and Torres Strait Islander peoples have contributed to Australian society and to its contemporary literature and literary heritage through their distinctive ways of representing and communicating knowledge, traditions and experience. The Australian Curriculum: English values, respects and explores this contribution. It also emphasises Australia's links to Asia.

COURSE CONTENT

In Years 7 to 10, students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film, television and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references.

The range of literary texts in Years 7 to 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Students create a range of imaginative, informative and persuasive types of texts including narratives, discussions, literary analysis, persuasive texts, podcasts, monologues, testimonies and expository texts. English students will also participate in unseen analytical examinations in readiness for the Senior expectations.

ANTICIPATED OUTCOMES

The Junior English Curriculum aims to ensure that students:

- learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- develop interest and skills in inquiring into the aesthetic aspects of texts and develop an informed appreciation of literature.

In Years 7 to 10, the focus is on challenging students to set worthwhile goals, in affirming their perception of self, and giving encouragement, support and guidance in their decision making about their written and oral work.

Mathematics

Years 7 and Year 8

The Mathematics curriculum aims to instill in students an appreciation of the elegance and power of mathematical reasoning. The curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently. The importance of the effective development of the student's learning is also to encourage confidence, persistence and an interest in the subject.

COURSE CONTENT

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

ANTICIPATED OUTCOMES

It is desirable that the students at Marist College Emerald develop to their full mathematical potential through the study of Mathematics. The students should be able to communicate verbally and in written form, utilising technology to apply mathematics across a range of contexts.

Year 9

Essential Mathematics

Essential Mathematics is designed to lead to the Applied subject of Essential Mathematics in Years 10, 11 and 12. Students will study a number of practical related topics that can be used in everyday life.

General Mathematics

Year 9 General Mathematics is designed to lead to a choice of either General Mathematics or Mathematical Methods in Year 10.

Year 10

Essential Mathematics

Essential Mathematics is designed to lead to the Applied subject of Essential Mathematics in Years 11 and 12. Students will study a number of practical related topics that can be used in everyday life. Students who have studied Essential Mathematics in Year 9 should continue with this course in Year 10.

General Mathematics

General Mathematics in year 10 aims to provide students with a strong background in basic computational skills while at the same time developing Modelling and Problems solving skills, encouraging the use of technology and applying mathematics to life related events.

This course has been designed to lead into either General Mathematics or Essential Mathematics in Years 11 and 12. It is recommended that students who experience difficulty with the harder algebra in year 9 select General Mathematics.

Students who study General Mathematics in year 10 **may not** proceed to Senior Mathematical Methods or Specialist Mathematics.

Mathematical Methods

Mathematical Methods in Year 10 aims to provide a preparatory year for students who intend to study Mathematics Methods and/or Specialist Mathematics in Years 11 and Year 12. The content of the course includes the study of algebra, trigonometry, geometry, chance and data, measurement and number. These topics are approached with a theoretical focus reflecting skills needed for later work in Senior Mathematical Methods and Specialist Mathematics. Students will be encouraged to plan, investigate, conjecture, justify, think, generalise, communicate and reflect on mathematical understanding and procedures.

Note: This course is recommended for students who are competent with algebra in Year 9 and ***who may wish*** *to pursue Mathematics Methods or Specialist Mathematics in Years 11 and 12.*

Science

The study of science at Marist College Emerald is an essential part of the secondary curriculum. The role of science is to help develop in students an understanding and appreciation of the natural world around them and of the role that science and technology plays in society and the environment.

COURSE CONTENT

Includes the study of:

- Earth and space science
- Biology
- Chemistry
- Physics

Throughout the course, students will be involved in various learning experiences, such as: experimental work, project work, internet research, investigations, class discussion and debates.

ANTICIPATED OUTCOMES

The Science course aims to:

- build on the student's scientific knowledge
- help develop critical thinking and problem-solving skills
- encourage students to apply knowledge learnt to explain and predict happenings around them
- improve skills in using equipment and handling living things
- develop literacy and numeracy skills especially in the usage of scientific language and data analysis
- encourage students to evaluate the impact that science and technology are having on society and the environment.

It is envisaged that the critical thinking and problem-solving skills developed during the course will provide a strong foundation for the senior science subjects of Chemistry, Physics and Biology. Science education will also contribute to the broader purposes of schooling - improving reading and writing skills; mathematical skills such as calculation and measuring.

	Term 1	Term 2	Term 3	Term 4
Year 7	Chemistry	Biology	Physics	Earth
Year 8	Biology	Physics	Chemistry	Earth
Year 9	Physics	Chemistry	Biology	Earth
Year 10	Forensics Science	Earth Science	Biology, Chemistry and Physics Elective units available	

Religious Education

Junior Religion Profile

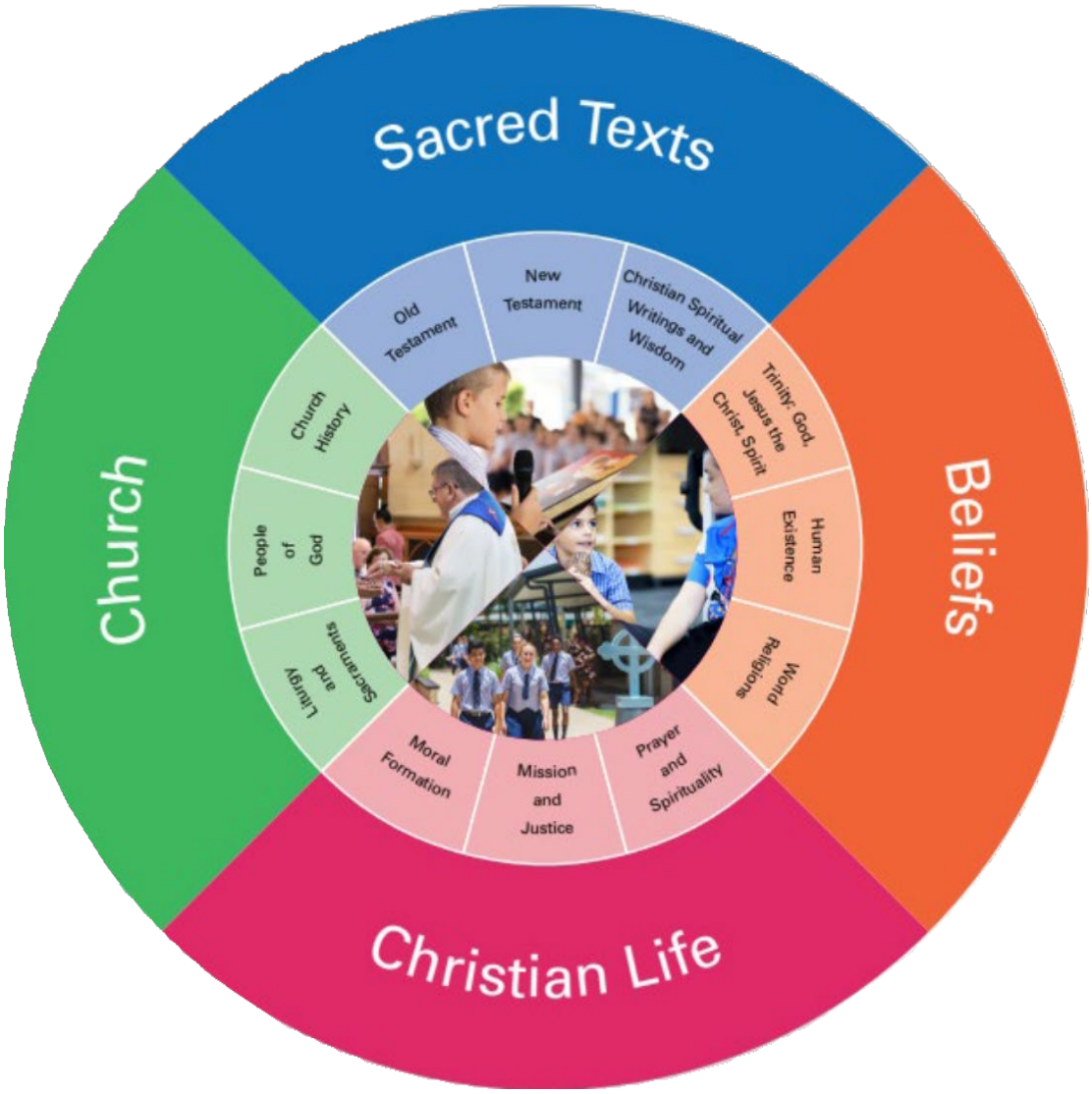
The Religious Education Department of Marist College Emerald endeavours to enrich our students' lives by educating them about our Catholic faith using the qualities Jesus and Marcellin Champagnat taught us. By broadening our students' minds and spirituality we aim to develop good Christians and good citizens.

The Religion curriculum is designed so that students have opportunities to develop:

- A personal relationship with Jesus Christ
- Understanding and appreciation of the religious beliefs, values and practices of Christianity and the ways that Catholics live these out
- Respect and appreciation for the religious beliefs, attitudes and values of others
- Age-appropriate skills to research, discuss, reflect on and critique religion in an informed, intelligent and sensitive manner.

COURSE CONTENT

The Junior Religion Curriculum is organised under the interrelated Content strands of Sacred Texts, Beliefs, Christian Life and Church.



Religious Education *(continued)*

Marist College, in accordance with the wider Diocese of Rockhampton, has adopted the content of the Archdiocese of Brisbane Religious Education curriculum. It has been adapted for the local context through the emphasis on cognitive verbs to promote academic rigour, support differentiation and enable engagement with curriculum content, through the development of cognitive skills. Catholic Social Teaching has also been embedded in the curriculum documents as well as Aboriginal and Torres Strait Islander perspectives and spirituality. The pedagogy at the heart of the religious education is dialogue, with the intention of students making meaning through authentic inquiry.

In Semester Two of Year 10, students will be required to select an introductory subject into Study of Religion (SOR) or Religion and Ethics, which will provide a strong foundation for senior studies of Religion at Marist College.

Humanities and Social Sciences

Humanities and social sciences is the study of human behaviour and interaction in social, cultural, environmental, economic, and political contexts. Humanities and social sciences have a historical and contemporary focus, from personal to global contexts, and consider challenges for the future.
In the Australian Curriculum, the humanities and social sciences learning area comprises four subjects: history, geography, economics and business, and civics and citizenship. Each subject has been conceptualised in ways appropriate for that subject area:

- history focuses on evidence, change and continuity, cause and effect, significance, empathy, perspectives, and contestability
- geography focuses on place, space, environment, interconnection, sustainability, scale, and change
- civics and citizenship focuses on government and democracy, law and citizens, and citizenship, diversity and identity
- economics and business focuses on resource allocation and making choices, the business environment, consumer and financial literacy, work and work futures.

The humanities and social science subjects provide a broad understanding of the world in which we live, and how people can participate as active and informed citizens with high-level skills needed for the 21st century.

Course Content
Humanities and Social Sciences is a key learning area. The Junior years are structured to reflect the requirements of the Australian Curriculum. The course includes:

	Term 1	Term 2	Term 3	Term 4
Year 7	Deep time history of Australia	Ancient Greece	Place and livability	Water in the world
Year 8	The ancient to the modern world *Focus: Medieval Europe*	The ancient to the modern world *Focus: Polynesian Expansion, Spanish Conquest*	Changing nations	Landforms and Landscapes
Year 9	Industrial revolution	Colonialism and war	Geographies of interconnections	Civics and Citizenship *Focus: Democracy*
Year 10	The modern world and Australia *Focus: World War II*	Environmental change and management	Semester 2 introduction units • Legal Studies • Business • Modern History • Career Education	

Humanities and Social Sciences (continued)

Careers

Within the Humanities and Social Science department, Year 7 students embark on an exploration of the diverse and dynamic landscape of careers. This course introduces the professional world, empowering students to identify potential career pathways that align with their aspirations. Students will delve into personalised career exploration methodologies, utilising assessments, and aptitude tests to help gain a clearer understanding of their suitability for various professions. Additionally, we will explore educational pathways and prepare students to make informed decisions about their future academic choices.

The skills that students will utilise during this unit are:
•Demonstrating knowledge of different jobs related to the chosen interest/hobby/value/concern.
•Demonstrating an understanding of the connections between career pathways and an understanding of the self.
•Using relevant career terminology to create descriptions and explanations of career opportunities.

Course Content

Year 7 Careers is a semester long unit focusing on:
•Types of careers
•Personality types
•Social influences
•Interpersonal communication and relationships

Civics

Within the Humanities and Social Science department, Year 7 students explore the core principles and structures that define Australia's democratic identity and legal framework. This unit fosters a deep understanding of the forces that shape our nation through investigation of the structure and role of the Australian Government and the Australian Constitution. The development of critical thinking skills and civic literacy is an important goal of the Civics unit, encouraging students to become informed and engaged citizens.

Course Content

- Year 7 Civics is a semester long unit focusing on:
- Australian Constitution
- Levels of the Australian Government
- Rights and Freedoms of Australian citizens
- First Nations peoples and the Government
- Australian legal system
- Cultural and faith values of Australia

Business

Year 7 and 8

Business in year 7 and 8, is a core rotational subject that is studied over a semester (2 terms). The focus of learning in business is about individuals, businesses and entrepreneurs within a personal, community, regional and national context. Students investigate the nature and purpose of informed and responsible decision making by consumers and businesses, with attention to the allocation of limited resources to meet unlimited wants. Students will learn about the world of work including the rights and responsibilities of both businesses and consumers and explore the attitudes, skills and knowledge successful entrepreneur's exhibit.

Course content

Year 7

- Opportunity cost
- Business structures and reasons individuals work
- Entrepreneurs and successful businesses
- Rights and responsibilities of individuals and businesses

Year 8

- Changing nature of work
- The role of producers and consumers in the Australian market
- First Nations Australian businesses and Entrepreneurs
- Short- and long-term financial objectives

Health and Physical Education

Health and Physical Education, as a key learning area at Marist College Emerald, provides opportunities for students to develop knowledge, skills, processes and attitudes consistent with Christian values. This assists students in managing the interaction between themselves and the social, cultural and physical environment in the pursuit of good health and wellbeing.

Health and Physical Education seeks to guide our students to lifelong good health choices. The students:

- Develop the skills, knowledge and understanding to strengthen their sense of self, and build and manage respectful relationships
- Learn to build and enhance their own safety and wellbeing of themselves and the community
- Learn to navigate health information, services and organisations
- Develop positive attitudes to lifelong physical activity participation through partnership in a wide range of activities
- Develop a deep understanding that participates in games, sports and physical activity
- Use a variety of critical and complex reasoning strategies
- Develop creativity by recognising opportunity in game play
- Develop skills in the application of investigative processes about specific issues and populations
- Effectively communicate through the use of individual and group performances to explore and express ideas, thoughts and understandings
- Reflect on the impact of their actions on themselves, others and the environment.

Through these learning experiences, Marist College Emerald hopes to provide students with life skills in order to help them make healthy life choices, now and in the future.

COURSE CONTENT

The focus areas to be addressed across the four year levels include, but are not limited to:

- Alcohol and other drugs
- Food and nutrition
- Health benefits of physical activity
- Mental health and wellbeing
- Relationships and sexuality
- Safety
- Challenge and adventure activities
- Games and sports
- Lifelong physical activities
- Rhythmic and expressive movement activities.

Content is covered in the classroom as well as through a wide variety of sports including: Athletics, soccer, basketball, Circus Sports, indigenous games, Australian Rules football, badminton, Pickleball, fitness activities, volleyball, cricket and Ultimate Frisbee, netball and Speedminton.

ROTATIONS CURRICULUM

Music

Year 7

Beating My Own Drum

How are rhythms and percussive sounds used in the music of different cultures?
In this unit students will explore how rhythms and percussive sounds are used in the music of different cultures. Through listening, composing, rehearsing, and performing activities students will:

- Explore and respond to music from a variety of different cultures, times and places that may include but are not limited to the music of Aboriginal and Torres Straight Islanders, Indonesian Gamelan Music, Australian Bush Bands, African Folk Songs and Drum Circles, Salsa, Taiko, Korean Folk Songs and Marches (music may be adapted to suit the needs, interests, and abilities of students in the class)
- Develop listening/aural, instrumental/vocal skills and practices to manipulate musical elements
- Use musical elements and compositional devices to create and make music in a variety of forms and/or styles to communicate ideas, perspectives
- Present music using relevant vocal and/or instrumental technique.

Year 8

Making My Own Music

How do I learn an instrument?
How do I compose my own music?

In this unit students will explore the music they would like to make. Through listening, composing, rehearsing, and performing activities students will:

- Explore and respond to music from a variety of different cultures, times and places, styles and may be adapted to suit the needs, and abilities of students in the class
- Develop listening/aural, instrumental/vocal skills and practices to manipulate musical elements
- Use musical elements and compositional devices to create and make music in a variety of forms and/or styles to communicate ideas, perspectives
- Present music using relevant vocal and/or instrumental technique.

CHOOSING ELECTIVES

Students are encouraged to make careful decisions about elective subject choices in years 9 and 10 to ensure the best possible experience and preparation for the senior years. As a base strategy, it is suggested that you choose subjects:

- That you enjoy
- In which you have already had some success
- Which may help you reach a chosen career
- Which will develop skills, knowledge and attitudes useful throughout your life

Subject	Year 9		Year 10	
	Semester 1	*Semester 2*	*Semester 1*	*Semester 2*
THE ARTS				
Art	Landscapes	The Human Condition	Interior Motifs	Modern Art / Street Art
Drama	Children's Theatre	The Scene Project	Asian Theatre	The Scene Project / Greek Theatre
Music	Creating Music Technology	Home Grown	Like A Version	This Is My Music
HUMANITIES AND SOCIAL SCIENCES (HASS)				
Business	Managing financial responsibilities, risks and rewards and Responsibilities of participants in the workforce	Interaction of participants in the global economy and Competitive advantage	Entrepreneurship and Economic Performance	Elements of Business and Business Ideas

Electives Table *(continued)*

Subject	Year 9		Year 10	
	Semester 1	*Semester 2*	*Semester 1*	*Semester 2*
PHYSICAL EDUCATION (PE)				
PE Elective	Physical Education Equity and Access: Sport in Rural Communities Futsal Sport and Recreation Optimal Performance: Strength and Conditioning	Physical Education Physical Physics Softball Sport and Recreation Sports Injuries Water Polo	Physical Education Motor Learning Volleyball Sport and Recreation Event Management Ultimate	Physical Education Optimal Performance Touch Physical Education Sports Psychology Archery
Sport and Recreation	Not available in Year 9		Not available Semester 1 Year 10	Coaching Racquet Sports,Strength, Conditioning & Nutrition
SCIENCE				
Biology	Not available in Year 9		Not available Semester 1 Year 10	
Chemistry	Not available in Year 9		Not available Semester 1 Year 10	
Physics	Not available in Year 9		Not available Semester 1 Year 10	
TECHNOLOGY				
Technology	Year 9 Graphics Design Year 10 Digital Technologies		Year 10 Graphics Design Year 10 Digital Technologies	
	Design with Food		Design with Food	
	Industrial Technology and Design Graphics Design		Certificate I Hospitality Certificate I Manufacturing Pathways Building & Construction Graphics	

Year 9 and 10 Electives

The Arts

Visual Art

Year 9 Art

Landscapes

Students explore landscape paintings that directly relates to the work of the Impressionists and Post-Impressionists at the turn of the 20th Century. They will study specifically the style of Impressionists and Post Impressionists who utilised a heightened emotional pull through using texture, movement, semi-abstractions and unrealistic colours. They will analyse works, such as *The Starry Night* by Van Gogh, to examine how artist used the idea of the unbridled psyche, which capture intense emotional states, rather than the realistic portrayal of the world.

The Human Condition

Students explore within this unit of study, is the detailed aspects of the human form; muscle, bone structure, sinews, tendons and curvatures. A fundamental purpose common to most Art forms is the underlying intention to appeal to, and connect with, human form. In general terms, the fine arts represent an exploration of the human condition and the attempt to experience a deeper understanding of life.

Cultural Influences

Students within these units explore a range of different Art genres across of myriad of different cultures. Through focusing on different cultural artist practices, students develop work that allows them to explore the way in which Art today, has been influenced by culture throughout time.

Year 10 Art

Interior Motifs

Students explore the Art genre of interior scenes and motifs. They will be exposed to a range of styles of representation and will learn to compare and contrast realistic and stylised representations. They will study the Art movements, Fauvism and Expressionism, with a focus on Henri Matisse and other artists who work with interior views and stylisation in Art.

Modern Art

Students explore Modern Art, with the specific focus on the way in which modern artists take into context their environment, identity, objects and social issues to influence their expression through Art. Students will be introduced to a range of different skills and techniques that will enable to turn everyday objects into artistic pieces using the Elements of Art.

Street Art

Students explore the increasingly prevalent movement of Street Art. They will study a range of street artists and investigate the philosophies and intentions behind this movement. Students will also investigate the commercial value of Street Art. They will learn techniques used by street artists and apply them to their own making tasks.

Drama

Year 9 Drama

Children's Theatre
Through this unit students explore, create and present theatre designed for a specific and very picky audience - Children. Through this unit, students develop skills in scriptwriting, devising, and presenting. Students explore and consider how the audience influences the dramatic works. As part of this unit, students present their work to local children.

The Scene Project
In both Year 9 and Year 10, students participate in Queensland Theatre's Scene Project. A state-wide program that explores the devising and play building process. The unit includes workshops by guest conductors and culminates in a public performance.

Australian Theatre
Students will engage with Contemporary Australian plays and theatre practices by studying *Fly In, Fly Out.* Written by Robert Kronk, this poignant and funny story about coming of age and discovering who you are when growing up in a small town, are particularly relevant for students in Central Queensland. Students will be given the opportunity to present scenes, exploring the different values behind living in a rural community.

Year 10 Drama

Asian Theatre
In this unit, students use their experiences of Drama practices from different cultures, places and times to evaluate Drama from different viewpoints. They will devise and structure a dramatic performance of a traditional Asian story using the conventions of a range of Asian Theatre Styles that they have explored.

The Scene Project
Students participate again in the in Queensland Theatre's Scene Project. Each year the play-text is unique creating a new experience. Students build on their Year 9 experiences to create engaging and dramatically challenging works. They develop their teamwork, organisation and communication skills becoming leaders of the project.

Greek Theatre
Students within this semester unit explore the power of Drama to reflect lived experience. They will investigate the representational dramatic traditions and conventions of Greek Theatre. Students will work on developing an original directorial vision to based off an Ancient Greek text, learning how to engage a contemporary audience with this classic text. Students devise a performance to see their dramatic vision come to life.

Music

Year 9 Music

Semester 1: Creating Music Technology

How can technology be used to make and learn music?

Throughout this semester, students will explore the use of technology in the music industry. Through performing, composing and listening activities students will develop an understanding of various applications of music technology including recording and editing audio, electronic composition techniques, and different styles of electronic music.

Students will develop their musical understanding through:

- **Exploring and responding** to recorded and notated music examples
- **Developing Practices and Skills** as performers and composers
- **Creating and Making** music by using the elements as a performer and composer
- **Presenting and Performing** music on the chosen instrument/voice.

Semester 2: Home Grown

What is Australian music?

Throughout this semester students will explore music by Australian composers. Through performing, composing, and listening activities, students will develop an understanding of a wide variety of styles, contexts, and genres of Australian music.

Students will develop their musical understanding through:

- **Exploring and Responding** to recorded and notated music examples
- **Developing Practices and Skills** as performers and composers
- **Creating and Making** music by using the elements as a performer and composer
- **Presenting and Performing** music on the chosen instrument/voice.

Year 10 Music

Semester 1: Like A Version

How do I make my music different?

Throughout this semester students will explore music the adaptation of existing music through the concept of a musical 'cover'. Through performing, composing, and listening activities, students will develop an understanding of a wide variety of styles, contexts, and genres of music that have developed and borrowed others music.

Students will develop their musical understanding through:

- **Exploring and Responding** to recorded and notated music examples
- **Developing Practices and Skills** as performers and composers
- **Creating and Making** music by using the elements as a performer and composer
- **Presenting and Performing** music on the chosen instrument/voice.

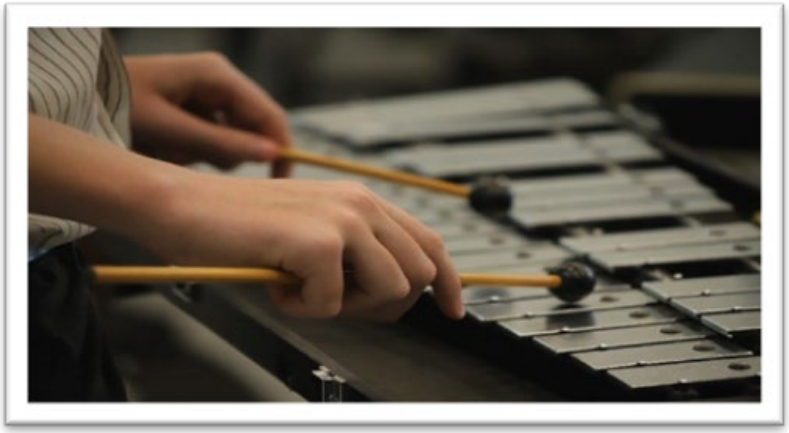
Semester 2: This Is My Music

What music do I want to make?

Throughout this semester students will explore their musical voice through an integrated project. Through performing, composing, and listening activities, students will develop an in depth understanding of music in a chosen style, context or genre.

Students will develop their musical understanding through:

- **Exploring and Responding** to recorded and notated music examples
- **Developing Practices and Skills** as performers and composers
- **Creating and Making** music by using the elements as a performer and composer
- **Presenting and Performing** music on the chosen instrument/voice.



Humanities and Social Sciences

Junior Business

In Years 9 and 10, students investigate the role of the Australian economy and the roles and responsibilities of participants in the workplace. They explore the importance of managing financial risks and rewards and analyse a range of investment strategies. Students discover why businesses seek to create a competitive advantage and evaluate the strategies that may be used. They consider the fundamental business concepts, strategies and processes and discuss the creation of business ideas. Students analyse stakeholders, competitors and the business environment and evaluate business and entrepreneurial ideas using criteria to determine their viability.

Course content

Year 9

- TERM 1 – Responsibilities of participants in the workplace
- TERM 2 – Managing financial risks and rewards
- TERM 3 – Participating in the global economy
- TERM 4 – Creating a competitive advantage

Year 10

- TERM 1 – Entrepreneurship
- TERM 2 – Economic performance
- TERM 3 – Elements of business
- TERM 4 – Business ideas

NB: Any student contemplating undertaking Business as an ATAR subject in Years 11 and 12 would be strongly advised to have undertaken Business in Years 9 and 10.

Year 10 Modern History (Semester 2 only)

Please note – this becomes an elective in Semester Two of Year 10*

TERM 3 – Rights and Freedoms

In this unit students use historical sources to explore civil rights movements, with a particular focus on the anti-apartheid movement in South Africa. This unit considers the importance of both human rights and civil rights and explores examples of when these rights have been breached. The historical analysis, evaluation and synthesis skills developed in this unit prepare students to study senior Modern History.

TERM 4 – The Cold War

In this unit student devise inquiry questions and conduct research about key aspects of the Cold War and its profound global influence. Students consider the motives and consequences of the Cold War and examine how it has shaped Western society. Students are exposed to the research processes used in senior Modern History.

Year 10 Legal Studies (Semester 2 only)

Please note – this becomes an elective in Semester Two of Year 10

TERM 3 – Introduction to the Law

In this unit, students are introduced to the foundations, features and processes of Australia's legal system. They will investigate the difference between legal and non-legal rules though a consideration of who makes, interprets and enforces the law. Students will develop an appreciation of criminal law by investigating its principles, the types of crimes it involves and how criminal law is enforced. Throughout the unit, student will develop comprehension, analysis and evaluation skills in preparation for senior Legal Studies.

TERM 4 – Law and Order

In this unit students examine the role and jurisdiction of the courts in hearing criminal matters. They will consider a range of criminal cases to help their understanding of trial processes, defences and excuses. Students will study theories of punishment, consequences of criminal conviction, the purpose of sentencing and the types of sentences that may be imposed. Throughout the unit student will develop research skills and consider different viewpoints in preparation for senior Legal Studies.

Year 10 Career Education (Semester 2 only)

Please note – this becomes an elective in Semester Two of Year 10

TERM 3 – My current skills and attributes

In this topic, students begin to develop the self-knowledge, contemporary work skills and resilience necessary to thrive in the 21st century. They come to understand the skills and processes needed to adapt to multiple transitions in work and life, and use opportunities to transfer their developing knowledge, understanding and skills to a range of work-related and career contexts and activities. The topic also aims to improve students' learning skills so that they become independent, lifelong learners.

TERM 4 – My options for the future

In this topic, students consider their future directions. They explore job and career options that incorporate their interests and skills, and set personal goals as they prepare to make successful transitions to work, career and further education and/or training. Based on their developing self-knowledge, and aligning the learning requirements of potential careers with current subject choices, students implement the initial stages of career plans.

Physical Education

Year 9 Physical Education

UNIT 1 – Physical Education

Equity and Access: Sport in Rural Communities **Futsal**

Students examine the importance of equity and access in promoting sport, exercise and healthy communities. In Futsal, students will learn and develop their own competencies for the skills, rules and strategies of the activities during practical lessons.

UNIT 2 – Sport and Recreation

Optimal Performance **Strength and Conditioning**

Over the course of the unit, students engage in learning experiences to develop knowledge and skills in coaching practices and develop knowledge of strength and conditioning principles and practices. Students demonstrate these coaching skills in a range of physical activity contexts.

UNIT 3 – Physical Education

Physical Physics **Softball**

In this unit students will look at the biomechanical principles of sport and how this influences their performance and apply these principles to their performance in softball. Students will learn and develop their understanding and competencies for the skills, rules and strategies of the game during practical lessons.

UNIT 4 – Sport and Recreation

Sports Injuries **Water Polo**

Students learn and apply first aid principles to deal with common sporting injuries and scenarios. In Water Polo, students will learn and develop their own competencies for the skills, rules and strategies of the activities during practical lessons.

Year 10 Physical Education Elective (Semester One)

UNIT 1 – Physical Education

Motor Learning **Volleyball**

Students explore motor skills and motor learning theories in the sport of volleyball. They develop and evaluate a motor learning strategy to help them improve their own volleyball performance.

UNIT 2 – Sport and Recreation

Event Management **Ultimate**

Students learn about the rules, skills and strategies of Ultimate. They then examine and apply event management concepts and principles to run a school-wide Ultimate tournament. Students evaluate the success of the tournament and make recommendations to further improve.

Year 10 Physical Education / Sport and Recreation (Semester Two)

****Please note – these subjects become two electives in Semester Two of Year 10****

PHYSICAL EDUCATION ELECTIVE – UNIT 1 – Optimal Performance and Touch

Students explore concepts of exercise physiology, including energy systems, fitness components and training principles to devise and implement a personal training program for Touch. In Touch, students will learn and develop their own competencies for the skills, rules and strategies of the activities during practical lessons.

PHYSICAL EDUCATION ELECTIVE – UNIT 2 - Sports Psychology and Archery

Students examine and apply principles of sports psychology to develop sports psychology techniques to improve archery performance.

SPORT and RECREATION ELECTIVE – UNIT 1 – Coaching Raquet Sports

Students learn the rules, skills and strategies of a variety of racquet sports including Pickleball, Speedminton, badminton, and tennis. They develop modifications to games and fabulate coaching sessions for their peers.

SPORT and RECREATION ELECTIVE – UNIT 2 – Strength, Conditioning and Nutrition

Students explore the different types of resistance training and write a training program to develop strength, endurance or power. They investigate sports nutrition and develop a nutritional plan to support their training

Religious Education

Year 10 Study of Religion (Semester 2)

Study of Religion investigates religious traditions and how religion has influenced, and continues to influence, people's lives. Students become aware of their own religious beliefs, the religious beliefs of others, and how people holding such beliefs are able to co-exist in a pluralist society. In this subject, students study the five major world religions of Judaism, Christianity, Islam, Hinduism and Buddhism; and Australian Aboriginal spiritualities 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.

Areas of Focus

- World Religions
- Rituals
- Sacred Texts
- Ethical frameworks

Year 10 Religion and Ethics (Semester 2)

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

Areas of Focus

- Sacred Texts
- Human spirituality
- Beliefs
- Religious practices

Science

Year 10 Biology (Semester Two)

'Biology is the study of the fascinating diversity of life as it has evolved and as it interacts and functions.' In Semester Two, Year 10, students will explore genetic technologies and the fundamentals of inheritance and genetics. This biological knowledge will enable students to understand the processes of biological continuity and change over time.

Areas of Focus

- Inheritance
- DNA
- Mutations
- Gene technology
- Natural Selection
- Evidence for Evolution

Year 10 Chemistry (Semester Two)

Chemistry is the study of materials and their properties and structure. In Semester Two, Year 10, students analyse how the periodic table organises elements and use it to make predictions about the properties of elements. They explain how chemical reactions are used to produce products and how different factors influence the rate of reactions.

Areas of Focus

- Atoms and elements
- Periodic table
- Chemical equations
- Chemical reactions
- Concentration of solutions
- Acids and bases

Year 10 Physics (Semester Two)

Physics is the study of the physical world. In Semester Two, students will explore matter and energy, and their interactions. This knowledge will enable students to explore and understand modern technologies and the complexities of the physical world.

Areas of Focus

- Describing motion
- Newtons Laws
- Atomic Structure and Radiation
- Energy

Technology

Digital Technologies

Year 9 Digital Technologies
Undertaking study in Digital Technologies develops important transferable skills for using computing-based technologies as a problem-solving tool. Students will use the design process and a variety of different complex software applications to create real world solutions through design opportunities.
Examples may be:

- Robotics
- Game Design
- Web Design
- Raster and Vector Graphics
- 3D Modeling and Animation.

** These may change as technology and uses change

Year 10 Digital Technologies
Further study of Digital Technologies develops important transferable skills for using computing-based technologies as a problem-solving tool. Students will use the design process and a variety of different complex software applications to create real world solutions through design opportunities.
Examples may be:

- Robotics
- Game Design
- Web Design
- Raster and Vector Graphics
- 3D Modeling and Animation.

** These may change as technology and uses change

Design and Innovation

Year 9
Each term will involve a new area of problem solving.

Design and Innovation develops a student's ability for innovative and creative thought through the planning and production of design challenges relating to **real-life needs** and **situations.**

Some of these situations that could be investigated are:

- Decorative Design
- Repurposing of materials
- Fun/interesting design challenges.

As part of the Design Process, student's will encounter and develop skills in some or all of the following:

- Making of models
- CAD drawing
- 3D printing
- 2D and 3D laser cutting
- Prototyping
- Testing of ideas and materials
- Freehand sketching.

In all instances, each student creates their own solution to any problem given to them.

Student's undertaking this course will need the ability to work independently, be creative and imaginative, as well as manage their time effectively.

Year 10
Each semester will involve a new area of problem solving and may be, in many cases student selected.

Design and Innovation develops a student's ability for innovative and creative thought through the planning and production of design projects related to **real-life needs** and **situations.**

The design and development of quality projects gives students the opportunity to identify needs and opportunities, research and investigate existing solutions, analyse data and information, generate, justify and evaluate ideas, and experiment with tools, materials and techniques to manage and produce design projects.

Students undertaking Design and Innovation will learn to be creative and innovative in the development and communication of solutions to problems relating to design and designing. They will learn to identify, analyse and respond to needs through research and experimentation leading to the development of quality designed projects. Students will learn to access, manage and be aware of a range of materials, tools and techniques to aid in the development of design projects and to critically evaluate their own work and the work of others. Project management skills will be developed through individual design projects.

Design and Innovation *(continued)*

Possible Areas to be looked at:

- Transportation – Travelling for future generations
- Wearable Technology – Gadgets to be worn every day
- Future Households – Innovation in the homes of the future
- Making Life Easy – Equipment for simplifying everyday life
- Bodies of the Future – Enhancing and Replacing the body
- Basic Necessities of Life – Renewable technologies for the basics of life (i.e. food, water, shelter).

NOTE: This is not a practical subject whereby the student manufactures their solution. Models, prototypes and test pieces will be sufficient in most cases.

NOTE:
Any student contemplating undertaking **DESIGN** as a General subject in the new Senior curriculum would be **strongly advised** to have undertaken at least one semester of this subject to develop the idea of the design process and folio creation.

Industrial Technology and Design

Year 9 Only

Semester 1 – Students will be introduced to the skills required to manufacture simple practical projects using timber and metal. Each student will have the opportunity to use these skills to create innovative and unique products.

Semester 1 Assessment

Practical Skills – 50%	Includes: Timber Joints Framing Project Metal Box Own Design
Related Theory – 50%	Safety Hand Tools Graphics Skills Design Process Semester Test

Semester 2 – Students will be introduced to the skills required to manufacture simple practical projects using timber and metal. Each student will have the opportunity to use these skills to create innovative and unique products.

Semester 2 Assessment

Practical Skills – 50%	Includes: Metal Box, Fabricated Project, Own Design
Related Theory -50%	Safety, Hand Tools, Graphics Skills, Design Process, Semester Test

Other Requirements: Due to the practical nature of the course, there **will be costs** involved with the production of projects. For a complete breakdown of the possible costs associated with this course, please contact the college.

Students will also need to always demonstrate safe working practices and supply their own safety glasses.

Building & Construction Design

Year 10 Only

Semester 1 - Throughout semester 1, students will be introduced to the design process and how it can be used with timber as the main material to solve design problems.

Semester 1 Assessment

Practical Skills – 20%	Hand Tool and Machine Skills needed by the student to undertake the manufacture of design solutions
The Design Folio – 20%	The creation of a folio of work that documents the design solution from initial problem to the solution. This work is written and will need to be completed before any manufacture of a solution begins
Related Theory – 20%	The theory of both the design process and the timber industry are both included in this semester of work
Class Test – 20%	A end of semester written examination to test the student's knowledge of the related theory, classroom activities and the design process
Design Solution – 20%	A completed design solution for the design problem selected. This will include both the practical skills demonstrated in the project as well as its suitability as a design solution to the problem encountered.

Semester 2 - Throughout the semester, students will be introduced to batch production methods and using these methods produce practical projects.

Semester 2 Assessment

Practical Skills – 50%	These are the hand and machine skills needed by the student to undertake the quality manufacture of a given project.
Related Theory – 50%	This includes knowledge of safety, tools and equipment, graphic skills, design skills and an end of Semester test.

Other Requirements: Due to the practical nature of the course, there **will be costs** involved with the production of projects. For a complete breakdown of the possible costs associated with this course, please contact the college.

Students will also need to always demonstrate safe working practices and supply their own safety glasses.

Graphics Design

Year 9 & 10 Graphics Design

Course Overview

The Graphics Design subject focuses on the basic graphics and design skills required for the design, manufacturing and construction industries. It provides a unique opportunity for students to experience the challenge and personal satisfaction of generating 3d Models of objects, technical drawings, freehand sketches and 3D printing of components. At the same time, students will be developing beneficial vocational and life skills.

It is highly recommended that students contemplating the practical trades, careers in design or undertaking practical subjects also undertake Graphics Design.

Course content

Freehand sketching, CAD software, Design Process and Model Making (3D Printing and Laser Cutting).

By undertaking drafting and modelling tasks, students develop Computer Aided Design (CAD) skills that will help in the practical subjects encountered here at Marist and outside in the real world.

The Design Process helps students to understand how products and services are developed from a simple concept to a completed solution.

Other Information
Software used for the CAD sections of the course are supplied by the school. A computer mouse will be required for this subject.

Design with Food

Year 9 and 10
Throughout each semester, students will be introduced to the design process and how it can be used within the food industry to solve problems.

Units and Assessment Covered for both Semesters:

Practical Skills	These are the kitchen and food handling skills needed by the student to undertake the creation of design solutions
The Design Folio	The creation of a folio of work that documents the design solution from initial problem to the solution. This work is written and will need to be completed before any manufacture of a solution begins
Related Theory	The theory of both the design process and the food industry are both included in this unit of work
Design Solution	A completed design solution for the design problem selected. This will include both the practical skills demonstrated in the project as well as its suitability as a design solution to the problem encountered.

Other Requirements: Students will need to demonstrate safe working practices at all times.

SIT10222 - Certificate I in Hospitality

(Delivered in partnership with Food Futures RTO Code 45732)

Qualification description

Available for study in Year 10 only. This qualification reflects the role of individuals who participate in a range of routine and predictable hospitality work activities. They work under close supervision and are given clear directions to complete tasks.

This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafés, and coffee shops.

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

Entry requirements

There is an expectation that students undertaking this course will be available for outside school hour practical activities as required. Students, if they have undertaken year 9 Food must have passed the subject and if not, will be required to attend an interview with the subject teacher. A commitment to team-work is beneficial, self-discipline and the ability to work independently is also advantageous. Students may be required to participate in language, literacy and numeracy screening process.

Duration and location

This course runs for the whole of year 10 and students cannot enter the course in the second semester. It will be undertaken in the commercial kitchen and restaurant here at Marist College Emerald.

Course units

To attain a SIT10222 - Certificate I in Hospitality, 6 units of competency must be achieved:

Unit code	Units of Competency
BSBTWK201	Work effectively with others
SITXCCS009	Provide customer information and assistance
SITXWHS005	Participate in safe work practices
SITHCCC025	Prepare and present sandwiches
SITHFAB024	Prepare and serve non-alcoholic beverages
SITXFSA005	Use hygienic practices for food safety

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 6 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. Food Futures as an RTO is the provider of the course and delivered by the school as a third party.

QCE Outcome

Maximum 2 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
- online learning
- work-based learning
- guided learning

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

Pathways

This qualification may articulate into:

- SIT20322 – Certificate II in Hospitality
- SIT30622 - Certificate III in Hospitality
- Work within the Hospitality Industry

See other hospitality qualifications at training.gov.au.

MSM10216 - Certificate I in Manufacturing (Pathways)

(Marist College RTO Code: 30330)

Qualification description

This qualification is intended for people interested in exposure to a manufacturing or related working environment. It is designed to equip graduates with knowledge and skills which will enhance their prospects of employment in a manufacturing 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 team work is beneficial. Self-discipline and the ability to work independently is also advantageous.

Duration and location

Available for study for the whole of Year 10 only.

Course units

To attain a MSM10216 - Certificate I in Manufacturing (Pathways), 9 units of competency must be achieved:

Unit code	Units of Competency
MEM03001	Perform manual production assembly
MEM05004	Perform routine oxy fuel gas welding
MEM11011	Undertake manual handling
MEM13015	Work safely and effectively in manufacturing and engineering
MEM16006	Organise and communicate information
MSMPCI101	Adapt to work in industry
MSMPCI102	Apply effective work practices
MSMPCI103	Demonstrate care and apply safe practices at work
MSMPCII298	Make an object from metal
PMBPROD240	Cut Materials

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 9 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

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.

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:

- MEM20422 – Certificate II in Engineering Pathways
- Entry-level employment prospects for apprenticeships or general employment in a manufacturing-related workplace.

- See other engineering 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 and 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 the CASA Remote Pilots Licence (RePL) and Aeronautical Radio Operators Certificate (AROC), at a cost of $350. **Price subject to change*

QCE / ATAR Outcome

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

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.

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 and 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.

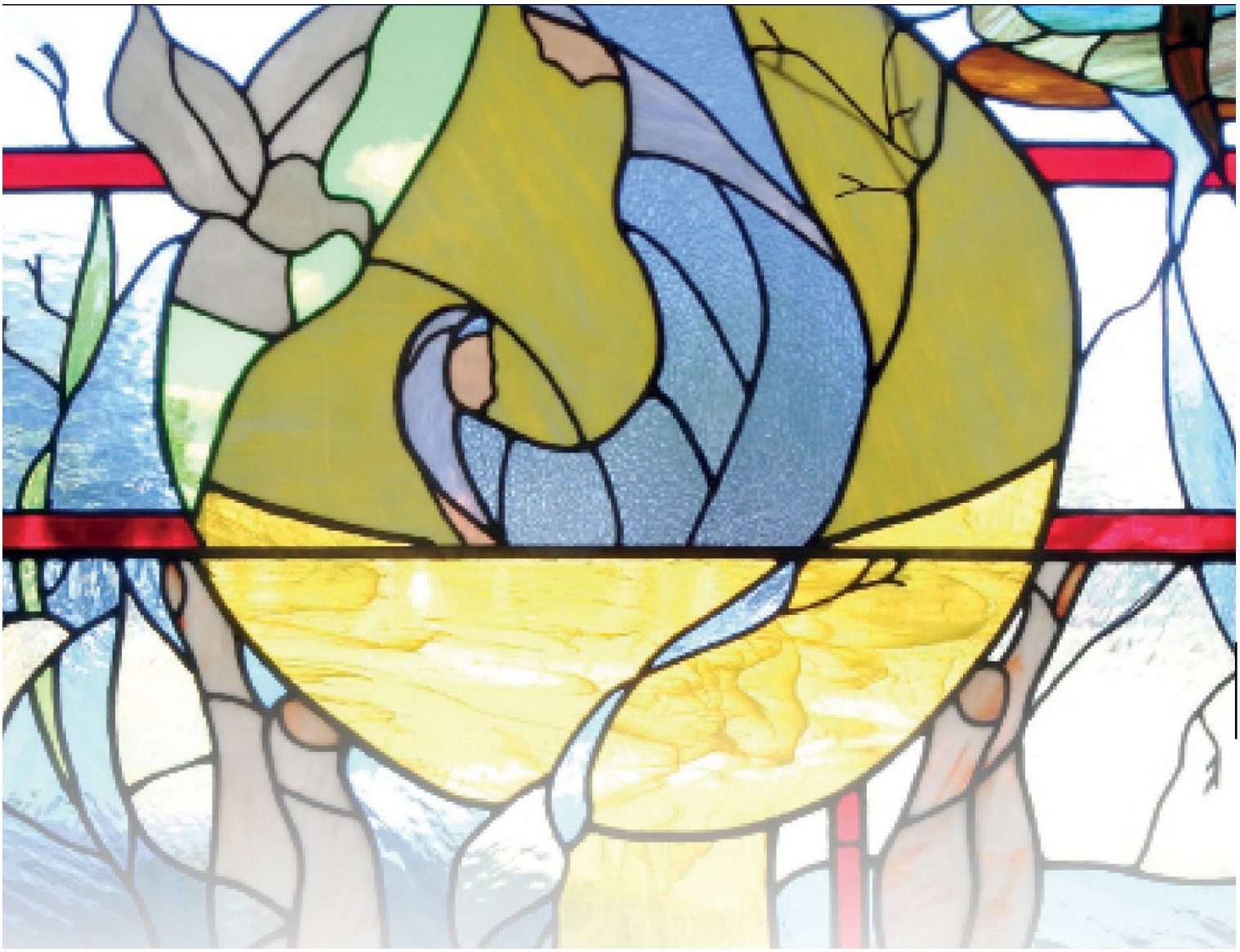
Work Experience is often used as a 'taster' for a potential school-based Traineeship or Apprenticeship.

YES Program

One of our most highly sought after and successful programs, known simply as… YES!
In Years 10, 11 and 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).



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