



MARYMOUNT  
*College*

2023

Year 10 Guide



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# How to use this guide

The screenshot shows a subject page for Science. Annotations include:

- Subject Type:** Core or Elective (indicated by a red arrow pointing to the 'CORE SUBJECT' label on the left).
- Subject Name:** Science (indicated by a red arrow pointing to the 'Science' header).
- Topic Studied:** What topics are included in this subject. (indicated by a red arrow pointing to the 'Topics Studied' list).
- Assessment:** How students will be assessed. (indicated by a red arrow pointing to the 'Assessment' list).
- Extension Activities:** Some subjects have optional extension activities students can become involved in. (indicated by a red arrow pointing to the 'Extension Activities' list).
- Pathways to Year 11 & 12:** What Senior subjects this subject can lead to. (indicated by a red arrow pointing to the 'Pathways to Senior Subjects' list).

# Your SET Plan

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

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

## Steps to take in Year 10



### Where do you want to go in your career?

Think about your education, training and career goals after Year 12. Making decisions about the subjects and courses you'll take in Year 10 and later in Year 11 and 12 is an important step in planning your future.

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



### Consider your options

Structure your learning in Year 10 around your abilities, interests and ambitions.

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

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



### Your plan of action

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

Be proactive! Talk to your support team and find out more about the subjects offered before your SET Plan interview in Term 3. Decide which learning options you should choose to achieve your learning, further education and training, and career goals.



### Your support team

Your Marymount support team includes teachers, Academic Coordinators and Heads of Department, the Careers Centre, Learning Support, and the Assistant Principal Senior Curriculum.

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



### It's official

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

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



### Not SET in stone

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

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

# Your options in Year 10

	Core (full year)	Elective
	Students will study ALL of these subjects for the full year	Students will study FOUR of these subjects for the full year.
<b>English</b>	<ul style="list-style-type: none"> <li>English</li> </ul>	
<b>Humanities and Social Sciences</b>	<ul style="list-style-type: none"> <li>Religious Education</li> </ul>	<ul style="list-style-type: none"> <li>Business and Economics</li> <li>Business and Economics: Economics</li> <li>Civics and Citizenship: Legal Studies</li> <li>History: Ancient and Modern</li> <li>History: Australia in the Modern World</li> <li>Geography</li> </ul>
<b>Health &amp; Physical Education</b>		<ul style="list-style-type: none"> <li>Health and Physical Education</li> <li>HPE Movement and Physical Activity (Advanced Sports Program)</li> </ul>
<b>Languages</b>		<ul style="list-style-type: none"> <li>French</li> <li>Japanese</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>Mathematics</li> </ul>	
<b>Science</b>	<ul style="list-style-type: none"> <li>Science</li> </ul>	
<b>Technologies</b>		<ul style="list-style-type: none"> <li>Design &amp; Technologies</li> <li>Design &amp; Technologies: Food and Materials</li> <li>Design &amp; Technologies: Food and Fibre</li> <li>Design &amp; Technologies: Engineering and Materials</li> <li>Design &amp; Technologies: Materials and Technologies</li> <li>Digital Technologies</li> </ul>
<b>The Arts</b>		<ul style="list-style-type: none"> <li>Dance</li> <li>CUA30120 Certificate III in Dance</li> <li>Drama</li> <li>Media Arts</li> <li>Music</li> <li>Visual Arts</li> </ul>



## The subject selection process

At Marymount College, we believe a Year 10 program should provide students with a strong foundation and preparation for the Queensland Certificate of Education (QCE)—completed in Year 11 and 12—and provide breadth, challenge and pathways for students across the range of core and elective subjects. Year 10 presents many exciting learning and formation opportunities for students.

Priorities for Year 10 include students becoming more independent as learners and understanding more about their interests, strengths, aspirations and possible career choices.

The Year 10 program provides students with core units of work in the disciplines of English, Mathematics, Science and Religion. These courses all follow the requirements of the P-10 Australian Curriculum. In the core subjects, students will experience the same curriculum language they will encounter in the Queensland Certificate of Education (QCE). Thus, they are well prepared to meet the requirements of all subjects at this level.

During Year 10, students will have the opportunity to undertake four electives for the full year. These elective units will allow students to experience a wide range subjects in the Senior curriculum to make well-informed choices when selecting subjects for Years 11 and 12 in Term 3 of 2023.

Katrina Nicholson

**Assistant Principal Senior Curriculum**



## How to choose your subjects



### Seek information

What topics are covered in each subject? How is the subject taught and assessed? For example: is there a heavy emphasis on research and assignments, are they practical subjects or is the emphasis on oral work? Ask Heads of department and teachers for more details.



### Be honest with yourself

Structure your choices around your abilities, interests and ambitions. Be honest about your abilities and realistic with your career aims.



### Think ahead

Your choice of subject now may affect your choice later in the Senior years. For example: Music and Languages in the Senior years almost always require previous study. Subjects such as Business subjects may be taken for the first time in Year 11, although it is useful (but not essential) to have taken related subjects in Years 8-10.



### Be an individual

It is important to remember that you are an individual and that your particular needs and requirements in subject selection will be quite different from those of other students.

This means that it is unwise to either take or avoid a subject because:

- Someone told you that you will like or dislike it
- Your friends are not taking it
- You like or dislike certain teachers

## Help is available

Course selection is an important time for students and one that needs the advice and support of parents and teachers. Please feel free to contact the College for assistance.

### Heads of Department

Reach out to Heads of Department and Academic Coordinators with questions about course content.

A list of all Heads of Department and Coordinators is on the back of this guide.

### Library and Resource Centre

The Library and Resource Centre provides easily accessible, relevant resources to support student learning.

The Teacher Librarian is available to offer guidance to students in completing their research assignments and locating appropriate digital and physical resources. The Library offers students a welcoming environment in which to study and read.

### Careers Centre

The Careers Centre is situated in the P&F Courtyard, is accessible to all students and is open from 8:00am until 4:00pm every school day.

Staff are available to assist students in all areas of careers and vocational education.

For students in Years 7-9 the Careers Centre can provide resources and information about career pathways that may assist their Junior subject selections.

For students in Year 10 and above, assistance is available when applying for a part-time job, finding a vocational qualification, initiating School Based Apprenticeships and Traineeships (SATs) and researching tertiary courses, scholarships and career options.

### Learning Support Centre

The Learning Support Centre (LSC) provides support for both gifted students and for any students experiencing difficulties in their studies.

The LSC assists the regular classroom teachers to design, implement and evaluate appropriate curriculum so as to respond to the particular needs of students. Assistance is available, either for directional help, short or long term help. The LSC is available to all students so that their learning is enhanced. Students and parents are encouraged to contact the LSC, particularly when they have concerns regarding issues that may affect learning.

### Counsellors

Three professionally qualified counsellors are available to students and their parents wishing to discuss issues of a personal nature.

These may include concerns related to family, relationships, health, study stress, anxiety and future options.

It is a completely confidential service. Appointments can be made directly with the counsellor before and after school, during recess and lunch time, or through the Student Administration Office. Group workshops and relaxation classes are also available by request. A number of books, pamphlets and audio tapes are also available for use by the students.

# Core Subjects

→ Students will study Religion, English, Maths, and Science for the full year.



## ■ Religious Education

A Religious Education program is not static. It continues to develop to meet the students' needs. Resources, teaching methodology, structure of the program, assessment techniques and criteria, are reviewed and adjusted.

Students at Marymount College are expected to participate fully in the Religious Education Program. There are two distinct complementary dimensions - Classroom teaching and learning of religion and the Catholic Christian ethos and the Religious Life of the School.

This includes the formal in-class work and the broader religious life of the College (Reflection Days off campus, Liturgies, Prayer Life, Feasts and Celebrations, Outreach and Social Justice).

Religious Education is a compulsory subject and is studied for six periods per fortnight. Students are expected to complete set tasks encouraging them to be lifelong learners and to develop students' religious literacy. The Religious Education program at Marymount College has been prepared in accordance with Archdiocesan guidelines and approved by the Brisbane Archdiocesan Accreditation panel.

Students are required to demonstrate overall performance according to the year level achievement standard. The demonstration of learning intentions for each strand studied is monitored and recorded in student folios during the four terms of the school year. The four strands are: Beliefs, Church, Christian Life, Sacred Texts. These are inter-related and their content is taught in an integrated way.

### Topics Studied

- The Mystery of God
- Responding to the Signs of the Times
- Making Amends and Moving Forwards
- Religious Voice in the World

### Assessment

- Folio Construction
- Response to Stimulus Exam
- Extended Response Exam
- Journal Collection

### Pathways to Senior Subjects

- Religion & Ethics
- Study of Religion

## English

The Year 10 English program is developed in accordance with the Australian Curriculum and is built around the three interrelated strands of Language, Literature and Literacy.

Each of the program's four units is designed to develop students' knowledge, understanding and skills in preparation for the senior ATAR system.

- Students examine a range of classic and contemporary literature, as well as media material that is directly relevant to their present and future lives.
- The course is designed to further develop students' critical literacy skills, giving them the opportunity to develop and justify their interpretations of texts through analysis of evidence.
- Students create a variety of spoken and written texts to articulate complex and imaginative ideas, learning how to employ a purposeful selection of language features to achieve precision and stylistic effect.
- Comprehension is an integral part of the Year 10 English program, with students further developing their inferential and evaluative understanding.
- The English program is designed to assist students to become self-directed learners. It is anticipated that in Year 10, students are capable of independent drafting, proofreading and editing. Feedback is purposefully shaped to help students refine and extend their ideas.

### Topics Studied

- Poetry to Prose: Imaginative
- Concepts in Literature: Analytical
- Shakespeare: Analytical
- Media Representations: Persuasive

### Assessment

- Written imaginative (exam conditions)
- Spoken persuasive (assignment)
- Written analytical (exam conditions)
- Written media text (assignment)
- Multiple choice/short answer comprehension (exam conditions)

### Pathways

All aspects of the Year 10 program are designed in preparation for the senior QCE and ATAR system.

- Literature
- General English
- Essential English

## Mathematics

Year 10 Mathematics is organised around the interaction of three content strands and four proficiency strands, following the Australian Curriculum.

The proficiency strands are Understanding, Fluency, Problem Solving and Reasoning. These strands describe how content is explored or developed, that is, the thinking and doing of mathematics.

The Mathematics curriculum provides the opportunity to apply mathematical understanding and skills in context, both in other learning areas and in real world contexts.

Students develop the capacity to recognise and understand the role of mathematics in the world around them and the confidence, willingness and ability to apply mathematics to their lives.

Students will require their laptop and a scientific calculator. Protractors and compasses will also be used in some units. *Desmos* (a software graphing program) and *Excel* will also be utilised.

Two to three classes in Year 10 will be extended within the same strands and proficiencies of Year 10, offering these students an experience with concepts required in Senior—either General Maths or Mathematical Methods. Other classes will work towards more streamlined benchmark achievement standards in preparation for a Senior Essential Mathematics course.

### Topics Studied

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

### Assessment

- Semester Tests
- Problem solving and modelling tasks

### Pathways to Senior Subjects

- Essential Mathematics
- Mathematical Methods
- Specialist Mathematics

## Science

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world.

The knowledge it produces has proved to be a reliable basis for action in our personal, social and economic lives. Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems.

Students can experience the joy of scientific discovery and nurture their natural curiosity about the world around them. In doing this, they develop critical & creative thinking skills and challenge themselves to identify questions and draw evidence-based conclusions using scientific methods.

### Topics Studied

- Biological sciences
- Chemical sciences
- Earth sciences
- Physical sciences

### Assessment

- Topic exams
- Data tests
- Student experiments
- Research Investigations

### Extension Activities

- Griffith University Engineering Challenge
- Brain Bee competition
- Chemical Analysis Competition (Titration)
- Science Trivia Challenge
- Science Ambassadors

### Pathways to Senior Subjects

- Agricultural Science
- Biology
- Chemistry
- Marine Science
- Physics
- Psychology
- Aquatic Practices

# Elective Subjects

→ Students will select four electives to study for the full year.



## ■ Business and Economics

In today's commercially-oriented world, the need for business understanding is more vital than ever. Just reading a newspaper requires knowledge of the workings of business, government and financial institutions.

Business is multi-faceted. It is represented in every aspect of society including individuals, community and government. It is a dynamic and evolving discipline responsive to environmental changes such as emerging technologies, globalization, sustainability, resources, economy and society. Regardless of the career path chosen, all students will eventually need to deal with the world of business, either through their personal business transactions as a consumer and citizen or through their employment in a business environment.

Business and Economics is a subject that provides students with realistic activities and real life experiences through the use of excursions, guest presenters, role plays, movies etc.

Business and Economics is important for a student's future as they start to become independent. It teaches them to manage finance, make good decisions about goods and services and to be aware of their legal rights and responsibilities as citizens.

All Year 10 Business students will participate in the *Future Anything* program. Working individually or in small groups, students will create a product or service to take to market under the social enterprise business structure. This will conclude with a showcase event that parents will be invited to attend.

### Topics Studied

- Human Resource Management
- Business Environments
- Entrepreneurship
- Accounting Fundamentals

### Assessment

- Multimodal presentation
- Assignment
- Test
- Response to Stimulus
- Business Week
- Case study

### Pathways to Senior Subjects

- Accounting
- Business
- Economics
- Business Studies
- BSB10120 Cert I in Workplace Skills
- BSB30120 Certificate III in Business
- BSB50120 Diploma of Business

The BSB30120 Certificate III in Business and BSB50120 Diploma of Business qualification are delivered by Marymount College on behalf of Prestige Service Training RTO Number 31981 Southport Central, Building 3G, Level 4, 27 Garden Street, Southport, QLD 4215 Ph: 1300 368 097

## ■ Business and Economics: Economics

Economics is a study of how to use scarce resources in the best way possible. Households, businesses and governments are confronted with the economic problem of alternative uses of their limited resources.

This course of study stresses the desirability of understanding the significance of economic events as well as the implications of individual, business and government economic decision-making. The emphasis is on the application of economic skills and concepts to the problems and issues facing Australian society. It will help students contribute to economic decision-making.

In this course, students will be able to explain why and how governments manage economic performance to improve living standards. They will understand explanations for variations in economic performance and standards of living within and between economies. They analyse factors that influence major consumer and financial decisions and explain the short and long term effects of these decisions. They will analyse the intended and unintended effects of personal economic decisions and the potential consequences of alternative actions.

This course is designed to be fun and engaging and will help students develop financial and life skills.

Year 10 Economics students will participate in the ASX Share Market Game. Students will be given \$50,000 in the simulation and trade in real time with the ASX. They will be taught about stock market investing and how to make informed decisions in that market.

### Topics Studied

- Markets and Models
- Macroeconomic Management
- Personal Finance
- ASX Share Market Game
- Cost Benefit Analysis

### Assessment

- Short Response Exam
- Multimodal Presentations
- Research Assignment

### Pathways to Senior Subjects

- Accounting
- Business
- Economics
- Business Studies
- BSB10120 Cert I in Workplace Skills
- BSB30120 Certificate III in Business
- BSB50120 Diploma of Business

The BSB30120 Certificate III in Business and BSB50120 Diploma of Business qualification are delivered by Marymount College on behalf of Prestige Service Training RTO Number 31981 Southport Central, Building 3G, Level 4, 27 Garden Street, Southport, QLD 4215 Ph: 1300 368 097

## ■ Civics and Citizenship: Legal Studies

To be informed citizens, students need knowledge of their rights and responsibilities under the law, and the way the legal system works. Citizens who are informed will be more likely to think critically, question constructively and help improve laws and legal processes when they go out into the world.

This course will focus on Criminal Law because it is topical, interesting and the perfect platform to explore a range of legal issues and processes. Legal Studies will inspire in students an interest in current affairs. They will develop the inquiry, application, analytical and evaluative skills necessary for Senior study.

Drawing on aspects of the Australian Curriculum Civics and Citizenship course, but focusing on current issues, criminal matters and real criminal cases, students will gain a working understanding of the legal system, including the court system, the right to a fair trial and legal representation, the appeal process and other aspects of the law useful in every day life, including driving laws, police powers, Safe Night Out legislation and aspects of Family Law.

### Topics Studied

- The Legal System
- Introduction to Criminal Law
- Case Studies: Murder, Manslaughter, including significant Queensland cases.
- Crimes and Punishment
  - including crimes against the person and property
- Defences and Sentencing
- Police Powers
- Driving offences
- Law in a changing society eg. Social media and the law, coward punches and early lock-out laws
- Global issues

### Assessment

Students will undertake four assessment pieces:

- Short answer exams
- Legal issues assignment
- Combination response exam

### Pathways to Senior Subjects

- Legal Studies
- Modern History
- Ancient History
- Economics
- Study of Religion
- Geography

## ■ History: Ancient and Modern

History: Ancient and Modern is a one year elective course. This subject may be studied alone or selected with the other elective History course **History: Australia in the Modern World**.

Ancient History will be studied in Semester 1 and Modern History in Semester 2. The course provides students with a sample of both histories, to better inform student choices for Senior study, and will focus more precisely on the base content, skills and assessment styles required in Year 11 and 12 Humanities subjects.

History is the study of the past in order to understand the present and plan for the future. Awareness of history is fundamental to the understanding of societies, events, movements and developments that have shaped humanity from earliest times. The study of history develops transferable inquiry skills and the ability to think critically, argue logically, evaluate source integrity and synthesise evidence. History teaches research, essay and referencing skills that will enhance student learning and communication regardless of the subjects they choose at Senior level, and provides a vital foundation for further tertiary study.

The Ancient History component focuses on the study of Egypt, Athens and a variety of aspects of life in an Ancient society chosen by the students for research. The Modern History component focuses on the study of Nazi Germany and the key causes and battles of WW2 in Europe.

### Topics Studied

S1: Ancient History

- Ancient Egypt
- Ancient Athens
- Significant individuals
- Aspects of Viking society
- Archaeology - Pompeii

S2: Modern History

- Nazi Germany
- WW2 in Europe

### Assessment

Students will undertake two assessment pieces in Semester 1 and two in Semester 2, from the following formats:

- Short responses to historical sources exam
- Research assignment
- Essay in response to sources under exam conditions
- Source interrogation assignment

### Pathways to Senior Subjects

- Ancient History
- Modern History
- Legal Studies
- Study of Religion
- Geography
- Economics

## ■ History: Australia in the Modern World

Australia in the Modern World is a one year elective course. It may be studied alone or with the second History elective Ancient and Modern History.

History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to the understanding of societies, events, movements and developments that have shaped humanity from earliest times.

The study of history promotes debate and encourages thinking about human values, including present and future challenges. Historical inquiry develops transferable skills, such as: the ability to ask relevant questions; locate, select and organise sources of information; critically analyse and interpret sources; consider context; respect and explain different perspectives; develop and substantiate interpretations; and communicate effectively in written and spoken forms across a range of genres.

History: Australia and the World focuses on key twentieth century events and changes related to Australia and Australia's place in the world.

### Topics Studied

- World War Two: The experiences of Australians in WW2, the Holocaust and the use of the atomic bomb
- Building Modern Australia: Migration influences since 1945, significant events post WW2, campaigns for rights and freedoms by First Nations peoples and the Women's movement.
- The Globalising World: Human Rights, changing social, political, economic, cultural, environmental and technological changes and debates post WW2.

### Assessment

Students will undertake two assessment pieces in Semester 1 and two in Semester 2 from the following formats:

- Short responses to historical sources exam
- Research assignment
- Essay in response to sources under exam conditions
- Source investigation assignment

### Pathways to Senior Subjects

- Modern History
- Ancient History
- Legal Studies
- Economics
- Geography

## ■ Geography

Geography is more than a subject - it's a field. The unique nature of this discipline enhances a student's ability to perform in Mathematics, Science and Humanities.

Of great relevance, the Geographical sciences seek to help students make sense of the world around them and become confident participants in a world where humanity is facing many challenges. Skills taught in Geography prepare students for a wide range of the cognitions that are an essential component in preparation for their Senior years of schooling. Students will advance their skills in using information technology and media; gathering and analysing written, numerical and visual-spatial data; as well as written and verbal communication.

Studying Geography means that students are prepared for several career paths, including but not limited to: international relations; the Defence Forces; investigative journalism; humanitarian affairs; community welfare and development; public health; environmental and marine sciences; the mining industry; engineering; environmental law; studies of the built environment and urban planning; disaster response and management fields; outdoor education; and travel and tourism industries.

### Topics Studied

- Human Wellbeing - Investigating why we are not all equally healthy and wealthy
- Environmental Change and Management - sustaining the future. This unit includes a field trip investigating the management of Gold Coast beaches.

### Assessment

Assessment may take the following forms:

- Short answer test
- Field report
- Data response test
- Essay test

### Pathways to Senior Subjects

- Humanities: Geography, Modern History, Legal Studies, Business & Economics
- Sciences: Biology, Agricultural Science, Chemistry, Marine Science

## Health & Physical Education

Health and Physical Education is a core subject of the Australian Curriculum. Students will study Health and Physical Education for the full year.

In Health and Physical Education, students develop the knowledge, understanding and skills to strengthen their sense of self, and build and manage satisfying relationships. The curriculum helps them to be resilient, to make decisions and take actions to promote their health, safety and physical activity participation. As students mature, they develop and use critical inquiry skills to research and analyse the knowledge of the field and to understand the influences on their own and others' health, safety and wellbeing.

Healthy, active living benefits individuals and society in many ways. This includes promoting physical fitness, healthy body weight, psychological wellbeing, cognitive capabilities and learning. A healthy, active population improves productivity and personal satisfaction, promotes pro-social behaviour and reduces the occurrence of chronic disease. Health and Physical Education teaches students how to enhance their health, safety and wellbeing and contribute to building healthy, safe and active communities.

### Topics Studied

- Equity in Sport
- Resilience
- Functional anatomy
- Healthy communities
- Volleyball
- Badminton
- Touch Football

### Assessment

- Practical performance
- Research report
- Combination response exam
- Multimodal Folio

### Pathways to Senior Subjects

- Physical Education
- Health
- SIS30321 Certificate III in Fitness PLUS entry qualification SIS20115 Certificate II in Sport & Recreation.

The SIS30321 Certificate III in Fitness PLUS entry qualification SIS20115 Certificate II in Sport & Recreation qualification is delivered at Marymount College by Binnacle Training RTO 31319 [www.binnacletraining.com.au](http://www.binnacletraining.com.au)  
Ph: 1300 303 715

## HPE Movement and Physical Activity (Advanced Sports Program)

The Advanced Sports Program (ASP) has been designed for students who have a high level of involvement in sport and would like to further develop their skills in one of the specialist areas offered in the program.

All Teachers will look to develop the holistic person and provide opportunities where important attributes such as leadership, teamwork and discipline can foster. We firmly believe that the traits needed to be successful in sport carry over into other areas such as academic and career pursuits.

Development Officers and expertise from outside bodies are used throughout the course to foster the development of student interests and needs.

A key feature of this program is that it requires students to have a great attitude towards giving their best effort, not necessarily at being great at their chosen sport.

### Objectives

- Provide support of current sporting commitments
- Emphasise the importance of pursuing academic success
- Develop team, social and leadership skills
- Reward effort and hard work
- Provide a pathway into Marymount College representative sides (QISSN, QISSRL, Q Cup, Touch and Oz Tag All Schools)
- Follow Long Term Athletic Development Principles
- Engage with State Organisations
- Support and develop Fundamental Motor Skills
- Provide an introduction to Strength & Conditioning programs
- Provide opportunities to be lifelong participants in community sport through refereeing/event management.

### Semester 1 Sports

- AFL
- Netball
- Rugby League

### Semester 2 Sports

- Touch
- Oztag
- tbc

### Course Outline

- Practical - 2 lessons per week
- Theory - 1 lesson per week

### Topics Studied

- Term 1 - Coaching
- Term 2 - Strength and Conditioning
- Term 3 - Event Management
- Term 4 - Sports Psychology

### Assessment

- Practical Assessment (67% of course) based on 3 Criteria: Acquired skills, Application of Tactics and Strategies, Analysis of Game Play
- Theory (33% of course) Assessment is a combination of theoretical content in class workbooks, written tests, multimodal presentations, assignments and analytical application

### Pathways to Senior Subjects

- Physical Education
- Health
- SIS30315 Certificate III in Fitness PLUS entry qualification SIS20319 Certificate II in Sport Recreation.

The SIS30315 Certificate III in Fitness PLUS entry qualification SIS20319 Certificate II in Sport Recreation qualification is delivered at Marymount College by Binnacle Training RTO 31319 [www.binnacletraining.com.au](http://www.binnacletraining.com.au)  
Ph: 1300 303 715

## French

Why not learn the language of love! French is spoken by more than 300 million people and spoken on five continents! Learning French will open up the world for you.

French is the international language of cooking, fashion, theatre, the visual arts, dance and architecture.

The study of French provides students with opportunities for continued learning and for future employment and experience, both domestically and internationally, in areas such as public relations, commerce, law, logistics, hospitality, education, marketing, international relations, the Defence Force, communications, media, tourism - AND THE LIST GOES ON!

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

- Improved brain development
- Higher academic performance
- Improved literacy in English
- Enhanced travel experiences
- Improved career options
- Increased opportunities in the global economy

### Topics Studied

- Revision of Year 9
- Work
- Health & Body
- Holiday Plans
- Past Events
- Social & Leisure Activities
- Food & Drinks

### Assessment

Students learn to listen, speak, read and write in the foreign language. Tests in all four skills are conducted throughout the course:

- Listen and understand
- Speak with confidence
- Read simple texts and practical examples of the written language
- Write short answers

### Pathways to Senior Subjects

- French

## Japanese

日本語を知る。世界が広がる。

Learn Japanese and a new world opens.

The study of Japanese provides students with opportunities for continued learning and for future employment and experience, both domestically and internationally, in areas such as public relations, commerce, law, logistics, hospitality, education, marketing, international relations, the Defence Force, communications, media, tourism.

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

- Improved brain development
- Higher academic performance
- Improved literacy
- Increased opportunities in the global economy

(BCE Briefing Paper No. 1 2018)

### Topics Studied

- Revision of Year 9
- School Life
- Your House
- Shopping
- Leisure Activities
- Holidays
- Describing People
- Time
- Directions

### Assessment

- Listening Exam
- Speaking Exam
- Reading Exam
- Writing Exam
- Multimodal projects/assignments
- Hiragana & Katakana Tests

### Pathways to Senior Subjects

- Japanese

## ■ Design and Technologies

Design and Technologies engages students in solving design problems and presenting their ideas and solutions as graphical products.

Design and Technologies is an elective subject within the Design & Technologies subject area of the Australian Curriculum.

Students explore design problems within the framework of a 'graphic design process' where they identify, explore and communicate a graphical solution to a need of the target audience.

In the development of a solution to a design problem, students sketch and draw freehand, develop spatial cognition and visualisation, produce graphical representations in both 2-dimensional and 3-dimensional formats and use existing and emerging technologies (CAD) to present solutions graphically.

This course contributes to the development of technological literacy and develops the communication, analytical and problem-solving skills required for a large number of educational and vocational aspirations, including the fields of graphic design, industrial design, built environment design, engineering, urban and regional planning, surveying and spatial sciences and building paraprofessionals.

This subject would benefit students choosing Design and Technologies subjects in Year 11 and 12.

### Topics Studied

- Built Environment Design
- Architectural Design
- Industrial Design
- Graphic Design

### Assessment

- Design Folios
- Short Response Exam

### Pathways to Senior Subjects

- Design
- CPC10120 Certificate I in Construction
- MEM20413 Certificate II in Engineering Pathways

The CPC10120 Certificate I in Construction and MEM20413 Certificate II in Engineering Pathways qualifications are delivered by Blue Dog Training for Marymount College. Blue Dog Training RTO Number: 31193 [www.bluedogtraining.com.au](http://www.bluedogtraining.com.au) 07 3166 3960

## ■ Design and Technologies: Food and Material

The Australian food industry is growing in importance, providing numerous employment opportunities and increasing the relevance of **Design and Technologies: Food and Materials for the individual and society.**

There are increasing community concerns about food issues, including:

- Hygiene and safety
- Nutritional claims and the nutritional quality of food
- Genetic engineering, functional food
- Environmental impact of food production processes

Students will explore food-related issues through a range of practical experiences, allowing them to make informed and appropriate choices with regards to food.

Students develop practical skills in preparing and presenting food that will enable them to select and use appropriate ingredients, methods and equipment.

This course is the focused study of food units. There are no prerequisites for any of the units.

The units of study focus on the interaction between personal, social, cultural and environmental factors.

### Topics Studied

#### Sustainable Farming Methods

- Sustainable Foods
- Techno Foods
- Preservation of Foods
- Local and Seasonal Produce
- Food Systems

### Assessment

- Research Assignments
- Practical Activities
- Design Brief Folio

### Pathways to Senior Subjects

- Food & Nutrition
- SIT30616 Certificate III in Hospitality

The SIT30616 Certificate III in Hospitality qualification is delivered by Marymount College on behalf of Training Evolution RTO Number 40577, PO BOX 3234 AUSTRALIA FAIR, Southport 4215 [evolve@te.edu.au](mailto:evolve@te.edu.au) 1300 648 145

## ■ Design and Technologies: Food and Fibre

Design and Technologies: Food and Fibre is about the wellbeing of people in their everyday living. It aims to provide students with the skills to meet the ever increasingly complex challenges they will find in their personal and family lives.

Textiles is about developing the student's:

- Technical skills
- Ability to manage resources
- Skills in design
- Ability to create solutions to practical problems
- Ability to think critically and solve problems

This unit will allow students to extend their knowledge and understanding of textiles. Students will study various components including; design process, colour mixing, textile products, design challenges, design ideas and creating.

Students will investigate and also gain an understanding of the design process from design sketch to final product. There will be a greater focus on the practical aspect of this unit, creating confident and talented Textiles students.

### Topics Studied

#### Edgy Street Wear

- Upcycle a denim garment with embellishment
- Functional properties of natural fibres: organic cotton, fleece knot
- Design and produce a hoodie pullover with personalised embellished motif
- Fashion illustration

#### Capsule Wardrobe Movement

- Create a client profile
- Identify key classic wardrobe pieces for a client, based on fashion style
- Design and produce a daywear garment using traditional construction techniques
- Digital fashion illustration skills using *Adobe Illustrator* and *Photoshop*

### Assessment

- Research Assignment
- Practical Activities
- Process Journal

### Pathways to Senior Subjects

- Fashion

## ■ Design & Technologies: Engineering and Materials

Design and Technologies: Engineering and Materials students will gain experience in workshop safety and understand the basis of the Queensland Workplace Health and Safety Act.

They will participate in our College's OnGuard safety program and will gain certificates of completion for a variety of safety units.

This course is an elective within the Design & Technologies subject area of the Australian Curriculum.

During the course participants will be building products using a variety of machinery, hand and power tools. Students will gain experience in marking and cutting out, spot welding, filing and assembling several projects.

Students will explore a number of design problems and will follow the design process to research and develop a practical solution, creating a working drawing and sequence of production to guide them in making a project. Students will then evaluate the process and the project created, then suggest ways to improve for next time.

### Topics Studied

- Tool Box
- Bottle Opener Design
- Fabricated Vice
- Brazier

*(Projects may vary)*

### Assessment

- Design Folios
- Short Response Exam
- Report
- Logbook/Project Evaluation

### Pathways to Senior Subjects

- Design
- CPC10120 Certificate I in Construction
- MEM20413 Certificate II in Engineering Pathways

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## ■ Design and Technologies: Materials and Technologies

Design and Technologies: Materials and Technologies students will gain experience in workshop safety and the Queensland Workplace Health and Safety Act.

Students will participate in our College's OnGuard safety program and will gain certificates of completion for a variety of safety units.

This course is an elective within the Design & Technologies subject area of the Australian Curriculum.

During the course participants will be building timber products using a variety of materials, machinery, hand and power tools. Gaining experience in marking and cutting out, assembling, gluing, sanding and finishing several projects.

Students will explore design problems, and will follow the design process to research and develop practical solutions, creating working drawings and sequence of production to guide them in making a project. Students will then evaluate the process and the project created, then suggest ways to improve for next time.

### Topics Studied

- Trinket Box
- iPod Dock Design
- Stool

*(Projects may vary)*

### Assessment

- Design Folios
- Short Response Exam
- Report
- Logbook/Project Evaluation

### Pathways to Senior Subjects

- Design
- CPC10120 Certificate I in Construction
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[www.bluedogtraining.com.au](http://www.bluedogtraining.com.au) 07 3166 3960

## ■ Digital Technologies

The area of technology is emerging as a major field of employability in future skills.

Whether you want to hone your problem-solving skills, work within the fields of AI, web development, engineering, mechatronics or cybersecurity, Digital Technologies is for you.

The 204 billion mobile apps downloaded each year earn over \$US 800 billion per year!

We explore what makes a good user experience and how to integrate this into user interface design for web and mobile apps. Students explore by experimenting with prototyping their web app and presenting to potential users in a rapid testing mode.

This is followed by bringing their app to life using html, css and *bootstrap* to code and create a functional web app ready to use. Students can create professional web apps, consolidating their previous knowledge of software development. Coding knowledge is preferred, but not assumed.

The security of personal, corporate, and public data is paramount as we defend systems from cyber-attack. Students explore the ways data is created, stored, and accessed, including relational databases.

Lastly, we look at unmanned aerial vehicles (UAVs or drones) and their current and future applications. Students experiment with programming them to work autonomously and carry out a prepared task.

Competitions include:

- National Computer Summer School (NCSS) programming competition which may result in being invited to attend further opportunities with UNSW.
- CyberTaipan CSIRO cybersecurity challenge, based on the US Military Patriot Games.

### Topics Studied

- Coding (Python, SQL, HTML, CSS)
- Data basing
- Cybersecurity
- UX and UI
- Web design

### Assessment

- Projects
- Assignments

### Pathways to Senior Subjects

- Digital Solutions
- Information Communication and Technology

## Dance

The study of Dance heightens students' personal and physical wellbeing, improving self-confidence and fostering their creative and problem-solving abilities.

Year 10 Dance allows students, male and female, to learn about and acquire skills in many aspects of dance. The course is organised around the three central areas of choreography, performance and appreciation.

To enhance their experience with this art form, students are given the opportunity to perform at eisteddfods and school concerts, as well as attending excursions to view the work of professional companies. Choreography is the making of dances and students gain skills in experimenting with the elements of movement to construct movement sequences. Through the study of performance, students develop physical and expressive skills required when dancing in a variety of styles. The appreciation aspect encourages students to learn about the history of dance styles and features of dance in our society.

**It is not necessary for students to have studied dance prior to participating in this subject.** However, at least an average level of general coordination is recommended. While there is an emphasis on practical work (approximately 70%), the theory component (approximately 30%) is very important.

The study of Dance in Year 10 is not a prerequisite for Senior Dance studies, however, it is considered an advantage.

Excursions to professional performances

- QPAC (Brisbane)
- HOTA (Bundall)

Competitions and performances (optional)

- Gold Coast Eisteddfod
- Danc'eD in the Spotlight
- Starbound
- Beenleigh Eisteddfod

Workshops

- Professional artists
- Choreography development Topics

### Topics Studied

- Choreography skills, including improvisation, in various styles
- Effective performance skills including: physical technical skills, especially those within a Jazz style, conditioning of body for dance performance, expressive skills required for dance presentations, rhythmic aspects of performance
- Production elements to enhance performance (including costume, make-up, hair)
- Creative Arts industry overview and analysis of related careers

### Assessment

- Performance of routines and dances in various styles (including Jazz)
- Choreography of movement sequences using the elements of dance
- Appreciation of theoretical aspects of dance and performance through written and oral tasks

### Extension Activities

Marymount College's Extension Dance Program allows for experienced dancers to strengthen their performance skills by participating in intensive workshops and challenging routines. Selecting this elective, and participating in at least two hours of dance weekly at a studio, qualifies students to audition for the Extension Dance Team.

### Pathways to Senior Subjects

- Dance
- CUA30120 Certificate III in Dance

## CUA30120 Certificate III in Dance

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 Dance.

### What do students learn?

Code	Competency Name
CUACHR311	Develop basic dance composition skills
CUADAN331	Integrate rhythm into movement activities
CUAIND311	Work effectively in the creative arts industry
CUAPRF317	Develop performance techniques
CUAWHS311	Condition body for dance performance
CUADAN314	Develop dance improvisation skills
CUADAN318	Increase depth of contemporary dance techniques
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

\* Elective units subject to change.

### Assessment

- 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

### Other Requirements

- Entry Requirement: Audition - must demonstrate competence in at least one dance style equivalent to Australian Qualifications Framework (AQF) level 2 or above.
- There is no work placement day for Certificate III in Dance.
- 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 in partnership with Australian Teachers of Dancing Ltd RTO Number: 31624 Suite 12, 3990-3992 Pacific Hwy, Loganholme QLD www.atod.net.au Ph: 1800 106 227

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

### RTO Obligation

We guarantee that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification. Students who are deemed competent in all units of competency will be awarded a Qualification and a Record of Results. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

### Recommendations

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

**QCE Credits:** 8 (full completion)

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

**Course Duration:** 2 years.

Competencies can be completed earlier depending on student progress.



## ■ Drama

In Drama, students engage in aesthetic learning experiences that develop the 21st century skills of critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information and communication technologies (ICT) skills.

They learn how to reflect on their artistic, intellectual, emotional and kinaesthetic understanding as creative and critical thinkers and curious artists. Additionally, students will develop personal confidence, skills of inquiry and social skills as they work collaboratively with others.

The objectives of the Drama course are to develop 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. The unique learning that takes place in Drama promotes a deep and empathetic understanding and appreciation of others and communities. Innovation and creative thinking are at the forefront of this subject, which contribute to equipping students with highly transferable skills that encourage them to imagine future perspectives and possibilities.

Students will be required to attend several excursions to view theatre performances throughout the year. These performances will be analysed as part of class activities and assessment work.

### Topics Studied

- Semester 1: Play Study, Shakespeare
- Semester 2: Cinematic Theatre, Directing

### Assessment

- Performances
- Assignment
- Short answer tests
- Research task

### Pathways to Senior Subjects

- Drama
- Drama in Practice
- Film, Television and New Media
- English

## ■ Media Arts

Learning in Media Arts involves students making and responding to media arts independently and in small groups, and with their teachers and communities. The subject involves students understanding elements involved in analysing, designing and creating media products.

Media Arts emphasise developing creative talents, IT competencies and organisational skills that can be transferred to students' working and recreational lives. This subject enables students to acquire 21st Century skills needed in today's globalised society.

### 1: Media Stories

Stories are ultimately produced for audiences, and it is audiences who play a key role in creating meaning out of them. By engaging with stories across different platforms such as film, television, music videos, social media and gaming, audiences gain a range of benefits for their own lives. In this unit, you investigate the ways in which story takes different forms in different contexts across media. You will focus on how representations and languages engage audiences in stories. By investigating the use of story forms in narrative and non-narrative formats, you study how different social and cultural groups can use story forms in different ways. You learn that story forms change and evolve according to contexts of production and use.

### 2: Media Influence

As the media platforms have become increasingly popular, they have also become more significant in providing a platform for individuals' voices to be influential in the media. Your world is saturated with media, and it is important for you to gain an understanding of how that world works and be critical consumers and producers of media content. In this unit you will evaluate how technical and symbolic elements are manipulated in traditional media such as documentaries, short film and music videos and new media such as YouTube, Instagram and Tik-Toc to create and challenge representations framed by media conventions, social beliefs and values for a range of audiences.

### Topics Studied

- Semester 1: Media Stories
- Semester 2: Media Influence

### Assessment

Responding:

- Case study Investigation
- Responding exam

Making:

- Pre-production: Treatments, Scripts, Shot-lists and Storyboards.
- Production: Filming and editing media productions (Mini-Documentary/ Music Video/ Short film, YouTube Video)

### Pathways to Year 11 & 12 Subjects

- Film, Television & New Media
- Media in Practice
- Drama

## ■ Music

Music is offered to students of all ability levels. It is designed to foster creativity and enjoyment by connecting students' own experiences with music in their lives to meet curriculum elements.

Unit 1: Covers

Focuses on developing students' understanding of scales and chords, and their prevalence in popular music. This knowledge is closely linked to styles with which students are familiar. The ability to manipulate and modify existing musical ideas is an essential and highly beneficial skill when developing creativity.

Unit 2: Music of Protest

Builds on Unit 1 knowledge of scales, chords, and chord progressions in order to explore how artists and composers have used musical ideas and concepts to communicate social and civil and unrest. Protest music continues to occupy an important role in society.

Scientific studies and research suggest enhanced cognitive benefits and heightened brain development when students study a course in Music. As studies in Music develop all areas of the brain, it is suggested that curriculum areas such as Mathematics, Sciences, Language/English, Humanities, and creative subjects can greatly benefit from Music education.

### Learning an instrument or already in a Marymount Ensemble or Band?

The classroom subject Music is a perfect companion for students who are already involved in music in other areas of their lives, whether this be currently learning an instrument, or involved in an ensemble or band.

There are many benefits to studying the subject for students who are already in an ensemble or band. These include, but are not limited to:

- Increased support for student learning from Marymount College Music staff
- A wider cross-section of Music curriculum is covered by involvement in both Classroom and Ensemble/Band, which

can greatly benefit student results all the way through until Year 12 ATAR Music

- Classroom Music provides a creative and structured outlet to offset an academic plan with other STEM subjects.
- Students who have studied subjects such as Mathematical Methods, Specialist Mathematics, Chemistry, and Physics along with Music and Music Extension greatly appreciated this balance in their subject load.

### Topics Studied

- Commonly used scales, chords, and chord progressions
- Study of popular and classical music across a range of styles and genres
- How musicians and artists manipulate music concepts to recreate and cover songs
- The exploration of how music has been used as a vehicle for social change through protest and resistance.

### Assessment

- Performance - Student choice of song on any instrument
- Composition - Student devised song or work in their choice of style and instrumentation
- Musicology - Demonstration of theoretical skills and knowledge

### Extension Activities

Students studying music are encouraged to develop their skills and knowledge through participation in the co-curricular music ensemble program. Information about ensembles groups and performance opportunities is available on the College website under Extra-Curricular > Music Program.

### Pathways to Senior Subjects

- Music - Year 11 and 12 ATAR subject
- Music Extension - Year 11 preparatory subject for year 12 (non ATAR in Year 11)
- Music Extension - Year 12 ATAR subject

## ■ Visual Arts

The Visual Arts course in Year 10 provides students with the opportunity to develop their inherent imagination, creative problem-solving and arts-making skills.

The subject is predominately practical with a theory component which allows students to analyse and respond to different artworks.

Art develops strategies, skills and a sense of accomplishment that will benefit all areas of life. Students are required to approach tasks from different perspectives, think 'outside the box' and foster creative problem-solving strategies. Through learning from mistakes and receiving constructive feedback, students develop resilience. Creating art is challenging and enjoyable, students learn perseverance, accountability and the importance of maintaining focus and dedication to a task.

Students are encouraged to develop aesthetic sensitivity, knowledge, understanding and skills in line with the National Curriculum.

### Topics Studied

- *Realism to Abstraction*: 2D mixed media
- *My dreams, my nightmares*: Surrealism-drawing, painting, digital media, 3D
- *Off the wall*: drawing, sculpture, 3D Art
- *It's all about me*: Exploring different practical and conceptual approaches in art to communicate meaning.

### Assessment

- Practical folio of work involving-researching, developing, resolving
- Visual Diary
- Assignment or response to stimulus exam

### Extension Activities

The Fairweather Art Group, named after the eccentric and inspiring artist Ian Fairweather who finished his career in SE Queensland, meet after school on Wednesdays. It is open to all Art students and provides opportunities for students to extend their arts practice. It includes visits to local galleries, workshops by visiting artists and extra support for their own or school art projects. The school also looks for opportunities to enter students work in a range of local and national competitions

### Pathways to Senior Subjects

- Visual Art
- Visual Arts in Practice
- Film, Television and New Media

Visual Arts= is not a prerequisite but it is an advantage for students wishing to study art in Years 11 and 12.

# Opportunities for Workplace Learning

## School-based Traineeships & Apprenticeships

Students in Year 10-12 may combine their studies at school with a School-based Traineeship or Apprenticeship (SAT).

The workplace/employability skills and confidence students gain during their School-based Apprenticeship or Traineeship provide a solid foundation for any career.

Some of the advantages include:

- Variety - The variety provided by a School-based Apprenticeship or Traineeship can have enormous benefits for young people who prefer hands-on learning
- Head start in a career - A School-based Apprenticeship or Traineeship can lead directly to full-time employment once a student has left school
- Nationally recognised qualifications - All School-based Apprentices and Trainees participate in vocational training that contributes to a Certificate III vocational qualification which counts towards the student's (QCE)
- Remaining at school is the best option for most students...it allows them to complete their journey with their friends, experience all that school has to offer, become multidimensional and enjoy the support our staff provide.
- An opportunity to learn and earn - School-based Apprentices and Trainees are paid while they learn in the workplace.

### Attendance

Most students attend workplace training one day per week and school the other four days. The College may offer a flexible timetable, for those who earn it, which enables students undertaking a School-based Apprenticeship or Traineeship to spend more time studying or in workplace training.

## External Certificate Courses

Some external Certificate Qualification courses are open to Year 10-12 students throughout the year. Registered Training Organisations (eg TAFE QLD, Gold Coast Trades College) websites and the Marymount College Careers Centre have relevant details.

External courses are completed in addition to the students' timetable and often involve visiting another campus one day per week. Students must work hard to keep on top of their work.

As with all external opportunities, students must first be meeting the demands of the College in areas of punctuality, attendance, uniform, behaviour and application.

## Work Experience/Placement

Work experience is available to students who are investigating a traineeship/apprenticeship pathway. Students who are interested in general work experience are asked to complete this during weekends/holidays.

As with all external opportunities, students must first be meeting the demands of the College in areas of punctuality, attendance, uniform, behaviour and application.

## Part-time Jobs

We encourage students to hold a part-time job but strongly advise against students taking on too many shifts. While at school their academic pursuits (including study at home) and future career pathways must take preference.

### State legislation advises that:

- On a school day, he/she can work a maximum of 4 hours
- On a non-school day a maximum of 8 hours
- Prohibited hours between 10:00pm-6:00am
- No more than 12 hours during a school week
- No more than 38 hours during a non-school week

# Further questions?

Reach out to your teachers, Academic Coordinators and Heads of Department.

Business	Mr Simon Rezo	srezo@marymount.qld.edu.au
Dance	Ms Shona Press	spress@marymount.qld.edu.au
Digital Technologies	Mrs Kylie Mathers	kmathers@marymount.qld.edu.au
Drama	Mrs Melanie Howe	mhowe@marymount.qld.edu.au
English	Ms Mallory Lowe	Mallory.Lowe@marymount.qld.edu.au
Film, Television & New Media	Mrs Lorena Connor	Lorena.Connor@marymount.qld.edu.au
Food Technologies	Mr David Grant	David.Grant@marymount.qld.edu.au
Health and Physical Education	Mr Cameron Francis	cameron.francis@marymount.qld.edu.au
Humanities and Social Sciences	Mrs Cheryl Fraser	cfraser@marymount.qld.edu.au
Industrial Design and Technologies	Mr Aaron Turner	adturner@marymount.qld.edu.au
Languages	Ms Kanae Aki	kaki@marymount.qld.edu.au
Mathematics	Mr Brandon Pettis	bpettis@marymount.qld.edu.au
Religious Education	Mrs Dina Serong	dserong@marymount.qld.edu.au
Science	Mrs Kristina Baker	kristina.baker@marymount.qld.edu.au
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