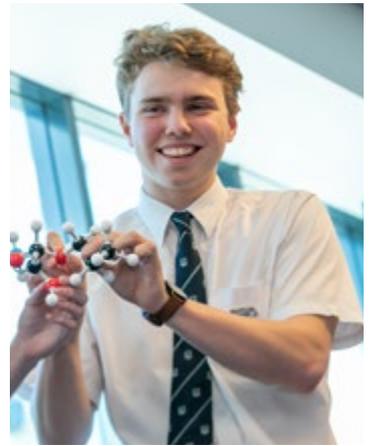




MARYMOUNT *College*

Year 11 & 12



**SUBJECT
SELECTION
HANDBOOK
2022**

OUR MISSION



MARYMOUNT *College*



Marymount College is a Catholic educational community committed to lifelong life-giving learning, where gospel values are reflected in all aspects of College life.

We embrace the person and vision of Jesus Christ in a supportive school environment.

Our College Motto, Deus Meus Et Omnia reminds us that our gifts and talents come from God for the good of all. It also reminds us to live life to the full according to the Gospel of Jesus and to learn, grow and develop throughout our lifetime.



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INTRODUCTION



Mr Chris Noonan
Principal



Mr Peter Shaw
Assistant Principal
Senior Curriculum



Mr Jason Hamilton
Head of Careers/VET



Miss Lauren Mitchell
Inclusive Education Coordinator

This booklet provides a brief outline of the curriculum available at the College in Year 11 and 12.

Years 11 and 12 is an exciting time for students. They can choose from a wide range of learning options that will help them when they leave school — whether they want to go to university, TAFE or another further education and training provider, take up an apprenticeship or traineeship, or get a job.

Learning options in Years 11 and 12 include:

- General subjects
- Applied subjects
- Vocational Education and Training qualifications
- Certificate courses
- School-based apprenticeships and traineeships
- University subjects
- Recognised subjects and courses
- Learning projects

With a wide range of subjects and courses to choose from, students often need help to identify their goals, develop a plan to reach them and keep themselves motivated along the way. As a parent, you can play a crucial role in helping your child with their pathway planning.

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. The senior years can be a rewarding and useful experience if the student has a commitment to school and to study/training. It is also important to begin Year 11 with appropriate subject choices, based on sound advice.

While the work in Years 11 and 12 will be more difficult, the rewards for consistent, regular study are worth the effort. Achieving a Senior ATAR Statement, VET Qualification, and/or QCE (Queensland Certificate of Education) will lead to increased educational and career opportunities as well as personal and social confidence.

The overall responsibility for the curriculum in Years 11 and 12 rests with the Assistant Principal Senior Curriculum. Specific subject areas are administered by Academic Coordinators and they should be approached on matters related to particular subjects. Remember that there are many people at the College to support you and your son or daughter in this journey.

Heads of Department and Academic Coordinators

Assistant Principal Senior Curriculum - Mr Peter Shaw

Head of Careers/VET - Mr Jason Hamilton

Inclusive Education Coordinator - Miss Lauren Mitchell

RELIGION

Assistant Principal Religious Education - Mrs Dolores Maitland

Head of Religious Education - Mrs Dina Serong

ENGLISH

Head of English - Ms Mallory Lowe

English Coordinator - Ms Jennifer Gorman

Languages Coordinator - Ms Kanae Aki

HUMANITIES

Head of Humanities & Social Sciences - Ms Cheryl Fraser

Business Coordinator- Mr Simon Rezo

HEALTH & PHYSICAL EDUCATION

Head of Health & Physical Education - Mr Cameron Francis

Sport Program Leader - Mr Trent Balyrn

MATHEMATICS

Head of Mathematics - Mr Greg Gazal (acting)

Mathematics Coordinator - Michelle Smith (acting)

SCIENCE

Head of Science- Mrs Kristina Baker

Science Coordinator - Mrs Trena Steele

TECHNOLOGIES

Head of Technologies & ICT - Mrs Kylie Mathers

Industrial Technology & Design Coordinator - Mr Aaron Turner

Hospitality Coordinator - Mr David Grant

THE ARTS

Head of Arts & Media - Mrs Lorena Vine

Dance Coordinator - Ms Shona Press

Drama Coordinator - Ms Melanie Howe

Music Coordinator - Mr Paul Faughey

Visual Arts Coordinator - Mr Steve O'Keefe

PATHWAY PLANNING - SET PLANS AND LEARNING ACCOUNTS



Your involvement in helping your child make important decisions about their future education, training and employment is vital to the success of this plan.

What is a Senior Education and Training (SET) plan?

A SET plan is a confidential document that a student develops, in consultation with their parents/carers and their school, to map their learning and career pathways.

What is the purpose of a SET plan?

The purpose of a SET plan is to help students:

- Set and achieve their learning goals in Years 11 and 12
- Include flexible and coordinated pathway options in their course of senior study
- Think about their education, training and career options after Year 12 and make decisions about their learning pathways
- Structure their learning around their abilities, interests and ambitions
- Communicate with their parents, teachers and career guidance officers about their learning pathways and post-school plans.

In their SET plan, students will be able to list a variety of different learning pathways, some of which may be accessed outside the current formal structure of school. This provides more options and flexibility in learning.

What is involved in developing a SET plan?

Each school has its own SET planning process.

Once your child's SET plan has been developed, you, your child and the other people involved in developing the plan should sign and date the plan to show agreement.

What happens next?

Parents are encouraged to stay involved in the SET planning process so you can support your child through their learning.

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

Students can track their enrolments and results in their learning account on the Student Connect website.

If students want to change their subjects or courses, it is important that they discuss this with the school or other learning provider.

Student learning accounts

In Year 10, schools register students with the QCAA and a learning account is opened for them. All eligible learning towards a QCE is recorded in student learning accounts, as well as where and when the learning took place, and the results achieved.

Students can use their learning account to:

- Check their personal details
- View their enrolments and results
- Track their progress towards a Queensland Certificate of Education (QCE)

How can students access their learning account?

Each student is assigned a learner unique identifier (LUI) and initial password so they can access their learning account on the Student Connect website.

Students need their LUI and password each time they log in.

Schools issue students with their LUI numbers in Year 10. If your child doesn't know their LUI number, they should ask at the Careers Centre for it.

What can students see in their learning account?

Personal and enrolment details

Student learning accounts contain personal and enrolment details. Students should check their learning account regularly and advise their school or other learning provider if their contact details or enrolments are incorrect.

At the end of Year 12, Queensland Curriculum and Assessment General (QCAA) posts student Senior Education Profiles to the address in their learning account, so it's important for students to tell their school or learning provider if they change address.

Vocational Education and Training (VET) results and QCE-recognised programs

Students studying a VET course or Queensland Certificate of Education (QCE) recognised course of study will be able to see the credits from courses in their learning account as soon as the course has been completed and the achievement 'banked' by the learning provider.

Final results

Students need their LUI and password to login to their learning account and get their results online, before their Senior Education Profile arrives in the post.

VOCATIONAL EDUCATION AND TRAINING



Vocational Education

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 and the Senior Education Training Plan

Students should consider VET when developing their Senior Education and Training (SET) Plan or equivalent.

The SET Plan helps students structure their learning around their abilities, interests and ambitions, and maps out what, where and how a student will study during their senior phase of learning.



VET and schools

Queensland schools can offer VET in a number of different ways.

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.



VET at Marymount College

Marymount College offers a broad range of subjects as part of its Vocational Education program. These Vocational Education & Training (VET) courses are nationally accredited courses and certificates.

Students are eligible to receive up to two qualifications, or three after negotiation with Head of Careers/VET.

Qualifications gained are determined through competency-based assessment. The completed certificate/s and units of competency will appear on the Senior Statement.

School-based apprenticeships and traineeships (SATs)

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.

Young people whose SAT is not completed by the time they finish Year 12 may convert to a full-time or part-time apprenticeship or traineeship.

SAT QCE points, if required, will contribute towards a student's QCE which can be issued post school.

VET and the Queensland Certificate of Education (QCE)

The QCE, Queensland's senior school qualification, recognises broad learning options, including VET and workplace and community learning.

VOCATIONAL EDUCATION AND TRAINING

| Certificate | Credit towards a QCE | Maximum VET contribution to the QCE |
|--|--|--|
| Certificate I | Preparatory courses 2 credits or 3 credits for Certificate I > 199 nominal hours | 4 credits maximum |
| Certificates II, III and IV (including SATs) | Core courses Certificate II — 4 credits Most Certificates III and IV — 8 credits* (Partial credit arrangements apply for incomplete Certificates II, III and IV) | 8 credits from a training package |
| Diplomas | Core courses 1 credit for each unit of competency | Maximum 8 credits per training package |
| School-based Apprenticeships and Traineeships (SATs) | Core courses Off-the-job component: Credit arrangements as outlined above. (Most students can expect to complete 30% of the competencies while at school, which gives 2 credits) | 2 credits |
| | On-the-job component: 2 credits for each 50 days (375 hours) completed each 12 months Electrotechnology — 2 credits for each 80 days (600 hours) completed each 12 months (minimum 80 days). | 4 credits |
| School-based Apprenticeships and Traineeships (SATs) | On-the-job as per outlined with the relevant VET certificate level. NO additional QCE credit is accrued for on-the-job hours completed for a school-based traineeship. | 8 credits |

* Some Certificates III and IV attract 5–7 credits, generally because of their reduced hours.

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 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).

Find out more

For information about VET study options and employment opportunities, visit the Marymount College Careers Centre.

For more information about other aspects of VET, visit the Queensland Curriculum and Assessment Authority's website at www.qcca.qld.edu.au.

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.



SENIOR EDUCATION PROFILE

Students in Queensland are issued with a Senior Education Profile (SEP) upon completion of senior studies.

This profile may include a:

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

For more information about the SEP see: www.qcaa.qld.edu.au/senior/certificates-qualifications/sep

Statement of results

Students are issued with a statement of results in the December following the completion of a QCAA-developed course of study. 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 Education (QCE)

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

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.

ATAR Direct entry to university

The Australian Tertiary Admissions Rank is a score applied to students results, if they are eligible. The ATAR is evaluated by the Queensland Tertiary Admissions Centre (QTAC). QCAA forward raw data from students achievements to QTAC. QTAC publish ATAR results in December, after students have graduated.

Senior subjects

The QCAA develops five types of senior subject syllabuses — General, Applied, linked VET Qualifications, Senior External Examinations and Short Courses. Results in General and Applied subjects contribute to the award of a QCE and may contribute to an Australian Tertiary Admission Rank (ATAR) calculation, although no more than one result in an Applied subject can be used in the calculation of a student's ATAR.

Extension subjects are extensions of the related General subjects and are studied either concurrently with, or after, Units 3 and 4 of the General course.

Typically, it is expected that most students will complete these courses across Years 11 and 12. All subjects build on the P-10 Australian Curriculum (ACCRA).

General syllabuses

General subjects are suited to students who are interested in pathways beyond senior secondary schooling that lead primarily to tertiary studies and some pathways for vocational education and training. General subjects include Extension subjects.

Applied syllabuses

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.

VET qualifications

Attract similar credit as Applied syllabus but are primarily stand-alone courses, particular to specific industries and careers.

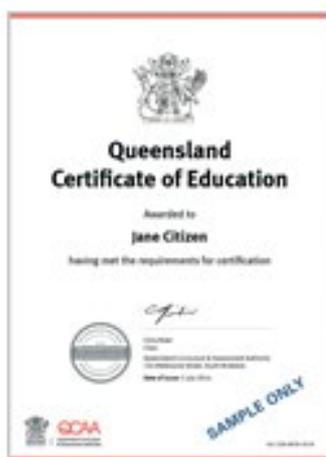
Senior External Examination

The Senior External Examination consists of individual subject examinations provided across Queensland in October and November each year by the QCAA.

Short Courses

Short Courses are developed to meet a specific curriculum need and are suited to students who are interested in pathways beyond senior secondary schooling that lead to vocational education and training and establish a basis for further education and employment. They are informed by, and articulate closely with, the requirements of the Australian Core Skills Framework (ACSF). A grade of C in Short Courses aligns with the requirements for ACSF Level 3.

For more information about the ACSF see: <https://www.education.gov.au/australian-core-skills-framework>.



SENIOR EDUCATION PROFILE

Vocational Education and Training (VET)

Students can access VET programs through the school if it:

- Is a registered training organisation (RTO)
- Has a third-party arrangement with an external provider who is an RTO
- Offers opportunities for students to undertake school-based apprenticeships or traineeships

Underpinning factors

All senior syllabuses are underpinned by:

- Literacy — the set of knowledge and skills about language and texts essential for understanding and conveying content
- Numeracy — the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully.

General syllabuses and Short Courses

In addition to literacy and numeracy, General syllabuses and Short Courses are underpinned by:

- 21st century skills — the attributes and skills students need to prepare them for higher education, work and engagement in a complex and rapidly changing world. These include critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills.

Applied syllabuses

In addition to literacy and numeracy, Applied syllabuses are underpinned by:

- Applied learning — the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts
- Community connections — the awareness and understanding of life beyond school through authentic, real-world interactions by connecting classroom experience with the world outside the classroom
- Core skills for work — the set of knowledge, understanding and nontechnical skills that underpin successful participation in work.

Australian Tertiary Admission Rank (ATAR) eligibility

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

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

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

English requirement

Eligibility for an ATAR will require **satisfactory completion of a QCAA English subject**.

Satisfactory completion will require students to attain a result that is equivalent to a Sound Level of Achievement in one of five subjects — English, Essential English, Literature, English and Literature Extension* or English as an Additional Language*. (*Not offered at Marymount)

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

Short Courses

Course overview

Short Courses are one-unit courses of study. A Short Course includes topics and subtopics. Results contribute to the award of a QCE. Results do not contribute to ATAR calculations. Short Courses are available in Literacy and Numeracy

Assessment

A Short Course uses two summative school-developed assessments to determine a student's exit result. Short Courses do not use external assessment.

The Short Course syllabus provides instrument-specific standards for the two summative internal assessments.

Students who wish to undertake a short course may obtain further information from the Assistant Principal Senior Secondary.

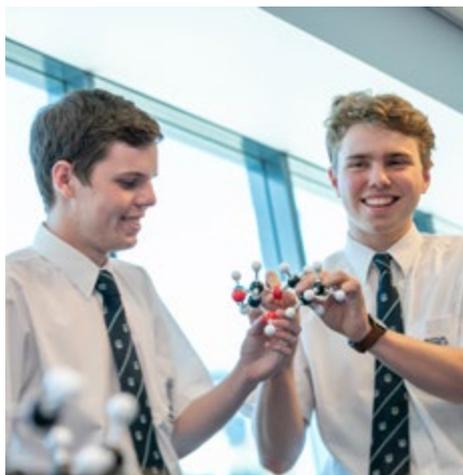
Three Year Senior Course

Most students in Queensland study for their Senior Certificate over a two-year period. Since 1989, however, the Queensland Curriculum and Assessment Authority has permitted individual students to obtain a Senior Certificate at the end of a three-year or longer program of study.

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 and, if desired, Tertiary Entrance Statement. This allowance also applies to students with certain medical conditions.

Students who wish to undertake a three-year Senior course for personal, cultural, school-based traineeship or sporting reasons and who believe that they qualify for this program may obtain further information from the Assistant Principal Senior Secondary.

GENERAL SYLLABUSES



Structure

The syllabus structure consists of a course overview and assessment.

General syllabuses course overview

General syllabuses are developmental four-unit courses of study. They operate on a unit timetable.

Units 1 and 2 provide foundational learning, allowing students to experience all syllabus objectives and begin engaging with the course subject matter. It is intended that Units 1 and 2 are studied as a pair. Assessment in Units 1 and 2 provides students with feedback on their progress in a course of study and contributes to the award of a QCE.

Students should complete Units 1 and 2 before starting Units 3 and 4.

Units 3 and 4 consolidate student learning. Assessment in Units 3 and 4 is summative and student results contribute to the award of a QCE and to ATAR calculations.

General subjects

At Marymount College, students study Units 1 and 2 over three terms of Year 11. They commence Unit 3 General subjects in Term 4 of Year 11. (All Applied Subjects run over a traditional semester timeframe. They do not have external exams in Term 4 of Year 12).

Extension syllabuses course overview

Extension subjects are extensions of the related General subjects and include external assessment. Extension subjects are studied either concurrently with, or after, Units 3 and 4 of the General course of study.

Extension syllabuses are courses of study that consist of two units (Units 3 and 4). Subject matter, learning experiences and assessment increase in complexity across the two units as students develop greater independence as learners.

The results from Units 3 and 4 contribute to the award of a QCE and to ATAR calculations.

Assessment

Units 1 and 2 assessments

Schools decide the sequence, scope and scale of assessments for Units 1 and 2. These assessments should reflect the local context. Teachers determine the assessment program, tasks and marking guides that are used to assess student performance for Units 1 and 2.

Units 1 and 2 assessment outcomes provide feedback to students on their progress in the course of study. Schools should develop at least two but no more than four assessments for Units 1 and 2. At least one assessment must be completed for each unit.

Schools report satisfactory completion of Units 1 and 2 to the QCAA, and may choose to report levels of achievement to students and parents/

carers using grades, descriptive statements or other indicators.

Units 3 and 4 assessments

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

Schools develop three internal assessments for each senior subject to reflect the requirements described in Units 3 and 4 of each General and Applied syllabus.

The three summative internal assessments need to be endorsed by the QCAA before they are used in schools. Students' results in these assessments are externally confirmed by QCAA assessors. These confirmed results from internal assessment are combined with a single result from an external assessment, which is developed and marked by the QCAA. The external assessment result for a subject contributes to a determined percentage of a students' overall subject result. For most subjects for most General subjects and all Applied subjects this is 25%; for Mathematics and Science subjects it is 50%.

Instrument-specific marking guides

Each syllabus provides instrument-specific marking guides (ISMGs) for summative internal assessments.

The ISMGs describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument.

Schools cannot change or modify an ISMG for use with summative internal assessment.

As part of quality teaching and learning, schools should discuss ISMGs with students to help them understand the requirements of an assessment task.

External assessment

External assessment is summative and adds valuable evidence of achievement to a student's profile. External assessment is:

- Common to all schools
- Administered under the same conditions at the same time and on the same day
- Developed and marked by the QCAA according to a commonly applied marking scheme.

The external assessment contributes a determined percentage (see specific subject guides — assessment) to the student's overall subject result and is not privileged over summative internal assessment.



APPLIED SYLLABUSES

Structure

The syllabus structure consists of a course overview and assessment.

Applied syllabuses course overview

Applied syllabuses are developmental four-semester courses of study. They operate on a traditional semester timetable. Units 1 and 2 of the course are designed to allow students to begin their engagement with the course content, ie. the knowledge, understanding and skills of the subject. Course content, learning experiences and assessment increase in complexity across the four units as students develop greater independence as learners.

Units 3 and 4 consolidate student learning. Results from assessment in Applied subjects contribute to the award of a QCE and results from Units 3 and 4 may contribute as a single input to ATAR calculation. A course of study for Applied syllabuses includes core topics and elective areas for study.

Assessment

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

Schools should develop at least two but no more than four internal assessments for Units 1 and 2 and these assessments should provide students with opportunities to become familiar with the summative internal assessment techniques to be used for Units 3 and 4. Applied syllabuses do not use external assessment.

Instrument-specific standards matrixes

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

Essential English and Essential Mathematics — Common internal assessment

Students complete a total of four summative internal assessments in Units 3 and 4 that count toward their overall subject result. Schools develop three of the summative internal assessments for each senior subject and the other summative assessment is a common internal assessment (CIA) developed by the QCAA.

The CIA for Essential English and Essential Mathematics is based on the learning described in Unit 3 of the respective syllabus.

The CIA is:

- Developed by the QCAA
- Common to all schools
- Delivered to schools by the QCAA
- Administered flexibly in Unit 3
- Administered under supervised conditions
- Marked by the school according to a com-

mon marking scheme developed by the QCAA.

The CIA is not privileged over the other summative internal assessment.

Summative internal assessment — instrument-specific standards

The Essential English and Essential Mathematics syllabuses provide instrument-specific standards for the three summative internal assessments in Units 3 and 4.

The instrument-specific standards describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument.

Senior External Examinations

Senior External Examinations course overview

A Senior External Examination syllabus sets out the aims, objectives, learning experiences and assessment requirements for each of these subjects.

Results are based solely on students' demonstrated achievement in examinations. Work undertaken before an examination is not assessed.

The Senior External Examination is for:

- Low candidature subjects not otherwise offered as a General subject in Queensland
- Students in their final year of senior schooling who are unable to access particular subjects at their school
- Adult students (people of any age not enrolled at a Queensland secondary school)
- To meet tertiary entrance or employment requirements
- For personal interest.

Senior External Examination results may contribute credit to the award of a QCE and contribute to ATAR calculations. For more information about the Senior External Examination, see: www.qcaa.qld.edu.au/senior/see.

Assessment

The Senior External Examination consists of individual subject examinations that are held once each year in Term 4. Important dates and the examination timetable are published in the Senior Education Profile (SEP) calendar, available at: <https://www.qcaa.qld.edu.au/senior/sep-calendar>.

Results are based solely on students' demonstrated achievement in the examinations. Work undertaken before an examination is not assessed. Results are reported as a mark and grade of A–E. For more information about results, see the QCE and QCIA policy and procedures handbook, Section 10.



SUBJECT SELECTION GUIDELINES

ATAR PATHWAY

Option 1

If you choose 6 General Subjects, the **best 5** will count towards ATAR

Within this selection:

- 1 English subject **must** be chosen (English or Literature or both)
- Study of Religion **must** be chosen
- Mathematics is optional

Option 2

If you choose 5 General Subjects, **all 5** will count towards 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)
- Mathematics is optional

Option 3

If you choose 4 General Subjects, **all 4 plus one Applied/VET Subject** will count towards ATAR

VOCATIONAL EDUCATION & TRAINING (VET) PATHWAY

Must study 6 Subjects as follows:

Within this selection:

- 1 English subject **must** be chosen (English, Literature or Essential English)
- 1 Religion subject **must** be chosen (Study of Religion or Religion & Ethics)
- General Mathematics or Essential Mathematics are optional
- 3 Electives (General, Applied, or Certificate Courses)
- May have **no more than 3** General subjects out of 6

The following information should be considered when selecting subjects:

1. It is recommended that students selecting to be **ATAR Eligible** consider selecting six General Subjects. In some cases five General subjects may be selected. These may or may not include Study of Religion. English (General) should be included as it is a prerequisite for most university courses. To make up the six subjects, students can choose from Applied subjects.
2. To achieve an ATAR students must pass their chosen English course. This does include Essential English, but since it is an Applied subject it will attract a lower ATAR score. Only the top five subjects results count towards the ATAR.
3. If a student is considering that they may only complete a QCE, only three General subjects are recommended along with three subjects from Applied subjects or Certificate Courses.
4. Students may also undertake a school-based traineeship or apprenticeship, if available, whilst in Years 11 and 12. Occasionally students will negotiate the number of subjects studied in line with traineeship commitments. This negotiation will occur with the Head of Careers/VET once the SAT is in full operation. SATs attract stand-alone entry to some universities. This system is operated independently by the individual university faculties.

Notes:

- **All students in Years 11 and 12 study six subjects, unless they are Learning Support students.**
- **Any pathway different to these options requires a meeting with Assistant Principal Senior Curriculum or Head of VET/Careers.**

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 given subject or qualification, it may not be taught in 2022.
2. The Year 11 curriculum in 2022 will be arranged on six lines. It is possible that two subjects which a student wishes to take 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 Secondary, and only after all requirements for the unit/semesters course have been met.
4. Students will need to complete a semester/unit before changing a subject. There is a two week trial period at the beginning of each semester/unit for a student to change a subject. After week 2, students are required to complete the full semester/unit. Assessment requirements will be advised in consultation with the Academic Coordinator and Assistant Principal Senior Secondary within the same deadline: end of week 2.
5. Quota restrictions apply to all subjects and selection of an elective does not guarantee a place in the subject.

Prerequisites

Students who seek to enrol in Senior General Subjects are required to meet prerequisite results in subjects studied in Year 10.

These are minimum standards. Students who achieve the standard will be permitted to choose the particular Senior General subject within the online system and entry to the subject will then depend on the Year 11 subject lines for 2022. Most students are expected to get the subjects they choose.

SUBJECT PREREQUISITES



SUBJECT SELECTION - PREREQUISITES YEAR 11 2022

| Year 10 Subject Result | Subject Selection Outcome |
|--|---|
| D or worse in any three subjects Semester 1 Report | = No ATAR subject selections in this list are possible without an interview with the AP Senior Curriculum (<i>prior to SET Plan interviews</i>) |

| Year 11 Subjects | Year 10 Grade/Subjects Prerequisites | | | |
|--|--------------------------------------|-------|---|---|
| | ENGLISH | MATHS | SCIENCE | OTHER |
| Agricultural Science | | | C | |
| Ancient History | C+ | | | or C+ History (<i>elective or Core</i>) |
| Biology | C | | and C+ | |
| Business | C+ and | C | | |
| Chemistry | | B- | and C+ | |
| Dance | C | | | |
| Diploma of Business (BSB50120) | | | *Subject to application interview & prerequisites. Refer to Subject Selection Handbook for details. | |
| Digital Solutions | C- | | | |
| Drama | C | | | |
| Economics | C+ and | C+ | | |
| Electrotechnology Cert II (UEE22011) | | C+ | | |
| English | C+ | | | Maintained in Semester II |
| Film, Television and New Media | C | | | or C Media Arts |
| Food & Nutrition | C | | | |
| French (<i>Yr 10 Elective</i>) | | | | C+ French |
| General Mathematics | | C+ | | Maintained in Semester II |
| Geography | C+ | | | or C+ Geography |
| Health | C+ and | C | | |
| Japanese (<i>Yr 10 Elective</i>) | | | | C+ Japanese |
| Legal Studies (<i>Yr 10 Elective</i>) | C+ | | | or C+ Year 10 Civics |
| Literature | B+ | | | Maintained in Semester II |
| Marine Science | C | | and C+ | |
| Mathematical Methods | | B | | Maintained in Semester II |
| Modern History | C+ | | | or C+ History (<i>elective or Core</i>) |
| Music (<i>Yr 10 Elective</i>) | C and | | | C Yr 10 Music or at least 2 yrs learning an instrument |
| Physical Education (<i>Yr 10 Elective</i>) | C and | C | | and C+ HPE or ASP |
| Physics | | B- | and C+ | |
| Psychology | C | | and C+ | |
| Specialist Mathematics | | B+ | | Maintained in Semester II |
| Study of Religion | C+ | | | or B- Religion |
| Visual Art | C | | | or C+ Visual Art |

You have three opportunities to achieve this result:

- End of Term 2 ★ Subject to Semester 1 grades, SET Plan (online Subject selections are based on THIS data).
- End of Term 3 or End of Term 4 ★ Subject to prerequisite results being achieved, timetable lines & class availability.

THE SENIOR COURSE AT MARYMOUNT COLLEGE

All students study six (6) subjects. This comprises subjects from the three categories:

General Subjects Applied Subjects Certificate Courses

The courses to be initially offered for 2022 are: -

| General Subjects | | | |
|------------------|------------------------------|--------|------------------------|
| AGS | Agricultural Science | JAP | Japanese |
| AHIS | Ancient History | LST | Legal Studies |
| BIO | Biology | ENGL | Literature |
| BUSI | Business | MSCI | Marine Science |
| CHE | Chemistry | MAM | Mathematical Methods |
| DAN | Dance | MHIS | Modern History |
| DIGS | Digital Solutions | MUS | Music |
| DRA | Drama | MUSEXT | Music Extension |
| ECO | Economics | PE | Physical Education |
| ENG | English | PHY | Physics |
| FRN | French | PSY | Psychology |
| FTNM | Film, Television & New Media | SMA | Specialist Mathematics |
| GMA | General Mathematics | SOR | Study of Religion |
| GEO | Geography | VAR | Visual Art |
| HEA | Health | | |

| Applied Subjects | | | |
|------------------|-----------------------|------|-------------------------|
| AP | Aquatic Practices | FAS | Fashion |
| BUSS | Business Studies | MAIP | Media Arts in Practice |
| DRAIP | Drama in Practice | RAE | Religion and Ethics |
| EENG | Essential English | SAR | Sport and Recreation |
| EMA | Essential Mathematics | VAP | Visual Arts in Practice |

| Certificate Courses | |
|---------------------|---|
| CPC10120 | Certificate I in Construction |
| BSB10120 | Certificate I in Workplace Skills |
| UEE22011 | Certificate II in Electrotechnology (Career Start) |
| MEM20413 | Certificate II in Engineering Pathways |
| SIT20316 | Certificate II in Hospitality <i>with option of</i> SIT30316 Certificate III in Hospitality |
| SIS20319 | Certificate II in Sport Coaching/SIS30315 Certificate III in Fitness |
| BSB30120 | Certificate III in Business |
| CUA30120 | Certificate III in Dance |
| CHC30113 | Certificate III in Early Childhood Education & Care |
| MEM30505 | Certificate III in Engineering (Technical) CAD |
| BSB50120 | Diploma of Business |

SENIOR SUBJECTS BY DEPARTMENT

| | General | Applied | Certificate |
|--------------------------------|---|---|---|
| English | <ul style="list-style-type: none"> English Literature | <ul style="list-style-type: none"> Essential English | |
| Humanities and Social Sciences | <ul style="list-style-type: none"> Ancient History Geography Legal Studies Modern History Business Economics Study of Religion | <ul style="list-style-type: none"> Religion & Ethics Business Studies | <ul style="list-style-type: none"> BSB10120 Cert I in Workplace Skills BSB30120 Certificate III in Business BSB50120 Diploma of Business |
| Health & Physical Education | <ul style="list-style-type: none"> Health Physical Education | <ul style="list-style-type: none"> Sport and Recreation | <ul style="list-style-type: none"> SIS20319 Certificate II in Sport Coaching/SIS30315 Certificate III in Fitness |
| Languages | <ul style="list-style-type: none"> French Japanese | | |
| Mathematics | <ul style="list-style-type: none"> General Mathematics Mathematical Methods Specialist Mathematics | <ul style="list-style-type: none"> Essential Mathematics | |
| Science | <ul style="list-style-type: none"> Agricultural Science Biology Chemistry Marine Science Physics Psychology | <ul style="list-style-type: none"> Aquatic Practices | |
| Technologies | <ul style="list-style-type: none"> Digital Solutions Food & Nutrition | <ul style="list-style-type: none"> Fashion | <ul style="list-style-type: none"> CPC10120 Certificate I in Construction UEE22011 Certificate II in Electrotechnology (Career Start) MEM20413 Certificate II in Engineering Pathways SIT20316 Certificate II in Hospitality <i>with option of</i> SIT30616 Certificate III in Hospitality CHC30113 Certificate III in Early Childhood Education & Care MEM30505 Certificate III in Engineering (Technical) CAD |
| The Arts | <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 |

STUDY OF RELIGION

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.



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.

Pathways

A course of study in Study of Religion can establish a basis for further education and employment in such fields as anthropology, the arts, education, communications, journalism, media, politics, psychology, public relations, religious studies, sociology and social work.

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.

Structure

Unit 1 Sacred texts and religious writings

- Sacred texts
- Abrahamic traditions

Unit 2 Religion and ritual

- Life cycle rituals
- Calendrical rituals

Unit 3 Religious ethics

- Social ethics
- Ethical relationships

Unit 4 Religion, rights and the nation-state

- Religion and the nation–state
- Religion and human rights

Assessment

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

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

Summative assessments

| Unit 3 | | Unit 4 | |
|--|-----|--|-----|
| Summative internal assessment 1 (IA1): | 25% | Summative internal assessment 3 (IA3): | 25% |
| <ul style="list-style-type: none"> • Examination — extended response | | <ul style="list-style-type: none"> • Investigation — inquiry response | |
| Summative internal assessment 2 (IA2): | 25% | Summative external assessment (EA): | 25% |
| <ul style="list-style-type: none"> • Investigation — inquiry response | | <ul style="list-style-type: none"> • Examination — short response | |

| | | | |
|----------------------|---------------------------|--------------------------|---|
| Subject Code | SOR | QCAA Subject Code | 86 |
| Prerequisites | B- Religion OR C+ English | QCE Credits | 4 (Based on 4 semesters of study at SA or higher) |
| 2021 Levy | Nil | 2022 Levy | Nil |

RELIGION AND ETHICS



Students investigate topics such as the meaning of life, spirituality, purpose and destiny, life choices, moral and ethical issues and justice

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

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

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

Pathways

A course of study in Religion & Ethics can establish a basis for further education and employment in any field. Students gain skills and attitudes that contribute to lifelong learning and the basis for engaging with others in diverse settings.

Objectives

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

- Recognise and describe concepts, ideas and terminology about religion, beliefs and ethics
- Identify and explain the ways religion, beliefs and ethics contribute to the personal, relational and spiritual perspectives of life and society
- Explain viewpoints and practices related to religion, beliefs and ethics
- Organise information and material related to religion, beliefs and ethics
- Analyse perspectives, viewpoints and practices related to religion, beliefs and ethics
- Apply concepts and ideas to make decisions about inquiries
- Use language conventions and features to communicate ideas and information, according to purposes
- Plan and undertake inquiries about religion, beliefs and ethics
- Communicate the outcomes of inquiries to suit audiences
- Appraise inquiry processes and the outcomes of inquiries.

Structure

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

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.

| Project | Investigation |
|--|---|
| 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. |
| At least two different components from the following: <ul style="list-style-type: none"> • Written: 500–900 words • Spoken: 2½–3½ minutes • Multimodal: 3–6 minutes • Performance: continuous class time • Product: continuous class time | Presented in one of the following modes: <ul style="list-style-type: none"> • Written: 600–1000 words • Spoken: 3–4 minutes • Multimodal: 4–7 minutes. |
| Extended response | Examination |
| 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. |
| 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 |

| | | | |
|----------------------|-----|--------------------------|---|
| Subject Code | RAE | QCAA Subject Code | 6408 |
| Prerequisites | Nil | QCE Credits | 4 (Based on 4 semesters of study at SA or higher) |
| 2021 Levy | Nil | 2022 Levy | Nil |

Students are offered opportunities to interpret and create texts for personal, cultural, social and aesthetic purposes.



English focuses on the study of both literary texts and nonliterary 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.

Pathways

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

Objectives

By the conclusion of the course 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.

Structure

Unit 1 Perspectives and texts:

- Examining and creating perspectives in texts
- Responding to a variety of nonliterary and literary texts
- Creating persuasive and analytical responses for public audiences

Unit 2 Texts and culture:

- 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

Unit 3 Textual connections:

- 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

Unit 4 Close study of literary texts:

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

Assessment

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

Summative assessments

| Unit 3 | | Unit 4 | |
|--|-----|--|-----|
| Summative internal assessment 1 (IA1): | 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 | |

| | | | |
|----------------------|--|--------------------------|---|
| Subject Code | ENG | QCAA Subject Code | 0001 |
| Prerequisites | C+ English (Maintained in Semester II) | QCE Credits | 4 (Based on 4 semesters of study at SA or higher) |
| 2021 Levy | Nil | 2022 Levy | Nil |

ENGLISH

LITERATURE



A course of study in Literature promotes open-mindedness, imagination, critical awareness and intellectual flexibility.

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.

Pathways

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

Objectives

By the conclusion of the course 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
- Use mode-appropriate features to achieve particular purposes.

Structure

Unit 1 Introduction to literary studies

- Ways literary texts are received and responded to
- How textual choices affect readers
- Creating analytical and imaginative texts

Unit 2 Texts and culture

- Ways literary texts connect with each other — genre, concepts and contexts
- Ways literary texts connect with each other — style and structure
- Creating analytical and imaginative texts

Unit 3 Literature and identity

- Relationship between language, culture and identity in literary texts
- Power of language to represent ideas, events and people
- Creating analytical and imaginative texts

Unit 4 Independent explorations

- Dynamic nature of literary interpretation
- Close examination of style, structure and subject matter
- Creating analytical and imaginative texts

Assessment

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

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

Summative assessments

| Unit 3 | | Unit 4 | |
|--|-----|--|-----|
| Summative internal assessment 1 (IA1): | 25% | Summative internal assessment 3 (IA3): | 25% |
| <ul style="list-style-type: none"> • Examination — analytical written response | | <ul style="list-style-type: none"> • Extended response — imaginative written response | |
| Summative internal assessment 2 (IA2): | 25% | Summative external assessment (EA): | 25% |
| <ul style="list-style-type: none"> • Extended response — imaginative spoken/multimodal response | | <ul style="list-style-type: none"> • Examination — analytical written response | |

| | | | |
|----------------------|--|--------------------------|---|
| Subject Code | ENGL | QCAA Subject Code | 0002 |
| Prerequisites | B+ English (Maintained in Semester II) | QCE Credits | 4 (Based on 4 semesters of study at SA or higher) |
| 2021 Levy | Nil | 2022 Levy | Nil |

ESSENTIAL ENGLISH

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.



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.

Pathways

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

Objectives

By the conclusion of the course 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.

Structure

Unit 1 Language that works

- Responding to a variety of texts used in and developed for a work context
- Creating persuasive multimodal and written analytical texts

Unit 2 Texts and human experiences

- Responding to reflective and nonfiction texts that explore human experiences
- Creating informative spoken and imaginative written texts

Unit 3 Language that influences

- 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

Unit 4 Representations and popular culture texts

- Responding to popular culture texts
- Creating representations of Australian identities, places, events and concepts
- Creating informative spoken and imaginative written texts

Assessment

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

In Units 3 and 4, students complete four summative assessments. 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"> • Extended response — spoken/signed response | Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Extended response — multimodal response |
| 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"> • Extended response — written response |

| | | | |
|----------------------|------|--------------------------|---|
| Subject Code | EENG | QCAA Subject Code | 6121 |
| Prerequisites | Nil | QCE Credits | 4 (Based on 4 semesters of study at SA or higher) |
| 2021 Levy | Nil | 2022 Levy | Nil |

HEALTH



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.

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.

Pathways

A course of study in Health can establish a basis for further education and employment in the fields of health science, public health, health education, allied health, nursing and medical professions.

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.

Structure

Unit 1 Resilience as a personal health resource

Unit 2 Peers and family as resources for healthy living

- Alcohol (elective)
- Body image (elective)

Unit 3 Community as a resource for healthy living

- Homelessness (elective)
- Road safety (elective)
- Anxiety (elective)

Unit 4 Respectful relationships in the post-schooling transition

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% |
| <ul style="list-style-type: none"> • Investigation — action research | | <ul style="list-style-type: none"> • Investigation — analytical exposition | |
| Summative internal assessment 2 (IA2): | 25% | Summative external assessment (EA): | 25% |
| <ul style="list-style-type: none"> • Examination — extended response | | <ul style="list-style-type: none"> • Examination | |

| | | | |
|----------------------|------------------------|--------------------------|---|
| Subject Code | HEA | QCAA Subject Code | 0067 |
| Prerequisites | C+ English AND C Maths | QCE Credits | 4 (Based on 4 semesters of study at SA or higher) |
| 2021 Levy | Nil | 2022 Levy | Nil |

PHYSICAL EDUCATION

Physical Education provides a philosophical and educative framework to promote deep learning in three dimensions: about, through and in physical activity contexts.



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.

Pathways

A course of study in Physical Education can establish a basis for further education and employment in the fields of exercise science, biomechanics, the allied health professions, psychology, teaching, sport journalism, sport marketing and management, sport promotion, sport development and coaching.

Objectives

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

- Recognise and explain concepts and principles about movement
- Demonstrate specialised movement sequences and movement strategies
- Apply concepts to specialised movement sequences and movement strategies
- Analyse and synthesise data to devise strategies about movement
- Evaluate strategies about and in movement
- Justify strategies about and in movement
- Make decisions about and use language, conventions and mode-appropriate features for particular purposes and contexts.

Structure

Unit 1 Motor learning, functional anatomy, biomechanics and physical activity

- Motor learning integrated with a selected physical activity
- Functional anatomy and biomechanics integrated with a selected physical activity

Unit 2 Sport psychology, equity and physical activity

- Sport psychology integrated with a selected physical activity
- Equity — barriers and enablers

Unit 3 Tactical awareness, ethics and integrity and physical activity

- Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity

Unit 4 Ethics and integrity

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

Assessment

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

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

Summative assessments

| Unit 3 | | Unit 4 | |
|--|-----|---|-----|
| Summative internal assessment 1 (IA1): • Project — folio | 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% |

| | | | |
|----------------------|--|--------------------------|---|
| Subject Code | PE | QCAA Subject Code | 0068 |
| Prerequisites | C+ HPE/ASP AND C English AND C Mathematics | QCE Credits | 4 (Based on 4 semesters of study at SA or higher) |
| 2021 Levy | Nil | 2022 Levy | Nil |



Physical Education provides a philosophical and educative framework to promote deep learning in three dimensions: about, through and in physical activity contexts.

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

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

The skills developed in Sport and Recreation may be oriented towards 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 sporting and recreational activities, contributing to ongoing personal and community development throughout their adult life.

Pathways

A course of study in Sport and 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:

- demonstrate physical responses and interpersonal strategies in individual and group situations in sport and recreation activities
- describe concepts and ideas about sport and recreation using terminology and examples
- explain procedures and strategies in, about and through sport and recreation activities for individuals and communities.
- apply concepts and adapt procedures, strategies and physical responses in individual and group sport and recreation activities
- manage individual and group sport and recreation activities
- apply strategies in sport and recreation activities to enhance health, wellbeing, and participation for individuals and communities
- use language conventions and textual features to achieve particular purposes.
- evaluate individual and group physical responses and interpersonal strategies to improve outcomes in sport and recreation activities
- evaluate the effects of sport and recreation on individuals and communities

- evaluate strategies that seek to enhance health, wellbeing, and participation in sport and recreation activities and provide recommendations
- create communications that convey meaning for particular audiences and purposes.

Structure

In Sport and Recreation, there are four interwoven parts of core study that are implemented in all four units.

- Sport and recreation in the community
- Sport, recreation and healthy living
- Health and safety in sport and recreation activities
- Personal and interpersonal skills in sport and recreation activities

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

- Active play and minor games
- Challenge and adventure activities
- Games and sports
- Lifelong physical activities
- Rhythmic and expressive movement activities

Assessment

For Sport and Recreation, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of five assessment instrument techniques, including:

- Project
- Investigation
- Extended Response
- Performance
- Examination

| | | | |
|----------------------|-------------|--------------------------|---|
| Subject Code | SAR | QCAA Subject Code | |
| Prerequisites | Nil | QCE Credits | 4 (Based on 4 semesters of study at SA or higher) |
| 2021 Levy | Not offered | 2022 Levy | Nil |

This qualification provides the skills and knowledge for an individual to be competent in a range of activities and functions requiring work with a defined range of exercise instruction situations and activities.



The SIS20319 Certificate II in Sport Coaching/SIS30315 Certificate III in Fitness qualification allow students to build the skills and knowledge to work within a defined range of exercise instruction situations and activities.

Pathways

This certificate II and III provide a pathway for students to be able to work in a gym, as an exercise instructor, or aqua programs, within the fitness industry

Successful completion of these qualifications could provide access to work in areas such as sport and recreation centres, leisure or aquatic centres, and assisting with the conducting of recreation activities, and facility maintenance / operations.

Possible job titles include:

- Community activities assistant
- Customer service assistant
- Leisure assistant
- Recreation assistant
- Retail assistant
- Grounds assistant
- Facility assistant.

What do students learn?

| Code | Competency Name |
|------------|--|
| HLTAID003 | Provide First Aid |
| SISSSCO002 | Work in a community coaching role |
| SIRXWHS001 | Work safely |
| SISXFAC001 | Maintain equipment for activities |
| SISXIND001 | Work effectively in sport, fitness and recreation environments |
| SISSSCO001 | Conduct sport coaching sessions with foundation level participants |
| SISXFAC002 | Maintain sport, fitness and recreation facilities |
| SISFFIT014 | Instruct exercise to older clients |
| SISFFIT003 | Instruct fitness programs |
| SISXCCS001 | Provide quality service |
| SISFFIT001 | Provide health screening and fitness orientation |
| SISFFIT004 | Incorporate anatomy and physiology principles into fitness programming |
| SISFFIT005 | Provide healthy eating information |

| | |
|------------|--|
| SISFFIT002 | Recognise and apply exercise considerations for specific populations |
| SISFFIT006 | Conduct fitness appraisals |
| SISFFIT007 | Instruct Group exercise sessions |
| BSBRK401 | Identify risk and apply risk management processes |
| HLTWS001 | Participate in Workplace Health and Safety |
| SISFFIT011 | Instruct approved community fitness programs |

Assessment

Duration: Scheduled classes to suit Marymount College timetable over 18-21 month duration

Partnership

This qualification is delivered at Marymount College by a TAFE Queensland Trainer. Subject to Training Package review and TAFE Queensland Registration in 2021.

Other Requirements

Students are required to purchase a Marymount/TAFE Fitness Polo. This item is to be worn at all practical sessions both at Marymount and on industry visits.

Note

Studying this certificate course does not guarantee successful completion. Employment outcomes are not guaranteed.

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 visit <https://desbt.qld.gov.au/training/providers/funded/vetis>



| | | | | | |
|-----------------------------|--|-----------------------------|--|-------------------|------|
| Subject Code | SIS20319 & SIS30315 | Certificate | II & III | RTO Number | 0275 |
| RTO | TAFE Queensland, Gold Coast Region Coomera/Ashmore/Southport Ph: 5581 8300 | | | | |
| Prerequisites | Nil | Delivery Location | Marymount College | | |
| Course Duration: | 2 years | QCE Credits | Completion of dual award with 19 UOC incurs 8 QCE credits. QCE credits may apply for partial completion. | | |
| 2021 Fee for Service | \$120 per annum charged at \$30 per term | 2022 Fee for Service | \$200 per annum charged at \$50 per term | | |



Students use a variety of technological, communication and analytical tools to comprehend, analyse, interpret and synthesise business data and information.

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

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

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

Pathways

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

Objectives

By the conclusion of the course 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.

Structure

Unit 1 Business creation

- Fundamentals of business
- Creation of business ideas

Unit 2 Business growth

- Establishment of a business
- Entering markets

Unit 3 Business diversification

- Competitive markets
- Strategic development

Unit 4 Business evolution

- Repositioning a business
- Transformation of a business

Assessment

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

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

Summative assessments

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

| | | | |
|----------------------|------------------------|--------------------------|---|
| Subject Code | BUSI | QCAA Subject Code | 00066 |
| Prerequisites | C+ English and C Maths | QCE Credits | 4 (Based on 4 semesters of study at SA or higher) |
| 2021 Levy | Nil | 2022 Levy | Nil |

Economics encourages students to think deeply about the global challenges facing individuals, business and government, including how to allocate and distribute scarce resources to maximise well-being



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.

Pathways

A course of study in Economics can establish a basis for further education and employment in the fields of economics, econometrics, management, data analytics, business, accounting, finance, actuarial science, law and political science.

Economics is an excellent complement for students who want to solve real-world science or environmental problems and participate in government policy debates. It provides a competitive advantage for career options where students are aiming for management roles and developing their entrepreneurial skills to create business opportunities as agents of innovation.

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.

Structure

Unit 1 Markets and models

- The basic economic problem
- Economic flows
- Market forces

Unit 2 Modified markets

- Markets and efficiency
- Case options of market measures and strategies

Unit 3 International economics

- The global economy
- International economic issues

Unit 4 Contemporary macroeconomics

- 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% |

| | | | |
|----------------------|-------------------------|--------------------------|---|
| Subject Code | ECO | QCAA Subject Code | 0027 |
| Prerequisites | C+ English and C+ Maths | QCE Credits | 4 (Based on 4 semesters of study at SA or higher) |
| 2021 Levy | Nil | 2022 Levy | Nil |

BUSINESS STUDIES



In Business Studies, students learn the key fundamentals and functions of business in a highly engaging and practical way.

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.

Pathways

A course of study in Business Studies can establish a basis for further education and employment in office administration, data entry, retail, sales, reception, small business, finance administration, public relations, property management, events administration and marketing.

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

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

Assessment

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

| Project | Extended Response | Examination |
|---|--|--|
| A response is a technique to response 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 ½ - 3 ½ minutes • 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 |

| | | | |
|----------------------|-------------|--------------------------|---|
| Subject Code | BUSS | QCAA Subject Code | |
| Prerequisites | Nil | QCE Credits | 4 (Based on 4 semesters of study at SA or higher) |
| 2021 Levy | Not offered | 2022 Levy | Nil |

BSB10120 CERTIFICATE I IN WORKPLACE SKILLS

Cert I in workplace skills provides a range of introductory skills and knowledge to provide individuals with a basic understanding of the business environment.



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.

Pathways

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

RTO Obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.

The number of credits depends on the proportion of competencies completed and is awarded to partial completion in increments of 25%. There are 6 competencies. Students who are deemed competent in all 6 units of competency will be awarded a Qualification and Record of Result.

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

What do students learn?

To attain a 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.

| Competency | Competency Name |
|-----------------------|---|
| Core Units | |
| BSBOPS101 | Use business resources |
| BSBPEF101 | Plan and prepare for work readiness |
| Elective Units | |
| 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 |

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.

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 visit <https://desbt/qld.gov.au/training/providers/funded/vetisprovided/funded/vetis>



| | | | | | |
|-----------------------------|--|-----------------------------|------------------------------|-------------------|-------|
| Subject Code | BSB10120 | Certificate Level | I | RTO Number | 30332 |
| RTO | Marymount College, 261-283 Reedy Creek Rd, Burleigh Waters QLD 4220 Ph 55861 000 | | | | |
| Prerequisites | Nil | Delivery Location | Marymount College | | |
| Course Duration: | 2 years | QCE Credits | 2 (Based on full completion) | | |
| 2021 Fee for Service | Nil | 2022 Fee for Service | Nil | | |

BSB30120 CERTIFICATE III IN BUSINESS



The BSB30120 Certificate III in Business provides a pathway for students who wish to continue with their business studies into higher education.

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 Certificate III 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 Certificate III in Business provides a pathway for students who wish to continue with their business studies into higher education.

Pathways

This qualification may articulate into:

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

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.

RTO Obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.

The number of credits depends on the proportion of competencies completed and is awarded to partial completion in increments of 25% there are 13 competencies in Certificate III in Business. Students who are deemed competent in all 13 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.

What do students learn?

| Code | Competency Name |
|-----------|--|
| BSBCMM411 | Make Presentations |
| BSBXC501 | 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 |
| BSBOPS501 | Manage Business Resources |
| BSBHRM525 | Manage Recruitment and onboarding |
| BSBPMG430 | Undertake Project Work |
| BSBOPS504 | Manage Business Risk |
| BSBCRT511 | Develop Critical thinking in others |
| BSBST502 | Facilitate Continuous Improvement |

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

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 visit <https://desbt.qld.gov.au/training/providers/funded/vetis>



| | | | | | |
|-----------------------------|--|-----------------------------|--|-------------------|-------|
| Subject Code | BSB30120 | Certificate Level | III | RTO Number | 31981 |
| RTO | Prestige Service Training, Southport Central, Building 3G, Level 4, 27 Garden Street, Southport, QLD 4215 Ph: 1300 368 097 | | | | |
| Prerequisites | 15 years or above and an Australian/NZ citizen | Delivery Location | Marymount College | | |
| Course Duration: | 2 years | QCE Credits | 8 (Based on full completion) | | |
| 2021 Fee for Service | \$200 per annum charged at \$50 per term | 2022 Fee for Service | \$200 per annum charged at \$50 per term | | |

BSB50120 DIPLOMA OF BUSINESS

It is a highly regarded, nationally recognised qualification that may increase students skills, knowledge and employability - all before they finish school!



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.

Pathways

This qualification may articulate into:

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

What do students learn?

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

| Competency | Competency Name |
|------------|--|
| BSBCMM411 | Make Presentations |
| BSBXC501 | 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 |
| BSBOPS501 | Manage Business Resources |
| BSBHRM525 | Manage Recruitment and onboarding |
| BSBP430 | Undertake Project Work |
| BSBOPS504 | Manage Business Risk |
| BSBCRT511 | Develop Critical thinking in others |
| BSBSTR502 | Facilitate Continuous Improvement |

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.

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.

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.

Prerequisites

*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. To be enrolled students must, during Year 10:

- Achieve a minimum of B- in Business
- Achieve a minimum of C+ in English and C in Maths
- Achieve a minimum of 2 x B and 4 x C in Effort results
- Complete and submit a written response to selection criteria
- Attend an interview (with HOD of HASS, Business or VET) based on the submission response (During Sem 2)
- Agree to engage in a basic Work Experience program in Business environment (in own time)

Payment

\$2499 fee for service as levied by the RTO. Payable over 2 years with payment plans available. Prestige Service Training do not collect more than \$1500 at any one time. Students will not be able to use their VETis funding for this course.



| | | | | | |
|-----------------------------|--|-----------------------------|------------------------------|-------------------|-------|
| Subject Code | BSB50120 | Certificate Level | Diploma | RTO Number | 31981 |
| RTO | Prestige Service Training, Southport Central, Building 3G, Level 4, 27 Garden Street, Southport, QLD 4215 Ph: 1300 368 097 | | | | |
| Prerequisites | * See Prerequisites paragraph above | Delivery Location | Marymount College | | |
| Course Duration: | 2 years | QCE Credits | 8 (Based on full completion) | | |
| 2021 Fee for Service | \$2499 | 2022 Fee for Service | \$2499 see Payment above | | |

ANCIENT HISTORY



Students 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.

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.

Pathways

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

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.

Structure

Unit 1 Investigating the ancient world

- Digging up the past
- Ancient societies — Beliefs, rituals and funerary practices.

Unit 2 Personalities in their time

- Alexander the Great
- Akhenaten

Unit 3 Reconstructing the ancient world

- Pompeii and Herculaneum
- Fifth Century Athens (BCE)

Unit 4 People, power and authority

- Ancient Rome — Civil War and the breakdown of the Republic
- Augustus

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% |
| <ul style="list-style-type: none"> • Examination — essay in response to historical sources | | <ul style="list-style-type: none"> • Examination — extended response to stimulus | |
| Summative internal assessment 2 (IA2): | 25% | Summative external assessment (EA): | 25% |
| <ul style="list-style-type: none"> • Investigation — research report | | <ul style="list-style-type: none"> • Examination — combination response | |

| | | | |
|----------------------|--|--------------------------|---|
| Subject Code | AHIS | QCAA Subject Code | 0020 |
| Prerequisites | C+ History OR C+ English (No Elective completed) | QCE Credits | 4 (Based on 4 semesters of study at SA or higher) |
| 2021 Levy | Nil | 2022 Levy | Nil |

MODERN HISTORY

Through inquiry into ideas, movements, national experiences and international experiences students discover how the past consists of various perspectives and interpretations.



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.

Pathways

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

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.

Structure

Unit 1 Ideas in the modern world

- Age of Imperialism, 1848–1914
- Russian Revolution, 1905–1920s

Unit 2 Movements in the modern world

- Australian Indigenous rights movement since 1967
- Independence movement in Vietnam, 1945–1975

Unit 3 National experiences in the modern world

- Germany, 1914–1945
- Israel, 1948–1993 or China, 1931 - 1976

Unit 4 International experiences in the modern world

- *To be advised by the QCAA*
- Cold War, 1945–1991

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% |
| <ul style="list-style-type: none"> • Examination — essay in response to historical sources | | <ul style="list-style-type: none"> • Investigation — historical essay based on research | |
| Summative internal assessment 2 (IA2): | 25% | Summative external assessment (EA): | 25% |
| <ul style="list-style-type: none"> • Source investigation source investigation | | <ul style="list-style-type: none"> • Examination — short responses to historical sources | |

| | | | |
|----------------------|--|--------------------------|---|
| Subject Code | MHIS | QCAA Subject Code | 0021 |
| Prerequisites | C+ History OR C+ English (No Elective completed) | QCE Credits | 4 (Based on 4 semesters of study at SA or higher) |
| 2021 Levy | Nil | 2022 Levy | Nil |



Students investigate places in Australia and across the globe to observe and measure spatial, environmental, economic, political, social and cultural factors.

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1 Responding to risk and vulnerability in hazard zones

- Natural hazard zones
- Ecological hazard zones

Unit 2 Planning sustainable places

- Responding to challenges facing a place in Australia
- Managing the challenges facing a megacity

Unit 3 Responding to land cover transformations

- Land cover transformations and climate change
- Responding to local land cover transformations

Unit 4 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% |

| | | | |
|----------------------|--|--------------------------|---|
| Subject Code | GEO | QCAA Subject Code | 0024 |
| Prerequisites | C+ Geography OR C+ English (No Elective completed) | QCE Credits | 4 (Based on 4 semesters of study at SA or higher) |
| 2021 Levy | Nil | 2022 Levy | Nil |

Students study the foundations of law, the criminal justice process and the civil justice system.



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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1 Beyond reasonable doubt

- Legal foundations
- Criminal investigation process
- Criminal trial process
- Punishment and sentencing

Unit 2 Balance of probabilities

- Civil law foundations
- Contractual obligations
- Negligence and the duty of care

Unit 3 Law, governance and change

- Governance in Australia
- Law reform within a dynamic society

Unit 4 Human rights in legal contexts

- Human rights
- The effectiveness of international law
- Human rights in Australian contexts

Assessment

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

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

Summative assessments

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

| | | | |
|----------------------|---|--------------------------|---|
| Subject Code | LST | QCAA Subject Code | 0029 |
| Prerequisites | C+ Civics OR C+ English (No Elective completed) | QCE Credits | 4 (Based on 4 semesters of study at SA or higher) |
| 2021 Levy | Nil | 2022 Levy | Nil |



Students communicate with people from French-speaking communities to understand the purpose and nature of language and to gain understanding of linguistic structures.

The benefits of Languages learning for the individual student are significant. Children who have an early start and continue to learn a language maintain advantage in all areas of language, literacy and learning.

Improved brain development

- Faster rates of development in cognitive functioning
- Improved brain functionality
- Better analytical skills which transfer across all subjects
- Improved skills of observation and ability multi- task

Higher academic performance

- Students who study languages tend to score better on standardised tests than their monolingual peers, particularly in categories of maths, reading and vocabulary.

Improved literacy

- Languages learning teaches the students about the nature of language – about languages as a concept, communication, context and culture. These insights into language aid and increase literacy skills.

Increased opportunities in the Global Economy

- Emotional intelligence increases employability. Culture is a key component in relating to and interacting with others.
- Global integration and international mobility have increased rapidly in the past decade – communication, travel and business between countries is more common.

(BCE Briefing Paper No. 1 2018)

Pathways

A course of study in French 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.

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.

Structure

Unit 1 Ma vie My world

- Family/carers and friends
- Lifestyle and leisure
- Education

Unit 2 L’exploration du monde Exploring our world

- Travel
- Technology and media
- The contribution of French culture to the world

Unit 3 Notre société Our society

- Roles and relationships
- Socialising and connecting with my peers
- Groups in society

Unit 4 Mon avenir My future

- Finishing secondary school, plans and reflections
- Responsibilities and moving on

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 — 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% |

| | | | |
|----------------------|-----------|--------------------------|---|
| Subject Code | FRN | QCAA Subject Code | 0005 |
| Prerequisites | C+ French | QCE Credits | 4 (Based on 4 semesters of study at SA or higher) |
| 2021 Levy | Nil | 2022 Levy | Nil |

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.



The benefits of Languages learning for the individual student are significant. Children who have an early start and continue to learn a language maintain advantage in all areas of language, literacy and learning.

Improved brain development

- Faster rates of development in cognitive functioning
- Improved brain functionality
- Better analytical skills which transfer across all subjects
- Improved skills of observation and ability multi- task

Higher academic performance

- Students who study languages tend to score better on standardised tests than their monolingual peers, particularly in categories of maths, reading and vocabulary.

Improved literacy

- Languages learning teaches the students about the nature of language – about languages as a concept, communication, context and culture. These insights into language aid and increase literacy skills.

Increased opportunities in the Global Economy

- Emotional intelligence increases employability. Culture is a key component in relating to and interacting with others.
- Global integration and international mobility have increased rapidly in the past decade – communication, travel and business between countries is more common.

(BCE Briefing Paper No. 1 2018)

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.

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.

Structure

Unit 1 私の暮らし My world

- Family/carers and friends
- Lifestyle and leisure
- Education

Unit 2 私達の社会 Our society

- Roles and relationships
- Socialising and connecting with my peers
- Groups in society

Unit 3 私達のまわり Exploring our world

- Travel
- Technology and media
- The contribution of Japanese culture to the world

Unit 4 私の将来 My future

- Finishing secondary school, plans and reflections
- Responsibilities and moving on

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 — 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% |

| | | | |
|----------------------|-------------|--------------------------|---|
| Subject Code | JAP | QCAA Subject Code | 0009 |
| Prerequisites | C+ Japanese | QCE Credits | 4 (Based on 4 semesters of study at SA or higher) |
| 2021 Levy | Nil | 2022 Levy | Nil |

GENERAL MATHEMATICS



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.

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.

Pathways

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

Objectives

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

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

Structure

Unit 1 Money, measurement and relations

- Consumer arithmetic
- Shape and measurement
- Linear equations and their graphs

Unit 2 Applied trigonometry, algebra, matrices and univariate data

- Applications of trigonometry
- Algebra and matrices
- Univariate data analysis

Unit 3 Bivariate data, sequences and change, and Earth geometry

- Bivariate data analysis
- Time series analysis
- Growth and decay in sequences
- Earth geometry and time zones

Unit 4 Investing and networking

- Loans, investments and annuities
- Graphs and networks
- Networks and decision mathematics

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).

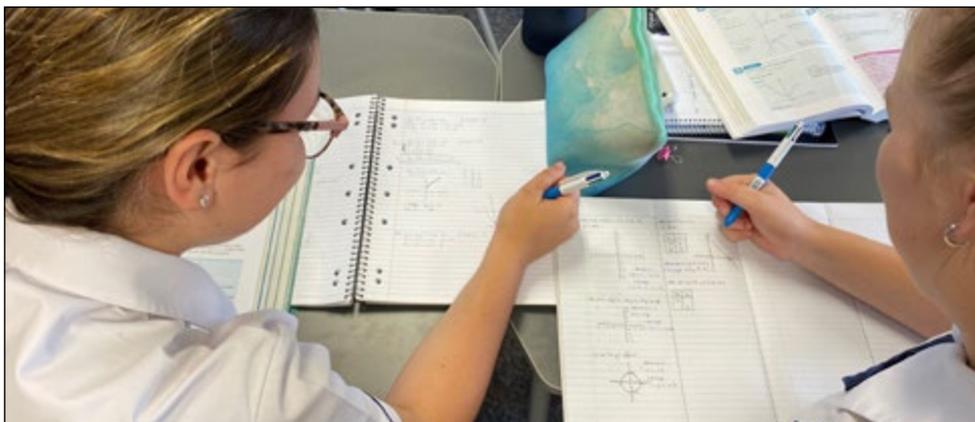
Summative assessments

| 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 | | | |

| | | | |
|----------------------|-------------------------------------|--------------------------|---|
| Subject Code | GMA | QCAA Subject Code | 0052 |
| Prerequisites | C+ Maths (maintained in Semester 2) | QCE Credits | 4 (Based on 4 semesters of study at SA or higher) |
| 2021 Levy | Nil | 2022 Levy | Nil |

MATHEMATICAL METHODS

Mathematics Methods is the study of Algebra, Functions, relations and their graphs, Calculus and Statistics.



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.

Pathways

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

Objectives

By the conclusion of the course of study, students 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.

Structure

Unit 1 Algebra, statistics and functions

- Arithmetic and geometric sequences and series 1
- Functions and graphs
- Counting and probability
- Exponential functions 1
- Arithmetic and geometric sequences

Unit 2 Calculus and further functions

- Exponential functions 2
- The logarithmic function 1
- Trigonometric functions 1
- Introduction to differential calculus
- Further differentiation and applications 1
- Discrete random variables 1

Unit 3 Further calculus

- The logarithmic function 2
- Further differentiation and applications 2
- Integrals

Unit 4 Further functions and statistics

- Further differentiation and applications 3
- Trigonometric functions 2
- Discrete random variables 2
- Continuous random variables and the normal distribution
- Interval estimates for proportions

Assessment

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

Summative assessments

| 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 | | | |

| | | | |
|----------------------|-----------------------------------|--------------------------|---|
| Subject Code | MAM | QCAA Subject Code | 0053 |
| Prerequisites | B Maths(maintained in Semester 2) | QCE Credits | 4 (Based on 4 semesters of study at SA or higher) |
| 2021 Levy | Nil | 2022 Levy | Nil |

SPECIALIST MATHEMATICS



Specialist Mathematics is the study of Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus.

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.

Pathways

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

Objectives

By the conclusion of the course of study, students 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.

Structure

Specialist Mathematics is to be undertaken in conjunction with, or on completion of, Mathematical Methods.

Unit 1 Combinatorics, vectors and proof

- Combinatorics
- Vectors in the plane
- Introduction to proof

Unit 2 Complex numbers, trigonometry, functions and matrices

- Complex numbers 1
- Trigonometry and functions
- Matrices

Unit 3 Mathematical induction, and further vectors, matrices and complex numbers

- Proof by mathematical induction
- Vectors and matrices
- Complex numbers 2

Unit 4 Further statistical and calculus inference

- Integration and applications of integration
- Rates of change and differential equations
- Statistical inference

Assessment

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

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

Summative assessments

| 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 | | | |

| | | | |
|----------------------|-------------------------------------|--------------------------|---|
| Subject Code | SMA | QCAA Subject Code | 0054 |
| Prerequisites | B+ Maths (maintained in Semester 2) | QCE Credits | 4 (Based on 4 semesters of study at SA or higher) |
| 2021 Levy | Nil | 2022 Levy | Nil |

ESSENTIAL MATHEMATICS

Essential Mathematics is the study of Number, Data, Location and time, Measurement and Finance.



Essential Mathematics' major domains are Number, Data, Location and time, Measurement and Finance.

Essential Mathematics benefits students because they develop skills that go beyond the traditional ideas of numeracy.

Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations and relations. They learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes.

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

Pathways

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

Objectives

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

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

Structure

Unit 1 Number, data and graphs

- Fundamental topic: Calculations
- Number
- Representing data
- Graphs

Unit 2 Money, travel and data

- Fundamental topic: Calculations
- Managing money
- Time and motion
- Data collection

Unit 3 Measurement, scales and data

- Fundamental topic: Calculations
- Measurement
- Scales, plans and models
- Summarising and comparing data

Unit 4 Graphs, chance and loans

- Fundamental topic: Calculations
- Bivariate graphs
- Probability and relative frequencies
- Loans and compound interest

Assessment

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

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

Summative assessments

| Unit 3 | Unit 4 |
|---|---|
| Summative internal assessment 1 (IA1): <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 |

| | | | |
|----------------------|-----|--------------------------|---|
| Subject Code | EMA | QCAA Subject Code | 6140 |
| Prerequisites | Nil | QCE Credits | 4 (Based on 4 semesters of study at SA or higher) |
| 2021 Levy | Nil | 2022 Levy | Nil |

AGRICULTURAL SCIENCE



Students examine the plant and animal science required to understand agricultural systems, their interactions and their components.

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.

Pathways

Agricultural Science is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Agricultural Science can establish a basis for further education and employment in the fields of agriculture, horticulture, agronomy, ecology, food technology, aquaculture, veterinary science, equine science, environmental science, natural resource management, wildlife, conservation and ecotourism, biotechnology, business, marketing, education and literacy, research and development.

Objectives

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

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

- Communicate understandings, findings, arguments and conclusions.

Structure

Unit 1 Agricultural systems

Plant and animal science required to understand agricultural systems, their interactions and their components.

Unit 2 Resources

Resources and their use and management in agricultural enterprises, the implications of using and consuming these resources, and associated management approaches.

Unit 3 Agricultural production

Agricultural production systems are managed through an understanding of plant and animal physiology, and how they can be manipulated to ensure productivity and sustainability.

Unit 4 Agricultural management

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.

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 | | | |

| | | | |
|----------------------|-----------|--------------------------|---|
| Subject Code | AGS | QCAA Subject Code | 0051 |
| Prerequisites | C Science | QCE Credits | 4 (Based on 4 semesters of study at SA or higher) |
| 2021 Levy | Nil | 2022 Levy | Nil |

Students develop their understanding of cells and multicellular organisms.



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.

Pathways

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

Objectives

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

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

Structure

Unit 1 Cells and multicellular organisms

- Cells as the basis of life
- Multicellular organisms

Unit 2 Maintaining the internal environment

- Homeostasis
- Infectious diseases

Unit 3 Biodiversity and the inter connectedness of life

- Describing biodiversity
- Ecosystem dynamics

Unit 4 Heredity and continuity of life

- DNA, genes and the continuity of life
- Continuity of life on Earth

Assessment

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

Summative assessments

| 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 | | | |

| | | | |
|----------------------|--------------------------|--------------------------|---|
| Subject Code | BIO | QCAA Subject Code | 0042 |
| Prerequisites | C+ Science AND C English | QCE Credits | 4 (Based on 4 semesters of study at SA or higher) |
| 2021 Levy | Nil | 2022 Levy | Nil |

CHEMISTRY



Students develop their appreciation of chemistry and its usefulness; understanding of chemical theories, models and chemical systems; expertise in conducting scientific investigations.

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.

Pathways

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

Objectives

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

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

Structure

Unit 1 Chemical fundamentals — structure, properties and reactions

- Properties and structure of atoms
- Properties and structure of materials
- Chemical reactions — reactants, products and energy change

Unit 2 Molecular interactions and reactions

- Intermolecular forces and gases
- Aqueous solutions and acidity
- Rates of chemical reactions

Unit 3 Equilibrium, acids and redox reactions

- Chemical equilibrium systems
- Oxidation and reduction
- Structure, synthesis and design
- Properties and structure of organic materials

Unit 4 Structure, synthesis and design

- Properties and structure of organic materials
- Chemical synthesis and design

Assessment

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

Summative assessments

| 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 | | | |

| | | | |
|----------------------|-------------------------|--------------------------|---|
| Subject Code | CHE | QCAA Subject Code | 0040 |
| Prerequisites | B- Maths AND C+ Science | QCE Credits | 4 (Based on 4 semesters of study at SA or higher) |
| 2021 Levy | Nil | 2022 Levy | Nil |

MARINE SCIENCE

Students develop an understanding of the complexity of marine life and cultivate a sense of global stewardship.



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.

Pathways

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

Objectives

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

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

Structure

Unit 1 Oceanography

- An ocean planet
- The dynamic shore

Unit 2 Marine biology

- Marine ecology and biodiversity
- Marine environmental management

Unit 3 Marine systems — connections and change

- The reef and beyond
- Changes on the reef

Unit 4 Ocean issues and resource management

- Oceans of the future
- Managing fisheries

Assessment

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

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

Summative assessments

| 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 | | | |

Other Requirements.

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.

| | | | |
|----------------------|--------------------------------|--------------------------|---|
| Subject Code | MSCI | QCAA Subject Code | 0047 |
| Prerequisites | C+ Science AND C English | QCE Credits | 4 (Based on 4 semesters of study at SA or higher) |
| 2021 Levy | \$240 charged at \$60 per term | 2022 Levy | \$240 per annum charged at \$60 per term |



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.

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.

Pathways

A course of study in Physics can establish a basis for further education and employment in the fields of science, engineering, medicine and technology.

Objectives

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

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

Structure

Unit 1 Thermal, nuclear and electrical physics

- Heating processes Ionising radiation and nuclear reactions
- Electrical circuits

Unit 2 Linear motion and waves

- Linear motion and force
- Waves

Unit 3 Gravity and electromagnetism

- Gravity and motion
- Electromagnetism

Unit 4 Revolutions in modern physics

- Special relativity
- Quantum theory
- The Standard Model

Assessment

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

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

Summative assessments

| 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 | | | |

| | | | |
|----------------------|------------------------|--------------------------|---|
| Subject Code | PHY | QCAA Subject Code | 0041 |
| Prerequisites | B Maths AND C+ Science | QCE Credits | 4 (Based on 4 semesters of study at SA or higher) |
| 2021 Levy | Nil | 2022 Levy | Nil |

Students examine individual development in the form of the role of the brain, cognitive development, human consciousness and sleep.



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

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

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

Pathways

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

Objectives

By the conclusion of the course 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.

Structure

Unit 1 Individual development

- Psychological science A
- The role of the brain
- Cognitive development
- Human consciousness and sleep

Unit 2 Individual behaviour

- Psychological Science B
- Intelligence
- Diagnosis
- Psychological disorders and treatments
- Emotion and motivation

Unit 3 Individual thinking

- Localisation of function in the brain
- Visual perception
- Memory
- Learning

Unit 4 The influence of others

- Social psychology
- Interpersonal processes
- Attitudes
- Cross-cultural psychology

Assessment

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

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

Summative assessments

| 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 | | | |

| | | | |
|----------------------|--------------------------|--------------------------|---|
| Subject Code | PSY | QCAA Subject Code | 0079 |
| Prerequisites | C+ Science AND C English | QCE Credits | 4 (Based on 4 semesters of study at SA or higher) |
| 2021 Levy | Nil | 2022 Levy | Nil |

AQUATIC PRACTICES



Students have opportunities to learn in, through and about aquatic workplaces, events and other related activities.

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.

Pathways

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

Objectives

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

- Describe 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.

Structure

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 | |

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.

| 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: 2½–3½ 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. |

| | | | |
|----------------------|--|--------------------------|---|
| Subject Code | AP | QCAA Subject Code | 6401 |
| Prerequisites | | QCE Credits | 4 (Based on 4 semesters of study at SA or higher) |
| 2021 Levy | \$240 per annum charged at \$60 per term | 2022 Levy | \$240 per annum charged at \$60 per term |

DIGITAL SOLUTIONS

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.



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.

Pathways

A course of study in Digital Solutions can establish a basis for further education and employment in the fields of science, technologies, engineering and mathematics.

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.

Structure

Unit 1 Creating with code

- Understanding digital problems
- User experiences and interfaces
- Algorithms and programming techniques
- Programmed solutions

Unit 2 Application and data solutions

- Data-driven problems and solution requirements
- Data and programming techniques
- Prototype data solutions

Unit 3 Digital innovation

- Interactions between users, data and digital systems
- Real-world problems and solution requirements
- Innovative digital solutions

Unit 4 Digital impacts

- Digital methods for exchanging data
- Complex digital data exchange problems and solution requirements
- Prototype digital data exchanges

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 — technical proposal | 20% | Summative internal assessment 3 (IA3): • Project — folio | 25% |
| Summative internal assessment 2 (IA2): • Project — digital solution | 30% | Summative external assessment (EA): • Examination | 25% |

| | | | |
|----------------------|------------|--------------------------|---|
| Subject Code | DIGS | QCAA Subject Code | 0049 |
| Prerequisites | C- English | QCE Credits | 4 (Based on 4 semesters of study at SA or higher) |
| 2021 Levy | Nil | 2022 Levy | Nil |

FOOD AND NUTRITION



Students explore the chemical and functional properties of nutrients to create food solutions that maintain the beneficial nutritive values.

Food & Nutrition is the study of food in the context of food science, nutrition and food technologies, considering overarching 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.

Pathways

A course of study in Food & Nutrition can establish a basis for further education and employment in the fields of science, technology, engineering and health.

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.

Structure

Unit 1 Food science of vitamins, minerals and protein

- Introduction to the food system
- Vitamins and minerals
- Protein
- Developing food solutions

Unit 2 Food drivers and emerging trends

- Consumer food drivers
- Sensory profiling
- Labelling and food safety
- Food formulation for consumer markets

Unit 3 Food science of carbohydrate and fat

- The food system
- Carbohydrate
- Fat
- Developing food solutions

Unit 4 Food solution development for nutrition consumer markets

- 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% |

| | | | |
|----------------------|-----------|--------------------------|---|
| Subject Code | FN | QCAA Subject Code | 0069 |
| Prerequisites | C English | QCE Credits | 4 (Based on 4 semesters of study at SA or higher) |
| 2021 Levy | Nil | 2022 Levy | Nil |

Students explore contemporary and historical fashion culture; learn to identify, understand and interpret fashion trends; and examine how the needs of different markets are met.



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.

Pathways

A course of study in Fashion can establish a basis for further education and employment in the fields of design, personal styling, costume design, production manufacture, merchandising, and retail.

Objectives

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

- 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.

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.

| 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: <ul style="list-style-type: none"> • Written: 500–900 words • Spoken: 2½–3½ minutes • Multimodal: 3–6 minutes • Product: 1–4. | 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"> • Products 1–4 |

| | | | |
|----------------------|-----|--------------------------|---|
| Subject Code | FAS | QCAA Subject Code | 6404 |
| Prerequisites | Nil | QCE Credits | 4 (Based on 4 semesters of study at SA or higher) |
| 2021 Levy | Nil | 2022 Levy | Nil |

SIT20316 CERTIFICATE II IN HOSPITALITY



This course offers units that give students a basic understanding of Front of House and Back of House operations within the Hospitality Industry.

The SIT20316 Certificate II in Hospitality course provides a practical skill base for entry into a range of exciting job opportunities including bars, cafés, coffee shops, restaurants and other associated food service offerings. This specialist qualification provides students with skills and knowledge to be 'industry ready' with a sound knowledge of industry operations giving them the confidence to apply for opportunities both here and overseas. Students are trained to work with some independence under limited supervision and may provide operational advice and support to team members.

Pathways

This qualification provides a pathway to work in organisations such as restaurants, hotels, motels, clubs, pubs, cafés, and coffee shops. This qualification allows for multiskilling and for specialisation in accommodation services, food and beverage and gaming.

Career possibilities may include:

- Bar attendant
- Cafe attendant
- Catering assistant
- Food and beverage attendant
- Front office assistant
- Porter
- Room attendant

What do students learn?

| Code | Competency Name |
|------------|--|
| SITXFSA001 | Use hygienic practices for food safety |
| SITHFAB002 | Provide responsible service of alcohol |
| SITXFSA002 | Participate in safe food handling practices |
| SITHFAB007 | Prepare and serve non-alcoholic beverages |
| SITXWHS001 | Participate in safe work practices |
| BSBWOR203 | Work effectively with others |
| SITXCCS003 | Interact with customers |
| SITHIND003 | Use hospitality skills effectively |
| SITHD002 | Source and use information on the hospitality industry |
| SITXCOM002 | Show social and cultural sensitivity |
| SITHFAB007 | Serve food and beverages |
| HLTAID003 | Provide first aid |

Assessment

Duration: Scheduled classes imbedded within the Marymount College timetable over a 2-year duration (including Vocational Placement for 12 mandatory service shifts). This course requires students to complete 12 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. Chef's uniforms are to be hired from the Uniform Shop (\$75 refundable deposit applies).

Partnership:

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

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

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 visit <https://desbt.qld.gov.au/training/providers/funded/vetis>



| | | | | | |
|-----------------------------|---|-----------------------------|---|-------------------|-------|
| Subject Code | SIT20316 | Certificate Level | II | RTO Number | 40577 |
| RTO | Training Evolution, PO BOX 3234 AUSTRALIA FAIR, Southport 4215, evolve@te.edu.au 1300 648 145 | | | | |
| Prerequisites | Nil | Delivery Location | Marymount College | | |
| Course Duration: | 2 years | QCE Credits | 4 QCE credits may apply for partial completion. | | |
| 2021 Fee for Service | \$200 per annum charged at \$50 per term | 2022 Fee for Service | \$300 per annum charged at \$75 per term | | |

SIT30616 CERTIFICATE III IN HOSPITALITY

This 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.



Students complete the **SIT20316 Certificate II in Hospitality** and have the extra option of adding the SIT30616 Certificate III in Hospitality. This extra option is facilitated by Training Evolution whereby students have an informal interview, complete a resume and are assisted to obtain employment in the Hospitality Industry. This extra option is facilitated by Training Evolution whereby students have an informal interview, complete a resume and are assisted to obtain employment in the Hospitality Industry.

Why study it?

This 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.

This qualification provides a pathway to work in organisations such as restaurants, hotels, motels, clubs, pubs, cafés, and coffee shops. This qualification allows for multiskilling and for specialisation in accommodation services, food and beverage and gaming.

Pathways

Possible job titles include:

- Espresso coffee machine operator
- Food and beverage attendant
- Front desk receptionist
- Front office assistant
- Function attendant
- Function host
- Gaming attendant
- Guest service agent
- Housekeeper
- Restaurant host
- Senior bar attendant
- Waiter

What do students learn?

*These units are generic and are subject to change depending on the place of work

| Code | Competency Name |
|------------|--|
| SITXFSA001 | Use hygienic practices for food safety |
| SITXFSA002 | Participate in safe food handling practices |
| SITHIND001 | Use hygienic practices for hospitality service |
| SITHFAB007 | Serve food and beverage |
| SITHFAB004 | Prepare and serve non-alcoholic beverages |
| SITXCCS002 | Provide visitor information |

| | |
|------------|--|
| SITXWHS002 | Identify hazards, assess and control safety risks |
| BSBWRK311 | Develop self-awareness |
| BSBWOR203 | Work effectively with others |
| SITHIND002 | Source and use information on the hospitality industry |
| SITHIND004 | Work effectively in hospitality service |
| SITXCCS006 | Provide service to customers |
| SITXCOM002 | Show social and cultural sensitivity |
| SITXHRM001 | Coach others in job skills |
| SITXWHS001 | Participate in safe work practices |

Assessment

Duration: Scheduled classes imbedded within the Marymount College timetable over a 2-year period with an additional hours in the Hospitality Industry. This option requires students to complete a minimum of 6 additional units in addition to the SIT20316 Certificate II in Hospitality. QCE credits may apply for partial completion.

Partnership

This qualification is delivered by Marymount College on behalf of Training Evolution. A Marymount College teacher will deliver the training on site at Marymount College. In addition, a Training Evolution Trainer will be available for extra units.

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.



| | | | | | |
|-----------------------------|---|-----------------------------|---|-------------------|-------|
| Subject Code | SIT30616 | Certificate Level | III | RTO Number | 40577 |
| RTO | Training Evolution, PO BOX 3234 AUSTRALIA FAIR, Southport 4215, evolve@te.edu.au 1300 648 145 | | | | |
| Prerequisites | Nil | Delivery Location | Marymount College | | |
| Course Duration: | 2 years | QCE Credits | 8 QCE credits may apply for partial completion. | | |
| 2021 Fee for Service | Nil—SAT | 2022 Fee for Service | \$300 per annum charged at \$75 per term | | |

CHC30113 CERTIFICATE III IN EARLY CHILDHOOD EDUCATION AND CARE



The program is designed to give students the access to a nationally accredited qualification in the community services/education sector while gaining experience in child development and learning.

Through the *CHC30113 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.

Pathways

- 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

What do students learn?

| Code | Competency Name |
|-----------|--|
| BSBWOR301 | Organise personal work priorities and development |
| CHCDIV002 | Promote Aboriginal and/or Torres Strait Islander cultural safety |
| CHCECE001 | Develop cultural competence |
| CHCECE002 | Ensure the health and safety of children |
| CHCECE003 | Provide care for children |
| CHCECE004 | Promote and provide healthy food and drinks |
| CHCECE005 | Provide care for babies and toddlers |
| CHCECE006 | Support behaviour of children and young people |
| CHCECE007 | Develop positive and respectful relationships with children |
| CHCECE009 | Use an approved learning framework to guide practice |
| CHCECE010 | Support the holistic development of children in early childhood |
| CHCECE011 | Provide experiences to support children's play and learning |
| CHCECE018 | Nurture creativity in children |
| CHCECE013 | Use information about children to inform practice |
| CHCLEG001 | Work legally and ethically |
| CHCPRT001 | Identify and respond to children and young people at risk |

| | |
|-----------|--|
| HLTAID004 | Provide an emergency response in an education and care setting |
| HLTWHS001 | Participate in work health and safety |

Assessment

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

Partnership

Students are enrolling in an Australian Child Care Career Options (ACCCO) course and are students of ACCCO. A Marymount College teacher will deliver the training on site at Marymount College.

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.

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 120 hours with children aged 0 to 2 years age that we can help you organise (working hours can be incorporated as placement hours for workplace students)

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 visit <https://desbt.qld.gov.au/training/providers/funded/vetis>



| | | | | | |
|-----------------------------|---|-----------------------------|---|-------------------|------|
| Subject Code | CHC30113 | Certificate Level | III | RTO Number | 5404 |
| RTO | Australian Child Care Career Options, 161 Brunswick Street, Fortitude Valley, QLD 4006 www.accco.com.au 073257 1972 | | | | |
| Prerequisites | Nil | Delivery Location | Marymount College | | |
| Course Duration: | 2 years | QCE Credits | 8 QCE credits may apply for partial completion. | | |
| 2021 Fee for Service | \$240 per annum charged at \$60 per term | 2022 Fee for Service | \$300 per annum charged at \$75 per term | | |

CPC10120 CERTIFICATE I IN CONSTRUCTION

Students will learn essential workplace safety processes, communication skills, work planning and basic skills in the use of tools and the handling of materials.



The CPC10120 Certificate I in Construction qualification provides an introduction to the construction industry, its culture, occupations, job roles and workplace expectations. The units of competency cover essential work health and safety requirements, the industrial and work organisation structure, communication skills, work planning, and basic use of tools and materials. The qualification is built around a basic construction project unit that integrates the skills and embeds the facets of employability skills in context.

Pathways

There are no specific job outcomes to this qualification, but the skills achieved may assist in undertaking a Certificate II pre-vocational program or job outcome qualification, or will facilitate entry into an Australian Apprenticeship.

What do students learn?

Students will learn essential workplace safety processes, communication skills, work planning and basic skills in the use of tools and the handling of materials.

| Competency Code | Competency Name |
|------------------|--|
| Core | |
| CPCCCM1011 | Undertake basic estimation and costing |
| CPCCCM2004 | Handle construction materials |
| CPCCCM2005 | Use construction tools and equipment |
| CPCCOM1012 | Work effectively and sustainably in the construction industry |
| CPCCOM1013 | Plan and organise work |
| CPCCVE1011 | Undertake a basic construction project |
| CPCCWHS1001 | Prepare to work safely in the construction industry |
| CPCCWHS2001 | Apply WHS requirements, policies and procedures in the construction industry |
| Electives | |
| CPCCCM2006 | Apply basic levelling procedures |
| CPCCOM1014 | Conduct workplace communication |
| CPCCOM1015 | Carry out measurements and calculations |

Assessment

Assessment for this certificate is competency based. Students will be assessed on both individual and group based work, with assessment items such as:

- Assignments
- Exams
- Observation
- Oral responses
- Practical projects
- Theory
- Work placement (80 hours)

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 visit <https://desbt.qld.gov.au/training/providers/funded/vetis>

Partnership:

This qualification is delivered by Marymount College on behalf of TAFE Queensland. A Marymount College teacher will deliver the training on site at Marymount College. Subject to Training Package review and TAFE Queensland Registration in 2021.

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.



| | | | | | |
|-----------------------------|---|-----------------------------|--|-------------------|------|
| Subject Code | CPC10120 | Certificate Level | I | RTO Number | 0275 |
| RTO | TAFE Queensland, Gold Coast Region, Coomera/Ashmore/Southport Ph: 5581 8300 | | | | |
| Prerequisites | Nil | Delivery Location | Marymount College | | |
| Course Duration: | 2 years | QCE Credits | 3 (QCE credits may apply for partial completion) | | |
| 2021 Fee for Service | \$375 over 2 years (if VETiS funding not avail) | 2022 Fee for Service | \$375 over 2 years (if VETiS funding not avail) | | |

UEE22011 CERTIFICATE II IN ELECTROTECHNOLOGY (CAREER START)



The concepts learned in this qualification provide students with the base knowledge to work in a wide range of electrical environments.

The UEE22011 Certificate II in Electrotechnology (Career Start) qualification teaches students skills such as workplace safety, problem solving, workshop practices and hand skills.

Roles in this industry are responsible for the installation, servicing, repair and maintenance of electrical and electronic equipment for industrial equipment, commercial and domestic purposes.

Pathways

The concepts learned in this qualification provide students with the base knowledge to work in a wide range of electrical environments.

- Computer Assembler
- Electrical Component Assembler
- Electrical Trades Assistant
- Electronics Operator
- Electrotechnology Career Start Trainee
- Remote Area Service Operator
- Security Cabler
- Sustainable Energy Career Start Trainee

What do students learn?

| Competency | Competency Name |
|-------------|---|
| UEENEEE101A | Apply Occupational Health and Safety regulations, codes and practices in the workplace |
| UEENEEE104A | Solve problems in d.c. circuits |
| UEENEEE107A | Use drawing, diagrams, schedules, standards, codes and specifications |
| UEENEEE141A | Use of routine equipment/plant/technologies in an energy sector environment |
| UEENEEE148A | Carry out routine work activities in an energy sector environment |
| UEENEEE179A | Identify and select components, accessories and materials for energy sector work activities |
| UNEEK142A | Apply environmentally and sustainable procedures in the energy sector |
| UEENEE130A | Provide solutions and report on routine electrotechnology problems |
| UEENEEE102A | Fabricate, assemble and dismantle utilities industry components |
| UEENEEE105A | Fix and secure electrotechnology equipment |
| CPCWHS1001 | Prepare to work safely in the construction industry |
| HLTAID001 | Provide cardiopulmonary resuscitation. |

Assessment

Assessment for this certificate is competency based. Students will be assessed on both individual and group based work, with assessment items such as:

- Assignments
- Exams
- Observation
- Oral responses
- Practical projects
- Theory
- Work placement (80 hours)

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 visit <https://desbt.qld.gov.au/training/providers/funded/vetis>

Partnership:

This qualification is delivered by Marymount College on behalf of TAFE Queensland. A Marymount College teacher will deliver the training on site at Marymount College. Subject to Training Package review and TAFE Queensland Registration in 2021.

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.



| | | | | | |
|-----------------------------|--|-----------------------------|--|-------------------|------|
| Subject Code | UEE22011 | Certificate Level | II | RTO Number | 0275 |
| RTO | TAFE Queensland - Gold Coast Region, Coomera/Ashmore/Southport Ph: 5581 8300 | | | | |
| Prerequisites | C+ Maths | Delivery Location | Marymount College | | |
| Course Duration: | 2 years | QCE Credits | 4 (QCE credits may apply for partial completion) | | |
| 2021 Fee for Service | \$375 over 2 years (if VETiS funding not avail) | 2022 Fee for Service | \$375 over 2 years (if VETiS funding not avail) | | |

MEM20413 CERTIFICATE II IN ENGINEERING PATHWAYS

The skills and concepts embedded within this qualification teach students the base knowledge needed to gain an apprenticeship in mechanical, industrial and production engineering environments.



The MEM20413 Certificate II in Engineering Pathways qualification is designed for students interested in engineering or related working environments.

The skills and concepts embedded within this qualification teach students the base knowledge needed to gain an apprenticeship in mechanical, industrial and production engineering environments, as well as providing insight into the varied engineering fields.

Pathways

The qualification is intended for people interested in exposure to an engineering or related working environment with a view to entering into employment in that area. This qualification equips graduates with knowledge and skills which may enhance their prospects of employment in an engineering or related working environment.

What do students learn?

| Competency Code | Competency Name |
|-----------------|--|
| MEM13014A | Apply the principles of occupational health and safety in the work environment |
| MEMPE005A | Develop a career plan for the engineering and manufacturing industry |
| MEMPE006A | Undertake a basic engineering project |
| MSAENV272B | Participate in environmentally sustainable work practices |
| MEM16006A | Organise and communicate information |
| MEM16008A | Interact with computing technology |
| MEM18001C | Use hand tools |
| MEM18002B | Use power tools/hand held operations |
| MEMPE001A | Use engineering workshop machines |
| MEMPE002A | Use electric welding machines |
| MEMPE004A | Use fabrication equipment |
| MSAPMSUP106A | Work in a team |

Assessment

Assessment for this certificate is competency based. Students will be assessed on both individual and group based work, with assessment items such as:

- Assignments
- Exams
- Observation
- Oral responses
- Practical projects
- Theory
- Work placement (80 hours)

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 visit <https://desbt.qld.gov.au/training/providers/funded/vetis>

Partnership

This qualification is delivered by Marymount College on behalf of TAFE Queensland. A Marymount College teacher will deliver the training on site at Marymount College. Subject to Training Package review and TAFE Queensland Registration in 2021.

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.



| | | | | | |
|-----------------------------|--|-----------------------------|---|-------------------|------|
| Subject Code | MEM20413 | Certificate Level | II | RTO Number | 0275 |
| RTO | TAFE Queensland - Gold Coast Region, Coomera/Ashmore/Southport Ph: 5581 8300 | | | | |
| Prerequisites | | Delivery Location | Marymount College | | |
| Course Duration: | | QCE Credits | 4 QCE credits may apply for partial completion. | | |
| 2021 Fee for Service | \$375 over 2 years (if VETiS funding not available) | 2022 Fee for Service | \$375 over 2 years (if VETiS funding not available) | | |

MEM30505 CERTIFICATE III IN ENGINEERING (TECHNICAL) CAD



MEM30505 Certificate III in Engineering – Technical is a nationally recognised qualification designed to give students an introduction to the manufacturing and engineering industry.

This course gives students the skills and knowledge required to perform a range of practical skills in the areas of 2D and 3D detail drawings, AS1110 drawing standards and bills of material, print (paper and 3D), plot and email data and managing CAD (computer-aided design) symbol libraries.

Pathways

Career pathways include: Designer, CAD Draftsperson/operator, Technical Officer in engineering/construction

Further study options:

- Certificate III (apprenticeship) in a specialist manufacturing or engineering area
- Certificate IV in Engineering
- Certificate IV in Engineering Drafting
- MEM50212 Diploma in Engineering
- MEM60112 Advanced Diploma in Engineering

Students will receive credit for equivalent competencies when completing further studies, such as in a related apprenticeship course.

What do students learn?

| Code | Competency Name |
|------------|---|
| MEM16006A | Organise and communicate Information |
| MEM16008A | Interact with computing technology |
| MEM30031A | Operate computer-aided design (CAD) system to produce basic drawing elements |
| MSAENV272B | Participate in environmentally sustainable work practices |
| ICPPTD302 | Set up and produce 3D prints |
| MEM12023A | Perform engineering measurements |
| MEM30032A | Produce basic engineering drawings |
| MEM30033A | Use computer-aided design (CAD) to create and display 3-D models* *Prerequisite: MEM30031A Operate computer-aided design (CAD) system to produce basic drawing elements |
| MEM09002B | Interpret technical drawings |
| MEM09202A | Produce free hand sketches |

Assessment

Assessment is competency based because it is directly related to work. Students must demonstrate knowledge and skills to the standard of performance required in the workplace. Therefore, no levels of achievement are awarded.

| | | | | | |
|-----------------------------|--|-----------------------------|---|-------------------|------|
| Subject Code | MEM30505 | Certificate Level | III | RTO Number | 0275 |
| RTO | TAFE Queensland, Acacia Ridge 1300 308 233 | | | | |
| Prerequisites | MEM30031A unit required | Delivery Location | Marymount College | | |
| Course Duration: | 2 years | QCE Credits | 5 based on completion. Credits may apply for partial. | | |
| 2021 Fee for Service | \$200 per annum charged at \$50 per term | 2022 Fee for Service | \$260 per annum charged at \$65 per term | | |

Assessment methods include:

- Observation and oral questioning; and
- Work samples / projects; and
- Written assessment; and/or
- Online assessment via the TAFE Queensland Connect learning management system.
- Classroom and workshop
- Mode of delivery – a blend of theory and practical activities using classroom resources in conjunction with online TAFE Queensland Connect learning management system where it is available.
- Students must use personal protective equipment (PPE) for practical activities.

Funding

This course does not qualify for VETiS funding. For more information on VETiS visit <https://desbt.qld.gov.au/training/providers/funded/vetis>

Partnership

TAFE Queensland and Marymount College have entered into a Third Party Agreement to partner delivery of this course to students. Under this partnership, TAFE Queensland is the Registered Training Organisation (RTO) and Marymount College will conduct all training and assessment on behalf of TAFE Queensland. TAFE Queensland is responsible for monitoring the quality of the training and assessment services and will issue the TAFE Queensland certificate to students on completion. Subject to Training Package review and TAFE Queensland Registration in 2021.

RTO Obligation

Marymount College will ensure that students under this qualification will be provided with the opportunity to complete the course in line with TAFE Queensland policies and procedures. Students who successfully finish the course will be issued with a nationally recognised Qualification by TAFE Queensland as the RTO. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment on request. This information is correct at time of publication but is subject to change.



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.



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.

Pathways

A course of study in Dance can establish a basis for further education and employment in the field of dance, and to broader areas in creative industries and cultural institutions, including arts administration and management, communication, education, public relations, research, and science and technology.

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.

Structure

| Unit Description | Genres | Subject Matter |
|--|---|---|
| Unit 1 Moving bodies How does dance communicate meaning for different purposes and in different contexts? | Contemporary and at least one other genre | Meaning, purpose and context Historical and cultural origins of focus genres |
| Unit 2 Moving through environments How does the integration of the environment shape dance to communicate meaning? | Contemporary and at least one other genre | Physical dance environments including site-specific dance Virtual dance environments |
| Unit 3 Moving statements How is dance used to communicate viewpoints? | Contemporary and at least one other genre | Social, political and cultural influences on dance |
| Unit 4 Moving my way How does dance communicate meaning for me? | Fusion of movement styles | Developing a personal movement style Personal viewpoints and influences on genre |

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

| | | | |
|----------------------|-----------|--------------------------|---|
| Subject Code | DAN | QCAA Subject Code | 0085 |
| Prerequisites | C English | QCE Credits | (Based on 4 semesters of study at SA or higher) |
| 2021 Levy | Nil | 2022 Levy | Nil |

CUA30120 CERTIFICATE III IN DANCE



Certificate III in Dance is an optional course which is studied concurrently with Senior Dance (General).

The CUA30120 Certificate III in Dance qualification reflects the role of a person working in a varied context in the live performance industry, using some discretion and judgement and relevant theoretical knowledge.

CUA30120 Certificate III in Dance is an optional course which is studied concurrently with Senior Dance (General). Students may elect to complete CUA30120 in addition to their Senior Dance (General) studies or as an individual course.

AIMS – 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 |
| CUAMWB401 | Develop and implement own self-care plan in the creative industries |
| CUAPRF316 | Develop basic musical theatre techniques |
| BSBPEF201 | Support personal wellbeing in the workplace |
| CUACHR412 | Create short dance pieces |
| CUAMUP311 | Prepare personal appearance for performances |
| CUAWHS211 | Develop a basic level of physical fitness for dance performance |

Assessment

Completed over two years

- Demonstration of physical and expressive performance skills in a variety of dance styles
- Completion of work booklets and theoretical assessment tasks
- Practical demonstration of required skills and processes
- Entry Requirement: Audition
- There is no work placement day for Certificate III in Dance

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

Other Requirements

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

Partnership

This qualification is delivered by Marymount College on behalf of Australian Teachers of Dancing. A Marymount College teacher will deliver the training on site at Marymount College.

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

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 visit <https://desbt.qld.gov.au/training/providers/funded/vetis>



| | | | | | |
|-----------------------------|---|-----------------------------|---|-------------------|------|
| Subject Code | CUA30120 | Certificate Level | III | RTO Number | 0088 |
| RTO | Australian Teachers of Dancing Ltd, 27/20-22 Ellerslie Road, Meadowbrook Qld 4131, Ph: 1800 106 227 | | | | |
| Prerequisites | Students should also select Dance | Delivery Location | Marymount College Dance Studio | | |
| Course Duration: | 2 years | QCE Credits | 8 (Based on 4 semesters of study at SA or higher) | | |
| 2021 Fee for Service | \$240 per annum charged at \$60 per term | 2022 Fee for Service | \$300 per annum charged at \$75 per term | | |

Students experience, reflect on, understand, communicate, collaborate and appreciate different perspectives of themselves, others and the world in which they live.



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.

Pathways

A course of study in Drama can establish a basis for further education and employment in the field of drama, and to broader areas in creative industries and cultural institutions, including arts administration and management, communication, education, public relations, research and science and technology.

Objectives

- 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.

Structure

Unit 1 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

Unit 2 Reflect: How is drama shaped to reflect lived experience?

- Realism, including Magical Realism, Australian Gothic
- Associated conventions of styles and texts

Unit 3 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

Unit 4 Transform: How can you transform dramatic practice?

- Contemporary performance
- Associated conventions of styles and texts
- Inherited texts as stimulus

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 Assessment

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

| | | | |
|----------------------|-----------|--------------------------|---|
| Subject Code | DRA | QCAA Subject Code | 0088 |
| Prerequisites | C English | QCE Credits | 4 (Based on 4 semesters of study at SA or higher) |
| 2021 Levy | Nil | 2022 Levy | Nil |

DRAMA IN PRACTICE

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.

Pathways

A course of study in Drama in Practice can establish a basis for further education and employment in the drama and theatre industry in areas such as performance, theatre management and promotions.

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.

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 |

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.

| 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: <ul style="list-style-type: none"> • Written: 500–900 words • Spoken: 2½–3½ minutes • Multimodal <ul style="list-style-type: none"> • non-presentation: 8 A4 pages max (or equivalent) • Presentation: 3–6 minutes • Performance on stage (stage acting) <ul style="list-style-type: none"> • 2–4 minutes: individual • 1½–3 minutes: group • Performance on stage (screen acting) <ul style="list-style-type: none"> • 2–3 minutes: individual • 1½–2 ½ minutes: group • Performance offstage (directing, designing) <ul style="list-style-type: none"> • 4–6 minutes: individual (excluding actors delivering text) • Workshop performance (other): variable conditions • Product: variable conditions. | <ul style="list-style-type: none"> • Acting performance (stage) <ul style="list-style-type: none"> • 3–5 minutes: individual • 2–4 minutes: group • Acting performance (screen) <ul style="list-style-type: none"> • 2½–3½ minutes: individual • 2–3 minutes: group • Directing performance <ul style="list-style-type: none"> • 5–7 minutes: individual (excluding actors delivering text) | <ul style="list-style-type: none"> • Variable conditions | Presented in one of the following modes: <ul style="list-style-type: none"> • Written: 600–1000 words • Spoken: 3–4 minutes • Multimodal <ul style="list-style-type: none"> • non-presentation: 10 A4 pages max (or equivalent) • Presentation: 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 <ul style="list-style-type: none"> • non-presentation: 10 A4 pages max (or equivalent) • Presentation: 4–7 minutes. |

| | | | |
|----------------------|-------|--------------------------|---|
| Subject Code | DRAIP | QCAA Subject Code | 6412 |
| Prerequisites | Nil | QCE Credits | 4 (Based on 4 semesters of study at SA or higher) |
| 2021 Levy | Nil | 2022 Levy | Nil |

FILM TELEVISION AND NEW MEDIA

Students learn about film, television and new media as our primary sources of information and entertainment.



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.

Pathways

A course of study in Film, Television & New Media can establish a basis for further education and employment in the fields of information technologies, creative industries, cultural institutions, and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, film and television, and public relations.

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.

Structure

Unit 1 Foundation

- 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?

Unit 2 Story forms

- 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?

Unit 3 Participation

- 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?

Unit 4 Identity

- 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?

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 | | | |

| | | | |
|----------------------|---------------------------|--------------------------|---|
| Subject Code | FTNM | QCAA Subject Code | 0093 |
| Prerequisites | C English OR C Media Arts | QCE Credits | 4 (Based on 4 semesters of study at SA or higher) |
| 2021 Levy | Nil | 2022 Levy | Nil |

MEDIA ARTS IN PRACTICE



Students learn how to apply media technologies in real-world contexts to solve technical and/or creative problems.

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.

Pathways

A course of study in Media Arts in Practice can establish a basis for further education and employment in a dynamic, creative and global industry that is constantly adapting to new technologies.

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.

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 |

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.

| 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: <ul style="list-style-type: none"> • Written: 500–900 words • Spoken: 2½–3½ minutes • Multimodal <ul style="list-style-type: none"> • Non-presentation: 8 A4 pages max (or equivalent) • Presentation: 3–6 minutes • Product: variable conditions. | <ul style="list-style-type: none"> • Variable conditions | Presented in one of the following modes: <ul style="list-style-type: none"> • Written: 600–1000 words • Spoken: 3–4 minutes • Multimodal <ul style="list-style-type: none"> • Non-presentation: 10 A4 pages max (or equivalent) • Presentation: 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 <ul style="list-style-type: none"> • Non-presentation: 10 A4 pages max (or equivalent) • Presentation: 4–7 minutes. |

| | | | |
|----------------------|---|--------------------------|---|
| Subject Code | MAIP | QCAA Subject Code | 6413 |
| Prerequisites | Year 10 English C OR C Year 10 Media Arts | QCE Credits | 4 (Based on 4 semesters of study at SA or higher) |
| 2021 Levy | Nil | 2022 Levy | Nil |

Through composition, performance and musicology, students use and apply music elements and concepts.



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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1 Designs: Through inquiry learning, the following is explored. How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?

Unit 2 Identities: Through inquiry learning, the following is explored. How do musicians use their understanding of music elements, concepts and practices to communicate cultural, political, social and personal identities when performing, composing and responding to music?

Unit 3 Innovations: Through inquiry learning, the following is explored. How do musicians incorporate innovative music practices to communicate meaning when performing and composing?

Unit 4 Narratives: Through inquiry learning, the following is explored. How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?

Assessment

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

| | | | |
|----------------------|--|--------------------------|---|
| Subject Code | MUS | QCAA Subject Code | 0091 |
| Prerequisites | C English AND C Music or 2 years learning instrument | QCE Credits | 4 (Based on 4 semesters of study at SA or higher) |
| 2021 Levy | Nil | 2022 Levy | Nil |

MUSIC EXTENSION



Music Extension is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise

Music Extension is an extension of the Music General senior syllabus. It 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.

Pathways

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

Objectives

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

- 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)

Structure

Unit 3 Explore

- Key idea 1: Initiate best practice
- Key idea 2: Consolidate best practice

Unit 4 Emerge

- Key idea 3: Independent best practice

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): • Composition project | 35% |
| Summative internal assessment 2 (IA2): • Composition 2 | 20% | | |
| Summative external assessment (EA): 25% • Examination - extended response | | | |

| | | | |
|----------------------|--|--------------------------|------|
| Subject Code | MUX | QCAA Subject Code | 0094 |
| Prerequisites | Study is concurrent with Year 12 Music | QCE Credits | 2 |
| 2021 Levy | Nil | 2022 Levy | Nil |

THE ARTS

VISUAL ART

Students have opportunities to develop their own creative problem-solving ability, personal expression and acquire a range of visual skills.

Students are encouraged to engage in art as artist and audience across a range of artforms before selecting their own focus developing visual skills and approaches to innovative and critical thinking.



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.

Pathways

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

Objectives

By the conclusion of the course 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.

Structure

Unit 1 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

Unit 2 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

Unit 3 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

Unit 4 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

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 | | | |

| | | | |
|----------------------|----------------------------|--------------------------|---|
| Subject Code | VAR | QCAA Subject Code | 0080 |
| Prerequisites | C English OR C+ Visual Art | QCE Credits | 4 (Based on 4 semesters of study at SA or higher) |
| 2021 Levy | Nil | 2022 Levy | Nil |

VISUAL ARTS IN PRACTICE



Visual expression and creative thinking are an essential part of personal development and vital in the future workforce. Students focus on creativity, problem solving and developing visual skills in areas including drawing, painting, photography, digital arts, design (graphic product, clothing etc), sculpture and ceramics.

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.

In each area of study they undertake, students of Visual Arts in Practice develop and apply knowledge, understanding and skills from three core topics - ‘Visual mediums, technologies and techniques’, ‘Visual literacies and contexts’ and ‘Artwork realisation’.

Pathways

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

Units of Study Year 11

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.

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.

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.

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.

Units of Study Year 12

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.

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.

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.

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.

| | | | |
|----------------------|-----|--------------------------|---|
| Subject Code | VAP | QCAA Subject Code | 6415 |
| Prerequisites | Nil | QCE Credits | 4 (Based on 4 semesters of study at SA or higher) |
| 2021 Levy | Nil | 2022 Levy | Nil |



MARYMOUNT
College

261-285 Reedy Creek Road

Burleigh Waters QLD 4220

Phone: (07) 5586 1000

www.marymount.qld.edu.au | info@marymount.qld.edu.au