



Marymount College

Burleigh Waters



2024

Senior Guide

Welcome to our
Community



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How to use this guide

- Objectives**
 - All subject types have a list of objectives.
- Pathways**
 - All subject types have a list of where study of that subject can lead.
- Units**
 - General and Applied subjects have a table outlining what each unit is about.
 - VET courses have a list of competencies.

English

GENERAL SENIOR 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.

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

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

Objectives

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

- Use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
- Establish and maintain roles of the writer/speaker/signer/designer and relationships with audiences
- Create and analyse perspectives and representations of concepts, identities, times and places
- Make use of and analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions
- Use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts
- Select and synthesise subject matter to support perspectives
- Organise and sequence subject matter to achieve particular purposes
- Use cohesive devices to emphasise ideas and connect parts of texts
- Make language choices for particular purposes and contexts
- Use grammar and language structures for particular purposes.

Studying English supports:

- pathways beyond school that lead to tertiary studies, vocational education or work
- open-mindedness, imagination, critical awareness and intellectual flexibility – skills that prepare students for local and global citizenship
- lifelong learning across a wide range of contexts.

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4, students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A-E).

Summative assessments

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

Recommendations

C= Year 10 English
QCE Credits: 4 (Based on 4 semesters of study at SA or higher)
2023 Levy: Nil

Units

Unit 1	Unit 2	Unit 3	Unit 4
Perspectives and texts <ul style="list-style-type: none"> Examining and creating perspectives in texts Responding to a variety of nonliterary and literary texts Creating persuasive and analytical responses for public audiences 	Texts and culture <ul style="list-style-type: none"> Examining and shaping representations of culture in texts Responding to literary and nonliterary texts, including a focus on Australian texts Creating imaginative and analytical texts 	Textual connections <ul style="list-style-type: none"> Exploring connections between texts Examining different perspectives of the same issue in texts and shaping own perspectives Creating persuasive and analytical responses for public audiences 	Close study of literary texts <ul style="list-style-type: none"> Engaging with literary texts from diverse times and places Responding to literary texts creatively and critically Creating imaginative and analytical texts

- Type of Subject**
 - GENERAL SENIOR SUBJECT
 - APPLIED SENIOR SUBJECT
 - VOCATIONAL EDUCATION & TRAINING (VET) COURSE
- Assessment**
 - How students will be assessed.
 - General subjects include this table of internal and external assessment.
- Recommendations**
 - Some subjects have a recommendation.
 - QCE Credits**
 - General and Applied subjects give 4 credits towards your QCE.
 - Certificate courses vary.
- Levies**
 - Some subjects such as Marine Science have a levy.
 - VET Certificate courses may have a Fee for Service.

Your Senior Education and Training (SET) Plan

Senior Education and Training (SET) plans are created in Year 10.

The SET Plan maps out a plan of action for students to achieve their educational goals, and can help them remain on track for post-school pathways. These may be subject prerequisites, eligibility to receive an Australian Tertiary Admission Rank (ATAR) and Queensland Certificate of Education (QCE) or an equivalent such as the Queensland Certificate of Individual Achievement (QCIA).

Steps to take in Year 10



Where you want to go in your career?

Think about your education, training and career goals after Year 12. Making decisions about the subjects and courses you'll take in Year 11 and 12 is an important step in planning your future.

While, at this stage, many Year 10 students may not have definite occupational goals, they should at least have clear ideas of their abilities and interests and realistic ambitions.

Consider your options

Structure your learning in Years 11 and 12 around your abilities, interests and ambitions.

Senior schooling years allow students to make subject choices to tailor their learning to their areas of interest. You can also add extracurricular programs (such as school-based apprenticeships and traineeships, music, dance) to count toward your QCE.

In Term 3 you will be provided with a list of personalised Year 11 subject recommendations based on your Semester 1 results.

Your plan of action

Whether your plans after Year 12 include further study, learning a trade or finding a job, the QCE lets you design a pathway that's right for you.

Be proactive! Talk to your support team and find out more about the subjects offered before your SET Plan interview. Decide which learning options you should choose to achieve your learning, further education and training, and career goals.

Your support team

It is important to begin Year 11 with appropriate subject choices, based on sound advice. Your Marymount support team includes teachers, Curriculum Leaders, Careers Centre, Learning Support, and the Assistant Principal Senior Curriculum.

Parents play a crucial role in helping their child with their pathway planning. Your SET plan advisor and your parents will help you to map your pathway to a Queensland Certificate of Education (QCE).

It's official

Once your plan is developed, Marymount College will register you with the Queensland Curriculum and Assessment Authority (QCAA) and your learning account will be created.

During careers education sessions, you will be shown how to track your progress towards a QCE via the MyQCE website and your learning account.

Not SET in stone

Individualised student SET plans are finalised by end of Year 10. However, they are reviewed and updated (if necessary) throughout the senior years of schooling.

It is recommended that students review their SET Plan regularly to make sure their subject choices are right for them, and that they can maintain a pathway to the courses and career they want after Year 12.

Stand out at Marymount

Marymount College provides a supportive, student-centred, learning environment whilst providing explicit instruction to expand and deepen students' knowledge and skills.

College teachers and staff work in close partnership with families to bring out the love of learning in every student. Igniting and nurturing lifelong learning is both a challenging and rewarding task.

The Marymount teaching and support staff community is distinguished by:

- Professional teachers, expert counsellors and practitioners who are dedicated and passionate about young people
- Specialist teachers for Senior Secondary programs
- Access to leading professional development and pedagogy practice as part of the Brisbane Catholic Education network of 150 schools.

Personal achievement and progress for every student is created by teaching in a way that allows students to receive the learning in the best way for them, and by providing opportunities for students to experience success. There are high expectations for all to succeed which results in students developing their own aspirations for success.

Through encouragement and recognition of student accomplishments, students build a learning resilience which fuels them to take on more challenging learning, and instils in them realistic and healthy beliefs about what it takes to achieve at school and in their future life.



Your experience

Year 11 and 12 is an exciting time for students and an important step in preparing for their future.

Students at Marymount College can choose from a wide range of subjects and courses. There also are many academic, cultural, spiritual and sporting activities in which they can become involved.



Career Planning

Individualised career development, personal attention, study support, skills development, and coaching.



Leadership opportunities

Year 11 Peer Support is instrumental to our Year 7 Induction programme. Year 11 students can be Pastoral Representatives, STAC Leaders, or nominate to be a College Captain, Vice Captain, Academic, Cultural, Spiritual, Sporting or House Captain in Year 12.



Senior space

A 'cafe in a container' and informal area especially for Year 11 & 12 students and staff.



We love sport

AFL, Athletics, Basketball, Cricket, Cross Country, Futsal, Netball, OzTag, Rugby League, Rugby Union, and Touch Football are some of the choices available to you.



A focus on wellbeing

You are at a challenging time in your life, but you're not alone. We're committed to your wellbeing. A pastoral team lead by your Heads of Year, and including Counsellors and a dedicated Learning Support team will ensure you have the support you need.



Immersive experiences

Take textbooks into the real world with excursions, camps and workshops that will enrich student learning experiences.



Religious Life of the College

We nurture students' spirituality and teach the Catholic Christian tradition. Students participate in Mass, Liturgies, and a three day retreat in Year 11 and 12.

Students who have not completed their sacraments may choose to participate in the Rite of Christian Initiation of Adults.

Marymount College is part of the Burleigh Heads Parish (the largest parish in Australasia). We are fortunate to have the Mary, Mother of Mercy Church on the Marymount campus.



Industry engagement and employability

A range of Vocational Education options are available including VET courses, school based apprenticeships and traineeships, and work placements.



Co-curricular

Chess Club, Choir, Code Club, Dance Extension, Debating, Fairweather Art Club, Film Club, Environment Club, Interact Social Justice, Musical, Public Speaking, and College Rock Bands are just some of the activities in which you can become involved.



The support of a close community

The friendships and connections you make at Marymount College will last a lifetime.



Graduation and Formal

Finish Year 12 in style with the whole school Farewell Assembly, Graduation Liturgy, and Formal.



Vibrant campus life

Your senior experience reaches far beyond your academic studies! Social events on the College calendar include sporting carnivals, St Patrick's Day, Have a Heart Day, MFest, and Marymount Day.

Preparing for life beyond Marymount

As a Marymount College student, you will become...



Abigail Joseph

FINAL YEAR MEDICAL STUDENT AT UQ

At school, I studied...

Mathematics B, Mathematics C, Biology, Chemistry, Religion, English.

I knew fairly early on that I wanted to pursue a career as a doctor and loved learning the sciences of the human body. Mr Murphy was my Chemistry teacher and he certainly helped to foster and develop my passion and interest in science. I also enjoyed the challenge of the more difficult Mathematics subjects, which led me to choose Maths B and C for my final years of high school.

Since leaving school I have...

completed a Bachelor of Biomedical Science at Griffith University, and was awarded the New Colombo Plan Scholarship from the Department of Foreign Affairs and Trade. This enabled me to complete a year of exchange overseas at the National University of Singapore and undertake Mandarin language training and internships within the Asia-Pacific region. I was also awarded a Global Voices World Health Assembly scholarship, which involved writing a policy paper for the World Health Organisation based on improving physical activity rates amongst Australians and attended the WHO Meeting in Geneva. I was selected to be part of the Asia Future Fellows program at Griffith University, which involved a trip to Beijing and presenting a policy paper at Peking University in China. I moved to Brisbane in 2020 to start studying Medicine at the University of Queensland.

I chose this field because...

I've always found the field of medicine extremely interesting and intellectually stimulating - especially in my final years of high school. I loved the prospect of helping and guiding patients through vulnerable and difficult times of their life, as well as the variety in the day-to-day role that comes with being a doctor and the opportunity to work, and be based, overseas.

My advice to Marymount students...

Hard work always leads to success, take onboard any opportunity that comes your way and don't feel pressured to take a single pathway towards your goals.





A note from us, to *you*...

This time in your life can be full of questions. Who are you? What do you want to do? Who do you want to be? As you explore the stories and opportunities within these pages, take the time to think about what your goals are and how your time at Marymount College can help you get there. But, importantly—remember that you are not alone. You have a full Marymount support crew to help you along the way. Reach out to us directly with any questions.

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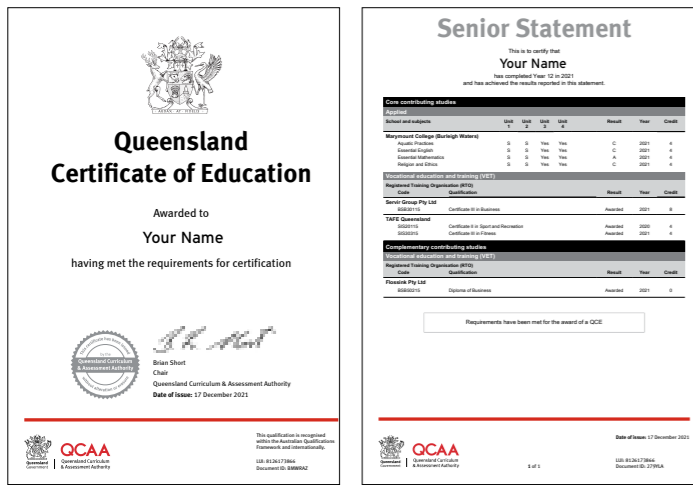
On the journey with you



Your Pastoral Leader will be with you for the whole two years of your senior journey.. The Pastoral Leader—Year 11 2024/Year 12 2025 is your first point of contact if you have any concerns not related to the Curriculum.

Nicky Browne
Pastoral Leader—Year 11 2024 & Year 12 2025
Nicole.Browne@marymount.qld.edu.au

Your pathway decoded



Students in Queensland are issued with an electronic Queensland Certificate of Education (QCE) and Statement of Results upon completion of senior studies. This profile may include a:

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

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

Statement of results
A new statement of results is issued to students after each QCAA-developed course of study is completed. A full record of study will be issued, along with the QCE qualification, in the first December or July after the student meets the requirements for a QCE.

Queensland Certificate of Individual Achievement (QCIA)
The Queensland Certificate of Individual Achievement (QCIA) reports the learning achievements of eligible students who complete an individual learning program. At the end of the senior phase of learning, eligible students achieve a QCIA. These students have the option of continuing to work towards a QCE post-secondary schooling.

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

General Subjects
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. Results in General subjects contribute to the award of a QCE and may contribute to an ATAR.

Applied Subjects
Applied subjects are suited to students who are primarily interested in pathways beyond senior secondary schooling that lead to vocational education and training or work. Results in Applied subjects contribute to the award of a QCE and one Applied subject result may contribute to an ATAR.

Vocational Education and Training (VET)
Vocational education and training (VET) provides pathways for all young people, particularly those seeking employment-specific skills. VET offers clear benefits to students, including:

- The development of work-related skills, making young people more employable
- Access to learning opportunities beyond the traditional curriculum, including work-based learning
- Competency-based assessment that meets industry standards.

VET Subjects
Marymount College offers a broad range of courses as part of its Vocational Education program. These Vocational Education & Training (VET) courses are nationally accredited courses and certificates. **Students are eligible to undertake a maximum of two Certificate qualifications.** Qualifications gained are determined through competency-based assessment. The completed certificate/s and units of competency will appear on the Senior Statement.

Short Courses
Short Courses are one-unit courses of study. Results contribute to the award of a QCE. Results do not contribute to ATAR calculations. Short Courses are available in Literacy and Numeracy. Students who wish to undertake a short course may obtain further information from the Assistant Principal Senior Curriculum.

Three Year Senior course
The Queensland Curriculum and Assessment Authority has made this allowance for students with extensive sporting or cultural commitments at state, national or international levels. This has provided these students with the opportunity to meet their commitments while still being eligible for a Senior Certificate. This allowance also applies to students with certain medical conditions.

Planning your pathway

To receive a QCE, you must achieve 20 credits of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements.

Typically, students will study six subjects/courses across Years 11 and 12. Many students choose to include vocational education and training (VET) courses in their QCE pathway and some may also wish to extend their learning through university courses or other recognised study.

Set amount

20 credits from contributing courses of study, including:

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

Set pattern

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

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

Set standard

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

Literacy & numeracy

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

With hundreds of course combinations available, you can choose the Queensland Certificate of Education (QCE) learning options that are right for you.

Course type	QCE category	QCE credit	ATAR
General subjects General subjects primarily prepare you for tertiary study, further education and training and work.	Core	Up to 4 per course	All subjects may contribute
Applied subjects Applied subjects focus on practical skills and prepare you for work.	Core	Up to 4 per course	Only 1 may contribute when combined with 4 General subjects
Short Courses Short Courses provide a foundation for further learning in a range of areas.	Preparatory or Complementary depending on course	1 per course	Short Courses do not contribute
Vocational Education and Training VET qualifications develop your skills and get you ready for work through practical learning. VET can also lead to further education and training.	Core, Preparatory or Complementary depending on course	Up to 8 per course	Only 1 may contribute at Certificate III level or higher, when combined with 4 General subjects
Other courses Other courses allow you to study a specific area of interest. These include recognised certificates and awards, and university subjects studied while at school.	Core, Preparatory or Complementary depending on course	As recognised by QCAA	Check with QTAC depends on course

For further information about Queensland Certificate of Education and Senior Secondary visit www.qcaa.qld.edu.au/senior

For further information about Australian Tertiary Admission Rank (ATAR) visit www.qtac.edu.au/atar/

For further information about QCE Pathways visit <https://myqce.qcaa.qld.edu.au/your-qce-pathway>

For further information about Queensland Certificates and qualifications visit <https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications>

→ English

Year 11 & 12 students MUST choose one English subject. (It is possible to select both English AND Literature.)

	SUBJECT TYPE		SUBJECT TYPE
Literature	General	Essential English	Applied
English	General		

→ Religious Education

Year 11 & 12 students MUST select either Study of Religion or Religion and Ethics.

	SUBJECT TYPE		SUBJECT TYPE
Study of Religion	General	Religion and Ethics	Applied

→ Humanities and Social Sciences

	SUBJECT TYPE		SUBJECT TYPE
Ancient History	General	Legal Studies	General
Geography	General	Tourism	Applied
Modern History	General		

→ Business

	SUBJECT TYPE		SUBJECT TYPE
Accounting	General	BSB10120 Cert I in Workplace Skills	VET
Business	General	BSB30120 Certificate III in Business	VET
Economics	General	BSB50120 Diploma of Business	VET
Business Studies	Applied		

→ Health and Physical Education

	SUBJECT TYPE		SUBJECT TYPE
Health	General	Sport and Recreation	Applied
Physical Education	General	SIS30115 Certificate III in Sport and Recreation + SIS20115 Certificate II in Sport and Recreation	VET

→ Languages

	SUBJECT TYPE		SUBJECT TYPE
French (online)	General	Japanese (online)	General

→ Mathematics

Year 11 & 12 students MUST choose one Mathematics subject.
If Specialist Mathematics is selected, then Mathematical Methods must also be taken.

	SUBJECT TYPE		SUBJECT TYPE
General Mathematics	General	Specialist Mathematics	General
Mathematical Methods	General	Essential Mathematics	Applied

→ Science

Students who choose four General Subjects or more cannot choose Aquatic Practices

	SUBJECT TYPE		SUBJECT TYPE
Agricultural Science	General	Physics	General
Biology	General	Psychology	General
Chemistry	General	Aquatic Practices	Applied
Marine Science	General		

→ Digital Technologies

	SUBJECT TYPE		SUBJECT TYPE
Digital Solutions	General	ICT30120 Certificate III in Information Technology	VET

→ Industrial Design and Technology

	SUBJECT TYPE		SUBJECT TYPE
Design	General	CPC10120 Certificate I in Construction/ CPC20220 Certificate II in Construction Pathways	VET
MEM20422 Certificate II in Engineering Pathway	VET		

→ Food Technologies, Fashion & Early Childhood Education

	SUBJECT TYPE		SUBJECT TYPE
Food & Nutrition	General	Fashion	Applied
CHC30121 Certificate III in Early Childhood Education & Care	VET	SIT30622 Certificate III in Hospitality	VET

→ The Arts

	SUBJECT TYPE		SUBJECT TYPE
Dance	General	Drama in Practice	Applied
Drama	General	Media Arts in Practice	Applied
Film Television & New Media	General	Visual Art in Practice	Applied
Music	General	CUA30120 Certificate III in Dance	VET
Music Extension (Year 12)	General		
Visual Art	General		

English

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

Thomas Weatherall

ACTOR. WRITER.

Subjects studied during Year 11 & 12:

English, SOR, Dance, Drama, Visual Art, Maths A

I chose these subjects because I knew from an early age I wanted to have a career in a creative industry, and I chose my subjects with direct consideration for life outside of high school. It was also important for me to choose subjects I enjoyed and could excel in. At school I was determined to always do the best work I could, and subsequently I wanted to put that effort and determination into the subjects that would be beneficial in the long run.

Since leaving school:

Determined to pursue acting, I enrolled at QUT to study a Bachelor of Fine Arts Acting. During my time there, along with training as an actor, I began writing and developing my own work. This process resulted in the completion of my debut work as a writer, a one-man play titled "Blue", that I performed at the beginning of 2023 at Belvoir St Theatre. I was very fortunate to gain acting employment early and left my studies to continue working across several platforms and media. This included "RFDS" for Channel 7, "TROPPO" for the ABC, and most recently "Heartbreak High" for Netflix, where I was fortunate to receive the AACTA award for Best Supporting Actor. Since then, I have wrapped filming on Disney+ series "Last Days of the Space Age" and begun writing several other personal projects.

My job involves:

In acting, I've been fortunate to work across both screen and stage, creating a work schedule that during production is extremely intense and disciplined, but at the project's completion allows for a lot of down time. Through incorporating writing into my career, I can work on an alternating basis, using time away from acting to write, and vice versa. The two careers work extremely well concurrently, and I am often working across several forms and mediums at a time, which makes for an exciting creative challenge. After making my professional writing debut earlier this year, I am now working on several new projects simultaneously, including a novel, a script for television, and a feature film.

In five years, I hope to:

I hope to be continuing with the work I'm doing, furthering the variety of acting roles I undertake and expanding on my work as a writer. With a number of projects in early-stage development, I hope to have produced a series for television as both head-writer and creator, and release my first fiction novel.

My best advice to students at Marymount College is:

Find what you enjoy doing, what your passion is, and put in all the necessary work to make that passion or 'dream' a reality! I know if I had not attempted to learn as much as I did in my studies, particularly in those subjects I cared most about in English and Drama, I would not have been introduced to so much material, and teachings, that I truly consider have been fundamental to my professional journey.



English

GENERAL SENIOR 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.

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

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

Objectives

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- Make use of and analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions
- Use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts
- Select and synthesise subject matter to support perspectives
- Organise and sequence subject matter to achieve particular purposes
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- Make language choices for particular purposes and contexts
- Use grammar and language structures for particular purposes.

Studying English supports:

- pathways beyond school that lead to tertiary studies, vocational education or work
- open-mindedness, imagination, critical awareness and intellectual flexibility – skills that prepare students for local and global citizenship
- lifelong learning across a wide range of contexts.

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	25%	Summative internal assessment 3 (IA3):	25%
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Summative internal assessment 2 (IA2):	25%	Summative external assessment (EA):	25%
• Extended response – persuasive spoken response		• Examination – analytical written response	

Recommendations

C+ Year 10 English

QCE Credits: 4 (Based on 4 semesters of study at SA or higher)

2024 Levy: Nil

Unit 1	Unit 2	Unit 3	Unit 4
<p>Perspectives and texts</p> <ul style="list-style-type: none"> • Examining and creating perspectives in texts • Responding to a variety of nonliterary and literary texts • Creating persuasive and analytical responses for public audiences 	<p>Texts and culture</p> <ul style="list-style-type: none"> • Examining and shaping representations of culture in texts • Responding to literary and nonliterary texts, including a focus on Australian texts • Creating imaginative and analytical texts 	<p>Textual connections</p> <ul style="list-style-type: none"> • Exploring connections between texts • Examining different perspectives of the same issue in texts and shaping own perspectives • Creating persuasive and analytical responses for public audiences 	<p>Close study of literary texts</p> <ul style="list-style-type: none"> • Engaging with literary texts from diverse times and places • Responding to literary texts creatively and critically • Creating imaginative and analytical texts

Literature focuses on the study of 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 literary texts.

Students engage with language and texts through a range of teaching and learning experiences to foster the skills to communicate effectively. They make choices about generic structures, language, textual features and technologies to participate actively in the dialogue and detail of literary analysis and the creation of imaginative and analytical texts in a range of modes, mediums and forms.

Students explore how literary texts shape perceptions of the world and enable us to enter the worlds of others. They explore ways in which literary texts may reflect or challenge social and cultural ways of thinking and influence audiences.

Objectives

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

- Use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
- Establish and maintain roles of the writer/speaker/signer/designer and relationships with audiences
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- Make use of and analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions
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- Organise and sequence subject matter to achieve particular purposes
- Use cohesive devices to emphasise ideas and connect parts of texts
- Make language choices for particular purposes and contexts
- Use grammar and language structures for particular purposes

Use mode-appropriate features to achieve particular purposes.

Studying Literature supports:

- law
- journalism
- media
- arts
- curating
- education
- policy
- human resources.

Assessment

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

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Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Examination – analytical written response	25%	Summative internal assessment 3 (IA3): Extended response – imaginative written response	25%
Summative internal assessment 2 (IA2): Extended response – imaginative spoken response	25%	Summative external assessment (EA): Examination – analytical written response	25%

Recommendations

B+ Year 10 English

QCE Credits: 4 (Based on 4 semesters of study at SA or higher)

2024 Levy: Nil

Unit 1	Unit 2	Unit 3	Unit 4
Introduction to literary studies <ul style="list-style-type: none"> • Ways literacy texts are received and responded to • How textual choices affect readers • Creating analytical and imaginative texts 	Intertextuality <ul style="list-style-type: none"> • Ways literary texts connect with each other—genre, ceopts and contexts • Ways literary texts connect with each other—style and structure • Creating analytical and imaginative texts 	Literature and identity <ul style="list-style-type: none"> • Relationship between language, culture and identity in literary texts • Power of language to represent ideas, events and people • Creating analytical and imaginative texts 	Independent explorations <ul style="list-style-type: none"> • Dynamic nature of literary interpretation • Close examination of style, sturcture and subject matter • Creating analytical and imaginative texts



Ms Mallory Lowe

ACADEMIC LEADER—ENGLISH

We live in a world where the ability to compose compelling text can change the course of history. Words wielded well can both challenge power and conjure it, all in real time. Having originally studied journalism and as a lifelong reader, words have always been my love and my craft. I am passionate about sharing this love with students and inspiring them to find their own voice.

I am very fortunate to work with a team of equally passionate and experienced wordsmiths, and together we deliver a Senior English program that empowers students as critical and creative consumers and composers of texts. Learning how language is used in literary and non-literary contexts, students harness the power of words to entertain, persuade, and inform a variety of audiences.

In this age of immediate and global communication where anyone can achieve influence, mastery of the written word has never been more relevant. Whichever career path our students choose to take, their capacity as active, informed, and confident citizens starts in the English classroom.

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

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

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

Objectives

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

- Use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
- Use appropriate roles and relationships with audiences
- Construct and explain representations of identities, places, events and concepts
- Make use of and explain the ways cultural assumptions, attitudes, values and beliefs underpin texts and influence meaning
- Explain how language features and text structures shape meaning and invite particular responses
- Select and use subject matter to support perspectives
- Sequence subject matter and use mode-appropriate cohesive devices to construct coherent texts
- Make mode-appropriate language choices according to register informed by purpose, audience and context
- Use language features to achieve particular purposes across modes.

Unit 1	Unit 2	Unit 3	Unit 4
Language that works <ul style="list-style-type: none"> • Responding to a variety of texts used in and developed for a work context • Creating persuasive multimodal and written analytical texts 	Texts and human experiences <ul style="list-style-type: none"> • Responding to reflective and nonfiction texts that explore human experiences • Creating informative spoken and imaginative written texts 	Language that influences <ul style="list-style-type: none"> • Creating and shaping perspectives on community, local and global issues in texts • Responding to texts that seek to influence audiences • Creating persuasive multimodal and written analytical texts 	Representations and popular culture texts <ul style="list-style-type: none"> • Responding to popular culture texts • Creating representations of Australian identities, places, events and concepts • Creating informative spoken and imaginative written texts

Studying Essential English supports:

- lifelong learning across a wide range of contexts.

Assessment

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

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

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): • Extended response – spoken/signed response	Summative internal assessment 3 (IA3): • Extended response – multimodal response
Summative internal assessment 2 (IA2): • Common internal assessment (CIA)	Summative internal assessment (IA4): • Extended response – written response

Recommendations

Nil

QCE Credits: 4 (Based on 4 semesters of study at SA or higher)

2024 Levy: Nil

Religious Education

→ The aim of Religious Education at Marymount College is to provide students with a Christian education in the Catholic tradition so that they may participate critically and authentically in faith contexts and wider society.

Tommy Sheehan

Performing Arts Curriculum Middle Leader - Assisi Catholic College

Subjects studied in Year 11 and 12

Music, Music Extension, Mathematics B, Geography, Religion & Ethics and Film, Television & New Media.

Since leaving Marymount...

Since leaving school, I completed a Bachelor of Popular Music at Griffith University and then I continued my study at Griffith to complete a Graduate Diploma of Secondary School Teaching - combining my passion for music and teaching. I was hired as a graduate at Assisi Catholic College in 2018 as a Religious Education teacher and have expanded my teaching areas to many subjects now including Music, Music In Practice, History, Media Arts and Film, Television and New Media. Throughout this time, I have also worked as a solo musician and live guitarist across Australia and performed music for work in a number of different contexts.

My job involves...

Promoting benefit concerts for social justice initiatives at the College, coordinating extra-curricular programs, inspiring students in the classroom with engaging curriculum and leading choirs/ensembles for a number of liturgical events and masses throughout the year.

I choose this field because...

Teaching in a Catholic school is a truly communal experience. I love having the opportunity every day to make a positive difference by inspiring students to become the best version of themselves and learn new skills.

My advice to students is...

Get involved in as much as you can at the College! Trying new experiences and learning skills that are out of your comfort zone is the perfect way to open doors to an exciting future beyond school. I would also focus on selecting subjects that align with your interests, as this will often lead to a better ATAR result and more authentic and fulfilling career pathways.



Study of Religion

GENERAL SENIOR SUBJECT

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 coexist in a pluralist society.

Students study the five major world religions of Judaism, Christianity, Islam, Hinduism and Buddhism; and Australian Aboriginal spiritualities and Torres Strait Islander religion and their influence on people, society and culture. These are explored through sacred texts and religious writings that offer insights into life, and through the rituals that mark significant moments and events in the religion itself and the lives of adherents.

Students develop a logical and critical approach to understanding the influence of religion, with judgments supported through valid and reasoned argument. They develop critical thinking skills, including those of analysis, reasoning and evaluation, as well as communication skills that support further study and post-school participation in a wide range of fields.

Objectives

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

- Describe the characteristics of religion and religious traditions
- Demonstrate an understanding of religious traditions
- Differentiate between religious traditions
- Analyse perspectives about religious expressions within traditions
- Consider and organise information about religion
- Evaluate and draw conclusions about the significance of religion for individuals and its influence on people, society and culture
- Create responses that communicate meaning to suit purpose.

Studying Study of Religion can lead to:

- anthropology
- the arts
- education
- journalism
- politics
- psychology
- religious studies
- sociology
- social work.

Assessment

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

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

Summative assessments

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

Recommendations

C+ Year 10 English or C+ Year 10 Religion

QCE Credits: 4 (Based on 4 semesters of study at SA or higher)

2024 Levy: Nil

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



Mrs Dina Serong

CURRICULUM LEADER-RELIGIOUS EDUCATION

The dedication and enthusiasm with which our Religious Education staff deliver the gospel values of Jesus is a faith filled witness to the authenticity of the Catholic Christian identity of Marymount College. I am extremely proud to have the privilege of leading and guiding such a significant faculty of the school.

Having completed my Bachelor of Education and Religious Education Diploma and with over 40 years' experience of teaching Religious Education, I am continually gratified by the very explicit interest which most students demonstrate in the Study of Religion and Religion and Ethics senior courses. This interest has generally been inspired by the foundational studies of RE in the junior years.

My greatest passion, as I continue to work at Marymount College after 14 years, is to carry on supporting students in their learning, opening their world to the significant global events impacting our lives. Students always emerge from senior RE studies with a well-rounded understanding of what it means to live a good ethical life and appreciation of a diverse, cultural, and religious pluralistic society. This ultimately supports them in their future career pathways.

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

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

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

Objectives

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

- Recognise and describe concepts, ideas and terminology about religion, beliefs and ethics
- Identify and explain the ways religion, beliefs and ethics contribute to the personal, relational and spiritual perspectives of life and society
- Explain viewpoints and practices related to religion, beliefs and ethics
- Organise information and material related to religion, beliefs and ethics
- Analyse perspectives, viewpoints and practices related to religion, beliefs and ethics
- Apply concepts and ideas to make decisions about inquiries
- Use language conventions and features to communicate ideas and information, according to purposes
- Plan and undertake inquiries about religion, beliefs and ethics
- Communicate the outcomes of inquiries to suit audiences
- Appraise inquiry processes and the outcomes of inquiries. **Studying Religion & Ethics can lead to:**
- further education and employment in any field.

Structure

Core topics:

- Who am I? The personal perspective
- Who are we? The relational perspective
- Is there more than this? The spiritual perspective

Elective topics:

- The Australian scene
- Ethics and morality
- Good and evil
- Heroes and role models
- Indigenous Australian spiritualities
- Meaning and purpose
- Peace and conflict
- Religion and contemporary culture
- Religions of the world
- Religious citizenship
- Sacred stories
- Social justice
- Spirituality

Assessment

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

- One project or investigation
- One examination
- No more than two assessments from each technique.

Recommendations

Nil

QCE Credits: 4 (Based on 4 semesters of study at SA or higher)

2024 Levy: Nil

Project	Investigation	Extended response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/ examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
At least two different components from the following: <ul style="list-style-type: none"> • Written: 500-900 words • Spoken: 2-3 minutes • Multimodal: 3-6 minutes • Performance: continuous class time • Product: continuous class time 	Presented in one of the following modes: <ul style="list-style-type: none"> • Written: 600-1000 words • Spoken: 3-4 minutes • Multimodal: 4-7 minutes. 	Presented in one of the following modes: <ul style="list-style-type: none"> • Written: 600-1000 words • Spoken: 3-4 minutes • Multimodal: 4-7 minutes. 	<ul style="list-style-type: none"> • 60-90 minutes • 50-250 words per item on the test



Mrs Emma Hargraves

ASSISTANT PRINCIPAL RELIGIOUS EDUCATION- MISSION & COMMUNITY

Start by doing what is necessary, then what is possible, and suddenly you are doing the impossible. St. Francis Of Assisi

What sets Marymount apart from other schools is our commitment to holistic education. Religious Education at the College is centred around our Marymount Story, our dual charism, and a commitment to learning about Religion with a contextualised lens.

With a background in Catholic Education both as a learner and educator, it is evident that a Senior Pathway incorporating Religious Education, gives students the opportunity to understand how Religion shapes cultures all over the world. We want our students to be empowered with knowledge of faith to create confident global citizens. My background including a Masters of Education in Leading Curriculum and Spirituality, has helped ensure a curriculum that challenges students to compose extended responses that persuade, inform and call readers to action around contemporary issues. Marymount College is enriched by a passionate group of teachers of Religion who not only embed a challenging and interesting curriculum but embody the religious values we expect to see in our students.

Nikita Bazzana

ASSISTANT IN NURSING

Subjects studied during Year 11 & 12:

English, Maths A, Agriculture, Religion and Ethics, Drama and a Certificate III in Early Childhood Education and Care.

I didn't know what I wanted to do when I graduated but I definitely wanted to go to university. So I chose General English and Maths that I knew I'd need for most university degrees and other subjects I really enjoyed.

Since leaving school...

Worked part time in various industries such as hospitality, tourism, retail, childcare and aged care whilst studying as a full time university students at Southern Cross. I knew I wanted to work in healthcare but wasn't sure where I saw myself. I began a bachelors in Speech Pathology and decided it wasn't for me so I then transferred into a bachelors of Nursing degree. Although it was hard transferring after two years of study it was the best decision I've made and where my passion lies.

My job involves...

I provide personal cares and assistance for activities of daily living for seniors living in residential care.

I chose this field because...

I am a people person and have always wanted to help others and provide support for vulnerable members of the community. The basic care skills I've gained working in the care industry has also greatly assist with my learning for my degree. I love being able to make my residents smile and make them feel safe and special.

In my spare time...

I really enjoy cooking, volunteering and spending time with my friends and family especially if coffee is involved!

In five years, I hope to...

complete my degree and work in a rural hospital setting in tropical far North Queensland. To volunteer my nursing skills overseas on a working exchange and begin my masters in mental health.

My best advice to students at Marymount College is...

Make the most of your senior years and the opportunities available to you.

I was quite involved in the religious and cultural aspects of the aspects of the College and the experience and skills I've acquired from these opportunities have been invaluable. Get any support you need from the College to get the most out of your final years and enjoy all the senior experiences!



Humanities and Social Sciences

→ The Humanities and Social Sciences are the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. The subjects in this discipline 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.

Brooke Fraser

TEACHER OF ENGLISH, HUMANITIES AND PHILOSOPHY AND REASON

At Marymount College, I studied...

I grew up in a household surrounded by history books. As a young person, I would love to spend my time flicking through these books, exploring different civilisations, times of unrest, and the development of humankind. This love of the Humanities and the Social Sciences only grew in my time at school.

Learning Humanities at Marymount College provided me with essential understandings to make sense of the world, past and present, and to be an active citizen with hope for the future. The Humanities teachers are extremely knowledgeable and challenge you to think critically about the world around you – students are taught not to passively absorb the dominant opinions and information of society but to actively empathise with and understand diverse perspectives and, from this, foster your own thoughts and opinions. I cannot tell you what an important skill this is, as you enter university.

Since leaving school I have...

received the Samuel Griffith scholarship at Griffith University and graduated in 2018 from a Bachelor of Arts degree with a major in History and Literature. I then continued my educational journey at Queensland University of Technology, graduating from a Masters of Secondary Teaching in 2020.

Since graduation, I have had the privilege of working at Clairvaux Mackillop College in Brisbane, teaching English, History and Philosophy and Reason. My main goal is to encourage my students to take an interest in the subjects that I teach, like the teachers at Marymount College did for me. The opportunity to guide young minds and produce ethical, capable, self-directed, life-long learners who will be active citizens is both a serious responsibility and an honour, and a major underpinning motivation for my choice of teaching as a career.

My advice to students is...

embrace Senior studies with a positive attitude. There will definitely be challenging times, however, how you approach those challenges will shape who you are as an adult. Therefore, embrace opportunities that are given to you, tackle your challenges head-on with a growth mindset, and foster the relationships you build in school. These experiences will not only enhance your personal and academic growth but also help you discover your passions and strengths.

Ancient History

GENERAL SENIOR SUBJECT

Ancient History provides opportunities for students to study people, societies and civilisations of the past, from the development of the earliest human communities to the end of the Middle Ages. Students explore the interaction of societies, and the impact of individuals and groups on ancient events and ways of life, and study the development of some features of modern society, such as social organisation, systems of law, governance and religion.

Students analyse and interpret archaeological and written evidence. They develop increasingly sophisticated skills and understandings of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals and significant historical periods. They investigate the problematic nature of evidence, pose increasingly complex questions about the past and formulate reasoned responses.

Students gain multi-disciplinary skills in analysing textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically.

Objectives

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

- Comprehend terms, issues and concepts
- Devise historical questions and conduct research
- Analyse historical sources and evidence
- Synthesise information from historical sources and evidence
- Evaluate historical interpretations
- Create responses that communicate meaning.

Studying Ancient History can lead to:

- archaeology
- history
- education
- psychology
- sociology
- law
- business
- economics
- politics
- journalism
- the media
- health and social sciences
- writing
- academia
- research.

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination – essay in response to historical sources	25%	Summative internal assessment 3 (IA3): • Examination – extended response to stimulus	25%
Summative internal assessment 2 (IA2): • Investigation – research report	25%	Summative external assessment (EA): • Examination – combination response	25%

Recommendations

C+ Year 10 English or C+ Year 10 History

QCE Credits: 4 (Based on 4 semesters of study at SA or higher)

2024 Levy: Nil

Unit 1	Unit 2	Unit 3	Unit 4
Investigating the ancient world • Digging up the past • Ancient societies – Beliefs, rituals and funerary practices.	Personalities in their time • Alexander the Great • Akhenaten	Reconstructing the ancient world • Pompeii and Herculaneum • Fifth Century Athens (BCE)	People, power and authority • Ancient Rome – Civil War and the breakdown of the Republic • Augustus

Modern History

GENERAL SENIOR SUBJECT

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.

Objectives

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

- Comprehend terms, issues and concepts
- Devise historical questions and conduct research
- Analyse historical sources and evidence
- Synthesise information from historical sources and evidence
- Evaluate historical interpretations
- Create responses that communicate meaning.

Studying Modern History can lead to:

- history
- education
- psychology
- sociology
- law
- business
- economics
- politics
- journalism
- the media
- writing
- academia
- strategic analysis.

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination – essay in response to historical sources	25%	Summative internal assessment 3 (IA3): • Examination – extended response to stimulus	25%
Summative internal assessment 2 (IA2): • Investigation – research report	25%	Summative external assessment (EA): • Examination – combination response	25%

Recommendations

C+ Year 10 English or C+ Year 10 History

QCE Credits: 4 (Based on 4 semesters of study at SA or higher)

2024 Levy: Nil

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the modern world • Australian Frontier wars 1788 - 1930s • Russian Revolution	Movements in the modern World • Zionist movement 1890s - 1973 • Independence movement in Vietnam 1945 - 75	National experiences in the modern world • China - Cultural revolution • Nazi Germany	International experiences in the modern world • The Cold War • Australia in Vietnam



Ms Cheryl Fraser

CURRICULUM LEADER—HUMANITIES AND SOCIAL SCIENCES

The Marymount College Humanities and Social Sciences Department has developed the interests and talents of countless students who have gone on to work in a range of fields within the discipline.

Our teachers are experienced, dedicated professionals with a passion for these subjects, and I am proud to lead the Department. I have been a teacher for 36 years with the last 24 years spent at Marymount College. I studied a partial law degree at Sydney University, before moving into my other loves—History and English—followed by a Diploma in Education.

The greatest joy of my professional life has been to help the students in my care make sense of the world before they take their rightful place in it.

Geography

GENERAL SENIOR SUBJECT

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

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

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

Objectives

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

- Explain geographical processes
- Comprehend geographic patterns
- Analyse geographical data and information
- Apply geographical understanding
- Synthesise information from the analysis to propose action
- Communicate geographical understanding.

Studying Geography can lead to:

- urban and environmental design, planning and management
- biological and environmental science
- conservation and land management
- emergency response and hazard management
- oceanography
- surveying
- global security
- economics
- business
- law
- engineering
- architecture
- information technology
- science.

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

Assessment

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

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

Summative assessments

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

Recommendations

C+ Year 10 English

QCE Credits: 4 (Based on 4 semesters of study at SA or higher)

2024 Levy: Nil

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.

Objectives

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

- Comprehend legal concepts, principles and processes
- Select legal information from sources
- Analyse legal issues
- Evaluate legal situations
- Create responses that communicate meaning.

Studying Legal Studies can lead to:

- law
- law enforcement
- criminology
- justice studies
- politics.

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

Assessment

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

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

Summative assessments

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

Recommendations

C+ Year 10 English or C+ Year 10 Civics

QCE Credits: 4 (Based on 4 semesters of study at SA or higher)

2024 Levy: Nil

Tourism studies enable students to gain an appreciation of the role of the tourism industry and the structure, scope and operation of the related tourism sectors of travel, hospitality and visitor services.

Students examine the socio-cultural, environmental and economic aspects of tourism, as well as tourism opportunities, problems and issues across global, national and local contexts.

Students develop and apply tourism-related knowledge and understanding through learning experiences and assessment in which they plan projects, analyse issues and opportunities, and evaluate concepts and information.

Objectives

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

- recall terminology associated with tourism and the tourism industry
- describe and explain tourism concepts and information
- identify and explain tourism issues or opportunities
- analyse tourism issues and opportunities
- apply tourism concepts and information from a local, national and global perspective
- communicate meaning and information using language conventions and features relevant to tourism contexts
- generate plans based on consumer and industry needs
- evaluate concepts and information within tourism and the tourism industry
- draw conclusions and make recommendations.

Pathways

A course of study in Tourism can establish a basis for further education and employment in businesses and industries such as tourist attractions, cruising, gaming, government and industry organisations, meeting and events coordination, caravan parks, marketing, museums and galleries, tour operations, wineries, cultural liaison, tourism and

leisure industry development, and transport and travel.

Structure

The Tourism course is designed around interrelated core topics and electives.

Core topics

- Tourism as an industry
- The travel experience
- Sustainable tourism

Elective topics

- Technology and tourism
- Forms of tourism
- Tourist destinations and attractions
- Tourism marketing
- Types of tourism
- Tourism client groups

Assessment

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

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

QCE Credits: 4 (Based on 4 semesters of study at SA or higher)

2024 Levy: Nil

Project	Investigation	Extended response	Product
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
At least two different components from the following: • written: 500-900 words • spoken: 2-3 minutes • multimodal • non-presentation: 8 A4 pages max (or equivalent) • presentation: 3-6 minutes • performance: continuous class time • product: continuous class time.	PPresented in one of the following modes: • written: 600-1000 words • spoken: 3-4 minutes • multimodal • non-presentation: 10 A4 pages max (or equivalent) • presentation: 4-7 minutes.	Presented in one of the following modes: • written: 600-1000 words • spoken: 3-4 minutes • multimodal • non-presentation: 10 A4 pages max (or equivalent) • presentation: 4-7 minutes.	• 60-90 minutes • 50-250 words per item



Ms Paula Kennedy

LEGAL STUDIES TEACHER

Having completed a Bachelor of Laws at the Queensland University of Technology and worked as a solicitor, I felt privileged to move into education and share that love of the law.

I initially taught in England and was Head of History and have now taught as a staff member of Marymount College for 18 years. I fully believe that, through the study of Legal Studies and History, students become better informed members of society, able to grapple with complex concepts affecting global, national and state relationships.

Business

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

Nik Mirkovic

COFOUNDER AND DIRECTOR OF HISMILE
At Marymount College I studied...

Business, Information Technology Systems (ITS), Biology, PE, Maths B, English, and Religion. I chose them because I wanted to test myself in a variety of subjects so that I could better understand the direction I wanted take as I matured.

Since leaving school I have...

Travelled to Europe for Football and started a business here on the Gold Coast.

My job involves...

Day to day running of the business where no two days are the same. One day I might be hiring for a new role, the next I could be working with the Research & Development team on developing future products.

I chose this field because I saw an opportunity to make a difference and develop products that were going to be game-changing.

In five years, I hope to...

Continue to develop and grow as a leader, and hopefully take Hismile to another level.

My advice to students is...

Don't be afraid to fail and try to test and learn as much as you possibly can while you're at school.

It's important to use the next few years as an opportunity to better understand what it is you want to spend the rest of your life doing, so experiment as much as possible and apply yourself to every task that you take on.

Business

GENERAL SENIOR SUBJECT

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.

Objectives

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

- Describe business environments and situations
- Explain business concepts, strategies and processes
- Select and analyse business data and information
- Interpret business relationships, patterns and trends to draw conclusions
- Evaluate business practices and strategies to make decisions and propose recommendations
- Create responses that communicate meaning to suit purpose and audience.

A course of study in Business can lead to:

- business management
- business development
- entrepreneurship
- business analytics
- economics
- business law
- accounting and finance
- international business
- marketing
- human resources management
- business information systems.

Unit 1	Unit 2	Unit 3	Unit 4
Business creation <ul style="list-style-type: none"> • Fundamentals of business • Creation of business ideas 	Business growth <ul style="list-style-type: none"> • Establishment of a business • Entering markets 	Business diversification <ul style="list-style-type: none"> • Competitive markets • Strategic development 	Business evolution <ul style="list-style-type: none"> • Repositioning a business • Transformation of a business

Assessment

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

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

Summative assessments

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

Recommendations

C+ Year 10 English and C Year 10 Mathematics

QCE Credits: 4 (Based on 4 semesters of study at SA or higher)

2024 Levy: Nil

Accounting

GENERAL SENIOR SUBJECT

Accounting provides opportunities for students to develop an understanding of the essential role of organising, analysing and communicating financial data and information in the successful performance of any organisation.

Students learn fundamental accounting concepts in order to understand accrual accounting and managerial and accounting controls, preparing internal financial reports, ratio analysis and interpretation of internal and external financial reports. They synthesise financial data and other information, evaluate accounting practices, solve authentic accounting problems, make decisions and communicate recommendations.

Students develop numerical, literacy, technical, financial, critical thinking, decision-making and problem-solving skills. They develop an understanding of the ethical attitudes and values required to participate effectively and responsibly in a changing business environment.

Objectives

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

- Describe accounting concepts and principles
- Explain accounting concepts, principles and processes
- Apply accounting principles and processes
- Analyse and interpret financial data and information to draw conclusions
- Evaluate accounting practices to make decisions and propose recommendations
- Synthesise and solve accounting problems
- Create responses that communicate meaning to suit purpose and audience

Studying Accounting can lead to:

- accounting
- business
- management
- banking
- finance
- law
- economics
- commerce.

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination – combination response	25%	Summative internal assessment 3 (IA3): • Project – cash management	25%
Summative internal assessment 2 (IA2): • Examination – short response	25%	Summative external assessment (EA): • Examination – short response	25%

Recommendations

C Year 10 English and B Year 10 Mathematics

QCE Credits: 4 (Based on 4 semesters of study at SA or higher)

2024 Levy: Nil

Unit 1	Unit 2	Unit 3	Unit 4
Real world accounting <ul style="list-style-type: none"> • Accounting for a service business – cash, accounts receivable, accounts payable and no GST • End-of-month reporting for a service business 	Management effectiveness <ul style="list-style-type: none"> • Accounting for a trading GST business • End-of-year reporting for a trading GST business 	Monitoring a business <ul style="list-style-type: none"> • Managing resources for a trading GST business – non-current assets • Fully classified financial statement reporting for a trading GST business 	Accounting – the big picture <ul style="list-style-type: none"> • Cash management • Complete accounting process for a trading GST business • Performance analysis of a listed public company



Mr Simon Rezo

CURRICULUM LEADER-BUSINESS

The Business Department is blessed to be a team of highly experienced and passionate teachers, highly qualified in the disciplines of Entrepreneurship, Accounting, Economics and Business Education. We have had the privilege of teaching a wide array of Marymount students who progress into study and then careers in this space.

Since completing a Bachelor of Commerce, I have travelled, played Rugby overseas, completed a Graduate Diploma in Education and taught Business and Economics for 10 years.

I love my job. I enjoy driving the Business Department to be in a constant state of progression. The business world is multi-faceted and dynamic, and we are always aiming to move with the trends so our students are learning in real time.

Economics

GENERAL SENIOR SUBJECT

Students develop knowledge and cognitive skills to comprehend, apply analytical processes and use economic knowledge. They examine data and information to determine validity, and consider economic policies from various perspectives. They use economic models and analytical tools to investigate and evaluate outcomes to draw conclusions.

Students study opportunity costs, economic models and the market forces of demand and supply. They dissect and interpret the complex nature of international economic relationships and the dynamics of Australia's place in the global economy. They develop intellectual flexibility, digital literacy and economic thinking skills.

Objectives

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

- Comprehend economic concepts, principles and models
- Select data and economic information from sources
- Analyse economic issues
- Evaluate economic outcomes
- Create responses that communicate economic meaning.

Studying Economics can lead to:

- economics
- econometrics
- management
- data analytics
- business
- accounting
- finance
- actuarial science
- law
- political science.

Unit 1	Unit 2	Unit 3	Unit 4
Markets and models <ul style="list-style-type: none"> • The basic economic problem • Economic flows • Market forces 	Modified markets <ul style="list-style-type: none"> • Markets and efficiency • Case options of market measures and strategies 	International economics <ul style="list-style-type: none"> • The global economy • International economic issues 	Contemporary macroeconomics <ul style="list-style-type: none"> • Macroeconomic objectives and theory • Economic management

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination – combination response	25%	Summative internal assessment 3 (IA3): • Examination – extended response to stimulus	25%
Summative internal assessment 2 (IA2): • Investigation – research report	25%	Summative external assessment (EA): • Examination – combination response	25%

Recommendations

C Year 10 English and C+ Year 10 Mathematics

QCE Credits: 4 (Based on 4 semesters of study at SA or higher)

2024 Levy: Nil

The subject Business Studies provides opportunities for students to develop practical business knowledge, understanding and skills for use, participation and work in a range of business contexts. The business sector is estimated to employ over 2 million Australians and is growing at the rate of approximately 5% per year. Exciting and challenging career opportunities exist in the business sector across a range of business contexts.

A course of study in Business Studies consists of core 'Business practices' and 'Business functions' delivered through elective 'Business contexts'. Students will explore business functions and develop business practices required to produce solutions to real life or simulated problems and successfully participate in future employment.

Students develop their business knowledge and understanding through applying business practices and business functions. Students will analyse business information and will have opportunities to propose and implement outcomes and solutions in business contexts. This will allow effective decision making skills so that the student can evaluate the best outcome for a business.

Objectives

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

- describe concepts and ideas related to business functions
- explain concepts and ideas related to business functions
- demonstrate processes, procedures and skills related to business functions to complete tasks.
- analyse business information related to business functions and contexts
- apply knowledge, understanding and skills related to business functions and contexts
- use language conventions and features to communicate ideas and information.
- make and justify decisions for business solutions and outcomes
- plan and organise business solutions and outcomes
- evaluate business decisions, solutions and outcomes

Studying Business Studies can lead to:

- office administration
- data entry
- retail
- sales
- reception
- small business
- finance administration
- public relations
- property management
- events administration
- marketing.

Assessment

For Business studies, assessment from Units 3 and 4 are used to determine the student's exit result, and consists of four assessment instruments, including:

- Projects
- Examinations
- Presentations.

Structure

In Business Studies, there are two interwoven parts of core study that are implemented in all four units.

- Business practices, consisting of Business fundamentals, Financial literacy, Business communication and Business technology
- Business functions, consisting of Working in administration, Working in finance, Working with customers and Working in marketing.

The elective learning will be the context in which we learn those core studies. At Marymount, the electives will be:

- Retail
- Sports Management
- Tourism
- Event Management

Recommendations

Nil

QCE Credits: 4 (Based on 4 semesters of study at SA or higher)

2024 Levy: Nil

Project	Extended Response	Examination
A response is a technique to respond to a single task, situation or scenario over a period of time.	This technique assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	Exams are used to assess the application of a range of business knowledge through questions, scenarios or problems.
A project consists of at least two different assessable components from the following: <ul style="list-style-type: none"> Practical Written: 500-900 words Spoken: 2- 3minutes Multimodals: 3-6 minutes 	Students respond to stimulus material such as case studies, financial information, media articles, business profiles and prospectus'. <ul style="list-style-type: none"> Written: 600-1000 words Spoken: 3-4 Minutes Multimodals: 4-7 minutes 	Students respond to short response questions in a range of ways, including calculations and short response answers. <ul style="list-style-type: none"> Duration: 60-90 minutes Word count: 50-250 words per item

This qualification reflects the role of individuals who have not yet entered the workforce, and are developing the necessary skills in preparation for work. They may undertake a variety of simple tasks under close supervision.

This qualification provides a range of introductory skills and knowledge to provide individuals with a basic understanding of the business environment.

The study incorporates units which gives the students a broad range of skills including how to be prepared and readied to enter the workforce, how to work effectively in a team and how to have the right skills and knowledge to engage in the workplace in a meaningful way.

What do students learn?

To attain a BSB10120 Cert I in Workplace Skills, 6 Units of competency must be achieved. This is a combination of the 2 Core courses and 4 of the Elective courses.

Code	Competency Name
BSBOPS101	Use business resources
BSBPEF101	Plan and prepare for work readiness
BSBCMM211	Apply communication skills
BSBOPS201	Work effectively in business environments
BSBPEF202	Plan and apply time management
BSBSUS211	Participate in sustainable work practices
BSBTWK201	Work effectively with others
BSBPEF201	Support personal wellbeing in the workplace
BSBTEC101	Operate digital devices

Where can BSB10120 Cert I in Workplace Skills lead?

This qualification may articulate into:

- Certificate II in Business
- Certificate III in Business
- Certificate IV in Business
- Diploma in Business
- Work within a business/office administration area

Assessment

Assessment is competency based and completed in a simulated business environment. Units of competency are clustered and assessed in this way to replicated as close as possible what occurs in a business office. Assessment techniques include:

- Observations
- Folios of work
- Questioning
- Projects
- Written and practical tasks.

Partnership

This qualification is delivered by: Marymount College
261-283 Reedy Creek Rd, Burleigh Waters QLD 4220
Ph 55861 000
RTO Number 3033240577
www.marymount.qld.edu.au

Delivery Location: A Marymount College teacher will deliver the training on site at Marymount College.

RTO Obligation

Students will be provided with every opportunity to complete the qualification.

- We do not guarantee employment upon completion of this qualification.
- Students who are deemed competent in all 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.

Funding

Eligible students will be able to access Vocational Education & Training in schools (VETiS) funding. VETiS is funded through Queensland Government.

For more information on VETiS see page 83 in this guide.

QCE Credits: 2 (credits may apply for partial completion)

2024 Levy: tba

2023 Levy: not offered

Course Duration: 2 years



BSB30120 Certificate III in Business

VOCATIONAL EDUCATION & TRAINING (VET) COURSE

The BSB30120 Certificate III in Business qualification comprises general and vocational education components and is designed to provide students with a variety of intellectual, technical, operational and workplace skills, including the key competencies. It provides the context in which students are afforded the opportunity not only to understand issues associated with workplace culture and practices, but also to develop the skills, processes and attitudes crucial for making valid decisions about career paths. In addition to technical skills such as clerical skills and information processing, employers also expect entry-level trainees to possess a range of general skills, including: communication and literacy, numeracy, problem solving, enterprise, team skills, organisational skills, self-management and the ability to work effectively in a business environment.

The BSB30120 Certificate III in Business program is drawn from a national training package and offers portable qualifications which are recognised throughout Australia. These qualifications provide students with a broad range of knowledge and skills to pursue a career or further training in the business industry. The BSB30120 Certificate III in Business provides a pathway for students who wish to continue with their business studies into higher education.

What do students learn?

Code	Competency Name
BSBPEF301	Organise personal work priorities
BSBXCM301	Engage in workplace
BSBPEF302	Develop self-awareness
BSBTWK301	Use inclusive work practices
BSBWHS311	Assist with maintaining workplace safety
BSBPEF201	Support personal wellbeing in the workplace
BSBTEC302	Design and produce spreadsheets
BSBCRT311	Apply critical thinking skills in a team environment
BSBOPS304	Deliver and monitor a service to customers
BSBTEC301	Design and produce business documents
SIRXPK001	Advise on products and services
BSBOPS305	Process customer complaints
BSBSUS211	Participate in sustainable work practices

Where can BSB30120 Certificate III in Business lead?

- Accounts Clerk
- Accounts Payable Clerk
- General Clerk
- Junior Personal Assistant
- Office Assistant
- Receptionist
- Word Processor

Assessment

Assessment is competency based and completed in a simulated business environment. Units of competency are clustered and assessed in this way to replicate as close as possible what occurs in a business office. Assessment techniques include:

- Observation
- Folios of work
- Questioning
- Projects
- Written and practical tasks

Partnership

This qualification is delivered by Marymount College on behalf of Prestige Service Training. A Marymount College teacher will deliver the training on site at Marymount College.

Prestige Service Training
RTO Number 31981
Southport Central, Building 3G, Level 4,
27 Garden Street, Southport, QLD 4215
Ph: 1300 368 097

RTO Obligation

Students will be provided with every opportunity to complete the qualification.

- We do not guarantee employment upon completion of this qualification.
- Students who are deemed competent in all 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.

Funding

Certificate III course are not eligible to access Vocational Education & Training in schools (VETiS) funding.

VETiS is funded through Queensland Government.

For more information on VETiS see page 83 in this guide.

QCE Credits: 8 QCE (credits may apply for partial completion)

2024 Fee for Service: tba

2023 Fee for Service: \$200 per annum charged at \$50 per term

Course Duration: 2 years

BSB50120 Diploma of Business

VOCATIONAL EDUCATION & TRAINING (VET) COURSE

Want to graduate school with real world skills? Managing finances, marketing and recruitment processes. The BSB50120 Diploma of Business opens the door to endless career opportunities.

It is a highly regarded, nationally recognised qualification that may increase students skills, knowledge and employability - all before they finish school! Prestige Service Training's qualified trainers, all with current industry experience, will mentor students through their journey with face to face lessons every week, and extra tutorial support if and when required.

What do students learn?

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

Competency	Competency Name
BSBCMM411	Make Presentations
BSBXCM501	Lead Communication in the Workplace
BSBPEF501	Manage Personal and Professional Development
BSBSUS511	Develop workplace policies and procedures for sustainability
BSBMKG541	Identify and Evaluate Marketing Opportunities
BSBFIN501	Manage Budgets and Financial Plans
BSBOPSS01	Manage Business Resources
BSBHRM525	Manage Recruitment and onboarding
BSBPMG430	Undertake Project Work
BSBOPSS04	Manage Business Risk
BSBCRT511	Develop Critical thinking in others
BSBSTR502	Facilitate Continuous Improvement

Where can BSB50120 Diploma of Business lead?

- Bachelor of Business
- Administration
- Accounting
- Marketing
- Retail
- Human Resources
- Banking and Finance

Assessment

Assessment is competency based and completed in a simulated business environment. Units of competency are clustered and assessed in this way to replicate as close as possible what occurs in a business office. Assessment techniques include:

Observation

- Folios of work
- Questioning
- Projects
- Written and practical tasks

Partnership

This qualification is delivered by a Prestige Services Trainer on site at Marymount College. Some lessons will be delivered by a Marymount College teacher.

Prestige Service Training
RTO Number 31981
Southport Central, Building 3G, Level 4,
27 Garden Street, Southport, QLD 4215
Ph: 1300 368 097

Delivery: Diploma class will be included on a timetabled line if student numbers permit. If student numbers are below the minimum, the class will run during Thursday sport time.

RTO Obligation

Students will be provided with every opportunity to complete the qualification.

- We do not guarantee employment upon completion of this qualification.
- Students who are deemed competent in all 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.

Funding

Certificate III course are not eligible to access Vocational Education & Training in schools (VETiS) funding.

VETiS is funded through Queensland Government.

For more information on VETiS see page 83 in this guide.

Recommendations

The BSB50120 Diploma Business allows students to experience a Tertiary level course while still at secondary school.

It comes with high expectations of academic ability and business acumen.

C in Year 10 English

Subject to a successful application process.

QCE Credits: 8 (credits may apply for partial completion)

2024 Fee for Service: \$2,599 charged directly to families by the RTO

- Payable over 18 months with payment plans available.
- Prestige Service Training do not collect more than \$1500 at any one time.
- Students will not be able to use VETiS funding for this course.

Course Duration: 18 months



Languages

→ People who speak more than one language have improved memory, problem-solving and critical-thinking skills, enhanced concentration, ability to multitask and better listening skills.



Amy Thompson

2018 COLLEGE CAPTAIN. LAW CLERK
Subjects studied in Year 11 and 12

English, Mathematics B, Study of Religion (SOR), French, Chemistry and Drama. I chose these subjects because at the time, I didn't know what I wanted to do after high school. I therefore selected a broad range of subjects that both interested me and gave me a wide variety of skills.

Since leaving Marymount...

I have worked towards the completion of a Bachelor of Laws and a Bachelor of Communications at Bond University. I have also been professionally employed as a Law Clerk for one of Australia's top-tier law firms—MinterEllison. Further, I have volunteered as a manager for 180 Degrees Consulting, whereby I have provided consulting services to major not-for-profit organisations.

French

GENERAL SENIOR SUBJECT

French provides students with the opportunity to reflect on their understanding of the French language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages.

Objectives

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

- Comprehend French to understand information, ideas, opinions and experiences
- Identify tone, purpose, context and audience to infer meaning, values and attitudes
- Analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives
- Apply knowledge of French language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions
- Structure, sequence and synthesise information to justify opinions, ideas and perspectives
- Use strategies to maintain communication and exchange meaning in French.

Studying French supports:

- business
- hospitality
- law
- science
- technology
- sociology
- education.

Assessment

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

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

Unit 1	Unit 2	Unit 3	Unit 4
Ma vie My world <ul style="list-style-type: none"> • Family/carers and friends • Lifestyle and leisure • Education 	L'exploration du monde Exploring our world <ul style="list-style-type: none"> • Travel • Technology and media • The contribution of French culture to the world 	Notre société Our society <ul style="list-style-type: none"> • Roles and relationships • Socialising and connecting with my peers • Groups in society 	Mon avenir My future <ul style="list-style-type: none"> • Finishing secondary school, plans and reflections • Responsibilities and moving on

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination – short response	15%	Summative internal assessment 3 (IA3): • Extended response	30%
Summative internal assessment 2 (IA2): • Examination – combination response	30%	Summative external assessment (EA): • Examination – combination response	25%

Partnership

This qualification is delivered online by Cairns School of Distance Education.

Model of Delivery

When students enrol in a Cairns School of Distance course, it becomes part of their school timetable, and they have specific time scheduled for the subject, just like all their other subjects.

Recommendations

C Year 10 English

QCE Credits: 4 (Based on 4 semesters of study at SA or higher)

2024 Levy: \$1508 per year

Japanese

GENERAL SENIOR SUBJECT

Japanese provides students with the opportunity to reflect on their understanding of the Japanese language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Students participate in a range of interactions in which they exchange meaning, develop intercultural understanding and become active participants in understanding and constructing written, spoken and visual texts.

Students communicate with people from Japanese-speaking communities to understand the purpose and nature of language and to gain understanding of linguistic structures. They acquire language in social and cultural settings and communicate across a range of contexts for a variety of purposes.

Students experience and evaluate a range of different text types; reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions; and create texts for a range of contexts, purposes and audiences.

Objectives

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

- comprehend Japanese to understand information, ideas, opinions and experiences
- identify tone, purpose, context and audience to infer meaning, values and attitudes
- analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives
- apply knowledge of Japanese language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions
- structure, sequence and synthesise information to justify opinions, ideas and perspectives
- use strategies to maintain communication and exchange meaning in Japanese.

Pathways

- A course of study in Japanese can establish a basis for further education and employment in many professions and industries, particularly those where the knowledge of an additional language and the intercultural understanding it encompasses could be of value, such as business, hospitality, law, science, technology, sociology and education.

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4, students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A-E).

Unit 1	Unit 2	Unit 3	Unit 4
私の暮らし My world <ul style="list-style-type: none"> • Family/carers and friends • Lifestyle and leisure • Education 	私達のまわり Exploring our world <ul style="list-style-type: none"> • Travel • Technology and media • The contribution of Japanese culture to the world 	私達の社会 Our society <ul style="list-style-type: none"> • Roles and relationships • Socialising and connecting with my peers • Groups in society 	私の将来 My future <ul style="list-style-type: none"> • Finishing secondary school, plans and reflections • Responsibilities and moving on

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination – short response	15%	Summative internal assessment 3 (IA3): • Extended response	30%
Summative internal assessment 2 (IA2): • Examination – combination response	30%	Summative external assessment (EA): • Examination – combination response	25%

Partnership

This qualification is delivered online by FisherONE Online Education.
St John Fisher College
John Fisher Drive, Bracken Ridge 4017
3269 8188
FisherONE@bne.catholic.edu.au
www.stjohnfishercollege.qld.edu.au

Model of Delivery

When students enrol in a FisherONE course, it becomes part of their school timetable, and they have specific time scheduled for the subject, just like all their other subjects.

The FisherONE model of delivery works on the assignment of weekly modules. Students are expected to engage in independent learning tasks and live online lessons. Microsoft 365, and Teams are the main point of delivery.

Recommendations

C Year 10 English and satisfactory completion of entrance test

QCE Credits: 4 (Based on 4 semesters of study at SA or higher)

2024 Levy: \$950* The cost of a single subject enrolment for each pair of units (Units 1/2 and Units 3/4)

*This includes a \$150 non-refundable enrolment fee, payable upon acceptance of enrolment. The balance of fees will be charged in Week 4 of Term 1 each year; new enrolments that withdraw before the end of Week 3 will not be charged.

→ Mathematics

Marymount College offers four Mathematics subjects to meet the needs of most students.

- Essential Mathematics
- General Mathematics
- Mathematical Methods
- Specialist Mathematics

Jackson Lake

2019 SCHOOL CAPTAIN. MEDICAL STUDENT. ANATOMY TUTOR. EMERGENCY MEDICINE SCRIBE

At Marymount College I studied...

Maths B, Maths C, Physics, Chemistry, English, and Study of Religion.

Since leaving school I have...

Over the past four years I have been studying Medicine at Griffith University. I completed a Bachelor of Medical Science in 2021, and have since advanced to the postgraduate Doctor of Medicine program. I am loving what I do. I will graduate in 2025 and be a doctor.

As an adjunct to this I am teaching anatomy for the School of Medicine and Dentistry at Griffith and I am working in a private medical clinic as an emergency medicine scribe for the emergency doctors. These areas of work are essential experience for me to grow my medical knowledge and confidence.

I chose this field because...

you have the capacity to be an expert in your speciality area, whilst also benefiting your patients greatly from the knowledge and skills you have developed over time. This type of work is very rewarding and satisfying, as you can look back on your day and clearly see the benefits of your work for others.

My job involves...

Being a medical student involves a considerable amount of work and dedication to learning vast amounts of content in small periods of time. Moreover it involves being empathetic and a great communicator both for your team members and your future patients. Anatomy teaching consists of tutoring first year medical students on cadaveric anatomy in the Griffith University anatomy labs. Emergency medicine scribing is the casual job I have for 10-12 hours of work per week. I shadow the emergency doctors and take notes about their interactions with the patient for their medical records. Moreover, I order scans and blood tests, and then assist where necessary in procedures for lacerations and other injuries.

In five years, I hope to...

be a Principal House Officer (PHO) in the hospital. I plan to be working in Sydney by this time. A PHO is the final step before pre-specialty doctors begin their speciality training through a college. I have more of an interest in the surgical areas, so during these next five years I'll be working on improving my specialty application and fostering surgical skills in the hospital and through other opportunities.

My advice to students is...

Ultimately, do what interests you. There is something for everyone regardless of how niche or specific your interests are. Even if what you are interested in doesn't quite exist yet, who's to say it won't in 10 years time - or perhaps that you will bring it into existence!



General Mathematics

GENERAL SENIOR SUBJECT

General Mathematics' (formerly Maths A) 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 nonlinear 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.

Objectives

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

- Select, recall and use facts, rules, definitions and procedures drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices
- Comprehend mathematical concepts and techniques drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices
- Communicate using mathematical, statistical and everyday language and conventions
- Evaluate the reasonableness of solutions
- Justify procedures and decisions by explaining mathematical reasoning
- Solve problems by applying mathematical concepts and techniques drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices.

Studying General Mathematics can lead to:

- business
- commerce
- education
- finance
- IT
- social science
- the arts.

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Problem-solving and modelling task	20%	Summative internal assessment 3 (IA3): • Examination	15%
Summative internal assessment 2 (IA2): • Examination	15%		
Summative external assessment (EA): 50% • Examination			

Recommendations

C Year 10 English and C+ Year 10 Mathematics

QCE Credits: 4 (Based on 4 semesters of study at SA or higher)

2024 Levy: Nil

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

Mathematical Methods

GENERAL SENIOR SUBJECT

Mathematical Methods' (formerly Maths B) major domains are Algebra, Functions, relations and their graphs, Calculus and Statistics.

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

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

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

Objectives

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

- Select, recall and use facts, rules, definitions and procedures drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics
- Comprehend mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics
- Communicate using mathematical, statistical and everyday language and conventions
- Evaluate the reasonableness of solutions
- Justify procedures and decisions by explaining mathematical reasoning
- Solve problems by applying mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics.

Studying Mathematical Methods can lead to:

- 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.

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Problem-solving and modelling task	20%	Summative internal assessment 3 (IA3): • Examination	15%
Summative internal assessment 2 (IA2): • Examination	15%		
Summative external assessment (EA): 50% • Examination			

Recommendations

C Year 10 English and B Year 10 Mathematics

QCE Credits: 4 (Based on 4 semesters of study at SA or higher)

2024 Levy: Nil

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



Mr Brandon Pettis

CURRICULUM LEADER—MATHEMATICS

The Mathematics Department works with students at Marymount College to develop their love of mathematics and improve their mathematical skills and abilities.

The teachers in this department are committed, professional, and have high standards. I have been a teacher for 10 years, just joining Marymount College at the start of 2022.

I followed an unconventional path of studying through Engineering, Mathematics, Statistics, and Education Research before eventually finding my way to teaching.

The greatest enjoyment of my professional life has been to provide the opportunity for each student to fulfil their potential and to find some joy in the learning of mathematics.

Specialist Mathematics

GENERAL SENIOR SUBJECT

Specialist Mathematics' (formerly Maths C) 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.

Objectives

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

- Select, recall and use facts, rules, definitions and procedures drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus
- Comprehend mathematical concepts and techniques drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus
- Communicate using mathematical, statistical and everyday language and conventions
- Evaluate the reasonableness of solutions
- Justify procedures and decisions, and prove propositions by explaining mathematical reasoning
- Solve problems by applying mathematical concepts and techniques drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus.

Studying Specialist Mathematics can lead to:

- science
- all branches of mathematics and statistics
- computer science
- medicine
- engineering
- finance
- economics.

Unit 1	Unit 2	Unit 3	Unit 4
Combinatorics, vectors and proof <ul style="list-style-type: none"> • Combinatorics • Vectors in the plane • Introduction to proof 	Complex numbers, trigonometry, functions and matrices <ul style="list-style-type: none"> • Complex numbers 1 • Trigonometry and functions • Matrices 	Mathematical induction, and further vectors, matrices and complex numbers <ul style="list-style-type: none"> • Proof by mathematical induction • Vectors and matrices • Complex numbers 2 	Further statistical and calculus inference <ul style="list-style-type: none"> • Integration and applications of integration • Rates of change and differential equations • Statistical inference

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Problem-solving and modelling task	20%	Summative internal assessment 3 (IA3): • Examination	15%
Summative internal assessment 2 (IA2): • Examination	15%		
Summative external assessment (EA): 50% • Examination			

Recommendations

C Year 10 English and B+ Year 10 Mathematics

QCE Credits: 4 (Based on 4 semesters of study at SA or higher)

2024 Levy: Nil

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.

Objectives

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

- Select, recall and use facts, rules, definitions and procedures drawn from Number, Data, Location and time, Measurement and Finance
- Comprehend mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance
- Communicate using mathematical, statistical and everyday language and conventions
- Evaluate the reasonableness of solutions
- Justify procedures and decisions by explaining mathematical reasoning
- Solve problems by applying mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance.

Studying Essential Mathematics can lead to:

- trade
- industry
- business
- community services.

Unit 1	Unit 2	Unit 3	Unit 4
Number, data and graphs <ul style="list-style-type: none"> • Fundamental topic: Calculations • Number • Representing data • Graphs 	Money, travel and data <ul style="list-style-type: none"> • Fundamental topic: Calculations • Managing money • Time and motion • Data collection 	Measurement, scales and data <ul style="list-style-type: none"> • Fundamental topic: Calculations • Measurement • Scales, plans and models • Summarising and comparing data 	Graphs, chance and loans <ul style="list-style-type: none"> • Fundamental topic: Calculations • Bivariate graphs • Probability and relative frequencies • Loans and compound interest

Assessment

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

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

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> • Problem-solving and modelling task 	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Problem-solving and modelling task
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Common internal assessment (CIA) 	Summative internal assessment (IA4): <ul style="list-style-type: none"> • Examination

Recommendations

Nil

QCE Credits: 4 (Based on 4 semesters of study at SA or higher)

2024 Levy: Nil

Science



A course of study in Science sees you open up a world of possibilities not limited to Physics, Chemistry, Biology, Agriculture, Psychology, or Marine Science as Science is entrenched in every aspect of life, environment, industry and business.

Bailey Sewell

PSYCHOLOGY STUDENT BOND UNIVERSITY

Subjects studied during Year 11 & 12:

Psychology, Chemistry, Maths Methods, Study of Religion, General English & PE

I chose these subjects because they reflected my interests and strengths at the time of selection.

Since leaving school...

I have almost completed my undergraduate degree in Psychological Science with a Distinction average at Bond University. I also play 1st Grade Queensland Premier Cricket for the Gold Coast Dolphins and work part-time as a night fill member at Coles.

I chose this field because...

it is what I feel is the most fulfilling work that I can do as a member of society. I thoroughly enjoy learning and applying that knowledge to help people who live with psychological disorders. I cannot wait to be a registered clinical psychologist and begin assisting those in the community with my tertiary education.

In five years, I hope to...

have completed my Honours and Master's in Clinical Psychology degrees and have begun practising as a clinical psychologist.

My best advice to students at Marymount College is...

Prioritising self-care and making time for activities that you enjoy can make the schooling process more enjoyable, rewarding, and fruitful.

Embrace your individuality; don't be afraid to be yourself. Practising good time management and study habits goes a long way in optimising academic achievement.



GENERAL SENIOR SUBJECT

Agricultural Science is an interdisciplinary science subject suited to students who are interested in the application of science in a real-world context. They understand the importance of using science to predict possible effects of human and other activity, and to develop management plans or alternative technologies that minimise these effects and provide for a more sustainable future. Urban communities are now less connected with rural Australia than they have ever been. More than ever, Australia is in need of people who understand where food and other necessities of life come from and how they are produced. The primary industries sector of the Australian economy is facing many challenges, and the ability of Australia to meet these challenges depends on a well-informed community and highly skilled people working in all sectors of primary industries.

Agricultural Science provides opportunities for students to engage with agricultural production systems as they constantly adapt to meet the changing needs of society. As human activities and resource demands increase and diversify, agricultural scientists, managers and producers encounter opportunities and challenges associated with the sustainable management of resources and production of food and fibre.

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

Objectives

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

- Describe and explain scientific concepts, theories, models and systems and their limitations
- Apply understanding of scientific concepts, theories, models and systems within their limitations
- Analyse evidence
- Interpret evidence
- Investigate phenomena
- Evaluate processes, claims and conclusions
- Communicate understandings, findings, arguments and conclusions.

Studying Agricultural Science can lead to:

- agriculture
- horticulture
- agronomy
- ecology
- food technology

- aquaculture
- veterinary science
- equine science
- environmental science
- natural resource management
- wildlife
- conservation
- ecotourism
- biotechnology
- business
- marketing
- education and literacy
- research and development.

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Data test	10%	Summative internal assessment 3 (IA3): • Research investigation	20%
Summative internal assessment 2 (IA2): • Student experiment	20%		

Recommendations

C Year 10 English and C Year 10 Science

QCE Credits: 4 (Based on 4 semesters of study at SA or higher)

2024 Levy: Nil

Unit 1	Unit 2	Unit 3	Unit 4
Agricultural systems <ul style="list-style-type: none"> • Plant and animal science required to understand agricultural systems, their interactions and their components. 	Resources <ul style="list-style-type: none"> • Resources and their use and management in agricultural enterprises, the implications of using and consuming these resources, and associated management approaches. 	Agricultural production <ul style="list-style-type: none"> • Agricultural production systems are managed through an understanding of plant and animal physiology, and how they can be manipulated to ensure productivity and sustainability. 	Agricultural management <ul style="list-style-type: none"> • Environmental, social and financial factors can be used to evaluate production systems, and how research and innovation can be used and managed to improve food and fibre production.



Mr Chris Larkin

AGRICULTURAL SCIENCE TEACHER

Teaching Agricultural Science in an urban setting has been a passion of mine since moving to the Gold Coast nearly 30 years ago.

Studying a Bachelor of Agricultural Science (UQ) and a Graduate Diploma in Sustainable Agriculture (UNE) has given me a strong foundation to become a leader in Queensland Agricultural Education and in my role as a Lead Assessor with the QCAA.

Experiences gained in the classroom and field learning centres in both rural and urban schools, as well as time teaching in the United States and England, have helped me prepare students for university as well as develop a keen interest in environmental stewardship.

Agricultural Science students at Marymount College meet passionate producers who display a diverse range of skills. My students enjoy being able to connect the theory they learn with practice gained from investigations carried out with animals and plants.

GENERAL SENIOR SUBJECT

Biology provides opportunities for students to engage with living systems.

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

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

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

Objectives

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

- Describe and explain scientific concepts, theories, models and systems and their limitations
- Apply understanding of scientific concepts, theories, models and systems within their limitations
- Analyse evidence
- Interpret evidence
- Investigate phenomena
- Evaluate processes, claims and conclusions
- Communicate understandings, findings, arguments and conclusions

Studying Biology can lead to:

- medicine
- forensics
- veterinary
- food and marine sciences
- agriculture
- biotechnology
- environmental rehabilitation
- biosecurity
- quarantine
- conservation
- sustainability.

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Data test	10%	Summative internal assessment 3 (IA3): • Research investigation	20%
Summative internal assessment 2 (IA2): • Student experiment	20%		
Summative external assessment (EA): 50% • Examination			

Recommendations

C Year 10 English and C+ Year 10 Science

QCE Credits: 4 (Based on 4 semesters of study at SA or higher)

2024 Levy: Nil

Unit 1	Unit 2	Unit 3	Unit 4
Cells and multicellular organisms <ul style="list-style-type: none"> • Cells as the basis of life • Multicellular organisms 	Maintaining the internal environment <ul style="list-style-type: none"> • Homeostasis • Infectious diseases 	Biodiversity and the inter connectedness of life <ul style="list-style-type: none"> • Describing biodiversity • Ecosystem dynamics 	Heredity and continuity of life <ul style="list-style-type: none"> • DNA, genes and the continuity of life • Continuity of life on Earth



Ms Kristina Baker

CURRICULUM LEADER-SCIENCE

Marymount College Science department creates opportunities for students to develop and explore their passions. We are proudly one of few schools in Queensland to offer such a diverse range of senior sciences. I am honoured to lead a team of experienced, talented and dedicated, specialty Science teachers who are passionate about inspiring future generations—believing that the sky is the limit!

Long before being Head of Science at Marymount College, I had a love of learning for Science, intrigued that it is forever changing. This thirst for knowledge, led me to study Biomedical Science, followed by a Diploma of Education which has permitted me to inspire students in the wonder that is Science for 15 years.

The greatest joys of my professional career have been helping spark and nurture students love of learning in Science, helping them embrace and learn about the wonderful world around them, whilst achieving to their potential. Science at Marymount aims to enrich student learning by offering immersive science opportunities and guiding them to accomplish great things, leading to being the school to beat in all Science competitions!

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

Students study atomic theory, chemical bonding, and the structure and properties of elements and compounds. They explore intermolecular forces, gases, aqueous solutions, acidity and rates of reaction. Equilibrium processes, particularly acid/base interactions and redox reactions, and their impact on industrial processes are investigated. Finally, organic chemistry is explored through the lens of synthesis and design to examine the characteristic properties and reactions displayed by different classes of carbon based compounds.

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

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

Objectives

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

- Describe and explain scientific concepts, theories, models and systems and their limitations
- Apply understanding of scientific concepts, theories, models and systems within their limitations
- Analyse evidence
- Interpret evidence
- Investigate phenomena
- Evaluate processes, claims and conclusions
- Communicate understandings, findings, arguments and conclusions.

Studying Chemistry can lead to:

- forensic science
- environmental science
- engineering
- medicine
- pharmacy
- sports science.

Unit 1	Unit 2	Unit 3	Unit 4
Chemical fundamentals – structure, properties and reactions <ul style="list-style-type: none"> • Properties and structure of atoms • Properties and structure of materials • Chemical reactions – reactants, products and energy change 	Molecular interactions and reactions <ul style="list-style-type: none"> • Intermolecular forces and gases • Aqueous solutions and acidity • Rates of chemical reactions 	Equilibrium, acids and redox reactions <ul style="list-style-type: none"> • Chemical equilibrium systems • Oxidation and reduction • Structure, synthesis and design • Properties and structure of organic materials 	Structure, synthesis and design <ul style="list-style-type: none"> • Properties and structure of organic materials • Chemical synthesis and design

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Data test	10%	Summative internal assessment 3 (IA3): • Research investigation	20%
Summative internal assessment 2 (IA2): • Student experiment	20%		
Summative external assessment (EA): 50% • Examination			

Recommendations

C Year 10 English and B- Year 10 Mathematics and C+ Year 10 Science

QCE Credits: 4 (Based on 4 semesters of study at SA or higher)

2024 Levy: Nil

Marine Science provides opportunities for students to study an interdisciplinary science focusing on marine environments and the consequences of human influences on ocean resources. It is designed to foster a sense of wonder and curiosity about the complexity of marine life and a respect for all living things and the environment to cultivate a sense of global stewardship. Students develop their understanding of oceanography. They engage with the concept of marine biology. They study coral reef ecology, changes to the reef and the connectivity between marine systems. This knowledge is linked with ocean issues and resource management where students apply knowledge to consider the future of our oceans and techniques for managing fisheries.

Students will develop an understanding of major marine science concepts, theories and models related to marine systems at all scales, from species to ecosystem. The ability to plan and carry out fieldwork, laboratory and other research investigations, including the collection and analysis of evidence will be taught. Investigative skills in the real environment will be used to evaluate environmental issues and their potential to affect the fragility of marine environments. An understanding of how marine systems interact and are interrelated will evolve including the flow of matter and energy through and between these systems, and the processes by which they persist and change. Students will learn to interpret scientific evidence to make judgments and decisions about the effective management of the marine environment.

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

Objectives

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

- Describe and explain scientific concepts, theories, models and systems and their limitations
- Apply understanding of scientific concepts, theories, models and systems within their limitations
- Analyse evidence
- Interpret evidence
- Investigate phenomena
- Evaluate processes, claims and conclusions
- Communicate understandings, findings, arguments and conclusions.

Studying Marine Science can lead to:

- marine sciences
- biotechnology
- aquaculture
- environmental rehabilitation
- biosecurity
- quarantine
- conservation
- sustainability.

Unit 1	Unit 2	Unit 3	Unit 4
Oceanography <ul style="list-style-type: none"> • An ocean planet • The dynamic shore 	Marine biology <ul style="list-style-type: none"> • Marine ecology and biodiversity • Marine environmental management 	Marine systems – connections and change <ul style="list-style-type: none"> • The reef and beyond • Changes on the reef 	Ocean issues and resource management <ul style="list-style-type: none"> • Oceans of the future • Managing fisheries

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Data test	10%	Summative internal assessment 3 (IA3): • Research investigation	20%
Summative internal assessment 2 (IA2): • Student experiment	20%		
Summative external assessment (EA): 50% • Examination			

Recommendations

C Year 10 English and C+ Year 10 Science

QCE Credits: 4 (Based on 4 semesters of study at SA or higher)

2023 Levy: \$280 per annum charged at \$70 per term

2024 Levy: TBA

Please note the levy does not cover the full cost of the camp to North Keppel island in Year 12. Additional contributions towards the airfares will be specified at the time.

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

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

Students develop an appreciation of the contribution physics makes to society: understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action; and that matter and energy interact in physical systems across a range of scales. They understand how models and theories are refined, and new ones developed in physics; investigate phenomena and solve problems; collect and analyse data; and interpret evidence. Students use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims; and communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

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

Objectives

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

- Describe and explain scientific concepts, theories, models and systems and their limitations
- Apply understanding of scientific concepts, theories, models and systems within their limitations
- Analyse evidence
- Interpret evidence
- Investigate phenomena
- Evaluate processes, claims and conclusions
- Communicate understandings, findings, arguments and conclusions.

Studying Physics can lead to:

- science
- engineering
- medicine
- technology.

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Data test	10%	Summative internal assessment 3 (IA3): • Research investigation	20%
Summative internal assessment 2 (IA2): • Student experiment	20%		
Summative external assessment (EA): 50% • Examination			

Recommendations

C Year 10 English and B- Year 10 Mathematics and C+ Year 10 Science

QCE Credits: 4 (Based on 4 semesters of study at SA or higher)

2024 Levy: Nil

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



Mrs Trena Steele

ASSISTANT CURRICULUM LEADER-SCIENCE

After finishing a Science degree at the University of Calgary, I took a job working for the Alberta Government testing samples in a laboratory. During this time, I volunteered at Notre Dame High School and discovered that teaching better suited my personality and enthusiasm for learning. I returned to University and completed an Education Degree.

As the Science Coordinator at Marymount, part of my role is to assist the Science Head of Department, Kristina Baker, with the science curriculum for Years 7-9. I love teaching Science because it is an engaging subject that provides the opportunity for students to explore the world around them. Students gain knowledge through lab experiments, field trips, guest speakers, mixed media materials and computer research, making Science well suited to young active curious minds.

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

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

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

Objectives

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

- Describe and explain scientific concepts, theories, models and systems and their limitations
- Apply understanding of scientific concepts, theories, models and systems within their limitations
- Analyse evidence
- Interpret evidence
- Investigate phenomena
- Evaluate processes, claims and conclusions
- Communicates understandings, findings, arguments and conclusions.

Studying Psychology can lead to:

- psychology
- sales
- human resourcing
- training
- social work
- health
- law
- business
- marketing
- education.

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



Mrs Emma Ballester

PSYCHOLOGY TEACHER

I completed a Bachelor of Psychology at Griffith University and worked with Queensland's most vulnerable children for ten years.

I later moved into the field of Education where I feel privileged to share my passion for Psychology with students, in this ever-growing field. It is a gift to watch students develop an understanding of how their brain works and explore how and why people engage in the world around them, in particular ways.

Since the inception of Psychology at Marymount College in 2020, students have gone on to pursue various studies in the field.

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Data test	10%	Summative internal assessment 3 (IA3): • Research investigation	20%
Summative internal assessment 2 (IA2): • Student experiment	20%		
Summative external assessment (EA): 50% • Examination			

Recommendations

C Year 10 English and C+ Year 10 Science

QCE Credits: 4 (Based on 4 semesters of study at SA or higher)

2024 Levy: Nil

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

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

Students have opportunities to learn in, through and about aquatic workplaces, events and other related activities. Additional learning links to an understanding of the employment, study and recreational opportunities associated with communities who visit, live or work on and around our waterways.

Objectives

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

- Describe concepts and ideas in aquatic contexts
- Explain concepts and ideas in aquatic contexts
- Demonstrate skills in aquatic contexts
- Analyse information, situations and relationships in aquatic contexts
- Apply knowledge, understanding and skills in aquatic contexts
- Use language conventions and features appropriate to aquatic contexts to communicate ideas and information, according to purpose
- Generate plans and procedures for activities in aquatic contexts
- Evaluate the safety and effectiveness of activities in aquatic contexts
- Make recommendations for activities in aquatic contexts.

Studying Aquatic Practices can lead to:

- aquaculture
- fishing
- recreation
- tourism.

Assessment

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

The Aquatic Practices course is designed around:

- The four areas of study with the core topics for 'Safety and management practices' embedded in each of the four areas of study
- Schools determine whether to include elective topics in a course of study.

Areas of Study	Core topics	Elective topics
Environmental	<ul style="list-style-type: none"> • Environmental conditions • Ecosystems • Conservation & sustainability 	Citizen science
Recreational	<ul style="list-style-type: none"> • Entering the aquatic environment 	<ul style="list-style-type: none"> • Aquatic activities
Commercial	<ul style="list-style-type: none"> • Employment 	<ul style="list-style-type: none"> • Aquaculture, aquaponics and aquariums • Boat building and marine engineering
Cultural	<ul style="list-style-type: none"> • Cultural understandings 	<ul style="list-style-type: none"> • Historical understandings
Safety and management practices	<ul style="list-style-type: none"> • Legislation, rules and regulations for aquatic environments • Equipment maintenance and operations • First aid and safety • Management practices 	

Recommendations

Students who choose four General Subjects or more cannot choose Aquatic Practices.

QCE Credits: 4 (Based on 4 semesters of study at SA or higher)

2023 Levy: \$280 per annum charged at \$70 per term

2024 Levy: TBA

Project	Investigation	Extended response	Examination	Performance
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.	A technique that assesses physical demonstrations as outcomes of applying a range of cognitive, technical and physical skills.
At least two different components from the following: <ul style="list-style-type: none"> • Written: 500-900 words • Spoken: 2-3 minutes • Multimodal: 3-6 minutes • Performance: continuous class time • Product: continuous class time. 	Presented in one of the following modes: <ul style="list-style-type: none"> • Written: 600-1000 words • Spoken: 3-4 minutes • Multimodal: 4-7 minutes. 	Presented in one of the following modes: <ul style="list-style-type: none"> • Written: 600-1000 words • Spoken: 3-4 minutes • Multimodal: 4-7 minutes. 	<ul style="list-style-type: none"> • 60-90 minutes • 50-250 words per item 	<ul style="list-style-type: none"> • Performance: continuous class time to develop and practice the performance.

Digital Technologies

→ The digital technologies curriculum enables students to become confident and creative developers of digital solutions through the application of information systems and specific ways of thinking about problem-solving.

Luke Harrison

CONSULTANT AT DELIOTTE

Subjects studied during Year 11 and 12

Information Processing and Technology, Physics, Maths B, Maths C, English, Religion and Ethics.

From Year 8 through to Year 10 I tried a lot of different subjects and I found I had the most success when I was studying the things I enjoyed. I focussed on choosing the subjects I wanted to do and let them lead me to a career.

Since leaving school I have...

Studied Electrical and Biomedical Engineering and started my thesis project on Explainable AI in Medical Imaging with a UQ Researcher as my supervisor.

My studies have involved lots of programming using different languages for different purposes. I've created devices like a musical keyboard, an electrocardiogram and a multimeter all from scratch. I've studied Machine Learning and Computer Vision and adapted Google AI research for my thesis project. After completing my degree I am now in the Graduate Program at

I chose this field because...

It involved all the subjects that I enjoyed studying at school. I get to study Physics, Maths and Programming by completing projects with like-minded students.

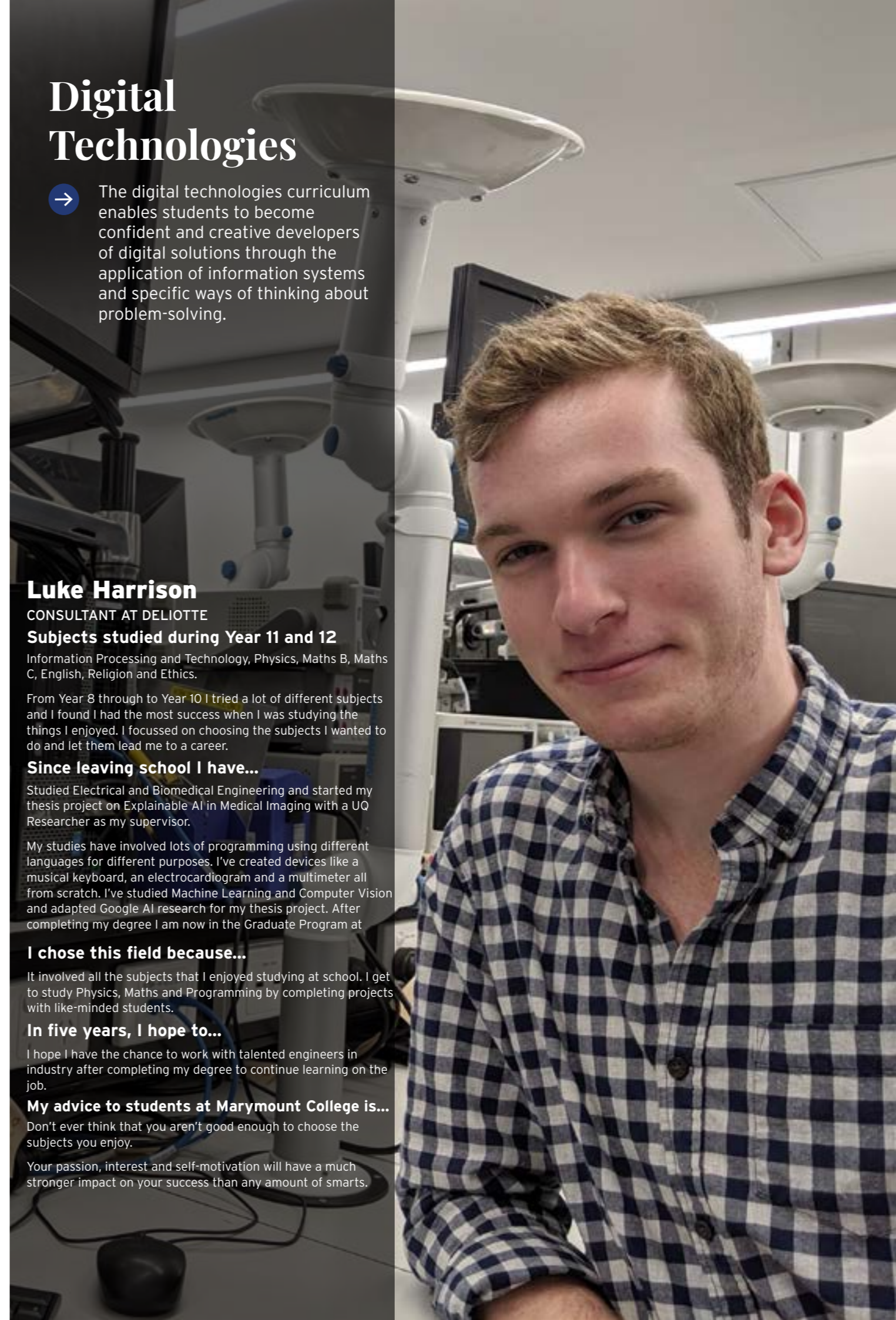
In five years, I hope to...

I hope I have the chance to work with talented engineers in industry after completing my degree to continue learning on the job.

My advice to students at Marymount College is...

Don't ever think that you aren't good enough to choose the subjects you enjoy.

Your passion, interest and self-motivation will have a much stronger impact on your success than any amount of smarts.



Digital Solutions enables students to learn about algorithms, computer languages and user interfaces through generating digital solutions to problems. Students engage with data, information and applications to create digital solutions that filter and present data in timely and efficient ways while understanding the need to encrypt and protect data. They understand computing's personal, local and global impact, and the issues associated with the ethical integration of technology into our daily lives.

Students use problem-based learning to write computer programs to create digital solutions that: use data; require interactions with users and within systems; and affect people, the economy and environments. They develop solutions using combinations of readily available hardware and software development environments, code libraries or specific instructions provided through programming.

Students create, construct and repurpose solutions that are relevant in a world where data and digital realms are transforming entertainment, education, business, manufacturing and many other industries.

Objectives

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

- Recognise and describe elements, components, principles and processes
- Symbolise and explain information, ideas and interrelationships
- Analyse problems and information
- Determine solution requirements and criteria
- Synthesise information and ideas to determine possible digital solutions
- Generate components of the digital solution
- Evaluate impacts, components and solutions against criteria to make refinements and justified recommendations
- Make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Studying Digital Solutions can lead to:

- Engineering (software, communication, electronic, aerospace, data, mechatronics)
- Data analysis
- Cybersecurity
- Software programming
- Robotics
- Aerospace
- Game development
- Web development

Unit 1	Unit 2	Unit 3	Unit 4
<p>Creating with code</p> <ul style="list-style-type: none"> • Understanding digital problems • User experiences and interfaces • Algorithms and programming techniques • Programmed solutions 	<p>Application and data solutions</p> <ul style="list-style-type: none"> • Data-driven problems and solution requirements • Data and programming techniques • Prototype data solutions 	<p>Digital innovation</p> <ul style="list-style-type: none"> • Interactions between users, data and digital systems • Real-world problems and solution requirements • Innovative digital solutions 	<p>Digital impacts</p> <ul style="list-style-type: none"> • Digital methods for exchanging data • Complex digital data exchange problems and solution requirements • Prototype digital data exchanges



Mr Daniel Cousins

CURRICULUM LEADER-TECHNOLOGIES & ICT (ACTING)

Since obtaining a Bachelor of Information Technology majoring in Information Systems from Griffith University it has become my modus operandi at Marymount College to enable students with the capability to develop technologies of their own creation.

A famous British science fiction writer Arthur C Clarke best known for writing the novel *2001: A Space Odyssey* once wrote "Any sufficiently advanced technology is indistinguishable from magic." By introducing students to different, emerging technologies I believe it can allow them to harness and feel part of this magic.

With the rapid pace of technology adoption in our world, Marymount students of the Digital Technologies learning area will have the potential to benefit societies of the future in whatever shape they may take.

The ICT30120 Certificate III in Information Technology qualification also develops a broad set of fundamental skills as described under the Certificate II but offers further breadth through units such as introductory-level programming techniques, IP ethics and privacy of information, diagnostic testing and client service.

What do students learn?

Code	Competency Name
BSBXTW301	Work in a team
CUAANM301	Create 2D Digital Animation
ICTICT214	Operate application software packages
ICTICT215	Operate digital media technology packages
ICTICT309	Create ICT user documentation
ICTWEB304	Build simple web pages
ICTWEB305	Produce digital images for the web
BSBXCS301	Protect own personal online profile from cyber security threats
ICTSAS305	Provide ICT advice to clients
BSBXCS303	Securely manage personally identifiable information and workplace information
ICTPRG302	Apply introductory programming techniques
ICTICT313	Identify IP, ethics and privacy policies in ICT environments

Where can ICT30120 Certificate III in Information Technology lead?

The program is suitable for serious IT enthusiasts and affords meaningful insights into some of the more common specialisations so that participants can either use this base knowledge and skills to pursue a career or further study in specialist fields;

- software engineering
- gaming
- coding
- programming
- technical support
- data management
- network management
- information security and more.

Assessment

Training and assessment are via iVet's blended mode of delivery which comprises both online training and face to face classroom-based training at the school.

iVet trainers and assessors attend the school on a structured basis throughout the school year.

iVet are responsible for all training and assessment.

Partnership

This qualification is delivered by iVet for Marymount College. iVet Institute RTO 40548 admin@ivet.edu.au ivet.edu.au Ph: 1300 303 715

Delivery Location: A Marymount College teacher will deliver the training on site at Marymount College, during normal school hours as a part of the student's regular school timetable.

RTO Obligation

Students will be provided with every opportunity to complete the qualification.

- We do not guarantee employment upon completion of this qualification.
- Students who are deemed competent in all 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.
- Students are enrolled as a student with Blue Dog Training and their qualification or statement of attainment is issued by Blue Dog Training.

Funding

Certificate III course are not eligible to access Vocational Education & Training in schools (VETiS) funding.

For more information on VETiS see page 83 in this guide.

QCE Credits: 6-8 (full completion)

2024 Fee for Service: tba

2023 Fee for Service: not offered

Course Duration: 2 years

Industrial Design and Technologies



→ A course of study in Industrial Design brings engineering and design together.

Zane Jeffries

APPRENTICE CARPENTER

Subjects studied during Year 11 and 12

I studied Cert in Construction, Certificate II in Sport Coaching/Certificate III in Fitness, Business, Maths, Religion and English.

I chose these subjects because I thought they would really help me in the long run in life.

Since leaving school I have...

I am almost qualified in an apprenticeship in Carpentry.

My job involves building houses, so the framing of the house and all the other aspects of building a house. I like the hard work and enjoy doing it.

In five years, I hope to..

In my spare time, I enjoy boxing. In five years, I hope to have my own carpentry business and turn pro in boxing.

My advice to students is...

Do the work and listen because it helps when you get into the big world.

Design

GENERAL SENIOR SUBJECT

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 innovative ideas.

Students will develop an appreciation of designers and their role in society. They will learn the value of creativity and build resilience as they experience iterative design processes, where the best ideas may be the result of trial and error and a willingness to take risks and experiment with alternatives. Design equips students with highly transferrable, future-focused thinking skills relevant to a global context.

Objectives

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

- describe the features that define a design problem and design criteria .
- represent ideas using ideation sketching, schematic sketching and low-fidelity prototyping.
- analyse needs and wants.
- devise ideas using divergent thinking strategies.
- synthesise ideas to propose a design concept.
- evaluate the strengths, limitations and implications of ideas.
- make decisions to present a design brief and design proposal.

Studying Design can lead to:

- architecture
- digital media design
- fashion design
- graphic design
- industrial design
- interior design
- landscape architecture.

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4, students complete four summative assessments. The

results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A-E)insert>

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Design Challenge	15%	Summative internal assessment 3 (IA3): • Project	25%
Summative internal assessment 2 (IA2): • Project	35%	Summative external assessment (EA): • Design Challenge	25%

Recommendations

C Year 10 English

QCE Credits: 4 (Based on 4 semesters of study at SA or higher)

2024 Levy: Nil

Unit 1	Unit 2	Unit 3	Unit 4
Design in Practice Guiding questions <ul style="list-style-type: none"> • How do designers use drawing and low-fidelity prototyping skills to devise ideas? • What design processes are used by designers? • How have design styles informed contemporary design practice? 	Commercial Design Guiding questions <ul style="list-style-type: none"> • How do economics, society and culture influence designers and how do designers influence economics, culture and society? • How do designers work collaboratively to develop designs for their clients? 	Designing with Empathy Guiding questions <ul style="list-style-type: none"> • How do designers ensure their designs meet the needs and wants of people? 	Digital impacts Guiding questions <ul style="list-style-type: none"> • How are sustainable design opportunities identified? • How do designers redesign for sustainability?

CPC10120 Certificate I in Construction/CPC20220 Certificate II in Construction Pathways

VOCATIONAL EDUCATION & TRAINING (VET) COURSE

The CPC10120 Certificate I in Construction/CPC20220 Certificate II in Construction Pathways dual qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing.

The units of competency within the dual qualification cover essential work health and safety requirements, the industrial and work organisation structure, communication skills, work planning, and basic use of tools and materials and have core units of competency requirements that are required in most Certificate III qualifications. The dual qualification is built around a basic construction project unit that integrates the skills and embeds the facets of employability skills in context.

The qualification is suited to vocational education and training (VET) in Schools programs or learners with no previous connection to the construction industry or relevant employment history.

What do students learn?

Unit Code	Unit Name	CPC10120	CPC20220
CPCCWHS1001#	Prepare to work safely in the construction industry	✓	
CPCCCM2005*	Use construction tools and equipment	✓	
CPCCOM1014	Conduct workplace communication	✓	
CPCCOM2001*	Read and interpret plans and specifications	✓	
CPCCCM2004*	Handle construction materials	✓	✓
CPCCCM1011	Undertake basic estimation and costing	✓	✓
CPCCOM1012	Work effectively and sustainably in the construction industry	✓	✓
CPCCOM1013	Plan and organise work	✓	✓
CPCCVE1011*	Undertake a basic construction project	✓	✓
CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry	✓	✓
CPCCOM1015	Carry out measurements and calculations	✓	✓
CPCCCA2002*	Use carpentry tools and equipment		✓
CPCCCM2006	Apply basic levelling procedures		✓
CPCCWF2002*	Use wall and floor tiling tools and equipment		✓

Prerequisite units of competency - An asterisk () against a unit of competency code in the list above indicates there is a prerequisite requirement that must be met. Prerequisite unit(s) of competency must be assessed before assessment of any unit of competency with an asterisk.

Elective units are subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices.

Mandatory Workplace Health and Safety (WHS) training - The unit CPCCWHS1001 Prepare to work safely in the construction industry is designed to meet WHSQ regulatory authority requirements for General Construction Induction Training (GCIT) and must be achieved before access to any building and construction work site. Successful completion of this unit of competency as part of this Blue Dog Training VETiS program will result in the student being issued with a Workplace Health and Safety Queensland Construction Induction 'White Card'.

Successful completion of this unit of competency as part of this Blue Dog Training VETiS program will result in the student being issued with a Workplace Health and Safety Queensland Construction Induction 'White Card'.

Where can CPC10120 Certificate I in Construction/CPC20220 Certificate II in Construction Pathways lead?

There are no specific job outcomes to this qualification, but the skills achieved may facilitate entry into an Australian Apprenticeship. The learning program should develop trade-like skills but not attempt to develop trade-level skills. The qualification is suited to VET in Schools programs or learners with no previous connection to the construction industry or relevant employment history.

Assessment

Training and assessment are via Blue Dog Training's blended mode of delivery which comprises both online training and face to face classroom-based training at the school workshop. Blue Dog Training are responsible for all training and assessment.

Partnership

This qualification is delivered by Blue Dog Training for Marymount College.

Blue Dog Training.
RTO Number: 31193
www.bluedogtraining.com.au
07 3166 3960

Blue Dog Training trainers and assessors attend the school on a structured basis throughout the school year.

Delivery Location: Marymount College Industrial, Design and Technology workshop.

RTO Obligation

Students will be provided with every opportunity to complete the qualification.

- We do not guarantee employment upon completion of this qualification.
- Students who are deemed competent in all 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.
- Students are enrolled as a student with Blue Dog Training and their qualification or statement of attainment is issued by Blue Dog Training.

Funding

Eligible students will be able to access Vocational Education & Training in schools (VETiS) funding. VETiS is funded through Queensland Government. For more information on VETiS see page 83 in this guide.

CPC20220 Certificate II in Construction Pathways is not currently eligible for funding through the Department of Employment, Small Business and Training (DESBT). This portion of the Dual Qualification is being delivered by Blue Dog Training as a pilot program to 2024 enrolments and will not incur a fee for service cost.

QCE Credits: 4 (full completion)

2024 Fee for Service: No charge if VETiS funding available.

Charge of \$1,200 applies if no VETiS funding available. Charged directly to families by the RTO.

Please refer to the Blue Dog Training Website for information on their refund policy. https://bluedogtraining.com.au/storage/app/media/pdf_documents/policies/Student_Fee_Refund_Policy.pdf

Course Duration: 2 years

More information can be found about each of these individual qualifications at:

- <https://training.gov.au/Training/Details/CPC10120>
- <https://training.gov.au/Training/Details/CPC20220>



MEM20422 Certificate II in Engineering Pathways

VOCATIONAL EDUCATION & TRAINING (VET) COURSE

The qualification MEM20422 provides students with an introduction to an engineering or related working environment.

Students gain skills and knowledge in a range of engineering and manufacturing tasks which will enhance their entry-level employment prospects for apprenticeships, traineeships or general employment in an engineering-related workplace.

What do students learn?

Code	Competency Name
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
MSAENV272	Participate in environmentally sustainable work practices
MEM11011*	Undertake manual handling
MEM16006*	Organise and communicate information
MEM16008*	Interact with computing technology
MEM18001*	Use hand tools
MEM18002*	Use power tools/hand held operations
MEMPE001	Use engineering workshop machines
MEMPE002	Use electric welding machines
MEMPE007	Pull apart and re-assemble engineering mechanisms

NOTES: Elective units are subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices.

Prerequisite units of competency - An asterisk () against a unit of competency code in the list above indicates there is a prerequisite requirement that must be met. Prerequisite unit(s) of competency must be assessed before assessment of any unit of competency with an asterisk.

The learning program should develop trade-like skills but not attempt to develop trade-level skills. As an example, the outcome level of welding skills from this qualification is not about learning trade-level welding theory and practice; it is about being introduced to welding, how it can be used to join metal and having the opportunity to weld metal together. Similarly with machining, the outcome should be something produced on a lathe etc., not the theory and practice of machining. The focus should be on using engineering tools and equipment to produce or modify objects. This needs to be done in a safe manner for each learner and those around them.

Where can MEM20422 Certificate II in Engineering Pathways lead?

There are no specific job outcomes to this qualification, but the skills achieved may facilitate entry into an Australian Apprenticeship.

More information about this qualification is available at:

- <https://training.gov.au/Training/Details/MEM20422>

Assessment

Training and assessment are via Blue Dog Training's blended mode of delivery which comprises both online training and face to face classroom-based training at the school workshop.

Blue Dog Training trainers and assessors attend the school on a structured basis throughout the school year.

Blue Dog Training are responsible for all training and assessment.

Partnership

This qualification is delivered by Blue Dog Training for Marymount College.

Blue Dog Training
RTO Number: 31193
www.bluedogtraining.com.au
07 3166 3960

Delivery Location: Marymount College Industrial, Design and Technology workshop.

RTO Obligation

Students will be provided with every opportunity to complete the qualification.

- We do not guarantee employment upon completion of this qualification.
- Students who are deemed competent in all 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.
- Students are enrolled as a student with Blue Dog Training and their qualification or statement of attainment is issued by Blue Dog Training.

Funding

Eligible students will be able to access Vocational Education & Training in schools (VETiS) funding. VETiS is funded through Queensland Government.

For more information on VETiS see page 83 in this guide.

QCE Credits: 4 (full completion)

2024 Fee for Service: No charge if VETiS funding available. Charged directly to families by the RTO.

Charge of \$1,200 applies if no VETiS funding available.

In situations where a student is not eligible for VETiS funding, under the DESBT funding arrangements, fee for service arrangements are available for students through Blue Dog Training.

Please refer to the Blue Dog Training Website for information on their refund policy. https://bluedogtraining.com.au/storage/app/media/pdf_documents/policies/Student_Fee_Refund_Policy.pdf

Course Duration: 2 years



Technologies

Food, Fashion & Early Childhood Education

→ fashion design combines disciplines such as history, business, psychology, illustration, and technology. As a fashion designer, you would create garments based on your creative vision or consumer demand.

Sam Wolff

STUDENT. ASPIRING FASHION DESIGNER

Since leaving school I have...

After completing my final year of school, I initially chose to pursue psychology as my field of study. However, after immersing myself in the subject for a year in University, I realised that it didn't resonate with my true passions and aspirations. It was then, on a spontaneous whim, that I decided to shift my focus to a creative discipline that had always ignited a sense of inspiration within me: Fashion Design.

With its immense potential for self-expression and the creation of beauty, fashion design seemed like the perfect fit for me. In the beginning of 2022, I embarked on a journey of studying a Diploma of Applied Fashion Design and Merchandising through TAFE Queensland. As the months passed by, my passion for fashion grew stronger and stronger, and I found myself falling head over heels for the artistry and endless possibilities it offered. The creative freedom and ability to mould fabrics and ideas into tangible expressions of my personal identity has been incredibly fulfilling.

As I approach the end of my diploma studies, I am filled with a sense of accomplishment and a deep desire to continue my fashion education. The more I delve into the world of fashion, the more my love for it blossoms, and I am eager to pursue further studies in this field as I feel I have finally found my purpose.

Fashion has become an integral part of who I am, allowing me to unleash my creativity, explore my unique perspective, and make a meaningful impact through my designs. With each step forward in my fashion journey, I am excited to see where it will lead me, confident that it will open doors to endless opportunities and empower me to contribute to the dynamic and ever-evolving world of fashion.

In my spare time...

During my free time, I find great pleasure in the art of sewing and expressing my creativity through the creation and up cycling of clothing. Exploring op shops has become one of my favourite pastimes, as I appreciate the thrill of finding hidden treasures and discovering pre-loved items with character and history.

In five years, I hope to..

In the span of five years, my aspirations are to successfully complete my studies and embark on the exciting journey of launching my very own fashion label. During this time, I envision not only establishing a thriving business but also cultivating a distinct aesthetic, ideology, and overall brand identity. It is my ultimate goal to create a fashion label that reflects my unique perspective and resonates with a discerning audience, allowing me to create pieces I am passionate about and revolutionise the fashion industry. I strive to bring my creative vision to life and make a lasting impact in the world of fashion.

My advice to students is...

Embrace the opportunities that arise from following your passions and have faith in your abilities to accomplish great things.

Fashion

APPLIED SENIOR SUBJECT

Fashion explores what underpins fashion culture, technology and design. Students use their imaginations to create, innovate and express themselves and their ideas, and to design and produce design solutions in a range of fashion contexts.

Students learn to appreciate the design aesthetics of others while developing their own personal style and aesthetic. They explore contemporary and historical fashion culture; learn to identify, understand and interpret fashion trends; and examine how the needs of different markets are met.

Students engage in a design process to plan, generate and produce fashion items. They investigate textiles and materials and their characteristics and how these qualities impact on their end use. They experiment with combining textiles and materials and how to make and justify aesthetic choices. They investigate fashion merchandising and marketing, the visual literacies of fashion and become discerning consumers of fashion while appraising and critiquing fashion items and trends as well as their own products.

Objectives

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

- Identify and interpret fashion fundamentals
- Explain design briefs
- Demonstrate elements and principles of fashion design and technical skills in fashion contexts
- Analyse fashion fundamentals
- Apply fashion design processes
- Apply technical skills and design ideas related to fashion contexts
- Use language conventions and features to achieve particular purposes
- Generate, modify and manage plans and processes
- Synthesise ideas and technical skills to create design solutions
- Evaluate design ideas and products
- Create communications that convey meaning to audiences.

Studying Fashion can lead to:

- design
- personal styling
- costume design
- production manufacture
- merchandising
- retail.

Structure

The Fashion course is designed around core and elective topics. The elective learning occurs through fashion contexts.

Core topics

- Fashion culture
- Fashion technologies
- Fashion design

Elective topics

- Adornment: Accessories, Millinery, Wearable art
- Collections
- Fashion designers
- Fashion in history
- Haute couture
- Sustainable clothing
- Textiles
- Theatrical design
- Merchandising

Assessment

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

- Two projects
- One extended response.

QCE Credits: 4 (Based on 4 semesters of study at SA or higher)

2024 Levy: Nil

Project	Investigation	Extended response	Product
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response applies identified skill/s in fashion technologies and design processes.
A project consists of a product component and at least one of the following components: Written: 500-900 words Spoken: 2-3 minutes Multimodal: 3-6 minutes Product: 1-4.	Presented in one of the following modes: Written: 600-1000 words Spoken: 3-4 minutes Multimodal: 4-7 minutes.	Presented in one of the following modes: Written: 600-1000 words Spoken: 3-4 minutes Multimodal: 4-7 minutes.	Products 1-4

CHC30121 Certificate III in Early Childhood Education and Care

VOCATIONAL EDUCATION & TRAINING (VET) COURSE

Through the CHC30121 Certificate III in Early Childhood Education and Care, you will be introduced to working in the field of early childhood and provide education and care to children in a range of services. You can help plan and deliver educational programs that focus on supporting children's wellbeing, learning and development. It is the minimum qualification to gain employment in ACECQA approved early childhood services and often the qualification studied for those wanting to begin their career in early childhood education.

What do students learn?

Code	Competency Name
CHCECE030	Support inclusion and diversity
CHCECE031	Support children's health, safety and wellbeing
CHCECE032	Nurture babies and toddlers
CHCECE033	Develop positive and respectful relationships with children
CHCECE034	Use an approved learning framework to guide practice
CHCECE035	Support the holistic learning and development of children
CHCECE036	Provide experiences to support children's play and learning
CHCECE037	Support children to connect with the natural environment
CHCECE038	Observe children to inform practice
CHCECE054	Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures
CHCECE055	Meet legal and ethical obligations in children's education and care
CHCECE056	Work effectively in children's education and care
CHCPRT001	Identify and respond to children and young people at risk
HLTAID012	Provide First Aid in an education and care setting
HLTWHS001	Participate in workplace health and safety
BSBSUS411	Implement and monitor environmentally sustainable work practices
CHCPRP003	Reflect on and Improve Own Professional Practice

Studying CHC30121 Certificate III in Early Childhood Education and Care may lead to:

- Assistant Educator in long day care, child care centres, occasional care, kindergarten or preschool program
- Family Day Care Educator
- In Home Care Provider
- Playgroup Supervisor
- Nanny

Assessment

Duration: Scheduled classes to suit Marymount College timetable over 2 year duration

Other Requirements

Students will be provided a Marymount/ACCCO Certificate III Polo Shirt. This item is to be worn at all work placements.

Practical placement hours: minimum of 160 hours in a regulated children's education and care service in Australia. (working hours can be incorporated as placement hours for workplace students)

Partnership

This qualification is delivered by Marymount College on behalf of Australian Child Care Career Options (ACCCO)
RTO Number 5404
161 Brunswick Street, Fortitude Valley, QLD 4006
www.accco.com.au
073257 1972

Students enrolling in this program are students of ACCCO and upon completion will receive a certificate from ACCCO.

Delivery Location: A Marymount College teacher will deliver the training on site at Marymount College.

RTO Obligation

Students will be provided with every support to complete the qualification.

- We do not guarantee employment upon completion of this qualification.
- Students who are deemed competent in all 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.

Funding

This course does not qualify for VETiS funding. Marymount College will advise if fees are payable prior to commencement of the program.

For more information on VETiS see page 83 in this guide.

QCE Credits: 8 (full completion)

2024 Fee for Service: to be advised

2023 Fee for Service: \$500 per annum charged at \$125 per term

SIT30622 Certificate III in Hospitality

VOCATIONAL EDUCATION & TRAINING (VET) COURSE

The SIT30622 Certificate III in Hospitality qualification reflects the role of individuals who have a range of well-developed hospitality service, sales or operational skills and sound knowledge of industry operations. Using discretion and judgement, they work with some independence and under limited supervision using plans, policies and procedures to guide work activities.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

What do students learn?

Code	Competency Name
SITHIND006	Source and use information on the hospitality industry
SITHIND008	Work effectively in hospitality service
SITXCCS014	Provide service to customers
SITXCOM007	Show social and cultural sensitivity
SITXHRM007	Coach others in job skills
SITXWHS005	Participate in safe work practices
SITXFSA005	Use hygienic practices for food safety
SITHCCC024	Prepare and present simple dishes
SITHCCC025	Prepare and present sandwiches
SITHCCC028	Prepare appetisers and salads
SITHFAB021	Provide responsible service of alcohol
SITHFAB024	Prepare and serve non-alcoholic beverages
SITHFAB025	Prepare and serve espresso coffee
SITHIND005	Use hygienic practices for hospitality service
SITHFAB027	Serve food and beverage

The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification

Studying SIT30616 Certificate III in Hospitality may lead to:

This qualification provides a pathway to work in organisations such as

- restaurants
- hotels, motels
- clubs, pubs
- cafés
- coffee shops

This qualification allows for multiskilling and for specialisation in accommodation services, food and beverage and gaming. **Assessment**

Duration: Scheduled classes imbedded within the Marymount College timetable over a 2-year duration including 36 mandatory service shifts in the Hospitality sector or Marymount cafe/restaurant. This course requires students to complete 15 units of theory. QCE credits may apply for partial completion.

Other Requirements

Students are required to purchase a pair of black trousers and white long sleeved shirt.

Assessment

Duration: Scheduled classes to suit Marymount College timetable over 2 year duration

Partnership

This qualification is delivered by Marymount College on behalf of Prestige Service Training. A Marymount College teacher will deliver the training on site at Marymount College.

Prestige Service Training
RTO Number 31981
Southport Central, Building 3G, Level 4,
27 Garden Street, Southport, QLD 4215
Ph: 1300 368 097

Delivery Location: A Marymount College teacher will deliver the training on site at Marymount College.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

RTO Obligation

Students will be provided with every opportunity to complete the qualification.

- We do not guarantee employment upon completion of this qualification.
- Students who are deemed competent in all 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.

Funding

Certificate III course are not eligible to access Vocational Education & Training in schools (VETiS) funding.

For more information on VETiS see page 83 in this guide.

QCE Credits: 8 (full completion)

2024 Fee for Service: tba

2023 Fee for Service: \$400 per annum charged at \$100 per term

Course Duration: 2 years



Food & Nutrition is the study of food in the context of food science, nutrition and food technologies, considering over arching concepts of waste management, sustainability and food protection.

Students explore the chemical and functional properties of nutrients to create food solutions that maintain the beneficial nutritive values. This knowledge is fundamental for continued development of a safe and sustainable food system that can produce high quality, nutritious solutions with an extended shelf life. Their studies of the food system include the sectors of production, processing, distribution, consumption, research and development.

Students actively engage in a food and nutrition problem-solving process to create food solutions that contribute positively to preferred personal, social, ethical, economic, environmental, legal, sustainable and technological futures.

Objectives

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

- Recognise and describe food and nutrition facts and principles
- Explain food and nutrition ideas and problems
- Analyse problems, information and data
- Determine solution requirements and criteria
- Synthesise information and data to develop ideas for solutions
- Generate solutions to provide data to determine the feasibility of the solution
- Evaluate and refine ideas and solutions to make justified recommendations for enhancement
- Make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Studying Food & Nutrition can lead to:

- science
- technology
- health.

Unit 1	Unit 2	Unit 3	Unit 4
Food science of vitamins, minerals and protein <ul style="list-style-type: none"> • Introduction to the food system • Vitamins and minerals • Protein • Developing food solutions 	Food drivers and emerging trends <ul style="list-style-type: none"> • Consumer food drivers • Sensory profiling • Labelling and food safety • Food formulation for consumer markets 	Food science of carbohydrate and fat <ul style="list-style-type: none"> • The food system • Carbohydrate • Fat • Developing food solutions 	Food solution development for nutrition consumer markets <ul style="list-style-type: none"> • Formulation and reformulation for nutrition consumer markets • Food development process

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination	20%	Summative internal assessment 3 (IA3): • Project - folio	30%
Summative internal assessment 2 (IA2): • Project - folio	25%	Summative external assessment (EA): • Examination	25%

Recommendations

C Year 10 English

QCE Credits: 4

2024 Levy: Nil



Mr David Grant

CURRICULUM LEADER—HOSPITALITY, FASHION AND EARLY CHILDHOOD EDUCATION

Straight after High School I completed my apprenticeship as a chef and worked in various hotels and restaurants in Australia.

As a qualified chef I moved and worked in London, Jordan, and Prague and other places for short periods of time, which was a great experience. When I returned to Australia, I wanted a change while also sharing my passion for the hospitality industry.

Having completed my Bachelor at Queensland University of Technology, I started working as a teacher in schools in Brisbane, Mount Isa, then Marymount College. The move to teaching has been a really rewarding one, giving me the opportunity to share the knowledge that I have in cookery and the hospitality industry.

The Arts

➔ Marymount College is recognised for our range of high-quality Arts subjects.

The Arts at Marymount are very much alive and vibrant!

Max Bimbi

ACTOR

At Marymount College I studied...

Drama, English, Legal Studies, Business, Tourism, Mathematics, Religion & Ethics.

I chose these subjects because I wanted to pursue a career in the arts, at the same time keeping options open for other areas in the Business aspect of 'show biz'. There is great synergy between Drama, English and Legal Studies. Applying the critical thinking, literacy and dramatic and self discovery from these areas has all helped in my pathway post Marymount.

Since leaving school I have...

Completed a Bachelor of Arts (Music Theatre) from Western Australian Academy of Performing Arts (WAAPA). I have worked professionally as an actor in stage and screen in Australia and toured internationally in New Zealand, Hong Kong and Singapore. I have worked primarily in musical theatre productions, including Disney's *Aladdin The Musical*, *A Chorus Line*, *West Side Story* and *Wizard of Oz*.

My job involves...

When in a production, the job involves performing eight shows a week, with additional publicity, music calls, dance, staging and understudy rehearsals. During a show it may be jumping between tracks for the performers onstage, or going on for your understudy role mid show. A big part of the job is self management of time, energy and physical and mental health as the work is demanding but so rewarding. When not in a performing job, it is all about up keep of skills and preparing for and doing auditions, whether that be fast turn around of learning scripts for self-tapes or getting show material ready to be in the room.

I chose this field because...

I have always had a passion for the performing arts and wanted to pursue my dream of becoming a professional actor. Along the way I have found a few other hats to put on, and drama and performance training is so helpful to adapt and apply yourself to new situations.

In my spare time...

I enjoy cooking, spending time with friends and family, seeing new theatre and experiencing the cultural events and festivals of Melbourne.

In five years...

I see myself continuing to work professionally in The Arts. I hope to be back touring with shows internationally and be in the development of new works.

My advice to students is...

You have the one life to experience, so try new things, be ready to adapt and shift along the way. If you're not sure what the next step or pathway will be, don't stress, focus on the journey, not the destination.



Dance fosters creative and expressive communication. It uses the body as an instrument for expression and communication of ideas. It provides opportunities for students to critically examine and reflect on their world through higher order thinking and movement. It encourages the holistic development of a person, providing a way of knowing about oneself, others and the world.

Students study dance in various genres and styles, embracing a variety of cultural, societal and historical viewpoints integrating new technologies in all facets of the subject. Historical, current and emerging dance practices, works and artists are explored in global contexts and Australian contexts, including the dance of Aboriginal peoples and Torres Strait Islander peoples. Students learn about dance as it is now and explore its origins across time and cultures.

Students apply critical thinking and literacy skills to create, demonstrate, express and reflect on meaning made through movement. Exploring dance through the lens of making and responding, students learn to pose and solve problems, and work independently and collaboratively. They develop aesthetic and kinaesthetic intelligence, and personal and social skills.

Objectives

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

- Demonstrate an understanding of dance concepts and skills
- Apply literacy skills
- Organise and apply the dance concepts
- Analyse and interpret dance concepts and skills
- Apply technical skills
- Realise meaning through expressive skills
- Create dance to communicate meaning
- Evaluate dance, justifying the use of dance concepts and skills.

Studying Dance can lead to:

- arts administration and management
- communication
- education
- public relations
- research
- science and technology.

Unit 1	Unit 2	Unit 3	Unit 4
<p>Moving bodies</p> <p>How does dance communicate meaning for different purposes and in different contexts?</p> <p>Genres: Street Dance and Contemporary</p> <ul style="list-style-type: none"> • Meaning, purpose and context • Historical and cultural origins of focus genres 	<p>Moving through environments</p> <p>How does the integration of the environment shape dance to communicate meaning?</p> <p>Genres: Contemporary and musical theatre</p> <ul style="list-style-type: none"> • Physical dance environments including site-specific dance • Virtual dance environments 	<p>Moving statements</p> <p>How is dance used to communicate viewpoints?</p> <p>Genres: Contemporary and Street Dance</p> <ul style="list-style-type: none"> • Social, political and cultural influences on dance 	<p>Moving my way</p> <p>How does dance communicate meaning for me?</p> <p>Genres: Fusion of movement styles</p> <ul style="list-style-type: none"> • Developing a personal movement style • Personal viewpoints and influences on genre



Ms Shona Press

CURRICULUM LEADER—DANCE

My leadership role in the evolution of Queensland's Dance curriculum continues in current positions as Lead Assessor with QCAA and BCE's Arts Expert Teacher Group. I am honoured to be an Osmotherly Award recipient, finalist in QCT's and BCE's teaching awards, Queensland Ballet Teacher Ambassador, and HOTA's Education Reference Committee member.

It's a privilege to help students develop their creative and cognitive capacity through the subject of Dance. After 35 years of teaching, my passion regarding the importance of dance curriculum within holistic education remains unshakeable.

Marymount was one of the first schools on the Gold Coast to introduce a Certificate III in Dance, giving our students the capacity to access a high level of VET curriculum in an affordable manner within their full-time schooling.

Studying Dance develops important transferable social, emotional, physical and intellectual skills, promoting personal wellbeing. Students develop as creative, complex thinkers, effective communicators, reflective and independent learners who are confident, responsible global citizens.

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Performance	20%	Summative internal assessment 3 (IA3): • Project - dance work	35%
Summative internal assessment 2 (IA2): • Choreography	20%		
Summative external assessment (EA): 25% • Examination - extended response			

Recommendations

C Year 10 English

QCE Credits: (Based on 4 semesters of study at SA or higher)

2024 Levy: Nil

CUA30120 Certificate III in Dance

The CUA30120 Certificate III in Dance qualification reflects the role of individuals working as entry level dancers in the live performance industry. Individuals are expected to demonstrate application of foundational skills and knowledge for routine activities expected for dance and live performance contexts.

CUA30120 Certificate III in Dance is an optional course which is studied concurrently with Year 10 Dance.

What do students learn?

Code	Competency Name
CUACHR311	Develop basic dance composition skills
CUADAN331	Integrate rhythm into movement activities
CUAIND311	Work effectively in the creative arts industry
CUAPRF317	Develop performance techniques
CUAWHS311	Condition body for dance performance
CUADAN314	Develop dance improvisation skills
CUADAN318	Increase depth of contemporary dance techniques
CUAPPM311	Assist with conceiving and preparing performance spaces
CUAPRF316	Develop basic musical theatre techniques
BSBTWK201	Work effectively with others
CUADLT311	Develop basic dance analysis skills
CUAMUP311	Prepare personal appearance for performances
CUAWHS211	Develop a basic level of physical fitness for dance performance

* Elective units subject to change.

Where can CUA30120 Certificate III in Dance lead?

- Ensemble Dancer

Assessment

- Demonstration of physical and expressive performance skills in a variety of dance styles
- Completion of online work booklets and theoretical assessment tasks
- Practical demonstration of required skills and processes

Other Requirements

Entry Requirement: Audition - must demonstrate competence in at least one dance style equivalent to Australian Qualifications Framework (AQF) level 2 or above.

There is no work placement day for CUA30120 Certificate III in Dance.

Students are required to purchase a Dance uniform to be worn on assessments and industry visits.

Partnership

This qualification is delivered by Marymount College in partnership with Empowerdance Pty Ltd.
RTO Number: 40397 Empowerdance Pty Ltd
4/880 South Road, Edwardstown SA 5039
<https://www.empowerdance.com.au>
Ph: 08 8352 2006

Delivery Location: A Marymount College teacher will deliver the training on site in the Marymount College Dance Studio.

RTO Obligation

We guarantee that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification. Students who are deemed competent in all 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.

Funding

Certificate III courses do not qualify for VETIS funding.

For more information on VETIS see page 83 in this guide.

Recommendations

Students should also select Dance (General).

Students should have current or previous extensive dance experience outside of school.

QCE Credits: 8 (full completion)

2024 Fee for Service: to be advised

2023 Fee for Service: \$440 per annum charged at \$110 per term

Course Duration: 1 year

Competencies can be completed in the following year if required with minimal assistance from the Marymount College teacher.



Dance Competitions and Eisteddfods

Excursions and workshops with professional artists inspire students' creative, analytical and expressive capacities. Rich extracurricular opportunities including performances and competitions help transfer knowledge and skills in varied contexts.

→ **Professional workshops**

Zac Brazenas:
Dancer for Britney Spears, Pink, J Lo, Kylie Minogue, Katy Perry. Los Angeles (Marymount graduate). Commercial jazz

Jasmine Meakin:
Mega Jam YouTube channel one of the biggest choreography channels in the world with 1.4 million subscribers. (Brisbane) Hip hop/street dance

Kylie Goeldner:
Trained Alvin Ailey American Dance Theatre; international and national dancer, choreographer, adjudicator. (Brisbane) Contemporary and jazz

→ **Dance Competitions and Eisteddfods**

- Beenleigh Eisteddfod
- Evolution Dance Competition
- Gold Coast Eisteddfod
- Starbound Entertainers' Festival

→ **Excursions to professional performances and festivals**

- Australasian Dance Collective
- Bangarra Dance Theatre
- HOTA
- QPAC
- Queensland Ballet
- Sydney Dance Company
- The Farm
- Victorian Dance Festival

→ **Professional company workshops and intensives**

- Queensland Ballet
- Sydney Dance Company
- The Farm
- The Royal Family Dance Crew

Drama fosters creative and expressive communication. It interrogates the human experience by investigating, communicating and embodying stories, experiences, emotions and ideas that reflect the human experience. It engages students in imaginative meaning-making processes and involves them using a range of artistic skills as they make and respond to dramatic works.

Students experience, reflect on, understand, communicate, collaborate and appreciate different perspectives of themselves, others and the world in which they live. They learn about the dramatic languages and how these contribute to the creation, interpretation and critique of dramatic action and meaning for a range of purposes. They study a range of forms, styles and their conventions in a variety of inherited traditions, current practice and emerging trends, including those from different cultures and contexts.

Students learn how to engage with dramatic works as both artists and audience through the use of critical literacies. The study of drama develops students' knowledge, skills and understanding in the making of and responding to dramatic works to help them realise their creative and expressive potential as individuals. Students learn to pose and solve problems, and work independently and collaboratively.

Objectives

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

- Demonstrate an understanding of dramatic languages
- Apply literacy skills
- Apply and structure dramatic languages
- Analyse how dramatic languages are used to create dramatic action and meaning
- Interpret purpose, context and text to communicate dramatic meaning
- Manipulate dramatic languages to create dramatic action and meaning
- Evaluate and justify the use of dramatic languages to communicate dramatic meaning
- Synthesise and argue a position about dramatic action and meaning.

Studying Drama can lead to:

- arts administration and management
- communication
- education
- public relations
- research
- science and technology.

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Performance	20%	Summative internal assessment 3 (IA3): • Integrated project	35%
Summative internal assessment 2 (IA2): • Project - dramatic concept	20%		
Summative external assessment (EA): 25% • Examination - extended response			

Recommendations

C Year 10 English

QCE Credits: 4 (Based on 4 semesters of study at SA or higher)

2024 Levy: Nil

Unit 1	Unit 2	Unit 3	Unit 4
Share How does drama promote shared understandings of the human experience? • Cultural inheritances of storytelling • Oral history and emerging practices • A range of linear and nonlinear forms	Reflect How is drama shaped to reflect lived experience? • Realism, including Magical Realism, Australian Gothic • Associated conventions of styles and texts	Challenge How can we use drama to challenge our understanding of humanity? • Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre • Associated conventions of styles and texts	Transform How can you transform dramatic practice? • Contemporary performance • Associated conventions of styles and texts • Inherited texts as stimulus



Ms Melanie Howe

CURRICULUM LEADER—DRAMA

The love of the Arts, specifically Drama, has always been a passion of mine. Since I was young, I have always been involved in theatre, including performing in many plays and teaching community theatre. I completed a BA Drama and a Graduate Diploma of Teaching at QUT Kelvin Grove. During this time, I was fortunate to work with several leading and emerging artists in Australian theatre.

I am privileged and proud to lead a team of passionate, dedicated and extremely skilled Drama teachers.

With employers from all different fields valuing critical thinking and problem solving, teamwork and collaboration, as well as the ability to communicate clearly and effectively, Drama has never been more relevant for students looking to enter the workforce. These diverse skills are at the heart of any Drama classroom and will assist you not only in your performances, but in any workplace you find yourself.

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

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

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

Objectives

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

- Identify and explain dramatic principles and practices
- Interpret and explain dramatic works and dramatic meanings
- Demonstrate dramatic principles and practices
- Apply dramatic principles and practices when engaging in drama activities and/or with dramatic works
- Analyse the use of dramatic principles and practices to communicate meaning for a purpose
- Use language conventions and features and terminology to communicate ideas and information about drama, according to purposes
- Plan and modify dramatic works using dramatic principles and practices to achieve purposes
- Create dramatic works that convey meaning to audiences
- Evaluate the application of dramatic principles and practices to drama activities or dramatic works.

Studying Drama in Practice can lead to:

- performance
- theatre management and promotions.

Assessment

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

- At least one project, arising from community connections
- At least one performance (acting), separate to an assessable component of a project.

Structure

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

Core	Elective	
<ul style="list-style-type: none"> • Dramatic principles • Dramatic practices 	<ul style="list-style-type: none"> • Acting (stage and screen) • Career pathways (including arts entrepreneurship) • Community theatre • Contemporary theatre • Directing 	<ul style="list-style-type: none"> • Playbuilding • Scriptwriting • Technical design and production • The theatre industry • Theatre through the ages • World theatre

Recommendations

Nil

QCE Credits: 4 (Based on 4 semesters of study at SA or higher)

2024 Levy: Nil

Project	Performance	Product	Extended Response	Investigation
A response to a single task, situation and/or scenario.	A technique that assesses the physical demonstration of identified skills.	A technique that assesses the production of a design solution.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
At least two different components from the following: Written: 500-900 words Spoken: 2-3 minutes • Multimodal non-presentation: 8 A4 pages max (or equivalent) Presentation: 3-6 minutes • Performance on stage (stage acting) 2-4 minutes: individual 1-3 minutes: group • Performance on stage (screen acting) 2-3 minutes: individual 1-2 minutes: group Performance offstage (directing, designing) • 4-6 minutes: individual (excluding actors delivering text) Workshop performance (other): variable conditions Product: variable conditions.	Acting performance (stage) • 3-5 minutes: individual • 2-4 minutes: group Acting performance (screen) • 2-3 minutes: individual • 2-3 minutes: group • Directing performance • 5-7 minutes: individual (excluding actors delivering text)	Variable conditions	Presented in one of the following modes: • Written: 600-1000 words • Spoken: 3-4 minutes • Multimodal non-presentation: 10 A4 pages max (or equivalent) • Presentation: 4-7 minutes.	Presented in one of the following modes: • Written: 600-1000 words • Spoken: 3-4 minutes • Multimodal non-presentation: 10 A4 pages max (or equivalent) • Presentation: 4-7 minutes.

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

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

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

Objectives

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

- Explain the features of moving-image media content and practices
- Symbolise conceptual ideas and stories
- Construct proposals and construct moving-image media products
- Apply literacy skills
- Analyse moving-image products and contexts of production and use
- Structure visual, audio and text elements to make moving-image media products
- Experiment with ideas for moving-image media products
- Appraise film, television and new media products, practices and viewpoints
- Synthesise visual, audio and text elements to solve conceptual and creative problems.

Studying Film, Television & New Media can lead to:

- advertising
- arts administration and management
- communication
- design
- education
- film and television
- public relations.

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4, students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A-E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Case study investigation	15%	Summative internal assessment 3 (IA3): • Stylistic project	35%
Summative internal assessment 2 (IA2): • Multi- platform project	25%		
Summative external assessment (EA): 25% • Examination - extended response			

Recommendations

C Year 10 English or C Year 10 Media Arts

QCE Credits: 4 (Based on 4 semesters of study at SA or higher)

2024 Levy: Nil

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



Mrs Lorena Connor

CURRICULUM LEADER—ARTS, & MEDIA, FILM AND TELEVISION

After completing a bachelor's degree in Film and Media Production and studies, I gained employment with ABC TV in Sydney as a field and studio camerawoman, followed by a news camerawoman in Brisbane. I worked for the ABC for eight years. I studied a Graduate Diploma in Education and was lucky enough to be employed at Marymount as Head of Arts & Media Academic Coordinator, teaching what I know and am passionate about—Media, Film and Television. During full-time teaching I also studied and gained a Master of Educational Leadership. What I love most about teaching my students, is not only the content of the subject but the rapport and respect you build with the students. It is through authenticity and connection that passionate learning follows.

I am committed to educating students to become media literate, as they navigate the media minefield world in which they are emersed. Film Television and New Media is an exciting and an extremely important subject and provides students with 21st century capabilities to enable them to be global citizens.

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

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

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

Objectives

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

- Identify and explain media art-making processes
- Interpret information about media arts concepts and ideas for particular purposes
- Demonstrate practical skills, techniques and technologies required for media arts
- Organise and apply media art-making processes, concepts and ideas
- Analyse problems within media arts contexts
- Use language conventions and features to communicate ideas and information about media arts, according to context and purpose
- Plan and modify media artworks using media art-making processes to achieve purposes
- Create media arts communications that convey meaning to audiences

Evaluate media art-making processes and media artwork concepts and ideas.

Project	Product	Extended response	Investigation
A response to a single task, situation and/or scenario.	A technique that assesses the application of skills in the production of media artwork/s.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
At least two different components from the following: • Written: 500-900 words • Spoken: 2-3 minutes • Multimodal • Non-presentation: 8 A4 pages max (or equivalent) • Presentation: 3-6 minutes • Product: variable conditions.	• Variable conditions	• Presented in one of the following modes: • Written: 600-1000 words • Spoken: 3-4 minutes • Multimodal • Non-presentation: 10 A4 pages max (or equivalent) • Presentation: 4-7 minutes.	Presented in one of the following modes: • Written: 600-1000 words • Spoken: 3-4 minutes • Multimodal • Non-presentation: 10 A4 pages max (or equivalent) • Presentation: 4-7 minutes.

Studying Media Arts in Practice can lead to:

- creative industries.

Assessment

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

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

Structure

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

Core	Elective
<ul style="list-style-type: none"> • Media technologies • Media communications • Media in society 	<ul style="list-style-type: none"> • Audio • Curating • Graphic design • Interactive media • Moving images • Still image

Recommendations

Nil

QCE Credits: 4 (Based on 4 semesters of study at SA or higher)

2024 Levy: Nil

GENERAL SENIOR SUBJECT

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

The demand for creativity from employees is rising in a world of rapid technological change. As more organisations value work-related creativity and diversity, the processes and practices of Music develop transferable 21st century skills essential for many areas of employment. Specifically, the study of Music helps develop creative and critical thinking, collaboration, ICT skills, social/personal skills and communication – all of which is sought after in modern workplaces.

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

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

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

Objectives

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

- Demonstrate technical skills
- Explain music elements and concepts
- Use music elements and concepts
- Analyse music
- Apply compositional devices
- Apply literacy skills
- Interpret music elements and concepts
- Evaluate music to justify the use of music elements and concepts
- Realise music ideas
- Resolve music ideas

Where can studying Music lead?

Studying Music can lead to Tertiary studies, vocational education or work experience in the area of music can lead to and benefit careers in diverse fields such as:

- arts administration and management, e.g. artist manager, arts administrator, booking agent, copyright/royalties manager, music accountant, orchestra manager, production music manager, record producer, studio manager, tour manager, venue manager
- communication, e.g. music copyist, music editor, music librarian,

- print music manager, sound archivist education, e.g. arts educator, instrumental teacher, studio teacher, university music academic
- creative industries, e.g. backing musician, composer, conductor, creative entrepreneur, instrument repairer, music director, performer, presenter, recording engineer, repetiteur, stage manager
- public relations, e.g. creative director, music lawyer, music merchandiser
- science and technology, e.g. music therapist, music video clip director, new media artist, producer, programmer, sound designer.

Assessment

Students produce performances, compositions, and analyses responses in order to display a holistic and informed approach to music making and understanding.

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Performance	20%	Summative internal assessment 3 (IA3): • Integrated project	35%
Summative internal assessment 2 (IA2): • Composition	20%		
Summative external assessment (EA): 25% • Examination			

Recommendations

C Year 10 English and C Year 10 Music or at least 2 years learning an instrument.

QCE Credits: 4 (Based on 4 semesters of study at SA or higher)

2024 Levy: Nil

Unit 1	Unit 2	Unit 3	Unit 4
<p>Designs</p> <p>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?</p>	<p>Identities</p> <p>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?</p>	<p>Innovations</p> <p>Through inquiry learning, the following is explored. How do musicians incorporate innovative music practices to communicate meaning when performing and composing?</p>	<p>Narratives</p> <p>Through inquiry learning, the following is explored. How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?</p>

GENERAL SENIOR SUBJECT

Music Extension is an extension of the Music General senior syllabus and is only available to students enrolled in Year 12 Music.

It provides an opportunity for students with specific abilities in music to extend their expertise. Students select one specialisation only, and 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 (C) (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 (P) (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.

Objectives

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

- Apply literary skills (C) (M) (P)
- Evaluate music and ideas about music (C) (M) (P)
- Examine music and ideas about music (C) (M) (P)
- Express meaning, emotion or ideas about music (C) (M) (P)
- Apply compositional devices (C)
- Manipulate music elements and concepts (C)
- Resolve music ideas (C)
- Analyse music (M)
- Investigate music (M)
- Synthesise information (M)
- Apply technical skills (P)
- Interpret music elements and concepts (P)

- Realise music ideas (P)

Studying Music Extension can lead to:

- arts administration
- communication
- creative industries
- education
- public relations
- science and technology.

Assessment

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Composition 1	20%	Summative internal assessment 3 (IA3): • Integrated project	35%
Summative internal assessment 2 (IA2): • Composition 2	20%		
Summative external assessment (EA): 25% • Examination - extended response			

Recommendations

Study is concurrent with Year 12 Music.

QCE Credits: 2

2024 Levy: Nil

Professional Instrumental Teachers

The College engages working professional musicians and teachers who cater for differentiated learning based on individual student needs and interests.

Tuition Programs include Voice, Piano and Keyboard, Guitar, Woodwind, Brass, Percussion, and theory. Examinations are offered through the Australian Music Examinations Board (Classical, Contemporary, and Theory), Guild, Trinity College Rock School, and Trinity College for Voice. Instrumental teachers are also able to devise programs with individualised learning goals without students sitting formal exams.



Andy Mitchell Guitar	Susie McCann Voice	Jay Louise Clark Woodwind & Brass	Cvitan Barac Drums & Percussion
<ul style="list-style-type: none"> • Blues • Contemporary • Country • Funk • Jazz • Metal • Pop • Rock 	<ul style="list-style-type: none"> • Capella • Contemporary • Music theatre • Jazz 	<ul style="list-style-type: none"> • Rock • Musical Orchestras • Jazz • Ska • EDM 	<ul style="list-style-type: none"> • Rock • Jazz • Blues • Fusion • Funk • PopCountry • Big Band • Swing • Latin Music

Visual Art provides students with opportunities to understand and appreciate the role of visual art in past and present traditions and cultures, as well as the contributions of contemporary visual artists and 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.

Objectives

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

- Implement ideas and representations
- Apply literacy skills
- Analyse and interpret visual language, expression and meaning in artworks and practices
- Evaluate art practices, traditions, cultures and theories
- Justify viewpoints
- Experiment in response to stimulus
- Create meaning through the knowledge and understanding of materials, techniques, technologies and art processes
- Realise responses to communicate meaning.

Studying Visual Art can lead to:

- advertising
- arts administration

- communication
- creative industries
- design
- education
- galleries and museums
- film and television
- public relations
- science and technology.

Assessment

In Units 3 and 4, students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100.

Students will also receive an overall subject result (A-E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Investigation – inquiry phase 1	15%	Summative internal assessment 3 (IA3): • Project – inquiry phase 3	35%
Summative internal assessment 2 (IA2): • Project – inquiry phase 2	25%		
Summative external assessment (EA): 25% • Examination			

Recommendations

C Year 10 English or C+ Year 10 Visual Art

QCE Credits: 4 (Based on 4 semesters of study at SA or higher)

2024 Levy: Nil

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



Mr Steve O'Keefe

CURRICULUM LEADER-VISUAL ART

I came to art teaching in a round about way, studying photography and art history as an undergraduate but not to become an art teacher. However, when working as a teacher I was asked to develop and teach a photography course and that was the turning point. When the opportunity to do further study in art arose, I grabbed it.

I now draw, paint, sculpt and do photography when time and energy permits. I love teaching art because it encompasses so much and offers something different. Students don't just learn things, they create. They develop resilience, they can be critical, they learn to apply themselves to master new skills and to express themselves through visual language. But more importantly they learn to use their imagination, become creative thinkers and problem solvers.

Our Art students follow many different paths. For some, art becomes a career or a lifetime of personal creative expression. But those who follow different careers have learnt to think like an artist and they become the innovators and creative problem-solvers in their chosen fields.

"I'm enough of an artist to draw freely on my imagination. Imagination is more important than knowledge. Knowledge is limited; imagination encircles the world." Albert Einstein

The field of visual arts is expansive, encompassing art forms created primarily for visual perception. How meaning is constructed and read from visual texts is a fundamental skill developed through visual arts.

Visual artworks are created for a purpose and in response to individual, group or community needs. Visual artworks use and push the limits of technologies, are responses to and expressions of time and place, and are limited only by circumstance and imagination.

This subject focuses on students engaging in art-making processes and making physical visual artworks for a purpose. This occurs in the following areas - 2D, 3D, digital and 4D, design, and craft.

Students create images, objects, environments or events to communicate aesthetic meaning. The aesthetic meaning will be conveyed in response to a particular purpose and for a particular audience. While this will always be personal, the student may also be asked to consider, use or appropriate aesthetic qualities from various sources, cultures, times and places.

Students' perspectives and visual literacies are shaped by these aesthetic considerations when creating communications and artworks.

Assessment

Units involve a combination of practical and written components with the emphasis on the practical production of an artwork or product. Written responses include artist statements, reflection on artworks, artist investigations or reviews which may be written, spoken or multimodal

Assessment	Units 1-2 Yr11	Units 3-4 Yr12
Written component	400-700 words	500-900 words
Spoken component	1 - 3 minutes	2 - 3 minutes
Multimodal component • non-presentation • presentation	6 A4 pages max (or equivalent) 2-4 minutes	8 A4 pages max (or equivalent) 3-6 minutes
Product component	Includes Artworks such as ceramics, painting, photography, drawing, sculpture , product design(examples :applied skateboard or surfboard art, textiles, product design, pottery, jewellery etc.,	

Units of Study Year 11	Units of Study Year 12
<p>1: Altered Reality This module focuses on developing an understanding of the elements and principles of design through the exploration of different media, techniques and processes and investigating a related artist. Students work with a range of media to develop a folio of technique, process and media experiments and complete a mixed media artwork.</p> <p>2: Taking Form This module focuses on the exploration of 3D artwork with an emphasis on developing an understanding of different sculptural materials, techniques and forms. Students develop a knowledge and understanding of aesthetic considerations and related skills across selected approaches that could include; assemblage, artist book, ceramics, carving, construction, relief or site specific forms. Students complete series a sculptures using different techniques and materials.</p> <p>3: Design In The module focuses on the role of the artist in design and the consideration of combining "form & function". Students will investigate the design process and role of art and artist in commerce/business. They look at the role and processes of the artist as designer and experiment with different design techniques. Students design and make a specific product from a field such as fashion, music, surf/skate or wearable art target audience i.e. T- shirt, skateboard, recycled clothing, shoes, etc.</p> <p>4: It's all about the light This module explores photography and video and their ability to capture a moment in time or reveal and illuminate aspects of our lives. Students develop knowledge of composition, lighting, camera and digital manipulation techniques and apply them in developing a folio works on a selected theme.</p>	<p>5: Disclosure The module focuses on how an artist can manipulate visual language to communicate a mood or express an idea. Beginning with an artist as inspiration students will reinterpret or use an artwork as a starting point to create their own work. Students research their chosen concept, artist and artwork to reveal how it has informed their artwork and explain the idea behind their own work.</p> <p>6: Focus This module uses the process of developing a photographic folio or video to explore personal expression by focusing a specific theme. Themes such as of "place", "surface", or "identity" including public or private, real or imagined, landscape or personal space, can be used to build and communicate a personal visual language. Students will focus on photographic processes and develop a folio of work with a selected image or images to be presented for exhibition.</p> <p>Module 7: Out There This module focuses on the exploration of 3D artwork and art for public spaces, with an emphasis on creating a sculptural work(s) for a public space in the school or local community. Collaborative learning and the skills required to curate an exhibition or coordinate an installation are developed. Typically, students will work individually or in small groups to create related 3D artworks that can be incorporated into a group presentation.</p> <p>Module 8: Art Market This module explores marketable art, craft and design. Students will investigate "art markets" including local craft and design markets and online sites. Students design and produce a product for a market place aimed at a specific target audience or purpose.</p>

Health and Physical Education

→ In Health and Physical Education, students will learn the skills needed to be successful in life as active, healthy, and socially responsible citizens.

Sophie Holyman

OPERATIONS MANAGER.
PROFESSIONAL RUGBY LEAGUE PLAYER

Since leaving school I have...

I have worked as a sole trader in the disability space. I am now an Operations Manager for a care company where I spend a lot of time with participants and their families. I have debuted for Queensland Rugby 7s and XV's, playing rugby all over Australia. I have played for the Brisbane Broncos, Australian Prime Ministers XIII, and I've just signed a deal with the Canberra Raiders, am currently training for the State of Origin for Queensland. My first memories of playing rugby were on the Marymount oval and I'm not sure I'd be where I am if Marymount didn't introduce me to it!

My job involves...

Organising staff and participants with disabilities. I chose this field because I have a massive passion for helping people!

In my spare time...

Time at the beach, hanging with family and friends and training!

In five years...

I hope to have played for Australia.

My advice to students is...

Take every opportunity thrown at you, even if it's out of your comfort zone—that's where you grow!



Health

GENERAL SENIOR SUBJECT

Health provides students with a contextualised strengths-based inquiry of the various determinants that create and promote lifelong health, learning and active citizenship. Drawing from the health, behavioural, social and physical sciences, the Health syllabus offers students an action, advocacy and evaluation-oriented curriculum.

Health uses an inquiry approach informed by the critical analysis of health information to investigate sustainable health change at personal, peer, family and community levels.

Students define and understand broad health topics, which they reframe into specific contextualised health issues for further investigation.

Students plan, implement, evaluate and reflect on action strategies that mediate, enable and advocate change through health promotion.

Objectives

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

- Recognise and describe information about health-related topics and issues
- Comprehend and use health approaches and frameworks
- Analyse and interpret information about health-related topics and issues
- Critique information to distinguish determinants that influence health status
- Organise information for particular purposes
- Investigate and synthesise information to develop action strategies
- Evaluate and reflect on implemented action strategies to justify recommendations that mediate, advocate and enable health promotion
- Make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Studying Health can lead to:

- health science
- public health
- health education
- allied health
- nursing
- medical professions.

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Investigation – action research	25%	Summative internal assessment 3 (IA3): • Investigation – analytical exposition	25%
Summative internal assessment 2 (IA2): • Examination – extended response	25%	Summative external assessment (EA): • Examination	25%

Recommendations

C Year 10 English and C Year 10 Mathematics

QCE Credits: 4 (Based on 4 semesters of study at SA or higher)

2024 Levy: Nil

Unit 1	Unit 2	Unit 3	Unit 4
Resilience <ul style="list-style-type: none"> • Students are introduced to and explore the broad notion of health, focusing on resilience as a personal health resource 	Alcohol <ul style="list-style-type: none"> • Students develop their skills to plan, implement and evaluate an action strategy to advocate, mediate and enable change in relation to alcohol in a peer and family health context. 	Road Safety <ul style="list-style-type: none"> • Students develop their skills to plan, implement, evaluate and reflect on an action strategy to advocate, mediate and/or enable change in relation to road safety in a community health context. 	Respectful Relationships <ul style="list-style-type: none"> • Students investigate the role of respectful relationships as a general resistance resource in the post-schooling transition from a life-course perspective using an inquiry approach.

Physical Education

GENERAL SENIOR SUBJECT

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

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

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

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

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

Objectives

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

- Recognise and explain concepts and principles about movement
- Demonstrate specialised movement sequences and movement strategies
- Apply concepts to specialised movement sequences and movement strategies
- Analyse and synthesise data to devise strategies about movement
- Evaluate strategies about and in movement
- Justify strategies about and in movement
- Make decisions about and use language, conventions and mode-appropriate features for particular purposes and contexts.

Studying Physical Education can lead to:

- exercise science
- biomechanics
- the allied health professions
- psychology
- teaching
- sport journalism
- sport marketing and management
- sport promotion
- sport development
- coaching.

Assessment

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

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

Summative assessments

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

Recommendations

C Year 10 English

QCE Credits: 4 (Based on 4 semesters of study at SA or higher)

2024 Levy: Nil

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

Sport & Recreation

APPLIED SENIOR SUBJECT

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

Sport and recreation activities also represent growth industries in Australia, providing many employment opportunities, many of which will be directly or indirectly associated with hosting Commonwealth, Olympic and Paralympic Games. The skills developed in Sport & Recreation may be oriented toward work, personal fitness or general health and wellbeing. Students will be involved in learning experiences that allow them to develop their interpersonal abilities and encourage them to appreciate and value active involvement in sport and recreational activities, contributing to ongoing personal and community development throughout their lives.

Sport is defined as activities requiring physical exertion, personal challenge and skills as the primary focus, along with elements of competition. Within these activities, rules and patterns of behaviour governing the activity exist formally through organisations. Recreation activities are defined as active pastimes engaged in for the purpose of relaxation, health and wellbeing and/or enjoyment and are recognised as having socially worthwhile qualities. Active recreation requires physical exertion and human activity. Physical activities that meet these classifications can include active play and minor games, challenge and adventure activities, games and sports, lifelong physical activities, and rhythmic and expressive movement activities.

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

Engagement in these activities provides a unique and powerful opportunity for students to experience the challenge and fun of physical activity while developing vocational, life and physical skills.

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

Pathways

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

Objectives

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

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

Structure

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

Unit option	Unit title
Unit option A	Aquatic recreation
Unit option D	Coaching and officiating
Unit option G	Event management
Unit option H	Fitness for sport and recreation
Unit option J	Optimising performance
Unit option L	Outdoor recreation

Units are subject to change.

Assessment

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

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

The Binnacle Training (RTO 31319) SIS30115 Certificate III in Sport and Recreation + SIS20115 Certificate II in Sport and Recreation qualification reflects the multiskilled role of individuals in operational and customer support positions in the sport or community recreation industry.

Students assist with facilitation of sport and recreation programs within their school community including:

- Officiating games
- Conducting coaching sessions
- Community sport, fitness and recreation programs
- Using digital technologies in sports environments

Available with a 'General' or 'Sport Specialty' Coaching and Officiating outcome - AFL, NRL, Netball, Rugby Union or Choose Your Own Sport!

What do students learn?

Competency	Competency Name
HLTAID011	Provide First Aid
HLTWHS001	Participate in workplace health and safety
SISXEMR001	Respond to emergency situations
SISXIND001	Work effectively in sport, fitness and recreation environments
SISXCAI002	Assist with activity sessions
SISXIND002	Maintain sport, fitness and recreation industry knowledge
SISXCCS001	Provide quality service
BSBWOR202	Organise and complete daily work activities
BSBTEC201	Use business software applications
BSBTEC202	Use digital technologies to communicate in a work environment
BSBTEC203	Research using the internet
ICTICT203	Operate application software packages
BSBSUS201	Participate in environmentally sustainable work practices
BSBWOR204	Use business technology
BSBWHS303	Participate in WHS hazard identification, risk assessment and risk control
SISXCAI003	Conduct non-instructional sport, fitness or recreation sessions
ICTWEB201	Use social media tools for collaboration and engagement
SISXCAI006	Facilitate groups
BSBWOR301	Organise personal work priorities and development
BSBADM307	Organise schedules
SISXCAI004	Plan and conduct programs
ADD-ON UNITS OF COMPETENCY	
SISSSCO001	Conduct sport coaching sessions with foundation level participants
BSBPEF302	Develop self-awareness
BSBTWK201	Work effectively with others
HLTAID009	Provide cardiopulmonary resuscitation (Completed as part of Provide FirstAid- HLTAID011)

Where can Binnacle Training (RTO 31319) SIS30115 Certificate III in Sport and Recreation + SIS20115 Certificate II in Sport and Recreation lead?

- Club Level Official (eg referee paid position)
- Club Level Coach

Assessment

Program delivery will be a combination of classroom and project-based learning, online learning (self-study) and practical work-related experience

A range of teaching/learning strategies will be used to deliver the competencies.

These include:

- Practical tasks
- Hands-on activities involving participants/clients
- Group work
- Practical experience within the school sporting programs and fitness facility

Evidence contributing towards competency will be collected throughout the course.

Duration: Scheduled classes to suit Marymount College timetable over 18-21 month duration

Other 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.

Third Party Agreement

This qualification is delivered at Marymount College by a qualified teacher (Binnacle Training Assessor)

Binnacle Training
RTO 31319
www.binnacletraining.com.au
Ph: 1300 303 715

RTO Obligation

Students will be provided with every opportunity to complete the qualification.

- We do not guarantee employment upon completion of this qualification.
- Students who are deemed competent in all 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.

Product Disclosure Statement

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

Funding

You may be eligible for funding, for more information see page 89 in this guide.

QCE Credits: Maximum 7 QCE Credits.

- Completing the Term 7 Add-on as well can result in a maximum 8 QCE Credits

2024 Fee for Service: to be advised

2023 Fee for Service: Not offered

Course Duration: 2 years



What is Vocational Education & Training?

Vocational Education and Training (VET) is a learning pathway available for young people in senior secondary. VET provides students with the opportunity to engage in education and training which may lead to employment and/or further study.



VET offers clear benefits to students, including:

- The development of work-related skills, making young people more employable
- Access to learning opportunities beyond the traditional curriculum, including work-based learning
- Competency-based assessment that meets industry standards



Benefits of participating in VET include (but are not limited to):

- obtaining practical experience from work
- gaining familiarity on how workplaces operate
- developing employability skills
- developing and improving interpersonal skills
- allowing students to explore the potential career path they would like to pursue.



VET Qualifications

May be delivered by schools that are RTOs, TAFE Queensland, and private VET providers.

- Most VET qualifications undertaken at school articulate to higher Australian Qualifications Framework (AQF) VET qualifications.
- Some VET programs articulate to higher education programs.



School-based apprenticeships and traineeships

Allow young people to work for an employer and train towards a recognised qualification under a contract of training while completing their school studies.

- Students whose school-based apprenticeship or traineeship is not completed by the time they finish Year 12 may convert to a full-time or part-time apprenticeship or traineeship.
- SATs allow young people to work for an employer and train towards a recognised qualification under a contract of training while completing their school studies.
- SAT QCE points, if required, will contribute towards a students QCE which can be issued post school.



VET and tertiary entrance

Students who complete an AQF Certificate III or higher level VET qualification while at school may be able to use this as the basis of admission to a higher education course.

- They may also be given credit at University or TAFE for units of competency or qualifications completed during Years 11 and 12. Each VET qualification – Certificate III or higher – will have a single scaled score that can be included in a student's Australian Tertiary Rank (ATAR).



VET and Queensland Certificate of Education (QCE)

The QCE, Queensland's senior school qualification, recognises broad learning options, including VET and workplace and community learning.



For further information about School-based apprenticeships and traineeships visit <https://education.qld.gov.au/careers/apprentices-and-trainees/school-to-work/school-based-apprenticeships-and-traineeships>



For further information about VETiS visit <https://desbt.qld.gov.au/training/training-careers/incentives/vetis>



What is VETiS

The Department of Employment, Small Business and Training (DESBT) provides funding for secondary school students to complete one (1) approved VETiS qualification while at school, referred to as 'employment stream' qualifications.

If a student is eligible, the course is provided to them fee-free.



How do I know if I am Eligible?

To be eligible to enrol in a VETiS program, students must:

- be currently enrolled in secondary school
- permanently reside in Queensland
- be an Australian citizen, Australian permanent resident (includes humanitarian entrant), temporary resident with the necessary visa and work permits on the pathway to permanent residency, or a New Zealand citizen
- not already completing or have already completed a funded VETiS course with another registered training organisation.



What courses can it be used for?

VETiS qualifications on the Priority Skills List are only at the certificates I and II level.

At Marymount we offer the following eligible courses that use VETiS funding

- CPC10120 Certificate I in Construction
- MEM20413 Certificate II in Engineering (Pathways)
- SIS20319 Certificate II in Sport Coaching



Why is Sport Coaching and Fitness a dual certificates?

- SIS20319 Certificate II in Sport Coaching PLUS SIS30315 Certificate III in Fitness are dual courses
- Two certificates are awarded for these courses
- Students may use VETiS funding for the Certificate II half of the course.



What if my son or daughter want to do multiple VET courses?

- At Marymount students can choose a maximum of two VET courses for Year 11 and 12.
- If two courses are eligible for VETiS funding, VETiS will be used for one course and the other course will be charged the Fee for Service amount listed on the subject information page.
- If CPC10120 Certificate I in Construction and MEM20413 Certificate II in Engineering (Pathways) are chosen then VETiS funding will cover both choices and no Fee for Service is charged by the Registered Training Organisation Blue Dog (RTO Number: 31193)



For more information about other aspects of VET, visit the Queensland Curriculum and Assessment Authority's website at <https://www.qcaa.qld.edu.au/senior/vet>



For more information about VET and tertiary entrance, phone the Queensland Tertiary Admissions Centre (QTAC) on 1300 467 822 or visit www.qtac.edu.au.

All students at Marymount College study six subjects.

Before selecting subjects, students should read carefully the course outlines in this handbook.

They should also note the following points.

1. If insufficient students select a subject or VET course, it may not be timetabled in 2024.
2. The Year 11 curriculum in 2023 will be arranged on six lines.
It is possible that two subjects which a student wishes to select may occur on the same line. A choice will then have to be made between the two subjects.
3. All subjects selected in Year 11 continue on to the end of Year 12.
It may be possible, however, for a student to change subjects at certain stages during the two years - but only after approval has been given by the Assistant Principal Senior Curriculum.
4. Students will need to complete a unit before changing a subject.
There is a two week trial period at the beginning of each unit for a student to change a subject. After Week 2, students are required to complete the full unit.
5. Quota restrictions apply to all subjects and selection of an elective does not guarantee a place in the subject.

The ATAR Pathway

To be ATAR eligible you must choose a minimum of four General subjects.

Option

1

If you choose 6 General Subjects:

Your **best 5** will count towards your ATAR

Within this selection:

- 1 English subject **must** be chosen (English or Literature or both)
- Study of Religion **must** be chosen
- 1 Mathematics subject **must** be chosen (General, Methods or Specialist)

OR

Option

2

If you choose 5 General Subjects:

All 5 subjects will count towards your ATAR

Within this selection:

- 1 English subject **must** be chosen (English or Literature or both)
- 1 Religion subject **must** be chosen (Study of Religion or Religion & Ethics)
- 1 Mathematics subject **must** be chosen (Essential, General, Methods or Specialist)

OR

Option

3

If you choose 4 General Subjects:

All 4 plus one Applied/VET subject will count towards your ATAR

Within this selection:

- 1 English subject **must** be chosen (English or Literature or both)
- 1 Religion subject **must** be chosen (Study of Religion or Religion & Ethics)
- 1 Mathematics subject **must** be chosen (Essential, General, Methods or Specialist)

The Non ATAR Pathway

Non-ATAR students study a combination of Applied/VET subjects and up to three General subjects.

Option

1

If you choose up to 3 General Subjects:

- 1 English subject **must** be chosen (English or Essential English)
- 1 Religion subject **must** be chosen (Study of Religion or Religion & Ethics)
- General Mathematics or Essential Mathematics **must** be chosen
- 3 Electives (General, Applied or VET subjects)



For further information about Queensland Senior subjects visit Queensland Curriculum & Assessment Authority (QCAA) at <https://www.qcaa.qld.edu.au/senior/senior-subjects>

What will your pathway be?

	General	Applied	VET
<p>→ English</p> <p>Must select at least one</p>	<ul style="list-style-type: none"> English Literature 	<ul style="list-style-type: none"> Essential English 	
<p>→ Humanities and Social Sciences</p> <p>Must select either Study of Religion OR Religion & Ethics</p>	<ul style="list-style-type: none"> Accounting Ancient History Business Economics Geography Legal Studies Modern History Study of Religion 	<ul style="list-style-type: none"> Business Studies Religion & Ethics Tourism 	<ul style="list-style-type: none"> BSB10120 Cert I in Workplace Skills BSB30120 Certificate III in Business BSB50120 Diploma of Business
<p>→ Health & Physical Education</p>	<ul style="list-style-type: none"> Health Physical Education 		<ul style="list-style-type: none"> SIS30115 Certificate III in Sport and Recreation + SIS20115 Certificate II in Sport and Recreation
<p>→ Languages</p>	<ul style="list-style-type: none"> French (online) Japanese (online) 		
<p>→ Mathematics</p> <p>Must select at least one</p> <p>If selecting Specialist Mathematics you must also select Mathematical Methods</p>	<ul style="list-style-type: none"> General Mathematics Mathematical Methods Specialist Mathematics 	<ul style="list-style-type: none"> Essential Mathematics 	
<p>→ Science</p>	<ul style="list-style-type: none"> Agricultural Science Biology Chemistry Marine Science Physics Psychology 	<ul style="list-style-type: none"> Aquatic Practices 	
<p>→ Technologies</p>	<ul style="list-style-type: none"> Digital Solutions Food & Nutrition Design 	<ul style="list-style-type: none"> Fashion 	<ul style="list-style-type: none"> CPC10120 Certificate I in Construction/CPC20220 Certificate II in Construction Pathways MEM20422 Certificate II in Engineering Pathway SIT30616 Certificate III in Hospitality CHC30113 Certificate III in Early Childhood Education & Care ICT30120 Certificate III in Information Technology
<p>→ The Arts</p>	<ul style="list-style-type: none"> Dance Drama Film Television & New Media Music Music Extension Visual Art 	<ul style="list-style-type: none"> Drama in Practice Media Arts in Practice Visual Art in Practice 	<ul style="list-style-type: none"> CUA30120 Certificate III in Dance

A MAXIMUM OF 2 VET COURSES MAY BE CHOSEN

Have fun and make the most of your time!



Emily Kelly

SENIOR BEAUTY THERAPIST. ASPIRING ENTREPRENEUR.

At school, I studied...

English, Maths B, SOR, Home Economics, Drama, Visual Art, Creative Art. I chose these subjects because I'm definitely more creative than I am academically focussed! I wanted to fill my timetable with subjects I loved. Plus I knew I would get better grades at the end of it because I chose subjects I was really good at.

Since leaving school I have...

I completed a Diploma of Beauty Therapy in my first year out of school and was really lucky to get a job in a salon at the end of that year. I've been working in the beauty industry for nearly 8 years now. And I've recently come back from a 6 month van trip around Australia!

My job involves...

As a Senior Beauty Therapist I do a lot of traditional beauty treatments like manis, pedis, brows, waxing, tanning and massage, as well as advanced skin treatments like microdermabrasion, peels, skin needling and IPL. It's great because the days are always varied and I get to do so many different things.

I chose this field because I love it! I have such a passion for skin, I just wanted to learn as much as possible so I could educate my clients and make a difference. It was also important to me that I worked in a fun, positive environment that wasn't stressful. Now I come to work and make people feel amazing everyday and that's pretty awesome!

In my spare time I enjoy...

Well, travelling in a van has been the biggest pastime for me lately! Lots of driving, hiking, beach days and discovering new places. I'm so grateful to have had that time—it was great—but now that I'm home I've got back into pilates and I've discovered a love of baking—now that I actually have a kitchen!

In five years, I hope to...

I'd love to create my own skincare line in the next couple of years, that would be pretty amazing. My boyfriend and I have recently launched a clothing brand as well, so I'd like to be running two really successful businesses in 5 years time! We'd also love to get married, have 3 months travelling Europe and start a family.

My advice to students at Marymount College is...

Have fun and make the most of your time! You want to look back and know that you got involved and made some really great memories. Dress up for every sports carnival, take part in all the fundraisers, enjoy every event you can. I had a lot of fun in my senior years and now, looking back, I'm so grateful to have been a part of it all.

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