ENGAGING MINDS

IGNITING HEARTS

SERVING OTHERS

MARY MACKILLOP CATHOLIC COLLEGE

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Year 11 and 12 Subject Handbook

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Foreword from College Principal
Mr Chris Gabbett

Thank you very much for taking time this evening to support us.

As a P-12 College, we begin a process of formation of your child when they enter our setting, no matter when that is. Tonight, you will have the chance to learn about specific elements of that formation – not only the types of behaviours that are needed in senior school, but also the way that the selection of different subjects and pathways can support. Subject selection is fuel and food for the journey – it is not the journey itself – and we have other tools we can use to support you further in that formation.

We hope that this evening is a valuable input that supports your role as the first and last educator of your child.

PREFACE

‘Be who God meant you to be and you will set the world on fire!’- St Catherine of Siena

As a College it is our desire to develop students who will not simply be a part of this world but will influence it in all areas of life; carpentry, business, arts, politics, education, medicine, science, mathematics or electrician. Our hope is that you will leave our College with more than just knowledge or information – but with abilities to think critically, innovate and create.

The world that you will lead, influence and be a part of has not yet even been imagined. Therefore, we must endeavour to prepare you not just with information, but with skills, ethics and morals. We aim to prepare you with a sense of service and a passion for life-long and life-wide learning. My hope is that students at MMCC will learn for life and have a living, vibrant Catholic faith that is active in the world in which they live.

While you may not yet know what path the future holds for you, I encourage you to take every opportunity to give of your best effort in all that you do. The purpose of this handbook is to assist you in gaining some background information to the options available is you embark on your final two years of secondary school. There are some exciting possibilities available to you and I look forward to walking this journey with you.

“Imagination is more important than knowledge. For knowledge is limited to all we now know and understand, while imagination embraces the entire world, and all there ever will be to know and understand.” - Albert Einstein

Mr Kris Naiker
Assistant Principal Teaching and Learning Senior

USING THIS BOOKLET

This booklet is designed to give students and their parent's direction as they undergo the task of choosing a learning pathway for Year 11 and 12. The choices to be made are complex and challenging; however, armed with up-to-date and relevant information, an appropriate plan can be established. It is the heart of the College that every student is able to navigate the Senior Phase of Learning in such a way as to maximise their opportunities to grow, develop and prepare for the life that awaits them beyond MMCC.

As with any major decision, knowledge is power. Whilst the information within these pages is a great place to begin, be sure to explore other sources of information along the way. For subject specific information, converse with teachers of those subjects; they will be more than happy to unpack the curriculum and assessment requirements with you. The Assistant Principal and Careers Coordinator can provide advice of a more general nature and are happy to discuss the advantages of different academic programs.

It may be the case that students are yet to discover what they believe they are to do in life and, let's face it, few of us as fifteen-year-olds had a clear picture of what we wanted to do the following year, let alone have our vocation sorted. It's important to remember that the pathways to career goals are becoming more numerous and varied all the time. Universities are decreasing the number of prerequisites that they require for entry into their courses. The new QCE system is now more accommodating of change to academic programs. All this helps to reduce the pressure of choosing the "perfect" academic course from the outset. This is not to say that making the right choice initially is not important, but there is the option to change and adapt along the way. Students without clearly defined career goals should choose subjects that they are passionate about (or at least enjoy) or subjects with which they have experienced success previously. It is also useful to choose a variety of subjects from different disciplines that enable students to keep their options open.

Finally, we encourage students and parents to work together, along with the College to develop a plan for the exciting journey ahead.

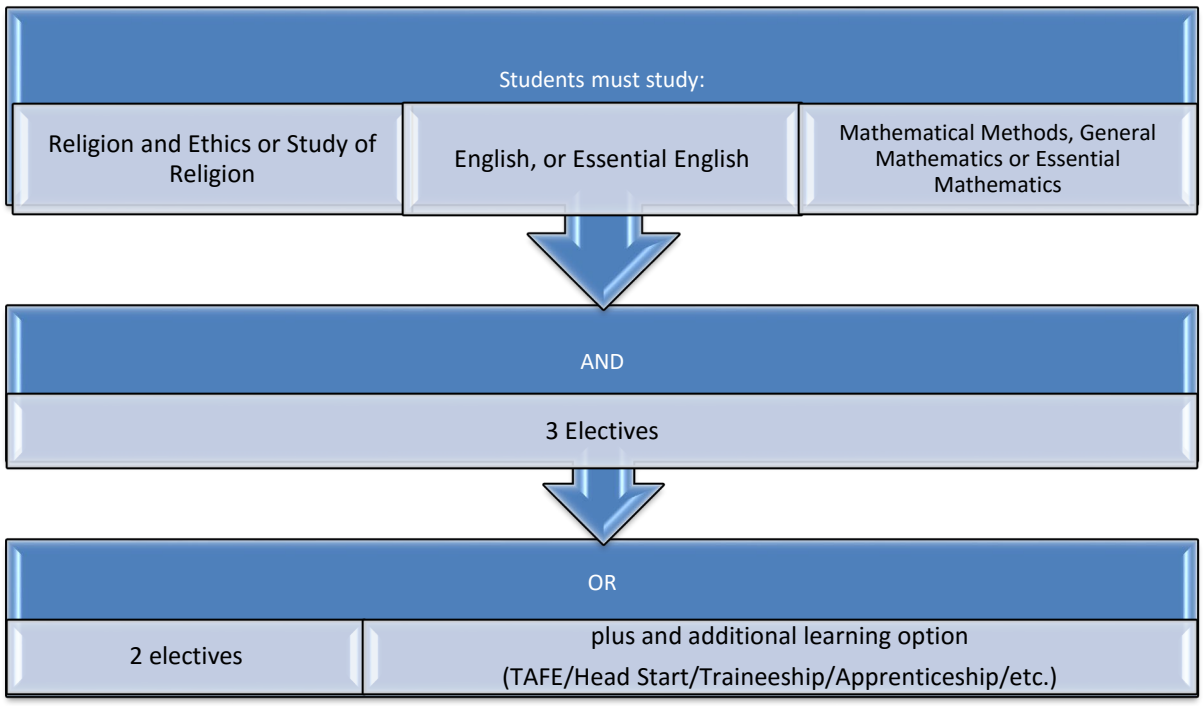
CURRICULUM OVERVIEW

Students in Years 11 and 12 begin to study a more specialised course of subjects, their choice of subjects being based on their intended educational and/or career pursuits at a post-secondary level. The College offers a range of subjects based on QCAA syllabuses. There are two categories of subjects offered at MMCC. These are General and Applied subjects. General subjects are suited to students who are interested in pathways beyond senior secondary schooling that lead primarily to tertiary studies and to pathways for vocational education and training and work. 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.

All senior students at MMCC complete either Study of Religion or Religion and Ethics. In addition, students need to choose five other subjects to complete their timetable. It is also compulsory for students to study English or Essential English and at least one Mathematics subject. In addition, most students will choose three elective subjects. This will satisfy the requirements for students to achieve an ATAR (Australian Tertiary Admission Rank)

Some students may wish to complete alternate studies as part of their academic program. Examples of such learning options are TAFE subjects and the University of Southern Queensland's Head Start program. Students may also wish to complete a school-based traineeship or apprenticeship. In such circumstances the College may allow a student to study only five timetabled subjects. The consequences of such decisions will be discussed prior to approval.

In summary:



QCE

The QCE is Queensland's senior secondary schooling qualification. To be issued with a QCE, students need to complete the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements.

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

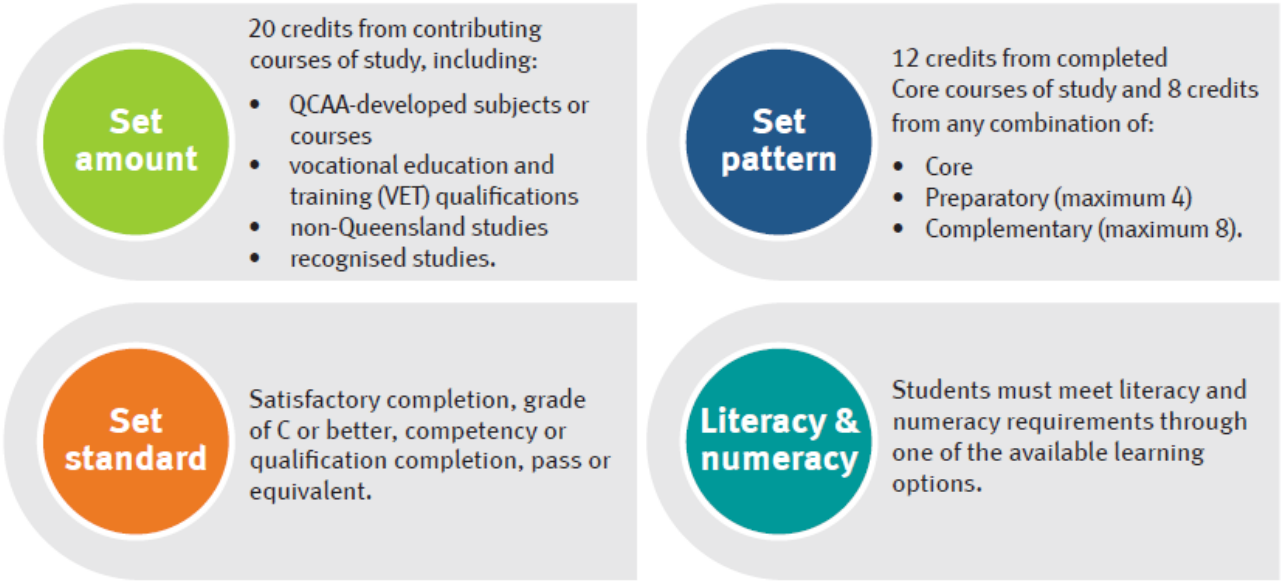
The flexibility of the QCE means that students can choose from a wide range of learning options to suit their interests and career goals. Most students will plan their QCE pathway in Year 10 when choosing senior courses of study.

MMCC will help students develop their individual plan and a QCAA learning account will be opened.

To receive a QCE, students must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. The QCE is issued to eligible students when they meet all the requirements, either at the completion of Year 12, or after they have left school.

QCE REQUIREMENTS

As well as meeting the below requirements, students must have an open learning account before starting the QCE and accrue a minimum of one credit from a Core course of study while enrolled at a Queensland school.



QCE contd.

Within the set pattern requirement, there are three categories of learning — Core, Preparatory and Complementary. When the set standard is met, credit will accrue in a student's learning account. To meet the set pattern requirement for a QCE, at least 12 credits must be accrued from completed Core courses of study. The remaining 8 credits may accrue from a combination of Core, Preparatory or Complementary courses of study.

Core: At least 12 credits must come from completed Core courses of study

COURSE	QCE CREDITS PER COURSE
QCAA General subjects and Applied subjects	up to 4
QCAA General Extension subjects	up to 2
QCAA General Senior External Examination subjects	up to 4
Certificate II qualifications	up to 4
Certificate III and IV qualifications (includes traineeships)	up to 8
School-based apprenticeships	up to 6
Recognised studies categorised as Core	as recognised by QCAA

Preparatory: A maximum of 4 credits can come from Preparatory courses of study

QCAA Short Courses • QCAA Short Course in Literacy • QCAA Short Course in Numeracy	up to 1
Certificate I qualifications	up to 3
Recognised studies categorised as Preparatory	as recognised by QCAA

Complementary: A maximum of 8 credits can come from Complementary courses of study

QCAA Short Courses • QCAA Short Course in Aboriginal & Torres Strait Islander Languages • QCAA Short Course in Career Education	up to 1
University subjects	up to 4
Diplomas and Advanced Diplomas	up to 8
Recognised studies categorised as Complementary	as recognised by QCAA

The literacy and numeracy requirements for a QCE meet the standards outlined in the Australian Core Skills Framework (ACSF) Level 3. To meet the literacy and numeracy requirement for the QCE, a student must achieve the set standard in one of the literacy and one of the numeracy learning options:

Literacy	Numeracy
• QCAA General or Applied English subjects • QCAA Short Course in Literacy • Senior External Examination in a QCAA English subject • FSK20113 Certificate II in Skills for Work and Vocational Pathways • International Baccalaureate examination in approved English subjects • Recognised studies listed as meeting literacy requirements	• QCAA General or Applied Mathematics subjects • QCAA Short Course in Numeracy • Senior External Examination in a QCAA Mathematics subject • FSK20113 Certificate II in Skills for Work and Vocational Pathways • International Baccalaureate examination in approved Mathematics subjects • Recognised studies listed as meeting numeracy requirements

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.

Bonus Subject Schemes are available from some universities to improve a student's competitiveness for selection in specific courses. Bonuses can apply to students studying subject such as a Language, Specialist Mathematics or Physics. Bonuses are added after the ATAR is calculated according to the individual tertiary institution's rules when an applicant's QTAC application is assessed. Consult university websites for full details.

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 English or Essential English. 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 their top five results for calculation of their ATAR.

VET Qualifications and Tertiary Entrance

Completed VET Certificates III, IV or higher can make two possible contributions to obtaining university entrance:

Certificate III or higher can be used in conjunction with the results of 4 General subjects to calculate an ATAR. It is not expected that the contribution of a Certificate course will be high. The contribution will not be fully known until the first cohort of Year 12 student data has been processed in 2020.

It is expected that a Certificate IV may make a higher contribution than a Certificate III.

Certificate III or higher can be used as stand-alone entry to university courses from particular universities for specific courses. The decision to offer entrance based on a completed VET Certificate lies with the universities and students should consult university websites or the Queensland Tertiary

Admissions Centre (QTAC) for details when this information is updated each year. Some universities may also consider a completed Certificate III or higher to have met the requirements for a satisfactory result in English

STUDY OF RELIGION

General senior subject

Study of Religion investigates religious traditions and how religion has influenced, and continues to influence, people's lives. Students become aware of their own religious beliefs, the religious beliefs of others, and how people holding such beliefs are able to co-exist in a pluralist society.

Students study the five major world religions of Judaism, Christianity, Islam, Hinduism and Buddhism; and Australian Aboriginal spiritualties 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.

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, journalism, politics, psychology, religious studies, sociology and social work.

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Sacred texts and religious writings Sacred texts Abrahamic traditions	Religion and ritual Lifecycle rituals Calendrical rituals	Religious ethics Social ethics Ethical relationships	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 ASSESSMENT

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

RELIGION AND ETHICS

Applied senior subject

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.

PATHWAY

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.

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	Elective topics	
Who am I? the personal perspective Who are we? the relational perspective Is there more than this? the spiritual perspective	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.

Project	Investigation	Extended response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
At least two different components from the following: written: 500–900 words	Presented in one of the following modes: written: 600–1000 words	Presented in one of the following modes: written: 600–1000 words	60–90 minutes 50–250 words per item on the test

spoken: 2½–3½ minutes multimodal: 3–6 minutes	spoken: 3–4 minutes multimodal: 4–7 minutes.	spoken: 3–4 minutes multimodal: 4–7 minutes.	

GENERAL MATHEMATICS

General senior subject

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

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

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

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.

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Money, measurement and relations Consumer arithmetic Shape and measurement Linear equations and their graphs	Applied trigonometry, algebra, matrices and univariate data Applications of trigonometry Algebra and matrices Univariate data analysis	Bivariate data, sequences and change, and Earth geometry Bivariate data analysis Time series analysis Growth and decay in sequences Earth geometry and time zones	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			

MATHEMATICAL METHODS

General senior subject

Mathematical Methods' 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.

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) and engineering (including chemical, civil, electrical and mechanical engineering, avionics, communications and mining)

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Algebra, statistics and functions Arithmetic and geometric sequences and series 1 Functions and graphs Counting and probability Exponential functions 1 Arithmetic and geometric sequences	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	Further calculus The logarithmic function 2 Further differentiation and applications 2 Integrals	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

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			

SPECIALIST MATHEMATICS

General senior subject

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

Specialist Mathematics is designed for students who develop confidence in their mathematical knowledge and ability, and gain a positive view of themselves as mathematics learners.

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.

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.

STRUCTURE

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

Unit 1	Unit 2	Unit 3	Unit 4
Combinatorics, vectors and proof Combinatorics Vectors in the plane Introduction to proof	Complex numbers, trigonometry, functions and matrices Complex numbers 1 Trigonometry and functions Matrices	Mathematical induction, and further vectors, matrices and complex numbers Proof by mathematical induction Vectors and matrices Complex numbers 2	Further statistical and calculus inference Integration and applications of integration Rates of change and differential equations Statistical inference

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			

ESSENTIAL MATHEMATICS

Applied senior subject

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.

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.

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Number, data and graphs Fundamental topic: Calculations Number Representing data Graphs	Money, travel and data Fundamental topic: Calculations Managing money Time and motion Data collection	Measurement, scales and data Fundamental topic: Calculations Measurement Scales, plans and models Summarising and comparing data	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): Problem-solving and modelling task	Summative internal assessment 3 (IA3): Problem-solving and modelling task
Summative internal assessment 2 (IA2): Common internal assessment (CIA)	Summative internal assessment (IA4): Examination

ENGLISH

General senior subject

English focuses on the study of both literary texts and non-literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied texts.

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

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.

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Perspectives and texts Examining and creating perspectives in texts Responding to a variety of non-literary and literary texts Creating responses for public audiences and persuasive texts	Texts and culture Examining and shaping representations of culture in texts Responding to literary and non-literary texts, including a focus on Australian texts Creating imaginative and analytical texts	Textual connections Exploring connections between texts Examining different perspectives of the same issue in texts and shaping own perspectives Creating responses for public audiences and persuasive texts	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

SUMMATIVE ASSESSMENTS

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

ESSENTIAL ENGLISH

Applied senior subject

Essential English develops and refines students' understanding of language, literature and literacy to enable them to interact confidently and effectively with others in everyday, community and social contexts. 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, 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 non-literary texts.

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.

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Language that works Responding to a variety of texts used in and developed for a work context Creating multimodal and written texts	Texts and human experiences Responding to reflective and nonfiction texts that explore human experiences Creating spoken and written texts	Language that influences Creating and shaping perspectives on community, local and global issues in texts Responding to texts that seek to influence audiences	Representations and popular culture texts Responding to popular culture texts Creating representations of Australian identifies, places, events and concepts

ASSESSMENT

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

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

SUMMATIVE ASSESSMENTS

Unit 3	Unit 4
Summative internal assessment 1 (IA1): Extended response — spoken/signed response	Summative internal assessment 3 (IA3): Extended response — Multimodal response
Summative internal assessment 2 (IA2): Common internal assessment (CIA)	Summative internal assessment (IA4): Extended response — Written response

LEGAL STUDIES

General senior subject

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.

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.

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Beyond reasonable doubt Legal foundations Criminal investigation process Criminal trial process Punishment and sentencing	Balance of probabilities Civil law foundations Contractual obligations Negligence and the duty of care	Law, governance and change Governance in Australia Law reform within a dynamic society	Human rights in legal contexts Human rights The effectiveness of international law Human rights in Australian contexts

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%

MODERN HISTORY

General senior subject

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

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

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.

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the modern world Industrial Revolution, 1760s–1890s American Revolution, 1763–1783 French Revolution, 1789–1799 Age of Imperialism, 1848–1914 Russian Revolution, 1905–1920s	Movements in the modern world Australian Indigenous rights movement since 1967 Independence movement in India, 1857–1947 Women's movement since 1893	National experiences in the modern world Australia, 1914–1949 Germany,1914–1945 Soviet Union, 1920s–1945 Japan, 1931–1967 China, 1931–1976	International experiences in the modern world Australian engagement with Asia since 1945 Genocides and ethnic cleansings since 1941 Nuclear Age since 1945 Struggle for peace in the Middle East since 1948 Terrorism, anti-terrorism and counter-terrorism since 1984

SUMMATIVE ASSESSMENTS

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Examination — essay in response to historical sources	25%	Summative internal assessment 3 (IA3): Investigation — historical essay based on research	25%
Summative internal assessment 2 (IA2): Independent source investigation	25%	Summative external assessment (EA): Examination — short responses to historical sources	25%

CERTIFICATE 3 BUSINESS

The College has partnered with Binnacle Training and can run this program during school hours. The program is run by the College staff. Students develop key enterprise skills – including leadership and innovation, customer service, personal management, teamwork and financial literacy – through project-based learning.

SKILLS ACQUIRED

- Leadership & Organisation
- Customer Service
- Personal Management
- Teamwork
- Financial Literacy

WHAT STUDENTS ACHIEVE?

- Certificate III in Business (BSB30115)
- Financial Literacy elective: FNSFLT401
- Direct pathway into Certificate IV in Business with Sarina Russo
- Maximum 8 QCE Credits

- Students may be able to improve their chances of gaining tertiary entrance

POSSIBLE TOPICS

- Introduction to the Business Services and Travel/Tourism Industries
- E-Learning
- Personal Work Priorities
- Contribute to Team Effectiveness
- Workplace Health and Safety
- Designing and Producing Spreadsheets
- Be Money Smart Through a Career in Small Business
- Designing and Producing Spreadsheets

Financial Literacy

- Knowledge of the Australian Financial System
- Social Media Tools
- Creating Electronic Presentations
- Provide a Service to a Customer Group
- Report on Service Delivery
- Plan and Develop Business Documents
- Plan, Draft and Finalise Promotional Material

ASSESSMENT

- No external assessments
- Completion of tasks and projects to demonstrate competency.
- Practical skills focus

DESIGN

General senior subject

Design focuses on the application of design thinking to envisage creative products, services and environments in response to human needs, wants and opportunities. Designing is a complex and sophisticated form of problem-solving that uses divergent and convergent thinking strategies that can be practised and improved. Designers are separated from the constraints of production processes to allow them to appreciate and exploit new innovative ideas.

Students learn how design has influenced the economic, social and cultural environment in which they live. They understand the agency of humans in conceiving and imagining possible futures through design. Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders. They learn the value of creativity and build resilience as they experience iterative design processes, where the best ideas may be the result of trial and error and a willingness to take risks and experiment with alternatives.

PATHWAYS

A course of study in Design can establish a basis for further education and employment in the fields of architecture, digital media design, fashion design, graphic design, industrial design, interior design and landscape architecture.

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Design in practice Experiencing design Design process Design styles	Commercial design Explore — client needs and wants Develop — collaborative design	Human-centred design Designing with empathy	Sustainable design Explore — sustainable design opportunities Develop — redesign

SUMMATIVE ASSESSMENTS

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Examination — design challenge	15%	Summative internal assessment 3 (IA3): Project	25%
Summative internal assessment 2 (IA2): Project	35%	Summative external assessment (EA): Examination — design challenge	25%

DIGITAL SOLUTIONS

General senior subject

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.

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.

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Creating with code	Application and data solutions	Digital innovation	Digital impacts

Understanding digital problems User experiences and interfaces Algorithms and programming techniques Programmed solutions	Data-driven problems and solution requirements Data and programming techniques Prototype data solutions	Interactions between users, data and digital systems Real-world problems and solution requirements Innovative digital solutions	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 ASSESSMENT

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%

BUILDING AND CONSTRUCTION

Applied senior subject

Building and Construction Skills focuses on the underpinning industry practices and construction processes required to create, maintain and repair the built environment. Students learn to meet customer expectations of quality at a specific price and time. In addition, they understand industry practices; interpret specifications, including information and drawings; safely demonstrate fundamental construction skills and apply skills and procedures with hand/power tools and equipment; communicate using oral, written and graphical modes; organise, calculate and plan construction processes; and evaluate the structures they create using predefined specifications.

PATHWAYS

A course of study in Building & Construction Skills can establish a basis for further education and employment in civil, residential or commercial building and construction fields. These include roles such as bricklayer, plasterer, concreter, painter and decorator, carpenter, joiner, roof tiler, plumber, steel fixer, landscaper and electrician.

STRUCTURE

The Building & Construction Skills course is designed around core and elective topics.

Core topics	Elective topics
Industry practices Construction processes	Carpentry plus at least two other electives: Bricklaying

	Concreting Landscaping Plastering and painting Tiling.

ASSESSMENT

For Building and Construction Skills, 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
- at least one practical demonstration (separate to the assessable component of a project).

Project	Practical demonstration	Examination
A response to a single task, situation and/or scenario.	A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.	A response that answers a number of provided questions, scenarios and/or problems.
A project consists of a product component and at least one of the following components: written: 500–900 words spoken: 2½–3½ minutes multimodal non-presentation: 8 A4 pages max (or equivalent) presentation: 3–6 minutes product: continous class time.	Students demonstrate production skills and procedures in class under teacher supervision.	60–90 minutes 50–250 words per item

INDUSTRIAL TECHNOLOGY SKILLS

Applied senior subject

Industrial Technology Skills focuses on the practices and processes required to manufacture products in a variety of industries. Students understand industry practices; interpret specifications, including technical information and drawings; demonstrate and apply safe, practical production processes with hand/power tools and machinery; communicate using oral, written and graphical modes; organise, calculate and plan production processes; and evaluate the products they create using predefined specifications.

PATHWAYS

A course of study in Industrial Technology Skills can establish a basis for further education and employment in manufacturing industries. Employment opportunities may be found in the industry areas of aeroskills, automotive, building and construction, engineering, furnishing, industrial graphics and plastics.

STRUCTURE

The Industrial Technology Skills course is designed around:

- core topics, which are integrated throughout the course
- elective topics, organised in industry areas, and manufacturing tasks related to the chosen electives.

Core topics	Industry area	Elective topics
Industry practices Production processes	Aeroskills	Aeroskills mechanical Aeroskills structures
	Automotive	Automotive mechanical Automotive body repair
	Building and construction	Concreting Carpentry
	Engineering	Welding and fabrication Fitting and machining
	Furnishing	Cabinet-making Furniture-making
	Industrial graphics	Building and construction drafting Furnishing drafting
	Plastics	Thermoplastics fabrication Thermosetting fabrication

ASSESSMENT

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

- at least two projects
- at least one practical demonstration (separate to the assessable component of a project).

PHYSICAL EDUCATION

General senior subject

Physical Education provides students with 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 interconnectedness 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.

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.

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
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	Sport psychology, equity and physical activity Sport psychology integrated with a selected physical activity Equity — barriers and enablers	Tactical awareness, ethics and integrity and physical activity Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity 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%

CERTIFICATE 3 IN SPORT AND RECREATION

The College has partnered with Binnacle Training and can run this program during school hours. The program is run by the College staff. Students deliver sport/recreation programs within their school community such as acquiring skills to officiate games, conduct coaching activities and develop sports performance program.

SKILLS ACQUIRED

- Officiating games or competitions
- Coaching beginner participants to develop fundamental skills
- Communication and customer service in sport
- Critical and creative thinking
- Facilitating groups
- Using social media tools for participant engagement

WHAT STUDENTS ACHIEVE?

- Certificate III in Sport and Recreation (SIS30115)
- Officiating accreditation
- Coaching accreditation
- First Aid qualification and CPR certificate

- Maximum 7 QCE Credits (Cert III) → QLD schools
- Students may be able to improve their chances of gaining tertiary entrance.

POSSIBLE TOPICS

- The Sport, Fitness and Recreation Industry
- Respond to Emergencies
- Introduction to Anatomy and Physiology - Body Systems
- Community Officiating General Principles (Online Course)
- First Aid
- Workplace Health and Safety and Risk Management
- Organise Work as a Coach
- Community Sport Programs
- Anatomy and Physiology - The Muscular and Skeletal Systems
- Provide Quality Service
- Conducting Modified Games for a Sport
- The Sport, Fitness and Recreation Industry
- Introduction to Coaching
- Warm-ups and Cool-downs
- Maintain Equipment
- Social Media Tools
- Plan and Conduct Sports Programs

ASSESSMENT

- No external assessments
- Completion of tasks and projects to demonstrate competency.
- Practical skills focus

BIOLOGY

General senior subject

Biology provides opportunities for students to engage with living systems. Students develop their understanding of cells and multicellular organisms. They engage with the concept of maintaining the internal environment. They study biodiversity and the interconnectedness 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.

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.

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Cells and multicellular organisms Cells as the basis of life Multicellular organisms	Maintaining the internal environment Homeostasis Infectious diseases	Biodiversity and the interconnectedness of life Describing biodiversity Ecosystem dynamics	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			

CHEMISTRY

General senior subject

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. They study equilibrium processes and redox reactions. They explore organic chemistry, synthesis and design to examine the characteristic chemical properties and chemical reactions displayed by different classes of organic compounds.Students develop their appreciation of chemistry and its usefulness; understanding of chemical theories, models and chemical systems; expertise in conducting scientific investigations. 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.

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.

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Chemical fundamentals — structure, properties and reactions Properties and structure of atoms Properties and structure of materials Chemical reactions — reactants, products and energy change	Molecular interactions and reactions Intermolecular forces and gases Aqueous solutions and acidity Rates of chemical reactions	Equilibrium, acids and redox reactions Chemical equilibrium systems Oxidation and reduction	Structure, synthesis and design Properties and structure of organic materials Chemical synthesis and design

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			

PHYSICS

General senior subject

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 counterintuitive, are fundamental to our understanding of many common observable phenomena.

Students develop 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 natter 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.

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.

STRUCTURE

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

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			

DRAMA

General senior subject

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.

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.

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Share How does drama promote shared	Reflect How is drama shaped to reflect lived experience?	Challenge How can we use drama to challenge our	Transform How can you transform dramatic practice?

understandings of the human experience? cultural inheritances of storytelling oral history and emerging practices a range of linear and non-linear forms	Realism, including Magical Realism, Australian Gothic associated conventions of styles and texts	understanding of humanity? Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre associated conventions of styles and texts	Contemporary performance associated conventions of styles and texts inherited texts as stimulus

SUMMATIVE ASSESSMENTS

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

FILM, TELEVISION & NEW MEDIA

General senior subject

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.

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.

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
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	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?	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	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

conventions create meaning?		influenced by social, political and economic factors?	in experimental ways to create meaning?

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			

MUSIC

General senior subject

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.

STRUCTURE

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

SUMMATIVE ASSESSMENTS

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

VISUAL ART

General senior subject

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.

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.

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Art as lens Through inquiry learning, the following are explored: Concept: lenses to explore the material world Contexts: personal and contemporary Focus: People, place, objects Media: 2D, 3D, and time-based	Art as code Through inquiry learning, the following are explored: Concept: art as a coded visual language Contexts: formal and cultural Focus: Codes, symbols, signs and art conventions Media: 2D, 3D, and time-based	Art as knowledge Through inquiry learning, the following are explored: Concept: constructing knowledge as artist and audience Contexts: contemporary, personal, cultural and/or formal Focus: student-directed Media: student-directed	Art as alternate Through inquiry learning, the following are explored: Concept: evolving alternate representations and meaning Contexts: contemporary and personal, cultural and/or formal Focus: continued exploration of Unit 3 student-directed focus Media: student-directed

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			

VOCATIONAL EDUCATIONAL PROGRAMS

The College recognises that training students for involvement in vocational areas requires teamwork between school, home, training organizations and industry. The two options offered are; a course with the TAFE or a trainee/ apprenticeship. Most of these courses run for 18 months to 2 years. Students are encouraged to discuss their options with Mr Nielson.

TAFE COURSES

In place of a sixth subject, students have the choice to attend a Vocational Certificate course at TAFE in Toowoomba. This requires the student to attend TAFE during school hours and catch up school work missed. Please visit https://tafeqld.edu.au/home.html? for more information.

SCHOOL-BASED TRAINEESHIPS AND APPRENTICESHIPS

One valuable option for students is to undertake a school-based traineeship/apprenticeship. Students will receive a qualification and get paid for their work.

The College will assist students who secure school-based traineeships or apprenticeships that operate parallel to their senior schooling. However, the College is not responsible for finding Traineeship placements.

The components of the School Based Traineeships are:

- Students will complete a normal Year 11 and 12 schooling.
- Students will be involved in paid part-time work associated with the traineeship. This employment needs to total 50 days per calendar year.
- Students will undertake vocational training with a registered training organisation to complete appropriate vocational certificates.

OTHER INFORMATION

Senior schooling in Queensland is changing to help give students the skills for success in work and life in the future. Across senior subjects, students will acquire 21st century skills to support them as lifelong learners, valued employees, innovators and engaged global citizens.

Under the new QCE system, students can still choose from a wide range of subjects and courses to suit their work and study goals. Assessment will change in QCAA General subjects with the introduction of common external assessments.

From 2020, there will also be a new way to rank students who wish to apply for university. The Australian Tertiary Admission Rank (ATAR) will be used to rank eligible Year 12 graduates, rather than the Overall Position (OP). ATARs will be calculated and issued by the Queensland Tertiary Admissions Centre (QTAC). Visit QTAC for details: www.qtac.edu.au/for-schools/atar-information

USEFUL WEBSITES

This website provides further information on ATAR.

https://www.qtac.edu.au/atar-my-path

This website provides further information on the QCE certificate.

https://myqce.qcaa.qld.edu.au/

This website provides information on the Head Start Program offered by University of Southern Queensland.

https://www.usq.edu.au/study/school-leaver/programs/head-start

This website offers information regarding the TAFE courses available in Toowoomba.

https://tafeqld.edu.au/courses/study-locations/darling-downs-and-south-west/toowoomba.html

This website offers specific information on the subjects offered by QCAA.

https://www.qcaa.qld.edu.au/senior/senior-subjects

USEFUL CONTACTS

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Mr Kris Naiker

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Careers Educator /Vocational Education and Training Coordinator

Mr Andrew Nielson

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NOTES

MARY MACKILLOP CATHOLIC COLLEGE

Thank you for joining us!

SENIOR SCHOOL SUBJECT SHOWCASE TUESDAY, 30 JULY 2019

Session Times

5:00 - 8:00pm	Subject Showcase & Pathway Information in the MacKillop Centre.
	IN THE JUNIOR LIBRARY
5:30 - 6:00pm	What is high school all about? [Year 4-6]
6:00 - 6:30pm	Exploring your electives. [Years 7-9]
6:30 - 7:00pm	Understanding ATAR and pathway options. [Year 10]
7:00 - 7:30pm	Life as a senior student and how external exams work! [Year 11]

When: Tuesday, 30 July 2019
Time: 5:00 - 8:00pm
Location: Junior Library & MacKillop Centre

highfields.catholic.edu.au

Celebrate God in all things