



SENIOR

Curriculum Handbook

2019/2020

Marist College Emerald aims to graduate students who have the attributes of a lifelong learner. Courses of study aim to foster student recognition and achievement of personal goals through the Marist Charism. The College endeavours to develop student employability skills and awareness of responsibility through a relevant and dynamic curriculum.

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MARIST PHILOSOPHY

Marist College Emerald, a Catholic Co-educational college of the Rockhampton Diocese, is steeped in the traditions of the founding Marist Brothers, has a special role in the Church's educational mission. Marist College is called to play a significant part in proclaiming the Christian message and developing the whole student, in accordance with Christian values, in the Catholic tradition. Our mission is not only to seek to nurture faith where it already exists, but also to offer the challenge of the Gospel values to those in whom faith has yet to be awakened.

The College's ability to carry out this role depends on a recognition and acceptance of the role of the parents as the first and most significant educators of their children. In assisting and complementing the work of parents, the College depends very much on the faith and values of parents, students and staff.

Education, as the purpose of the College, is the development of the whole person - spiritually, intellectually, physically, emotionally, sexually, socially, morally and culturally - thus freeing each person to become a fully integrated human being.

Animated by the spirit of the Gospel and in faithfulness to the Gospel message, the values of love, justice, peace and forgiveness are encouraged to permeate all areas of college life. Staff, students and parents witness to these Gospel values through life giving worship; relevant curriculum; concerned pastoral care; positive student welfare and discipline; healthy recreation; efficient College organisation, plus the support they offer to one another and to the wider school community.

Based on self respect and respect for others, the College's approach to justice and discipline emphasises personal responsibility. We strive to provide a flexible and evolving curriculum in attempt to best meet the needs of students, taking into account their abilities, backgrounds and aspirations. Seeking to facilitate a desire for learning, a respect for truth and an awareness of the importance of self-motivation and self-discipline, the College endeavours to encourage each student to achieve at a level consistent with ability.

Qualities of love and mercy, espoused by Marcellin Champagnat, founder of the Marist Brothers, filter throughout relationships in the school and a spirit of reconciliation, where care and concern for others exists, as the fruit of a personal faith filled relationship with the risen Jesus is promoted.

"If you want to teach young people, first you must love them, you must love them all equally.

To love the children is to devote oneself completely to teaching them and to take all the means that an industrious zeal can think of in order to form them to virtue and prayerfulness".

(Champagnat)

Marist College community is called to show a faithful witness to the integration of Christian faith and life to society at large. As part of the local community, the College welcomes and encourages the involvement of all who share in its goals. Its endeavours goes beyond the confines of the College, as students and staff carry their faith and values into the wider community, living out the College motto,

"The truth will set you free"

FOREWORD

As we continue to advance into the 21st century, the benefits of young people continuing on to the Senior Phase of Learning is becoming increasingly evident. Employment statistics clearly indicate, the longer a student remains in high school, the greater the possibilities of long term financial and personal success. Obviously another two years in school also allows for further preparation for the responsibilities of adulthood and can develop maturity, social integration and personal confidence. At Marist College we are committed to supporting our Year 11 and 12 students to make the 'best life choices' to suit their needs, abilities and maturity.

Our College offers a broad curriculum which supports all styles of learner and supports a myriad of life journeys. Whether deciding to take advantage of an apprenticeship or traineeship or aim for tertiary education, Marist provides flexible pathways to achieve student outcomes. Our bottom line, however, is to follow the educational charism as espoused by St Marcellin Champagnat, to produce good Christians and good citizens.

Since 1996, dedicated Marist educators, brothers and lay people have worked at the College to fulfill the dreams of Champagnat. Saint Marcellin was a man with outstanding qualities of compassion towards young people. He has been characterised as one possessing a strong mind and a gentle heart. Our teachers strive to nurture young people at Marist College Emerald to respond to the message of Jesus Christ with faith and generosity.

Choosing to continue on to the Senior Phase of Learning, however, requires mature decision making and commitment by a student. Whilst staff will give total support to student endeavours, it is ultimately the young person's choice to continue education beyond the compulsory years. Consequently, submission of assignments and completing homework tasks regularly, are direct influences on success. The Senior Phase of Learning is a 'golden opportunity', so make the decision with dedication and perseverance in mind.

Ultimately, however, the senior years are a great time in a young person's life - a time of positive energy, socialisation and a time for 'dreaming and seeking the dreams'. At Marist College we welcome our young scholars, as we journey together with parents, to nurture good citizens and good Christians.

The Truth will set you Free.

Mr Mark Green

Principal

INTRODUCTION

This handbook has been designed for those students entering Year 11 and 12 to assist in their decision on the most appropriate course for their senior phase of learning at Marist College Emerald. This involves:

- broadening your knowledge of the various pathways on offer (such as the YES Program);
- both Authority and Authority-Registered subjects;
- the process of selecting subjects for senior studies;
- the requirements of the Queensland Curriculum and Assessment Authority(QCAA) and the system of Tertiary Entrance in Queensland

At Marist College Emerald a number of support structures exist so that students and their parents are aware of the choices available. It is our intention to have parents involved in the Subject Selection Process, through newsletter inclusions, information evenings, interviews and individual correspondence, specifically:

- Workshops held to assist students in subject selections. Students will consider the new ATAR, look at pre-requisites and at the criteria for entering Universities and Colleges.
- Visit <https://www.qtac.edu.au/atar-my-path/my-path>
- Use of the internet site – www.myfuture.edu.au, peruse the *Job Guide* on the Internet and use the QCAA's Career Information Service (in conjunction with their LUI and password).
- Information nights for parents regarding pathways for the Senior Phase of Learning.
- Students are encouraged to talk with their teachers and to attend off-site career talks held at various stages throughout the year.

SOME USEFUL WEBSITES FOR STUDENTS AND PARENTS

CAREER INFORMATION FOR YOUNG PEOPLE

<http://foi.deewr.gov.au/documents/career-information-young-people>

QUEENSLAND CERTIFICATE OF EDUCATION

Planning your pathway to a QCE - http://www.qcaa.qld.edu.au/downloads/senior/qce_planning_pathway.pdf

Learner Guide – self directed learning Projects - <http://www.qsa.qld.edu.au/4246.html>

PREPARING FOR THE SENIOR PHASE OF LEARNING – WHAT'S NEXT?

http://www.qcaa.qld.edu.au/downloads/senior/qce_what_next

STUDENT CONNECT

<https://studentconnect.qcaa.qld.edu.au>

SENIOR EDUCATION AND TRAINING (SET) PLAN

What is it?

The Queensland Government has introduced new laws, effective from 2006, which require young people to be learning or earning. All young people will be required to complete Year 10 at school and go on to undertake a further two year education and/or training, or until they achieve a Senior Certificate or Certificate III vocational qualification or turn 17, whichever comes first. Young people will be exempt from these requirements if they gain full-time employment. The aim is to encourage as many young people as possible to complete 12 years of schooling or equivalent.

After completing Year 10, your child will be able to choose from a broader range of learning options leading to a Senior Certificate or a Certificate III vocational qualification. In order to make the most of this opportunity, they will need a plan. The Senior Education and Training (SET) Plan is a key part of the Queensland Government's Education and Training Reforms for the Future initiative. It is an important step for young people. It is a time when they make choices about their future education and/or training.

The SET Plan is designed to map your child's individual learning pathways through the Senior Phase of Learning. Schools and other learning providers will work with you and your child to develop and then implement the SET Plan. The involvement of parents/carers in helping young people make important decisions about their future education, training and employment is vital to the success of the plan.

The SET Plan process is to assist your child to make good choices. Your Child can use their SET Plan to build on unique strengths and to work towards the Senior Certificate, a Certificate III level vocational qualification and/or a viable work option.

This SET Plan: Guide for Parents (available at www.qcaa.qld.edu.au) will help you work with your child, using the 'good practice examples'. The guide also includes directions to valuable resources.

How does it work?

The SET Plan is designed to:

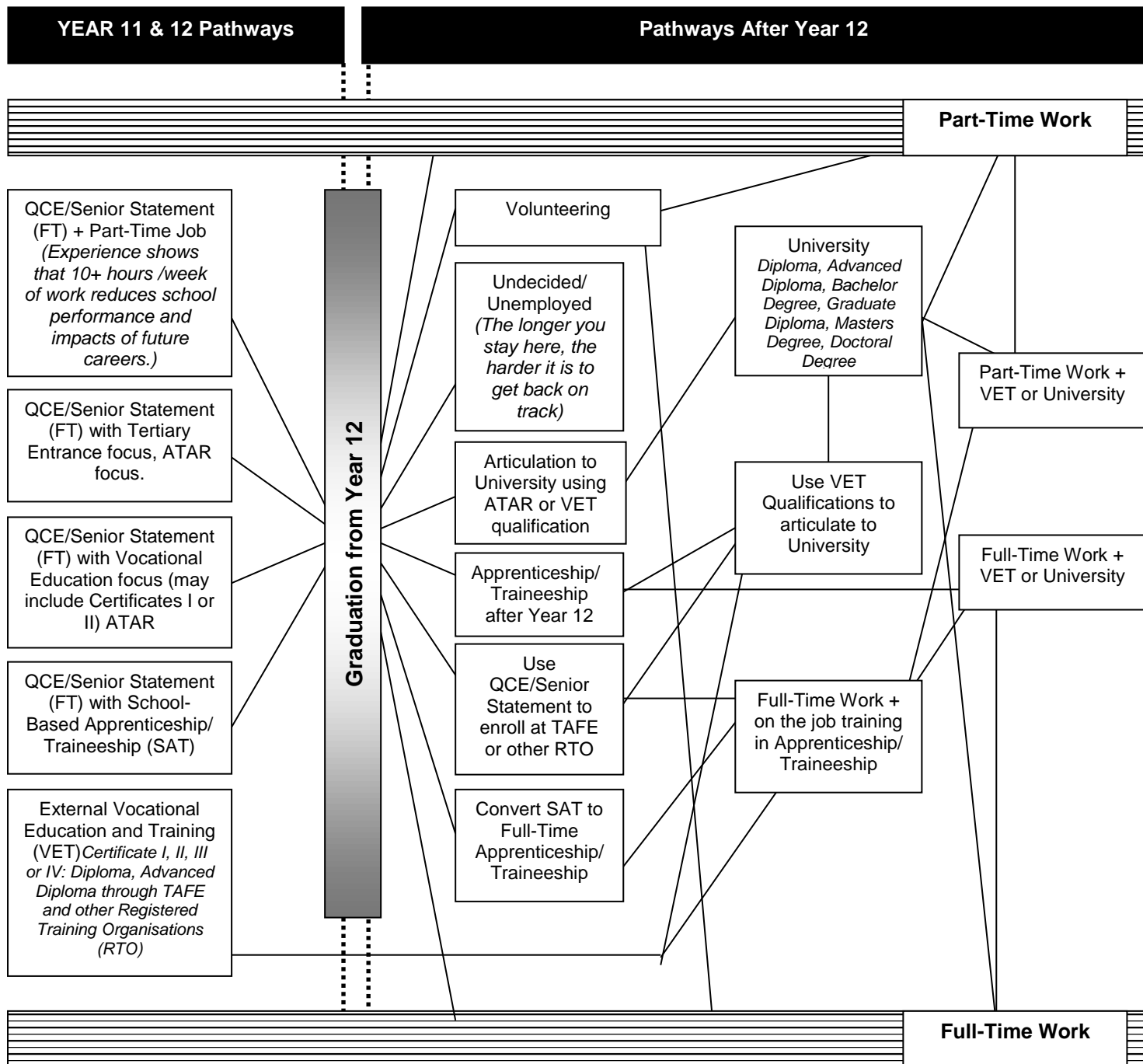
- Work as a 'road map' to help your child to achieve their learning goals during the Senior Phase of Learning
- Include flexible and coordinated pathway options
- Assist them to examine options across education, training and employment sectors
- Help them to communicate with you and with personnel from the school/learning provider about their future options.

In the plan, your child will be able to list a variety of different learning pathways, some of which may be accessed outside the current formal structure of a school. This will allow them to create more options and flexibility in learning. The plan can be altered if your child, with guidance, decides to change direction and explore different learning pathways.

SET Plan interviews will be conducted with a Head of Department at the College following the Information Session for parents, and after consultation with your child. Your child should be responsible for the safekeeping of their copy of the SET Plan. Additionally, the school also keeps a copy on the students file.

PATHWAYS

The map below shows just how flexible pathways are through Years 11 & 12 and after school. Take some time to look over the map and consider which pathway may be the most suitable. Some of the terms may be unfamiliar, however many are explained throughout this book.





QCAA STUDENT CONNECT

Each student in Year 10 has been allocated a personal identification number called a Learner Unique Identifier (LUI), which gives them access to the QCAA's Student Connect Website. The website provides a multitude of resources for career planning, resume writing, general advice and much more.

Through Student Connect, students also have the opportunity to check their progress towards a Queensland Certificate of Education (QCE).

NB: Student LUI numbers are located on their Student ID Card in Years 11 and 12 and on the cover of their SET P Folder.

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STUDENT CONNECT


[My learning account](#) | [Years 11 and 12](#) | [Further education and training](#) | [Jobs and careers](#) | [Deadly pathways](#)



WELCOME TO STUDENT CONNECT
Student Connect gives you access to your learning account and results, as well as information and links to help you explore your future education, training and career pathways.

LEARNING ACCOUNT LOGIN
LUI:
Password:
[Need help logging in?](#)

LATEST NEWS

**WHAT'S YOUR STORY?**

Share your story with Exit Lines
Exit Lines is looking for student profiles to feature in the December 2011 issue. Email exitlines@qsa.qld.edu.au if you're a current Year 12 student and are interested.

NOTICE: On 9 June 2011, the passwords for all Year 10-12 students were reset to day and month of birth (in ddmm format). This means, the first time you log in to your learning account after 9 June 2011, you will need to use your day and month of birth as your password. For example, if you were born on 12 May 1996, your initial password is 1205.

QCE PLANNER
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Queensland Studies Authority

THE SENIOR PHASE CURRICULUM

The Senior Phase of Learning is undertaken by a large proportion of students at Marist College. Studying in the senior phase of learning generally increases opportunities and therefore life chances. There are many good reasons to continue education after Year 10, including the following:

- to pursue subjects which are of personal interest
- to develop natural gifts and abilities
- to mature and learn to make responsible choices for life
- to prepare for tertiary studies at university, TAFE or private providers
- to enhance job opportunities
- to investigate subjects which may lead to careers
- to occupy time in a worthwhile manner whilst awaiting job opportunities
- to obtain the necessary certification for entry to jobs in the public and private sectors

There are a few **golden guidelines** to follow as you embark upon the Senior Phase of Learning.

SELECT strands and subjects' best suited to your abilities and interests.

DEVELOP a thorough knowledge of the tertiary selection system (including pre-requisite subjects, FP's and ATAR) and how it relates to your intended course plan.

ACCESS assistance when it is needed, with the understanding that *you are responsible for your own future*.

REALISE that Years 11 and 12 are optional and that self-motivation is needed to successfully undertake senior studies.

AVOID unnecessary subject changes by making informed decisions from the outset. If subject changes are required, discuss the possibility with the Assistant Principal – Curriculum or Co-ordinator of Studies, so implications of changes can be identified.

TERTIARY ENTRANCE ELIGIBILITY

If a student plans to study at university after completing their Senior Phase of Learning, they must be familiar with the current process of selection used by Tertiary Institutions in Australia.

SUBJECT OVERVIEW

Subjects offered in Years 11 and 12 at Marist College Emerald:

ENGLISH English Essential English* Japanese	MATHEMATICS General Mathematics Mathematical Methods Specialist Mathematics Essential Mathematics*	RELIGIOUS EDUCATION Study of Religion Religion and Ethics*	PHYSICAL EDUCATION Physical Education Health Education Recreation*
SOSE Modern History Business Studies Legal Studies	TECHNOLOGY Design Digital Solutions Information & Communications Technology* Building & Construction*	THE ARTS Visual Art Visual Arts in Practice* Drama	VOCATIONAL EDUCATION & TRAINING Certificate II in Automotive (Vocational Preparation) Certificate II Electrotechnology (Career Start) Certificate II Engineering Pathways Certificate II in Health Support Services Certificate II in Tourism Certificate II in Rural Operations Certificate III in Business Certificate II in Hospitality
SCIENCE Biology Chemistry Physics		MUSIC Music	

* Applied Subjects

Students will be required to select a total of **six (6) subjects**, including the three compulsory subjects of English Mathematics and Religion.

WHO TO CONTACT?

Department	Head of Department	Email address
Religious Education	Mr Brad Jarro	Bradley_Jarro@rok.catholic.edu.au
English	Mrs Teresa Verhoeven-Sweeney	Teresa_Verhoeven-Sweeney@rok.catholic.edu.au
Mathematics	Miss Morag Hyslop	Morag_Hyslop@rok.catholic.edu.au
Science	Ms Sophie Basford	Sophie_Basford@rok.catholic.edu.au
Studies of Society and Environment	Mrs Peta Aitken	Peta_Aitken@rok.catholic.edu.au
Health and Physical Education	Mr Leith Paton	Leith_Paton@rok.catholic.edu.au
The Arts	Miss Hannah Eldridge	Hannah_Eldridge@rok.catholic.edu.au
Technology	Mr Greg Pullen	Gregory_Pullen@rok.catholic.edu.au
Music	Mr James Raschle	James_Raschle@rok.catholic.edu.au
Inclusive Practices Unit	Mrs Samantha Walters	Samantha_Walters@rok.catholic.edu.au
School Based Apprenticeships & Traineeships	Mrs Rosemary Dale	Rosemary_Dale@rok.catholic.edu.au
Vocational Education & Training Manager (RTO)	Ms Monique Evans	Aroha_Evans@rok.catholic.edu.au

COMPULSORY AREAS OF STUDY

Religion: Students who are enrolling in a course which makes them eligible for an ATAR are encouraged to enrol in Study of Religion (SOR) whilst other students may select either SOR or Religion and Ethics*.

English: The Diocese of Rockhampton has made it compulsory that English be studied by all students in the senior phase of learning. The *Selection Criteria for Tertiary Courses in Queensland Handbook* reveals that English is the dominant pre-requisite for most tertiary courses. Options include English or Essential English*.

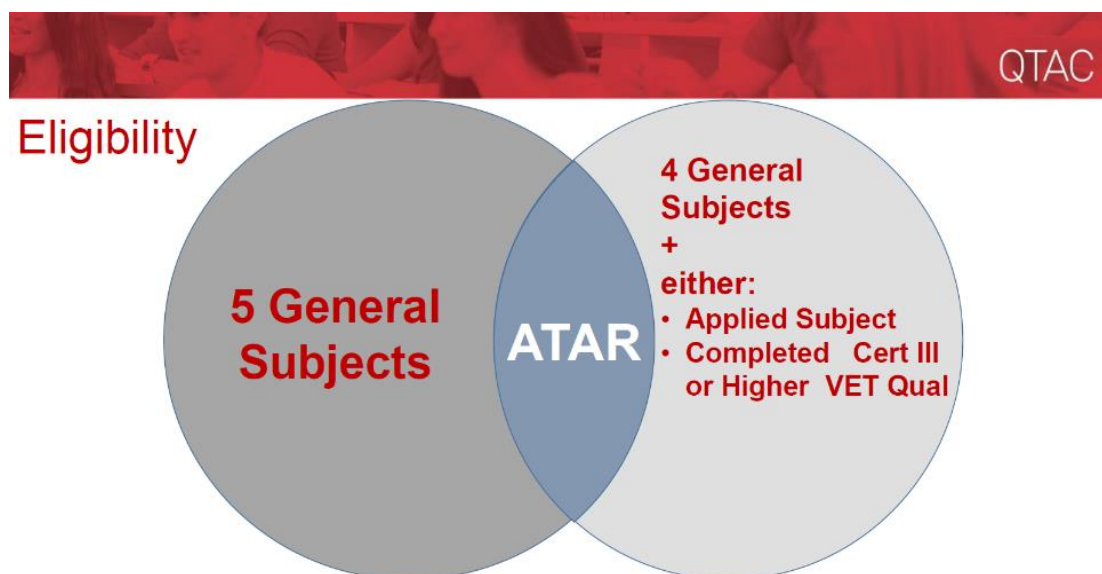
Mathematics: The Diocese of Rockhampton has made it compulsory that a form of Mathematics be studied by all students in the senior phase of learning. Options include General Mathematics, Mathematical Methods, Specialist Mathematics, Essential Mathematics*.

GENERAL AND APPLIED SUBJECTS

These subjects are accredited by the Queensland Curriculum and Assessment Authority.

Students who do not intend to pursue an ATAR may still enrol in some General Subjects and the Assistant Principal – Curriculum and Heads of Departments are able to provide advice about the suitability of choices. Please refer to the suggested pre-requisite results in the handbook and the SET P folder.

At Marist College Emerald, the subjects made available to students, will depend upon the demands of the students, staffing and timetabling considerations. There will be threshold numbers for various subjects in order for them to be viable. If only a small number of students indicate that they wish to enrol in a subject, it may be possible for them to consider a related subject in the Senior Curriculum or perhaps enrol in the subject through the Brisbane School of Distance Education (BSDE - fees apply) or TAFE.

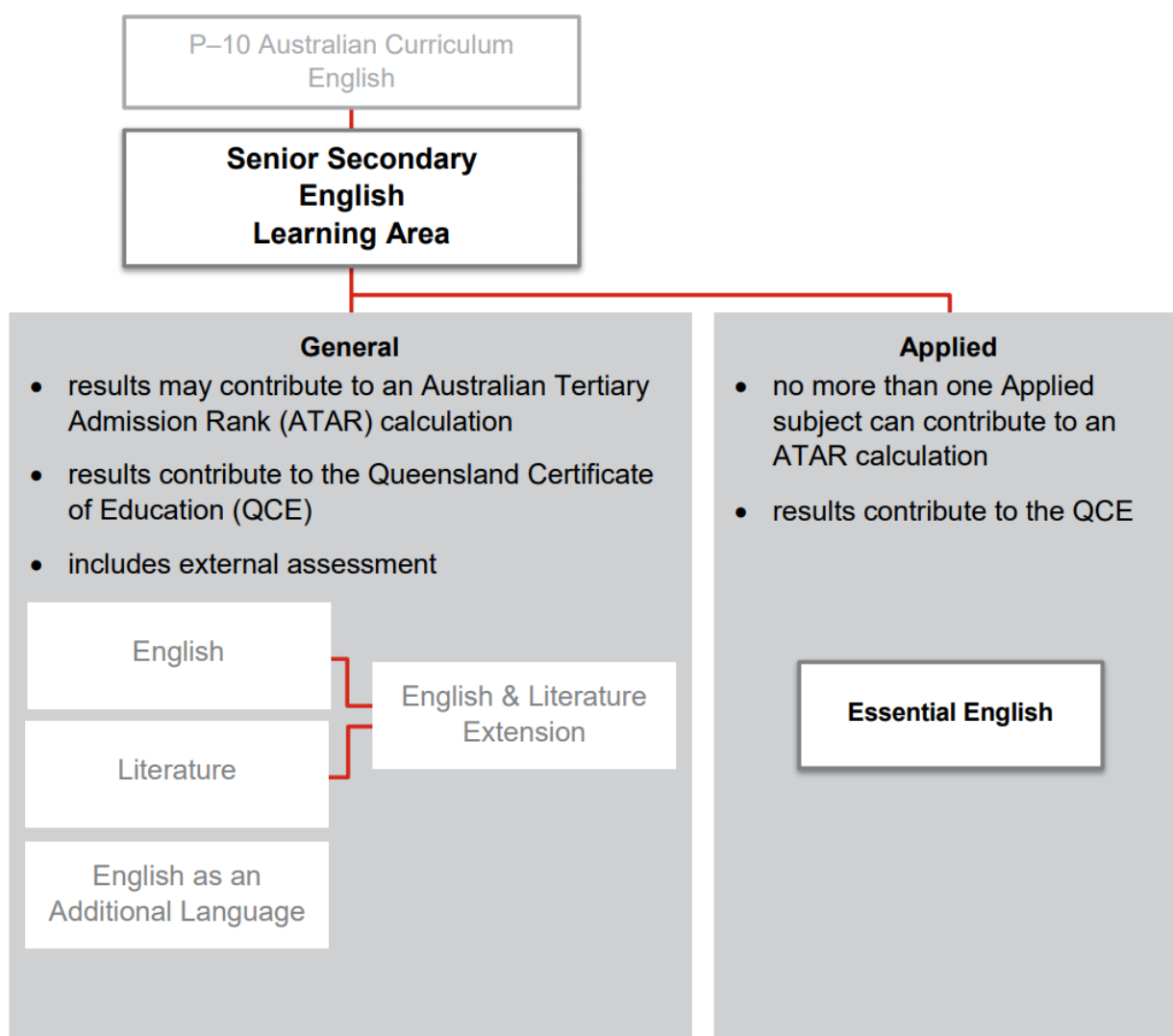


ENGLISH

Course Overview

From 2019, two stands of English will be on offer to Marist College Emerald students. Differences between the subjects lie in the emphasis on how language and skills are developed and the contexts in which they are applied. English learning area subjects offer students opportunities to enjoy language and be empowered as functional, purposeful, creative and critical language users who understand how texts can convey and transform personal and cultural perspectives. In a world of rapid cultural, social, economic and technological change, complex demands are placed on citizens to be literate within a variety of modes and mediums. Students are offered opportunities to develop this capacity by drawing on a repertoire of resources to interpret and create texts for personal, cultural, social and aesthetic purposes. They learn how language use 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.

Figure 1: Learning area structure



ESSENTIAL ENGLISH (APPLIED)*

Who should study Essential English?

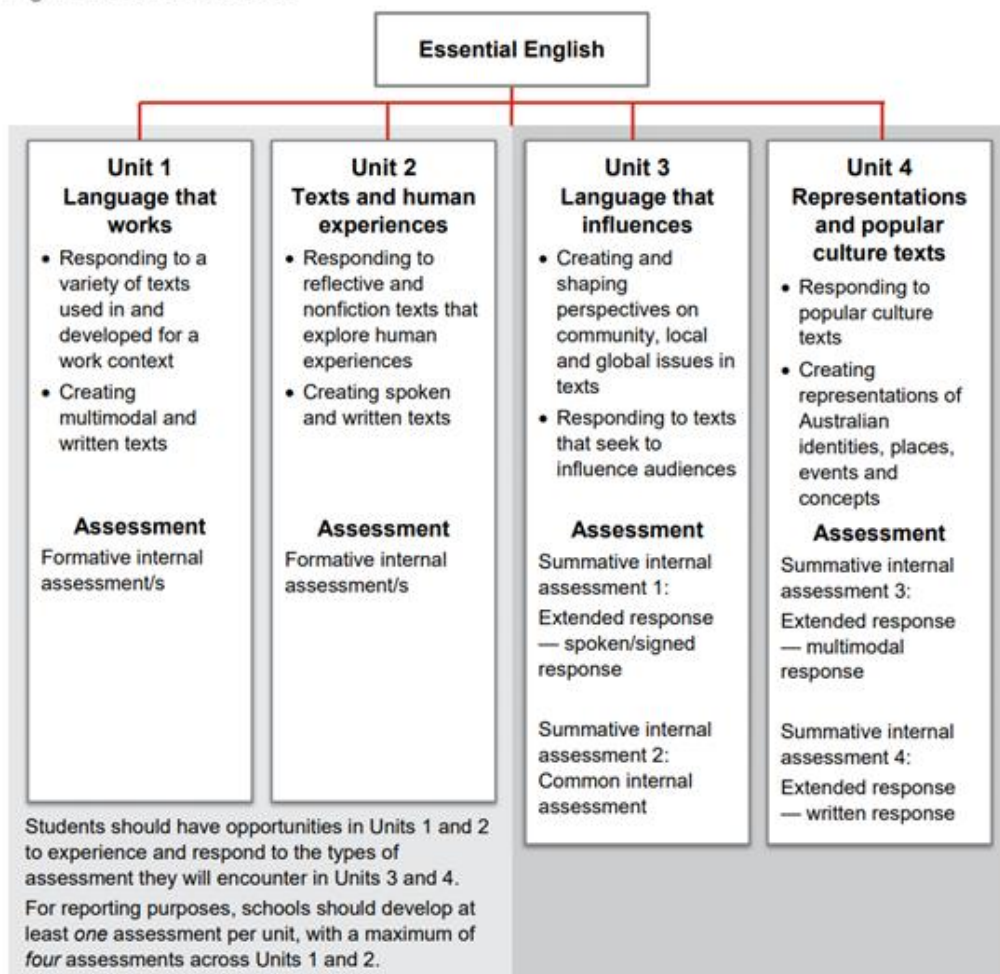
Essential English is an Applied subject suited to students who are interested in pathways beyond Year 12 that lead to tertiary studies, vocational education or work. A course of study in Essential English promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

The 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. The subject encourages students to recognise language and texts as relevant in their lives now and in the future and enables them to understand, accept or challenge the values and attitudes in these texts.

Course Structure

Essential English is a course of study consisting of four units. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4 as students develop greater independence as learners. Units 1 and 2 provide foundational learning, which allows students to experience all syllabus objectives and begin engaging with the course subject matter. Students should complete Units 1 and 2 before beginning Unit 3. It is recommended that Unit 3 be completed before Unit 4. Units 3 and 4 consolidate student learning. Only the results from Units 3 and 4 will contribute to ATAR calculations. Students who complete this course of study with a grade of C or better will meet the literacy requirement for QCE and should also be able to demonstrate reading, writing and oral communication competencies equivalent to the Australian Core Skills Framework (see Figure 2: Essential English Course Structure).

Figure 2: Course structure



JAPANESE

Course Overview

Japanese provides students with the opportunity to reflect on their understanding of the Japanese language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Students participate in a range of interactions in which they exchange meaning, develop intercultural understanding and become active participants in understanding and constructing written, spoken and visual texts. Students communicate with people from Japanese-speaking communities to understand the purpose and nature of language and to gain understanding of linguistic structures. They acquire language in social and cultural settings and communicate across a range of contexts for a variety of purposes.

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

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

Course Structure

Japanese is a course of study consisting of four units. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4 as students develop greater independence as learners.

Units 1 and 2 provide foundational learning, which allows students to experience all syllabus objectives and begin engaging with the course subject matter. Students should complete Units 1 and 2 before beginning Unit 3. It is recommended that Unit 3 be completed before Unit 4.

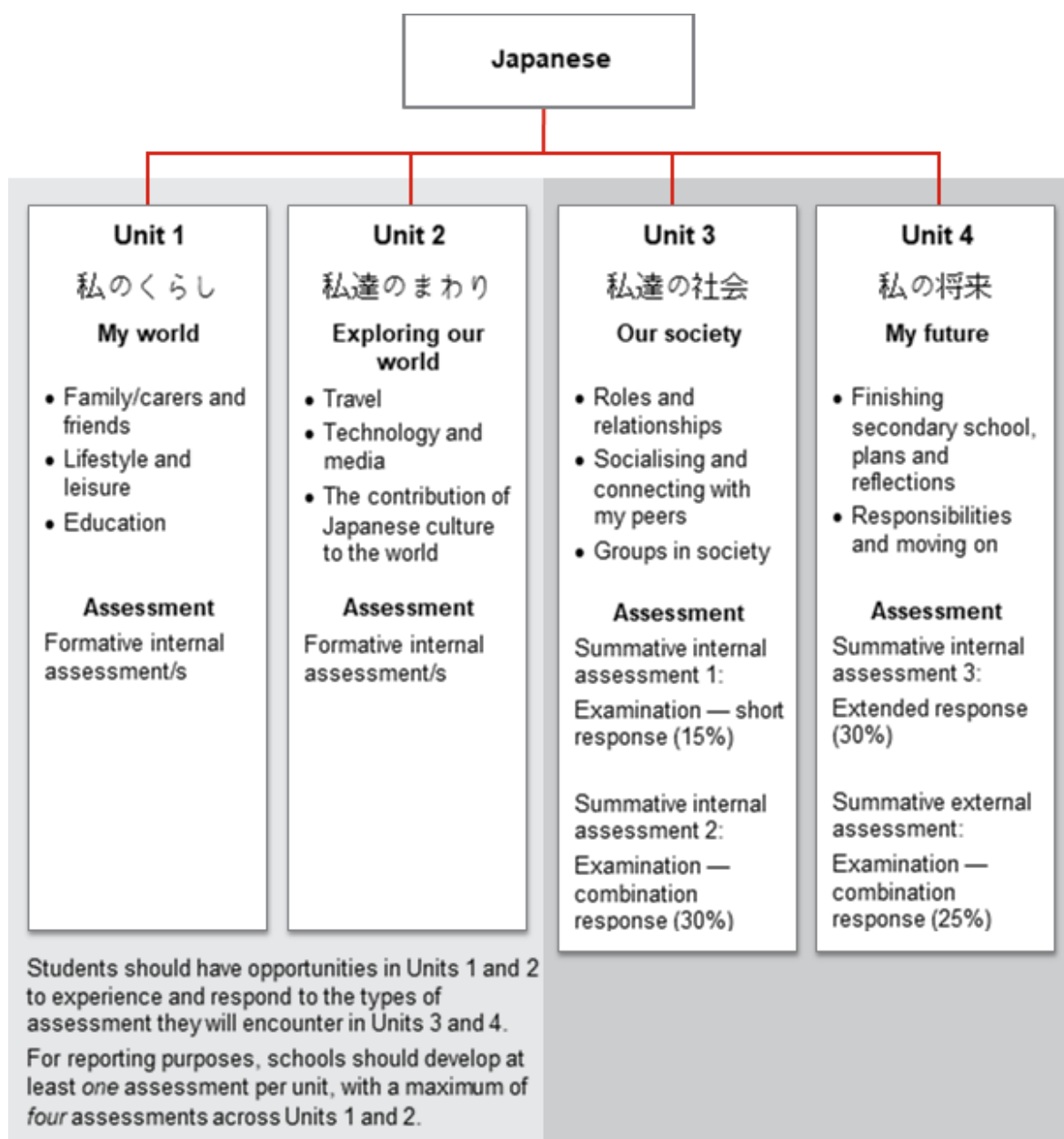
Units 3 and 4 consolidate student learning. Only the results from Units 3 and 4 will contribute to ATAR calculations.

What do I need to be a successful Japanese student?

You need to have demonstrated at **least** a **C+ standard** in Year 10 General English. You are also encouraged complete at least 6 months of study in Year 10 Japanese. Students with less formal language learning experience may also be able to meet the requirements of the syllabus successfully.

Suggested pre-requisite for Japanese

C+ in Year 10 General English & at least six months of study in Japanese at Year 10 level.



SENIOR MATHEMATICS

Course Overview

“Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. It is a way of thinking in which problems are explored and solved through observation, reflection and logical reasoning. It uses a concise system of communication, with written, symbolic, spoken and visual components. Mathematics is creative, requires initiative and promotes curiosity in an increasingly complex and data-driven world. It is the foundation of all quantitative disciplines.

To prepare students with the knowledge, skills and confidence to participate effectively in the community and the economy requires the development of skills that reflect the demands of the 21st century. Students undertaking Mathematics will develop their critical and creative thinking, oral and written communication, information & communication technologies (ICT) capability, ability to collaborate, and sense of personal and social responsibility — ultimately becoming lifelong learners who demonstrate initiative when facing a challenge. The use of technology to make connections between mathematical theory, practice and application has a positive effect on the development of conceptual understanding and student disposition towards mathematics.

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.”

Mathematics Offered at Marist:

General Syllabuses

- General Mathematics
- Mathematical Methods
- Specialist Mathematics

Applied Syllabus

- Essential Mathematics

GENERAL MATHEMATICS

Why study General Mathematics?

“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.

Students engage in a practical approach that equips learners for their needs as future citizens. They learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They develop the ability to understand, analyse and take action regarding social issues in their world.

Pathways

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

Objectives

By the conclusion of the course of study, students should be able to:

- select, recall and use facts, rules, definitions and procedures drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices
- comprehend mathematical concepts and techniques drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices.

Course Structure

“General Mathematics is a course of study consisting of four units. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4 as students develop greater independence as learners.

Units 1 and 2 provide foundational learning, which allows students to experience all syllabus objectives and begin engaging with the course subject matter. Students should complete Units 1 and 2 before beginning Unit 3. It is recommended that Unit 3 be completed before Unit 4.

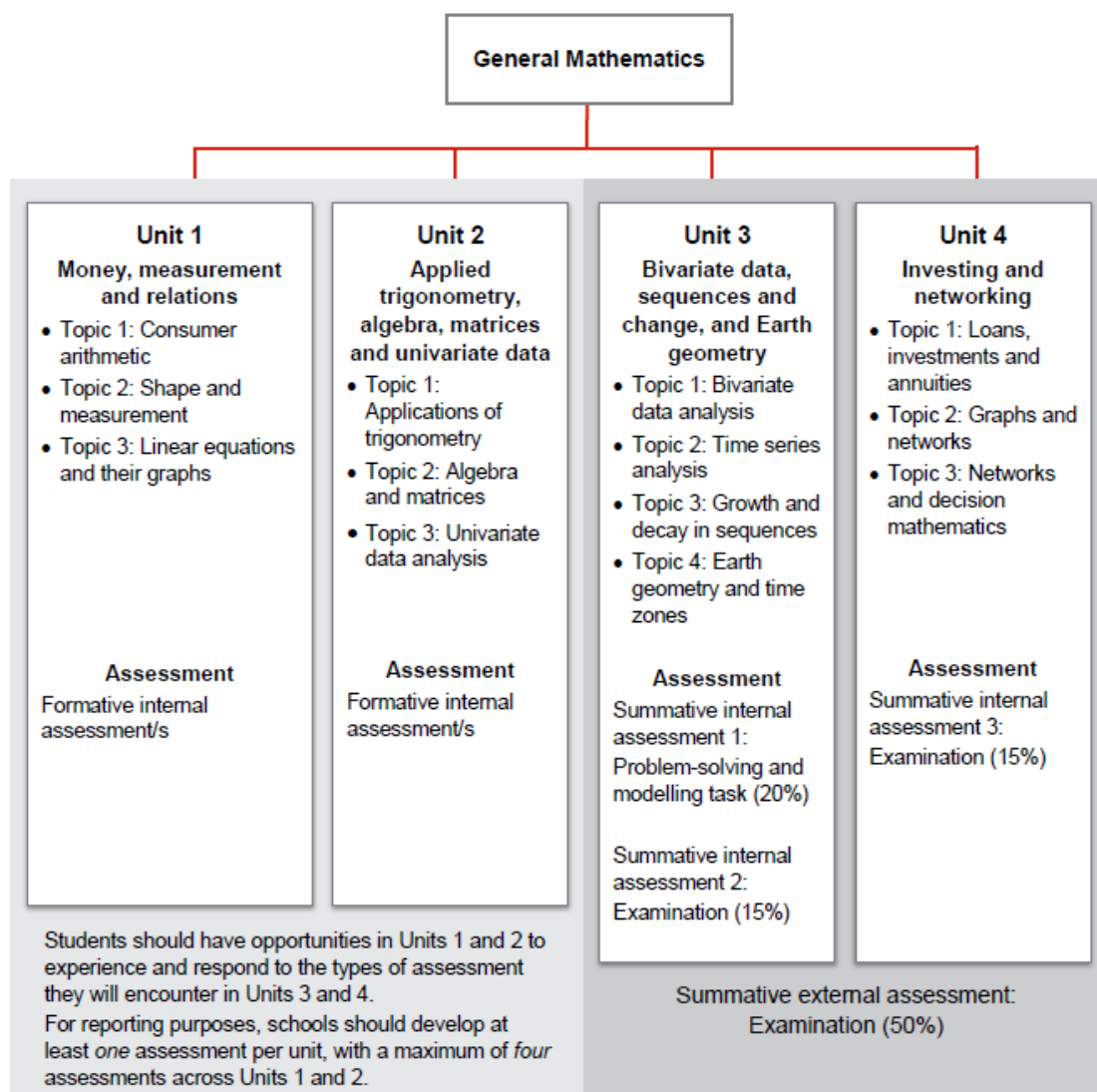
Units 3 and 4 consolidate student learning. Only the results from Units 3 and 4 will contribute to ATAR calculations.”

What do I need to be a successful General Mathematics student?

You need to have demonstrated at least a B standard in Year 10 Mathematics A or a C standard in Year 10 Mathematics B to achieve in General Mathematics. You are required to have the ability to work both independently and collaboratively.

Suggested pre-requisite for General Mathematics

B in Year 10 Mathematics A or C in Year 10 Mathematics B



MATHEMATICAL METHODS

Why study Mathematical Methods?

The major domains of mathematics in Mathematical Methods are Algebra, Functions, relations and their graphs, Calculus and Statistics. Topics are developed systematically, with increasing levels of sophistication, complexity and connection, and build on algebra, functions and their graphs, and probability from the P–10 Australian Curriculum. Calculus is essential for developing an understanding of the physical world. The domain Statistics is used to describe and analyse phenomena involving uncertainty and variation. Both are the basis for developing effective models of the world and solving complex and abstract mathematical problems. The ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another is a vital part of learning in Mathematical Methods.

Students who undertake Mathematical Methods will 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. Through solving problems and developing models, they will appreciate that mathematics and statistics are dynamic tools that are critically important in the 21st century.

Pathways

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

Objectives

By the conclusion of the course of study, students should be able to:

- select, recall and use facts, rules, definitions and procedures drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics
- comprehend mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics.

Course Structure

Mathematical Methods is a course of study consisting of four units. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4 as students develop greater independence as learners.

Units 1 and 2 provide foundational learning, which allows students to experience all syllabus objectives and begin engaging with the course subject matter. Students should complete Units 1 and 2 before beginning Unit 3. It is recommended that Unit 3 be completed before Unit 4.

Units 3 and 4 consolidate student learning. Only the results from Units 3 and 4 will contribute to ATAR calculations. Units 1 and 2 provide foundational learning, which allows students to experience all syllabus objectives and begin engaging with the course subject matter. Students should complete Units 1 and 2 before beginning Unit 3. It is recommended that Unit 3 be completed before Unit 4.

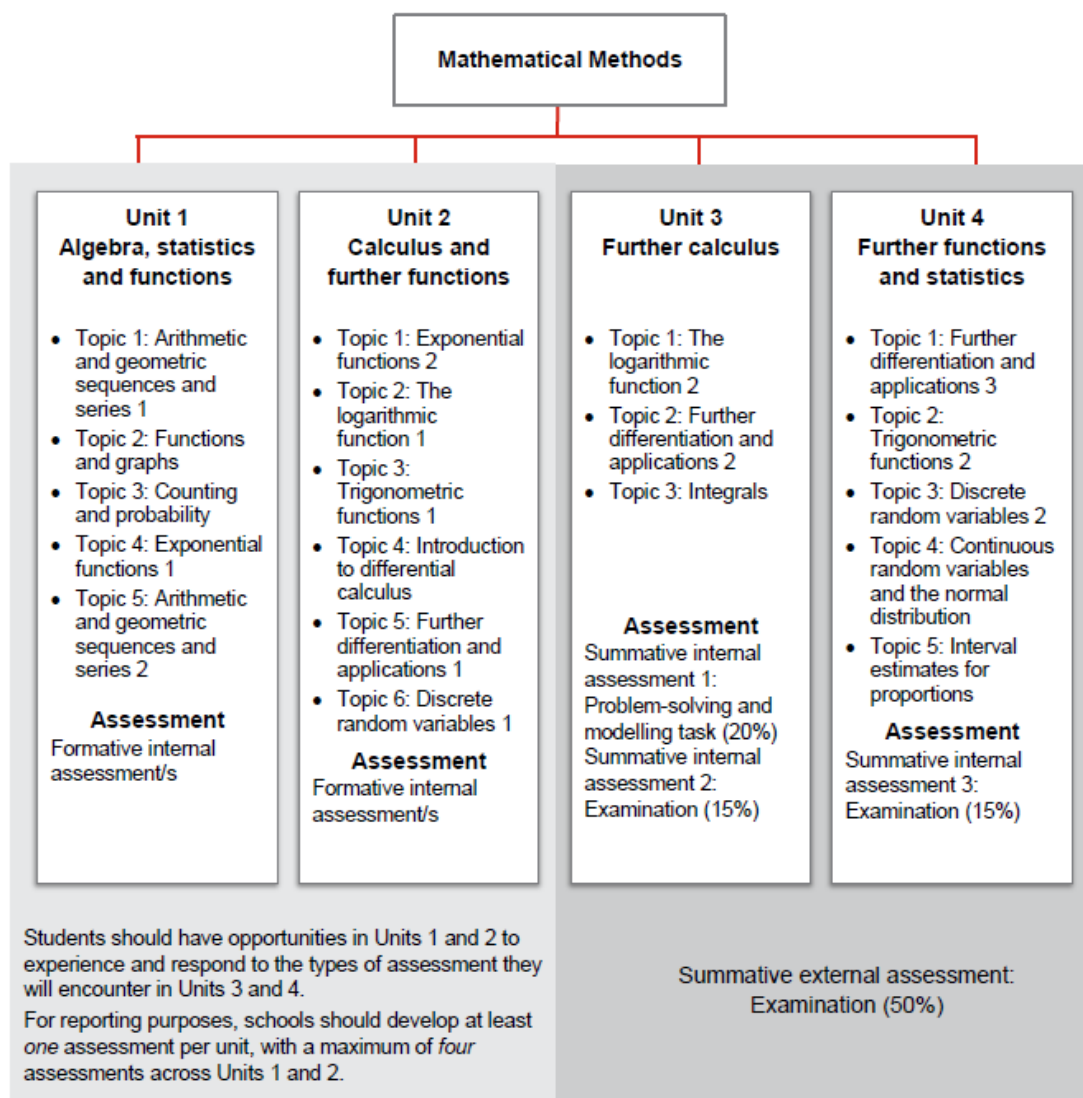
Units 3 and 4 consolidate student learning. Only the results from Units 3 and 4 will contribute to ATAR calculations.”

What do I need to be a successful Mathematical Methods student?

You need to have demonstrated at least a B standard in Year 10 Mathematics B to achieve in Mathematical Methods. You are required to have the ability to work both independently and collaboratively.

Suggested pre-requisite for Mathematical Methods

B in Year 10 Mathematics B



SPECIALIST MATHEMATICS

Why study Specialist Mathematics?

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. They will gain an appreciation of the true nature of mathematics, its beauty and its power.

Students learn topics that are developed systematically, with increasing levels of sophistication, complexity and connection, building on functions, calculus, statistics from Mathematical Methods, while vectors, complex numbers and matrices are introduced. Functions and calculus are essential for creating models of the physical world. Statistics are used to describe and analyse phenomena involving probability, uncertainty and variation. Matrices, complex numbers and vectors are essential tools for explaining abstract or complex relationships that occur in scientific and technological endeavours.

Student learning experiences range from practising essential mathematical routines to developing procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning.

Pathways

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

Objectives

By the conclusion of the course of study, students should be able to:

- select, recall and use facts, rules, definitions and procedures drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus
- comprehend mathematical concepts and techniques drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions, and prove propositions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus.

Course Structure

Specialist Mathematics is a course of study consisting of four units. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4 as students develop greater independence as learners.

Units 1 and 2 provide foundational learning, which allows students to experience all syllabus objectives and begin engaging with the course subject matter. Students should complete Units 1 and 2 before beginning Unit 3. It is recommended that Unit 3 be completed before Unit 4.

Units 3 and 4 consolidate student learning. Only the results from Units 3 and 4 will contribute to ATAR calculations. Units 1 and 2 provide foundational learning, which allows students to experience all syllabus objectives and begin engaging with the course subject matter. Students should complete Units 1 and 2 before beginning Unit 3. It is recommended that Unit 3 be completed before Unit 4.

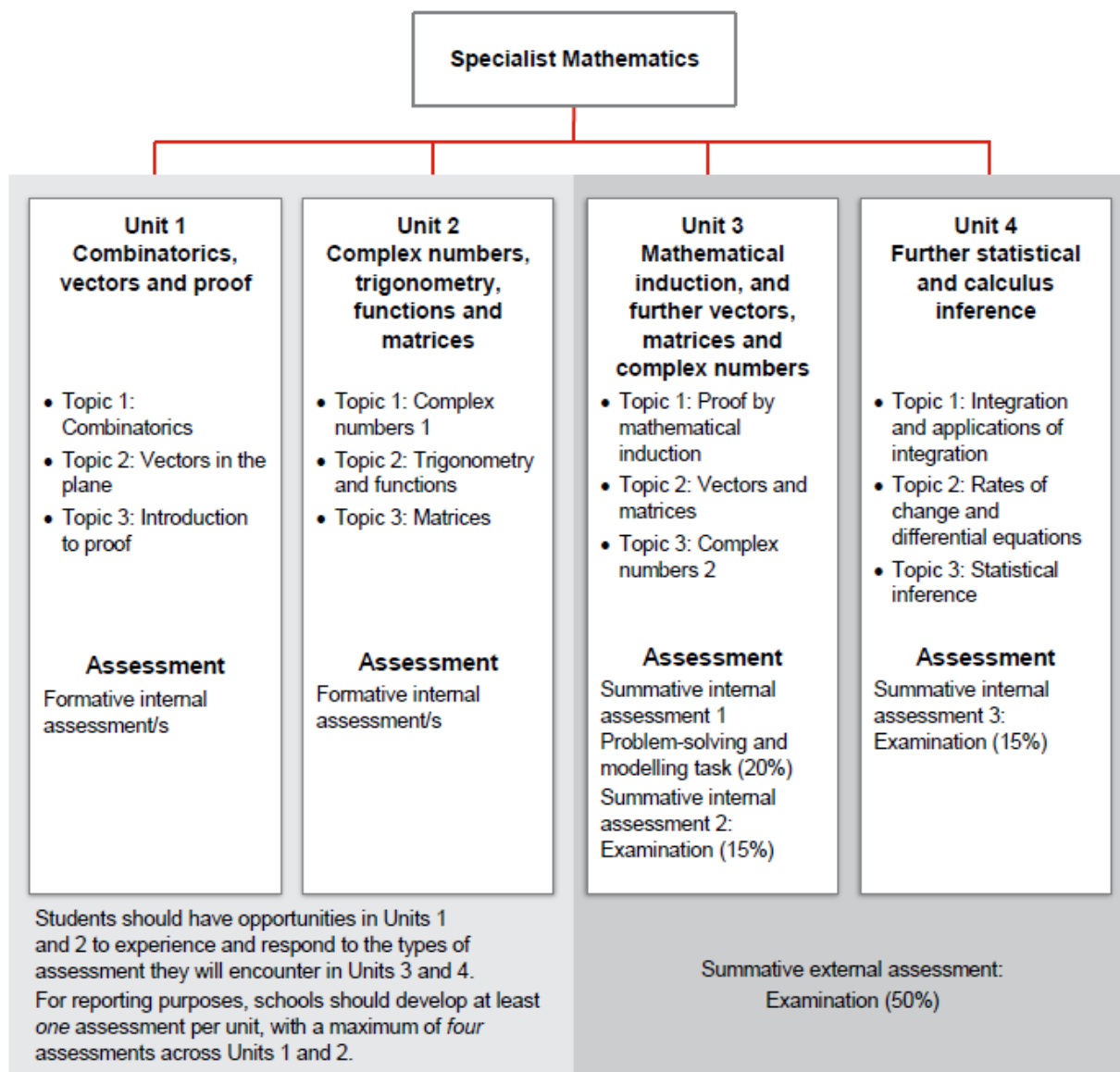
Units 3 and 4 consolidate student learning. Only the results from Units 3 and 4 will contribute to ATAR calculations."

What do I need to be a successful Specialist Mathematics student?

You need to have demonstrated at least a B standard in Year 10 Mathematics B to achieve in Mathematical Methods. You are required to have the ability to work both independently and collaboratively.

Suggested pre-requisite for Specialist Mathematics

B in Year 10 Mathematics B



ESSENTIAL MATHEMATICS (APPLIED)*

Why study Essential Mathematics?

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

Essential Mathematics benefits students because they develop skills that go beyond the traditional ideas of numeracy. Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations and relations. They learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes.

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

Pathways

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

Objectives

By the conclusion of the course of study, students should be able to:

- select, recall and use facts, rules, definitions and procedures drawn from Number, Data, Location and time, Measurement and Finance
- comprehend mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance.

Course Structure

Essential Mathematics is a course of study consisting of four units. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4 as students develop greater independence as learners.

Units 1 and 2 provide foundational learning, which allows students to experience all syllabus objectives and begin engaging with the course subject matter. Students should complete Units 1 and 2 before beginning Unit 3. It is recommended that Unit 3 be completed before Unit 4.

Units 3 and 4 consolidate student learning. Only the results from Units 3 and 4 will contribute to ATAR calculations. Students who complete this course of study with a grade of C or better will meet the numeracy requirement for QCE and should also be able to demonstrate numeracy competencies equivalent to the Australian Core Skills Framework (ACSF)1 Level 3.

Subject matter that is denoted by '[complex]' is considered to be complex and indicates alignment to ACSF Level 4 or higher. All other subject matter is considered to be simple and indicates alignment to ACSF Level 3.

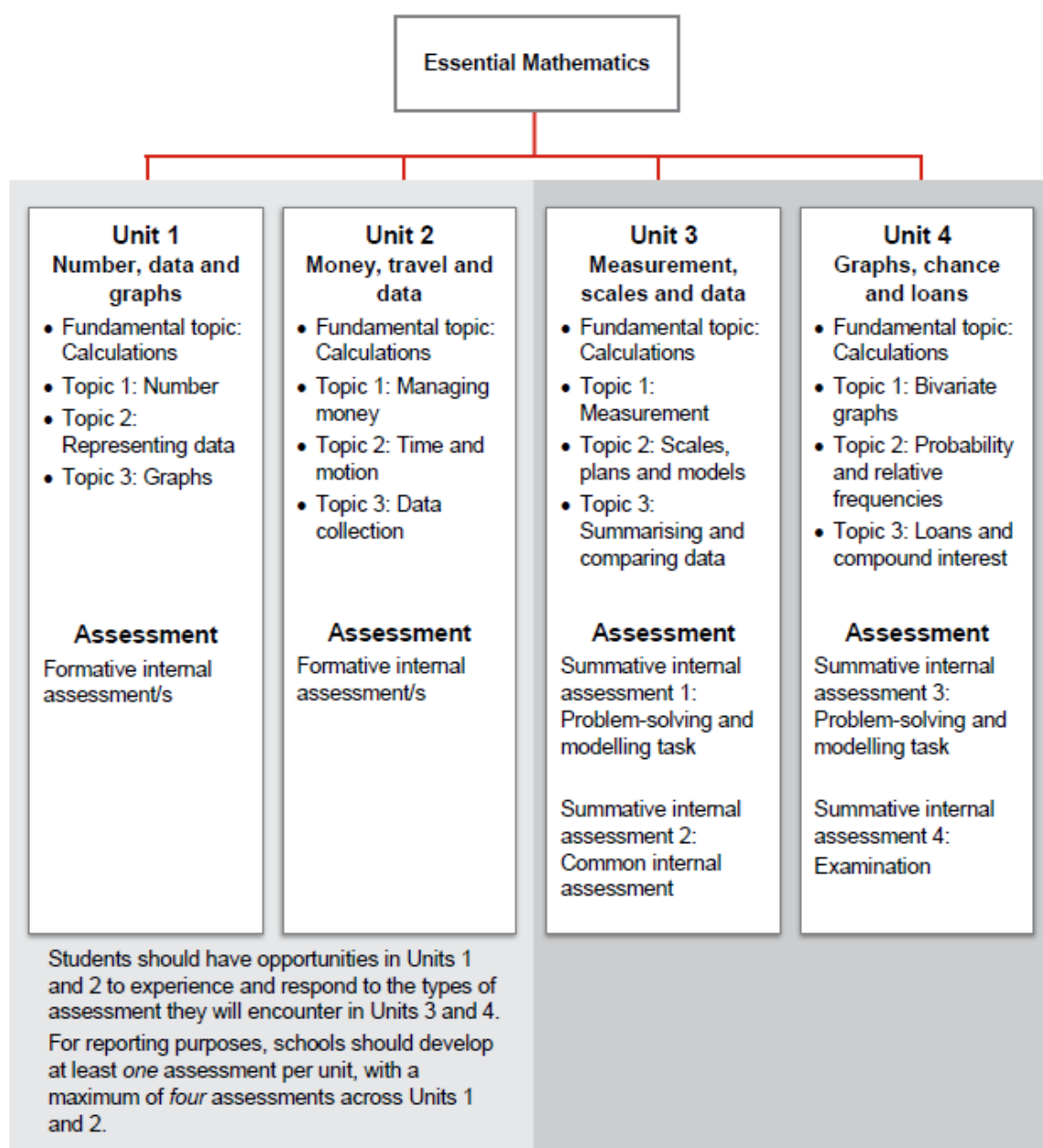
Students who demonstrate attainment of simple subject matter only will be able to achieve a maximum of a C grade overall.

What do I need to be a successful Essential Mathematics student?

A consistent approach to developing mathematical skills is highly recommended.

Suggested pre-requisite for General Mathematics

Nil



STUDY OF RELIGION

Why Study SOR?

Study of Religion is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in 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.

Course Overview

Study of Religion is the investigation and study of religious traditions and how religion has influenced, and continues to influence, people's lives. As religions are living traditions, a variety of religious expressions exist within each tradition. Religious beliefs and practices also influence the social, cultural and political lives of people and nations. Students become aware of their own religious beliefs, the religious beliefs of others, and how people holding such beliefs are able to co-exist in a pluralist society.

In this subject, students study the five major world religions of Judaism, Christianity, Islam, Hinduism and Buddhism; and Australian Aboriginal spirituality and Torres Strait Islander religion. These are explored through sacred texts and religious writings that offer insights into life, and the rituals that mark significant moments and events in the religion itself and the lives of adherents. Sacred texts, religious writings and rituals provide the foundations for understanding religious ethics and the ways religion functions in society and culture.

Throughout the course of study, students engage with an inquiry approach to learning about religions, their central beliefs and practices, and their influence on people, society and culture. As a result, a logical and critical approach to understanding the influence of religion should be developed, with judgments supported through valid and reasoned argument. This contributes to the development of a range of transferable thinking and processing skills that will help students to live and work successfully in the 21st century.

Study of Religion allows students to develop critical thinking skills, including those of analysis, reasoning and evaluation, as well as communication skills that support further study and post-school participation in a wide range of fields. The subject contributes to students becoming informed citizens, as religion continues to function as a powerful dimension of human experience. Through recognising the factors that contribute to different religious expressions, students develop empathy and respect for the ways people think, feel and act religiously, as well as a critical awareness of the religious diversity that exists locally and globally.

Course structure

Study of Religion is a course of study consisting of four units. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4 as students develop greater independence as learners. Units 1 and 2 provide foundational learning, which allows students to experience all syllabus objectives and begin engaging with the course subject matter. Students should complete Units 1 and 2 before beginning Unit 3. It is recommended that Unit 3 be completed before Unit 4.

Units 3 and 4 consolidate student learning. Only the results from Units 3 and 4 will contribute to ATAR calculations. Each unit has been developed with a notional time of 55 hours of teaching and learning, including assessment.

What do I need to be a successful student in Study of Religion?

It is recommended students have a reasonable command of English: e.g. A sound level in Yr 10 English. This subject requires extensive research and excellent communication skills. The ability to work well independently is essential.

Suggested pre-requisite for Study of Religion

B- in Year 10 English and SOSE

Study of Religion

Unit 1

Sacred texts and religious writings

- Topic 1: Sacred texts
- Topic 2: Abrahamic traditions

Assessment

Formative internal assessment/s

Unit 2

Religion and ritual

- Topic 1: Lifecycle rituals
- Topic 2: Calendrical rituals

Assessment

Formative internal assessment/s

Unit 3

Religious ethics

- Topic 1: Social ethics
- Topic 2: Ethical relationships

Assessment

Summative internal assessment 1:
Examination — extended response (25%)

Summative internal assessment 2:
Investigation — inquiry response (25%)

Unit 4

Religion, rights and the nation–state

- Topic 1: Religion and the nation–state
- Topic 2: Religion and human rights

Assessment

Summative internal assessment 3:
Investigation — inquiry response (25%)

Summative external assessment:
Examination — short response (25%)

Students should have opportunities in Units 1 and 2 to experience and respond to the types of assessment they will encounter in Units 3 and 4.

For reporting purposes, schools should develop at least *one* assessment per unit, with a maximum of *four* assessments across Units 1 and 2.

RELIGION AND ETHICS (APPLIED)*

Why study Religion and Ethics?

A course of study in Religion and Ethics can establish a basis for further education and employment in any field, as it helps students develop the skills and personal attributes necessary for engaging efficiently, effectively and positively in future life roles. It provides them with opportunities to gain knowledge and understanding of themselves as human beings, to clarify their personal beliefs and ethical values, and to assess their personal choices, vision and goals. It helps students develop an understanding of themselves in the context of their family, their community and the workplace. The focus on citizenship, the sense of community and service, ethical principles, moral understanding and reasoning, and the responsibilities of the individual within the community provide students with skills and attitudes that contribute to lifelong learning, and a basis for engaging with others in diverse settings, including further education and the workforce.

Course Overview

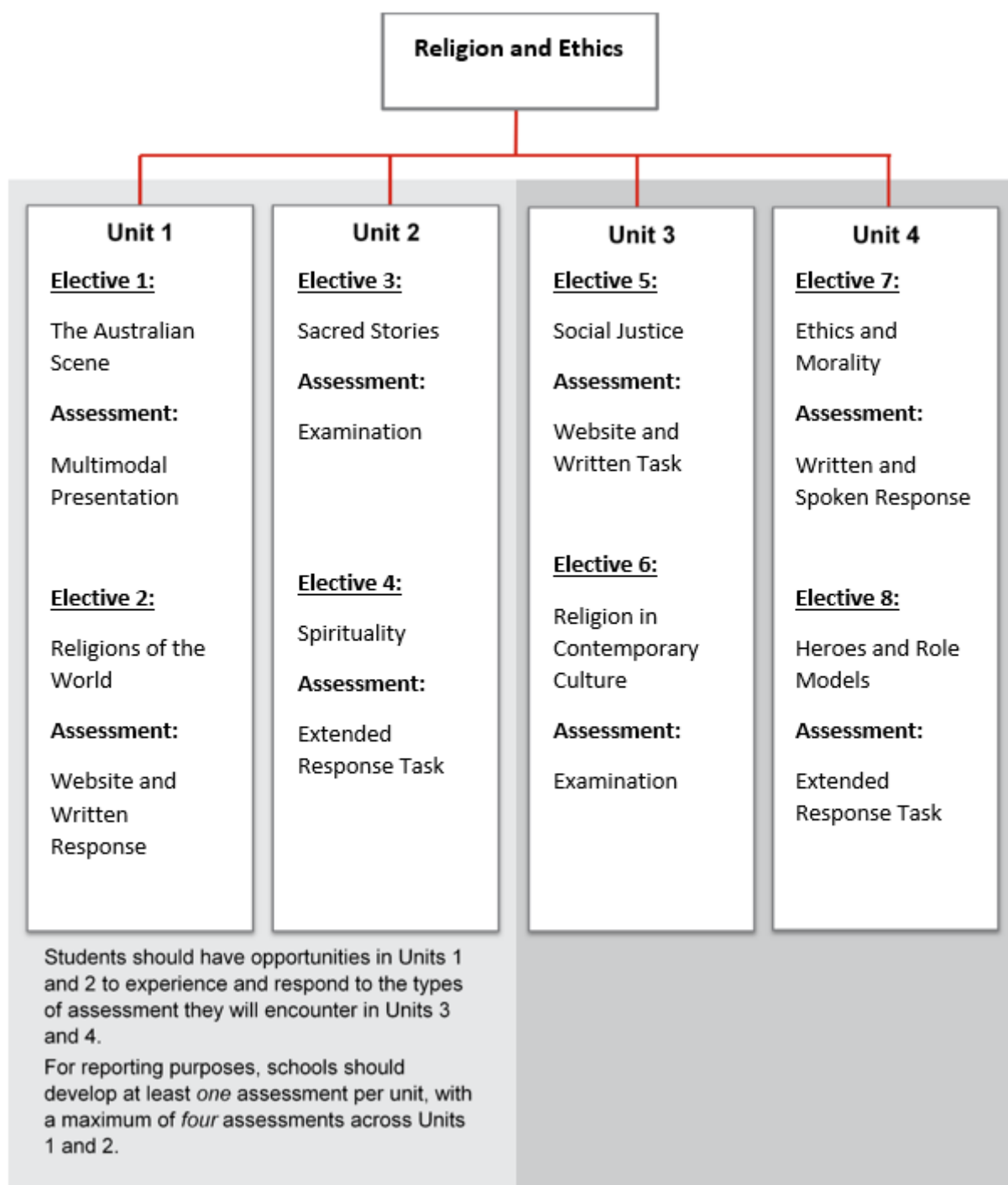
A sense of purpose and personal integrity are essential for participative and contributing members of society. This Applied syllabus provides for a course of study that encourages students to explore their personal values and life choices and the ways in which these are related to their beliefs. Religion and Ethics helps students understand the personal, relational and spiritual perspectives of human experience. A search for meaning assists students from different cultural, social, linguistic and economic backgrounds to learn about and reflect on the richness of religious and ethical worldviews.

Religion and Ethics enhances students' understanding of how personal beliefs, values and spiritual identity are shaped and influenced by factors such as family, culture, gender, race, class and economic issues. It allows for flexible courses of study that recognise the varied needs and interests of students through investigating topics such as the meaning of life, spirituality, purpose and destiny, life choices, moral and ethical issues and justice. The course also explores how these topics are dealt with in various religious, spiritual and ethical traditions.

In the context of this syllabus, religion is understood as a faith tradition based on a common understanding of beliefs and practices; spirituality refers to a transcendent reality that connects a person with humanity and the universe. The term ethics refers to a system of moral principles; the rules of conduct or approaches to making decisions for the good of the individual and society. In a religious sense, beliefs are tenets, creeds or faiths; religious belief is belief in a power or powers that influence human behaviours.

Religion and Ethics focuses on the personal, relational and spiritual perspectives of human experience. It enables students to investigate and critically reflect on the role and function of religion and ethics in society. Within this syllabus, the focus is on students gaining knowledge and understanding, on developing the ability to think critically, and to communicate concepts and ideas relevant to their lives and the world in which they live.

Learning experiences should be practical and experiential in emphasis. A course of study should recognise the benefits of networking within the community. Schools may consider involvement with religious communities, charities, welfare and service groups and organisations that are engaged in areas related to ethics and justice. It is important that students learn to respect and interact with members of the wider community who may express beliefs and values different from their own



SENIOR SCIENCES

“At the core of all science endeavour is the inquiry into the nature of the universe. Science uses a systematic way of thinking, involving creative and critical reasoning, in order to acquire better and more reliable knowledge. Scientists recognise that knowledge is not fixed, but is fallible and open to challenge. As such, scientific endeavour is never conducted in isolation, but builds on and challenges an existing body of knowledge in the pursuit of more reliable knowledge. This collaborative process, whereby new knowledge is gained, is essential to the cooperative advancement of science, technology, health and society in the 21st century.

Tertiary study in any field will be aided by the transferable skills developed in this senior Science subject. It is expected that an appreciation of, and respect for, evidence-based conclusions and the processes required to gather, scrutinise and use evidence, will be carried forward into all aspects of life beyond the classroom.

The purpose of senior Science subjects in Queensland is to introduce students to a scientific discipline. Students will be required to learn and apply aspects of the knowledge and skill of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

Upon completion of the course, students will have an appreciation for a body of scientific knowledge and the process that is undertaken to acquire this knowledge. They will be able to distinguish between claims and evidence, opinion and fact, and conjecture and conclusions.

In each of the senior Science subjects, students will develop:

- a deep understanding of a core body of discipline knowledge
- aspects of the skills used by scientists to develop new knowledge, as well as the opportunity to refine these skills through practical activities
- the ability to coordinate their understandings of the knowledge and skills associated with the discipline to refine experiments, verify known scientific relationships, explain phenomena with justification and evaluate claims by finding evidence to support or refute the claims.”

Science Offered at Marist:

- Biology
- Chemistry
- Physics

BIOLOGY

Why study Biology?

“Biology provides opportunities for students to engage with living systems. In Unit 1, students develop their understanding of cells and multicellular organisms. In Unit 2, they engage with the concept of maintaining the internal environment. In Unit 3, students study biodiversity and the interconnectedness of life. This knowledge is linked in Unit 4 with the concepts of heredity and the continuity of life.

Students will learn valuable skills required for the scientific investigation of questions. In addition, they will become citizens who are better informed about the world around them and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues.”

Biology aims to develop students’:

- sense of wonder and curiosity about life
- respect for all living things and the environment
- understanding of how biological systems interact and are interrelated, the flow of matter and energy through and between these systems, and the processes by which they persist and change
- understanding of major biological concepts, theories and models related to biological systems at all scales, from subcellular processes to ecosystem dynamics
- appreciation of how biological knowledge has developed over time and continues to develop; how scientists use biology in a wide range of applications; and how biological knowledge influences society in local, regional and global contexts
- ability to plan and carry out fieldwork, laboratory and other research investigations, including the collection and analysis of qualitative and quantitative data and the interpretation of evidence
- ability to use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge
- ability to communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Course structure

“Biology is a course of study consisting of four units. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4 as students develop greater independence as learners.

Units 1 and 2 provide foundational learning, which allows students to experience all syllabus objectives and begin engaging with the course subject matter. Students should complete Units 1 and 2 before beginning Units 3 and 4.

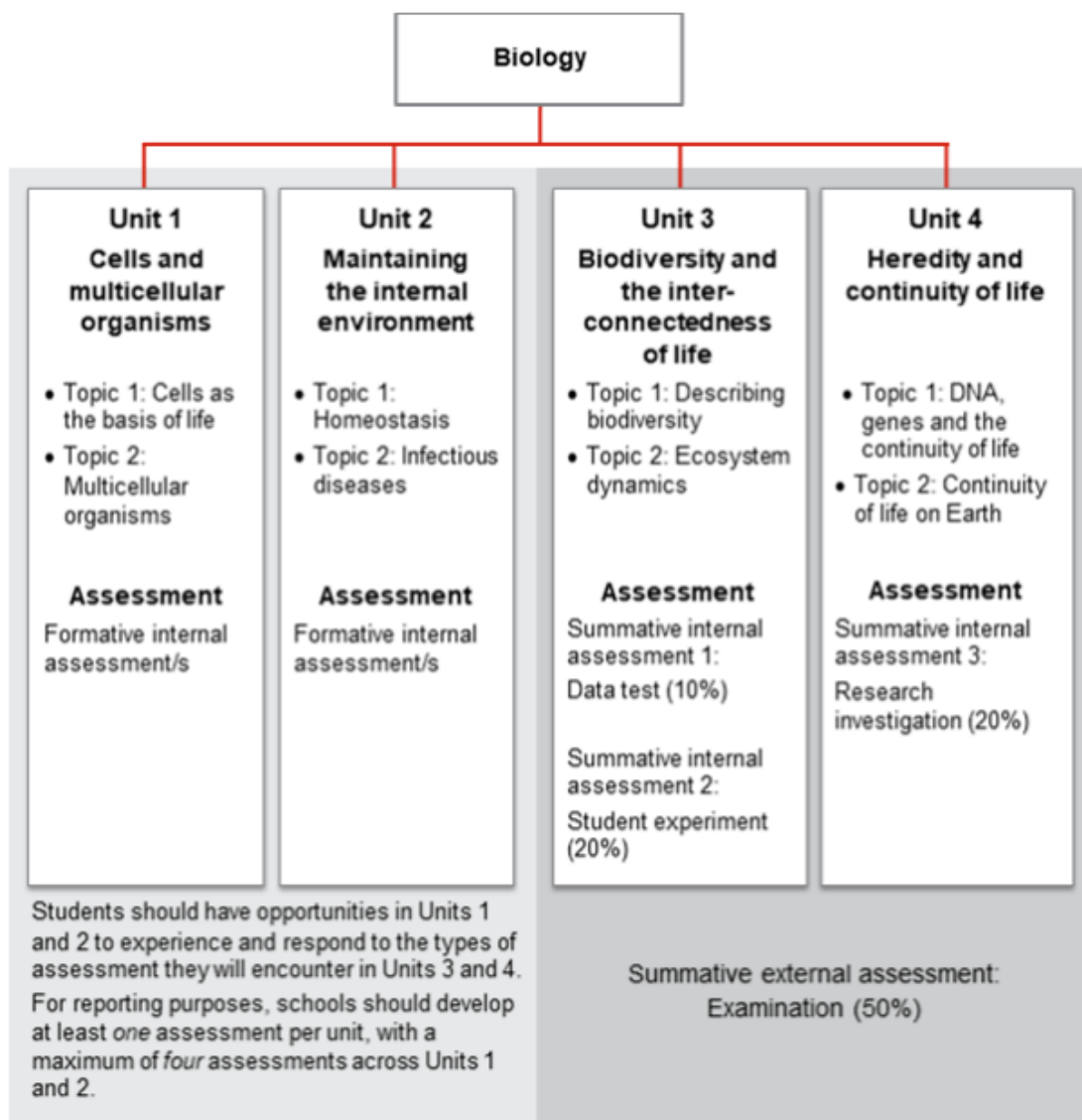
Units 3 and 4 consolidate student learning. Only the results from Units 3 and 4 will contribute to ATAR calculations.”

What do I need to be a successful Biology student?

You need to have demonstrated at least a B standard in Year 10 English, Mathematics A and Science to achieve in Biology. You are required to have the ability to follow instructions, handle laboratory equipment, and cooperate with other students. Working well independently is essential.

Suggested pre-requisite for Biology

B in Year 10 English, Mathematics A and Science



CHEMISTRY

Why study Chemistry?

“Chemistry is the study of materials and their properties and structure. In Unit 1, students study atomic theory, chemical bonding, and the structure and properties of elements and compounds. In Unit 2, students explore intermolecular forces, gases, aqueous solutions, acidity and rates of reaction. In Unit 3, students study equilibrium processes and redox reactions. In Unit 4, students explore organic chemistry, synthesis and design to examine the characteristic chemical properties and chemical reactions displayed by different classes of organic compounds.”

Chemistry aims to develop students’:

- “interest in and appreciation of chemistry and its usefulness in helping to explain phenomena and solve problems encountered in their ever-changing world
- understanding of the theories and models used to describe, explain and make predictions about chemical systems, structures and properties
- understanding of the factors that affect chemical systems and how chemical systems can be controlled to produce desired products
- appreciation of chemistry as an experimental science that has developed through independent and collaborative research, and that has significant impacts on society and implications for decision-making
- expertise in conducting a range of scientific investigations, including the collection and analysis of qualitative and quantitative data, and the interpretation of evidence
- ability to critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions
- ability to communicate chemical understanding and findings to a range of audiences, including through the use of appropriate representations, language and nomenclature.”

Course structure

“Chemistry is a course of study consisting of four units. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4 as students develop greater independence as learners.

Units 1 and 2 provide foundational learning, which allows students to experience all syllabus objectives and begin engaging with the course subject matter. Students should complete Units 1 and 2 before beginning Units 3 and 4.

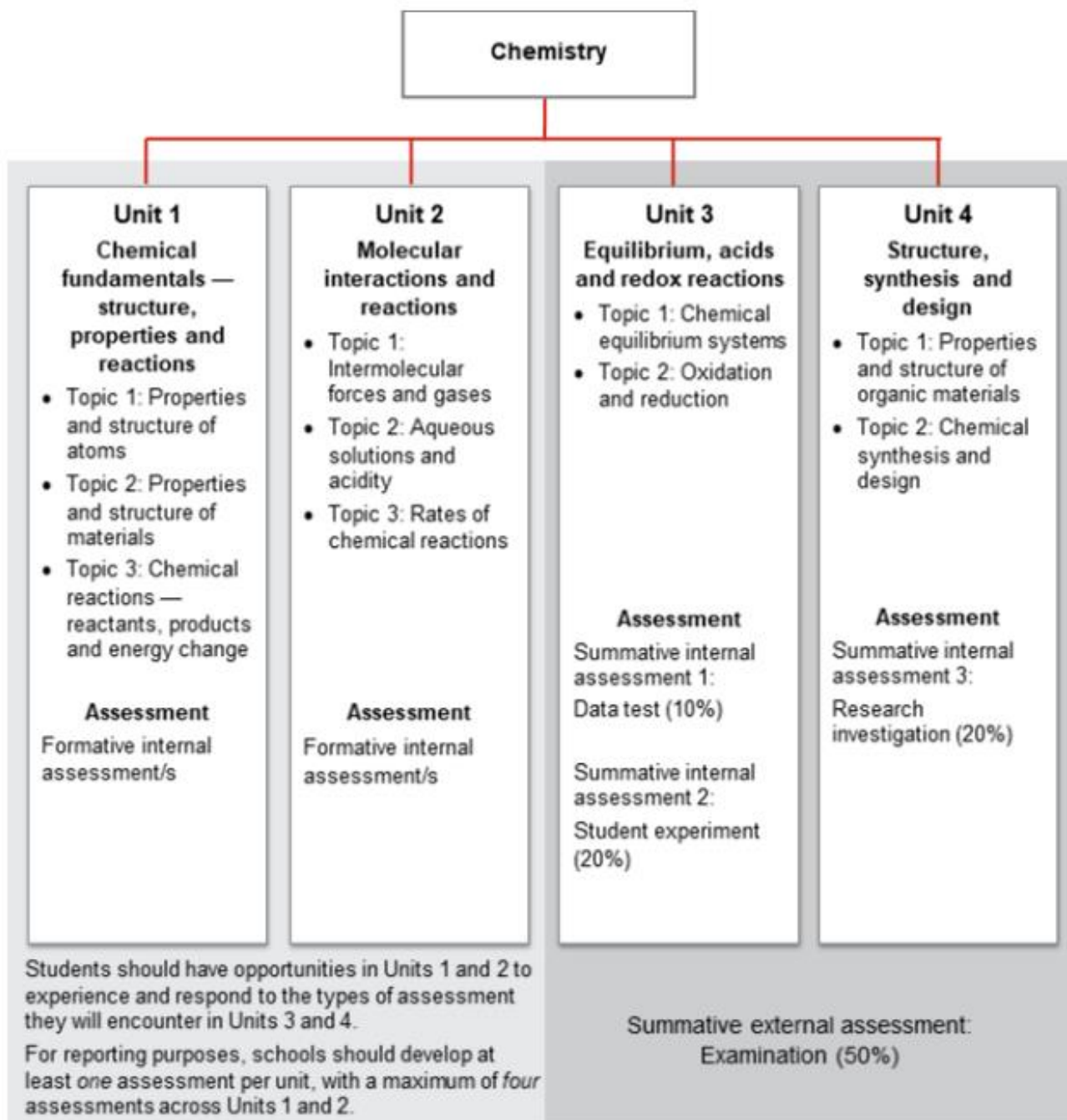
Units 3 and 4 consolidate student learning. Only the results from Units 3 and 4 will contribute to ATAR calculations.”

What do I need to be a successful Chemistry student?

You need to have demonstrated at least a B standard in Year 10 English, Mathematics A and Science to achieve in Chemistry. As there is a high proportion of practical work in this subject, you are required to have the ability to follow instructions, plan procedures, handle laboratory equipment and chemicals safely, and cooperate with other students. Being able to work independently is essential.

Suggested pre-requisite for Chemistry

B in Year 10 English, Mathematics A and Science



PHYSICS

Why study Physics?

“Physics provides opportunities for students to engage with the classical and modern understandings of the universe. In Unit 1, students learn about the fundamental concepts of thermodynamics, electricity and nuclear processes. In Unit 2, students learn about the concepts and theories that predict and describe the linear motion of objects. Further, they will explore how scientists explain some phenomena using an understanding of waves. In Unit 3, students engage with the concept of gravitational and electromagnetic fields, and the relevant forces associated with them. Finally, in Unit 4, students study modern physics theories and models that, despite being counterintuitive, are fundamental to our understanding of many common observable phenomena.

Students will learn valuable skills required for the scientific investigation of questions. In addition, they will become citizens who are better informed about the world around them, and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues.”

Physics aims to develop students’:

- appreciation of the wonder of physics and the significant contribution physics has made to contemporary society
- understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action
- understanding of the ways in which matter and energy interact in physical systems across a range of scales
- understanding of the ways in which models and theories are refined, and new models and theories are developed in physics; and how physics knowledge is used in a wide range of contexts and informs personal, local and global issues
- investigative skills, including the design and conduct of investigations to explore phenomena and solve problems, the collection and analysis of qualitative and quantitative data, and the interpretation of evidence
- ability to use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims
- ability to communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Course structure

Physics is a course of study consisting of four units. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4 as students develop greater independence as learners.

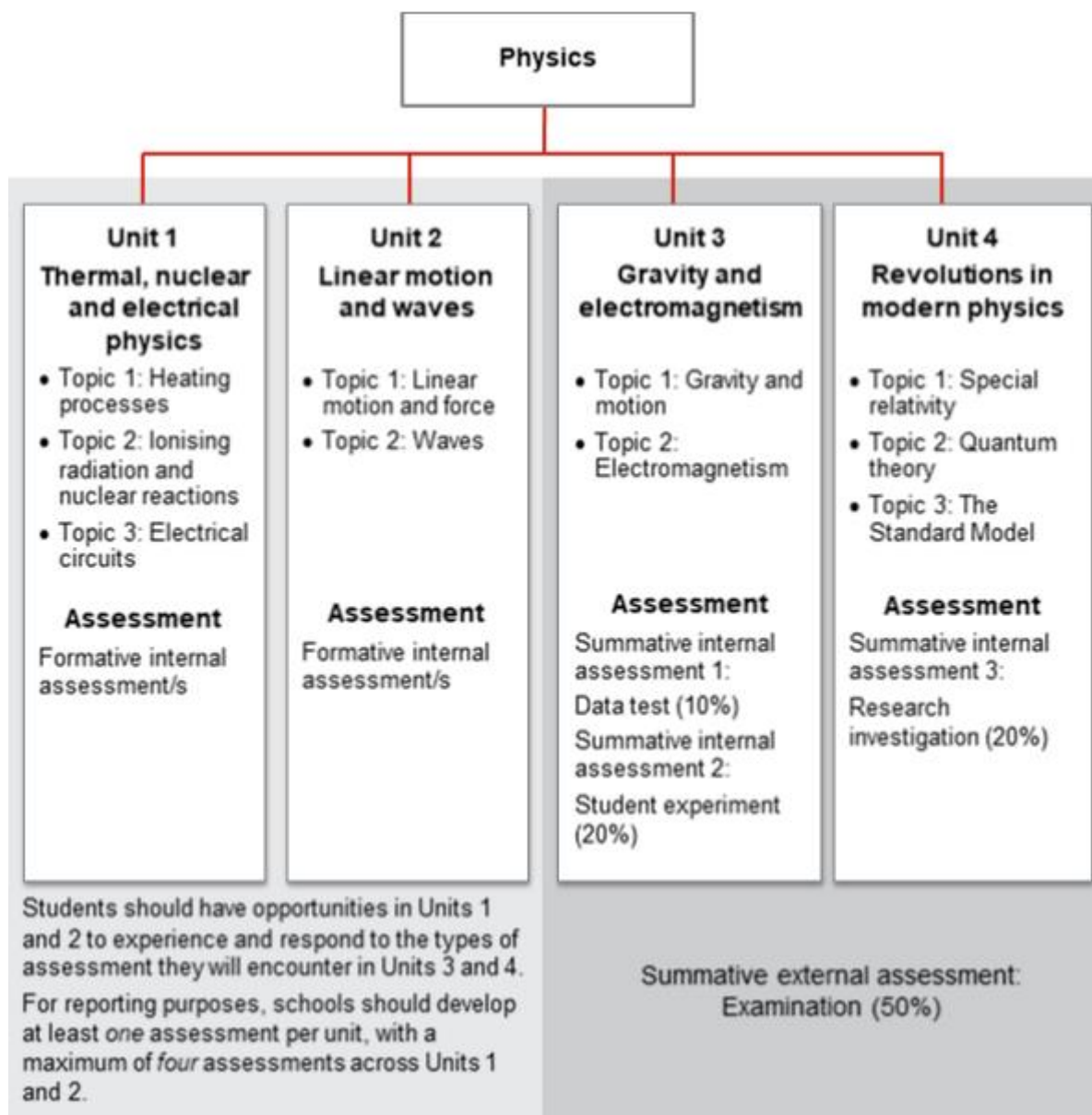
Units 1 and 2 provide foundational learning, which allows students to experience all syllabus objectives and begin engaging with the course subject matter. Students should complete Units 1 and 2 before beginning Units 3 and 4. Units 3 and 4 consolidate student learning. Only the results from Units 3 and 4 will contribute to ATAR calculations.

What do I need to be a successful Physics student?

You need to have demonstrated at **least a B standard** in Year 10 English, Mathematics B and Science to achieve in Physics. You are required to have the ability to follow instructions, handle laboratory equipment, and cooperate with other students. Working well independently is essential.

Suggested pre-requisite for Physics

B in Year 10 English, Mathematics B and Science



MODERN HISTORY

Why study Modern History?

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

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

Students gain a range of transferable skills that will help them become empathetic and critically-literate citizens who are equipped to embrace a multicultural, pluralistic, inclusive, democratic, compassionate and sustainable future.

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.

Course Structure

Modern History is a course of study consisting of four units. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4 as students develop greater independence as learners.

Units 1 and 2 provide foundational learning, which allows students to experience all syllabus objectives and begin engaging with the course subject matter. Students should complete Units 1 and 2 before beginning Unit 3. It is recommended that Unit 3 be completed before Unit 4.

Units 3 and 4 consolidate student learning. Only the results from Units 3 and 4 will contribute to ATAR calculations.

The following topics have been selected for study:

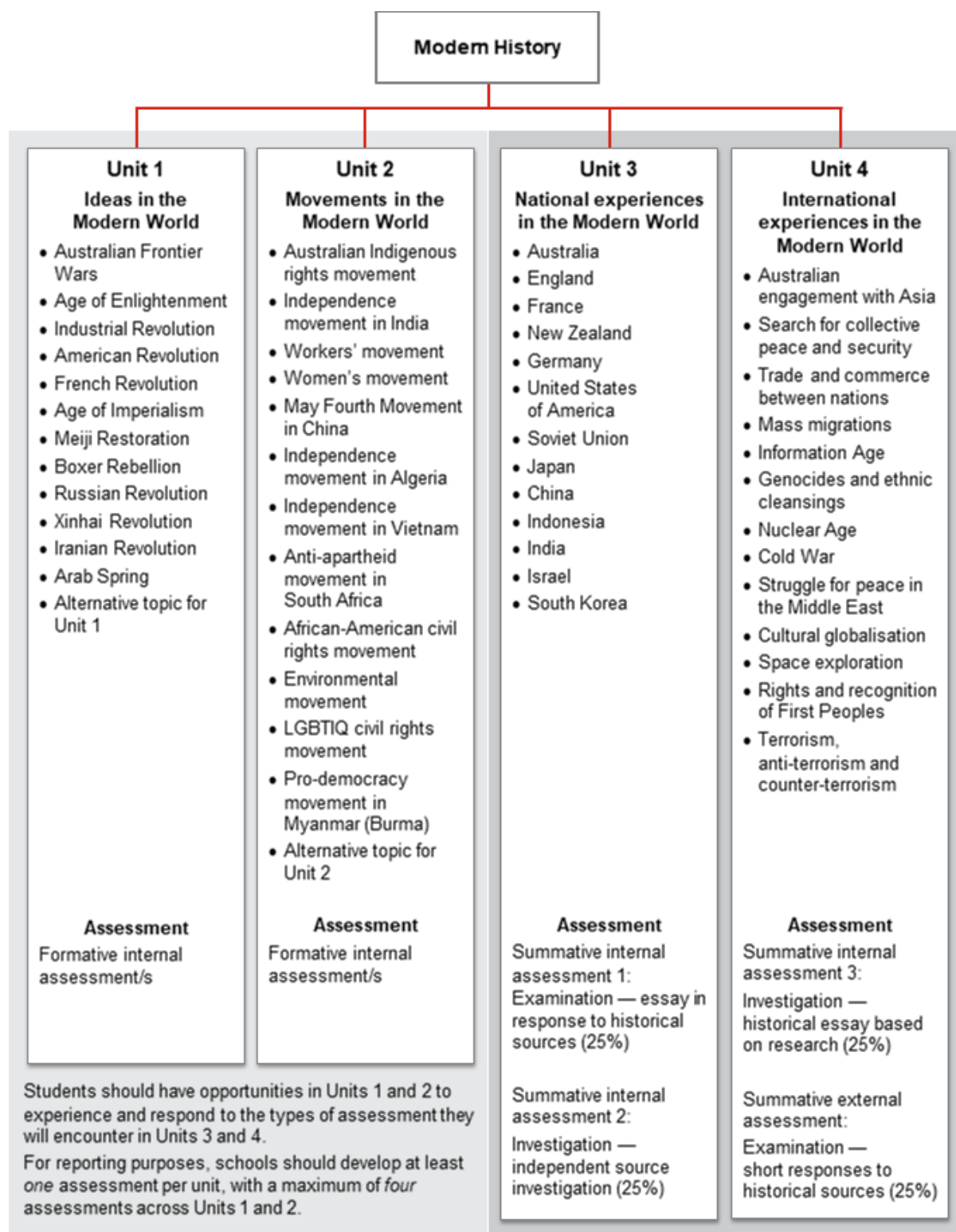
- Ideas in the modern world – Australian Frontier Wars, Age of Imperialism
- Movements of the modern world– Anti-apartheid movement in South Africa, African-American civil rights movement
- National experiences in the modern world – Australia (1914 – 1949), China (1931 – 1976)
- International experiences in the modern world – Australian engagement with Asia since 1945, Cold War (1945 – 1991)

What do I need to be a successful Modern History student?

To be successful in Modern History, it is a benefit if students have achieved a minimum C+ level in Year 10 SOSE and Year 10 General English. Students choosing Modern History should also be studying Senior English in Year 11 and 12.

Suggested pre-requisite for Modern History

C+ in Year 10 General English and SOSE



BUSINESS STUDIES

Why Study Business?

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

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

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

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

Course Structure

Business is a course of study consisting of four units. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4 as students develop greater independence as learners.

Units 1 and 2 provide foundational learning, which allows students to experience all syllabus objectives and begin engaging with the course subject matter. Students should complete Units 1 and 2 before beginning Unit 3. It is recommended that Unit 3 be completed before Unit 4.

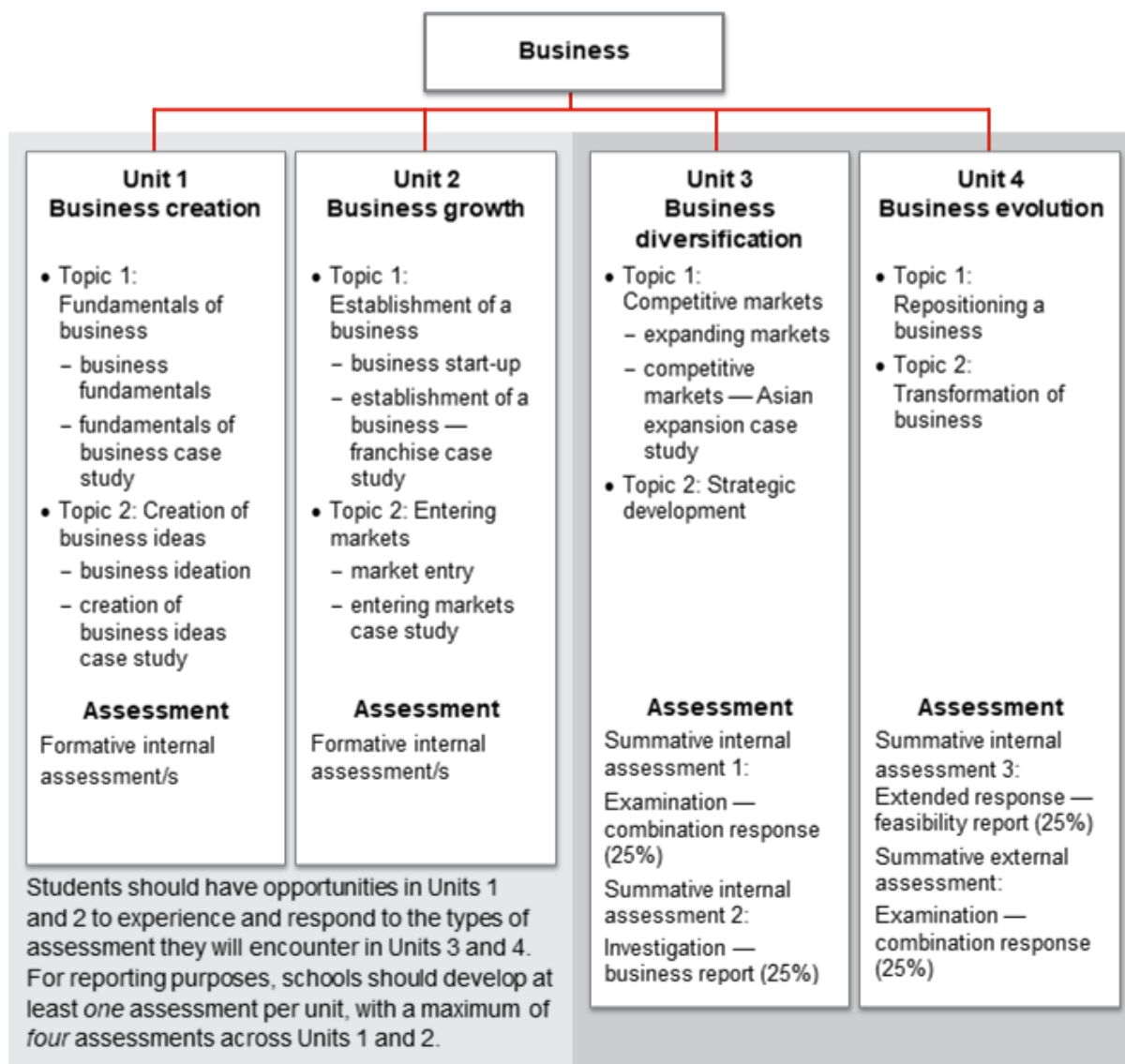
Units 3 and 4 consolidate student learning. Only the results from Units 3 and 4 will contribute to ATAR calculations.

What do I need to be a successful Business student?

Students need to achieve a minimum C+ level in Year 10 General English and possess a willingness to learn new skills. Study of Junior Business in Year 9 and Year 10 may be advantageous.

Suggested pre-requisite for Business

C+ in Year 10 General English



LEGAL STUDIES

Why study Legal Studies?

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

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

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

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.

Course Structure

Legal Studies is a course of study consisting of four units. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4 as students develop greater independence as learners.

Units 1 and 2 provide foundational learning, which allows students to experience all syllabus objectives and begin engaging with the course subject matter. Students should complete Units 1 and 2 before beginning Unit 3. It is recommended that Unit 3 be completed before Unit 4.

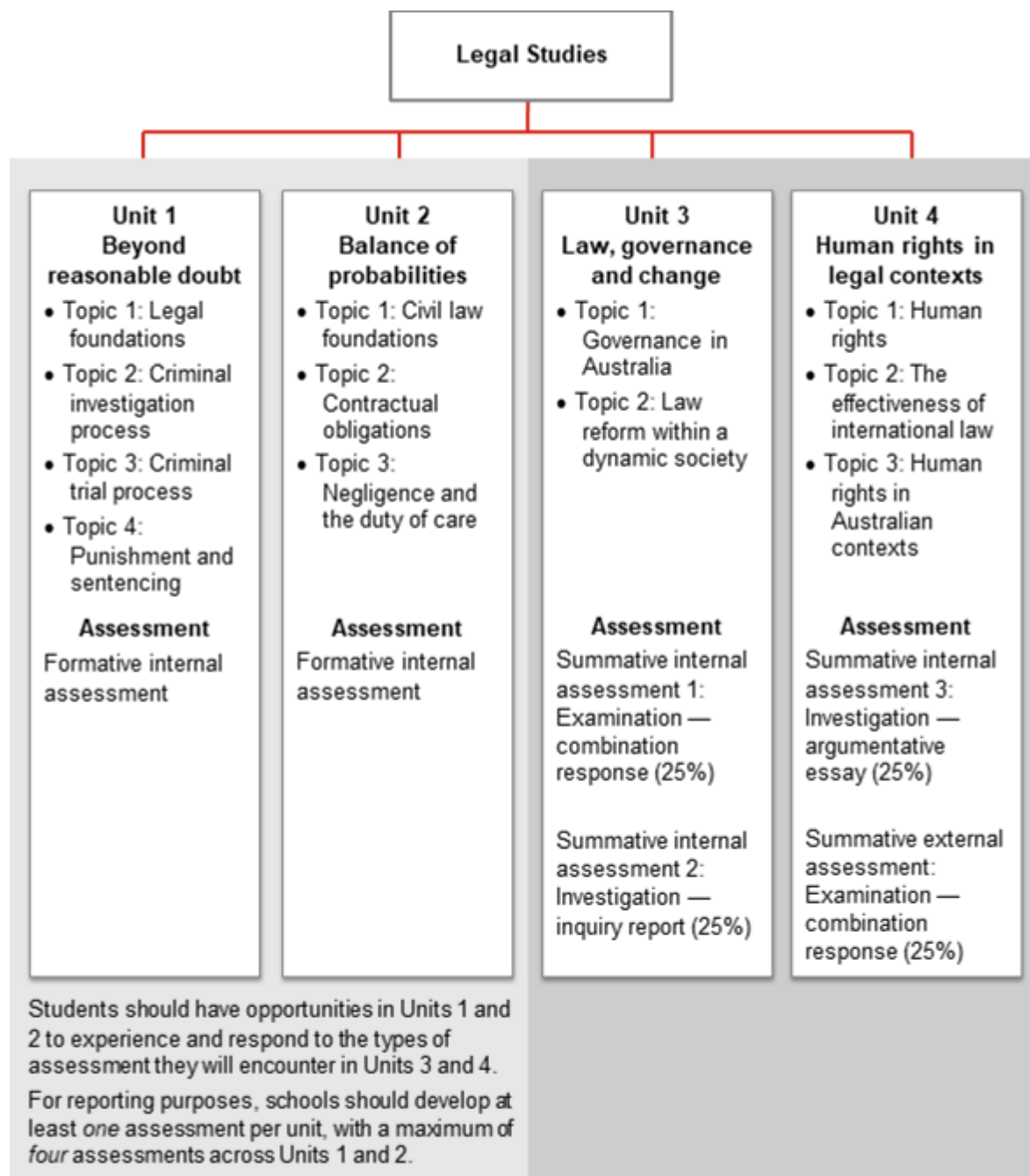
Units 3 and 4 consolidate student learning. Only the results from Units 3 and 4 will contribute to ATAR calculations.

What do I need to be a successful in Legal Studies student?

To be successful in Legal Studies, it is beneficial for students to have achieved a minimum B- level in Year 10 General English and SOSE. Students also need to be able to work independently and have good oral and written communication skills.

Suggested pre-requisite for Legal Studies

C+ in Year 10 General English & SOSE



PHYSICAL EDUCATION

Why Study Physical Education?

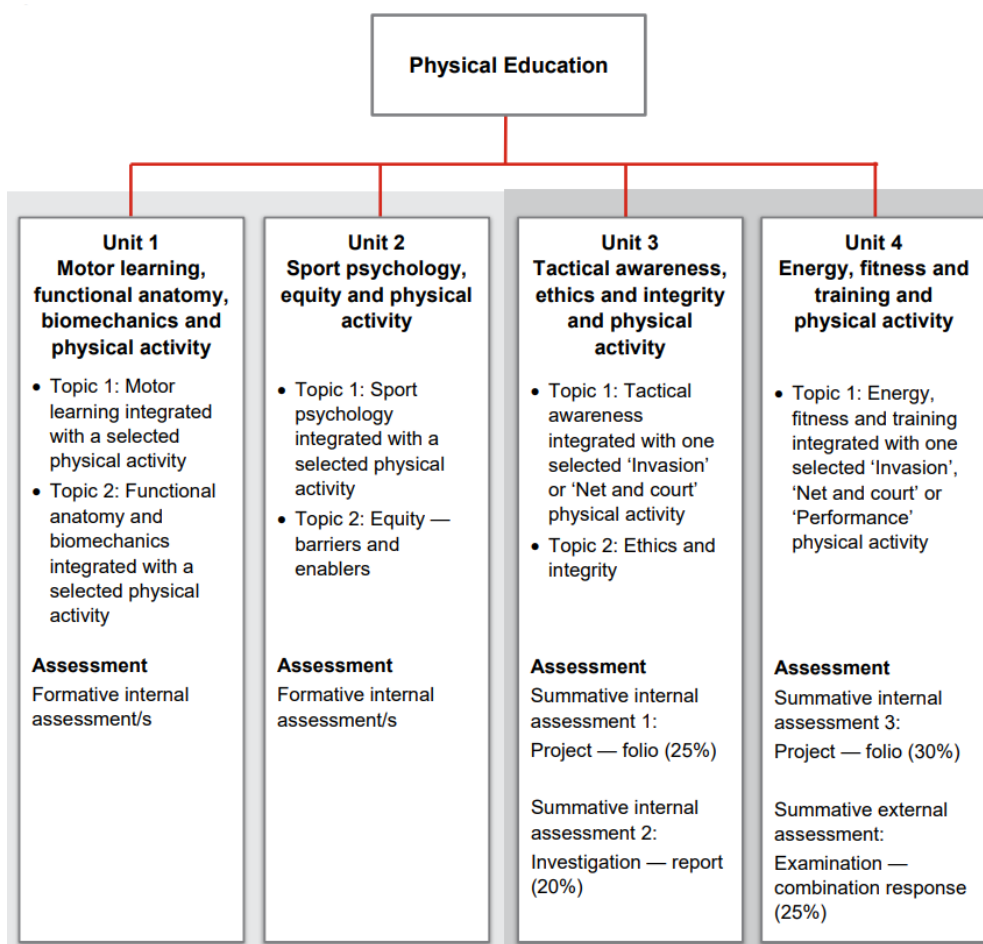
Physical Education is ideally suited to any student with a keen interest in the Sport and Exercise industry. It involves students learning about, through and in physical activity. Students optimise their engagement and performance in physical activity as they develop an understanding and appreciation of the interconnectedness of the dimensions (about, through and in physical activity). In becoming physically educated, students learn to see 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.

Students learn experientially through three stages of an inquiry approach. Students recognise and explain concepts and principles about and through movement, and demonstrate and apply body and movement concepts to movement sequences and movement strategies. Through their purposeful and authentic experiences in physical activities, students gather, analyse and synthesise data to devise strategies to optimise engagement and performance. They evaluate and justify strategies about and in movement by drawing on informed, reflective decision-making.

Course Structure

Physical Education is a course of study consisting of four units. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4 as students develop greater independence as learners. Units 1 and 2 provide foundational learning, which allows students to experience all syllabus objectives and begin engaging with the course subject matter. Students should complete Units 1 and 2 before beginning Unit 3. It is recommended that Unit 3 be completed before Unit 4. Units 3 and 4 consolidate student learning. Only the results from Units 3 and 4 will contribute to ATAR calculations.

The figure below outlines the structure of this course of study.



Possible physical activities studied may include:

- Netball
- Soccer
- Touch football
- Archery
- Golf
- Lawn bowls
- Tennis
- Volleyball
- Duathlon, triathlon
- Track and field

Pathways

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

Career Possibilities

Chiropractor	Fitness Instructor	Masseur	Sports Scientist
Dentist	Gym Manager	Doctor	Professional Sportsperson
Dietician	Podiatrist	Naturopath	Recreation Officer
Pharmacist	Sports Coach	Nurse	Sports Administrator
Teacher (HPE)		Optometrist	Rehabilitation Officer
		Psychiatrist	Sports Journalism

What do I need to be a successful Physical Education student?

It is strongly recommended that students wishing to complete this subject have completed the Physical Education elective course in Years 9 and 10. In order to cope with the theoretical content and assessment in this subject, it is also recommended that students choosing this subject achieved a minimum of a B or higher for both the elective and core Health and Physical Education classes in Year 10. It is also recommended that students are completing Authority (OP) English. Lastly, the willingness to participate in all compulsory practical sessions is a must.

Suggested pre-requisite for Physical Education

B in HPE or PE Elective and a C+ in English

HEALTH EDUCATION

Why Study Health Education?

Health Education expands and explores more deeply understandings related to health promotion that students have developed within the junior learning area. As a result of studying Health Education, students can develop a more sophisticated level of knowledge, values, attitudes and skills to address health issues and play an active role in enhancing their own health and that of the community.

Health Education uses an inquiry approach informed by the critical analysis of health information to investigate sustainable health change at personal, peer, family and community levels. Students define and understand broad health topics, which they reframe into specific contextualised health issues for further investigation. Students plan, implement, evaluate and reflect on action strategies that mediate, enable and advocate change through health promotion. Studying Health will highlight the value and dynamic nature of the discipline, alongside the purposeful processes and empathetic approach needed to enact change. The investigative skills required to understand complex issues and problems will enable interdisciplinary learning, and prepare students for further study and a diverse range of career pathways. The development of problem-solving and decision-making skills will serve to enable learning now and in the future.

Course Structure

Health is a course of study consisting of four units. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4 as students develop greater independence as learners. Units 1 and 2 provide foundational learning, which allows students to experience all syllabus objectives and begin engaging with the course subject matter. Units 3 and 4 consolidate student learning. Only the results from Units 3 and 4 will contribute to ATAR calculations.

Pathways

Health is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Health can establish a basis for further education and employment in the fields of health science, public health, health education, allied health, nursing and medical professions.

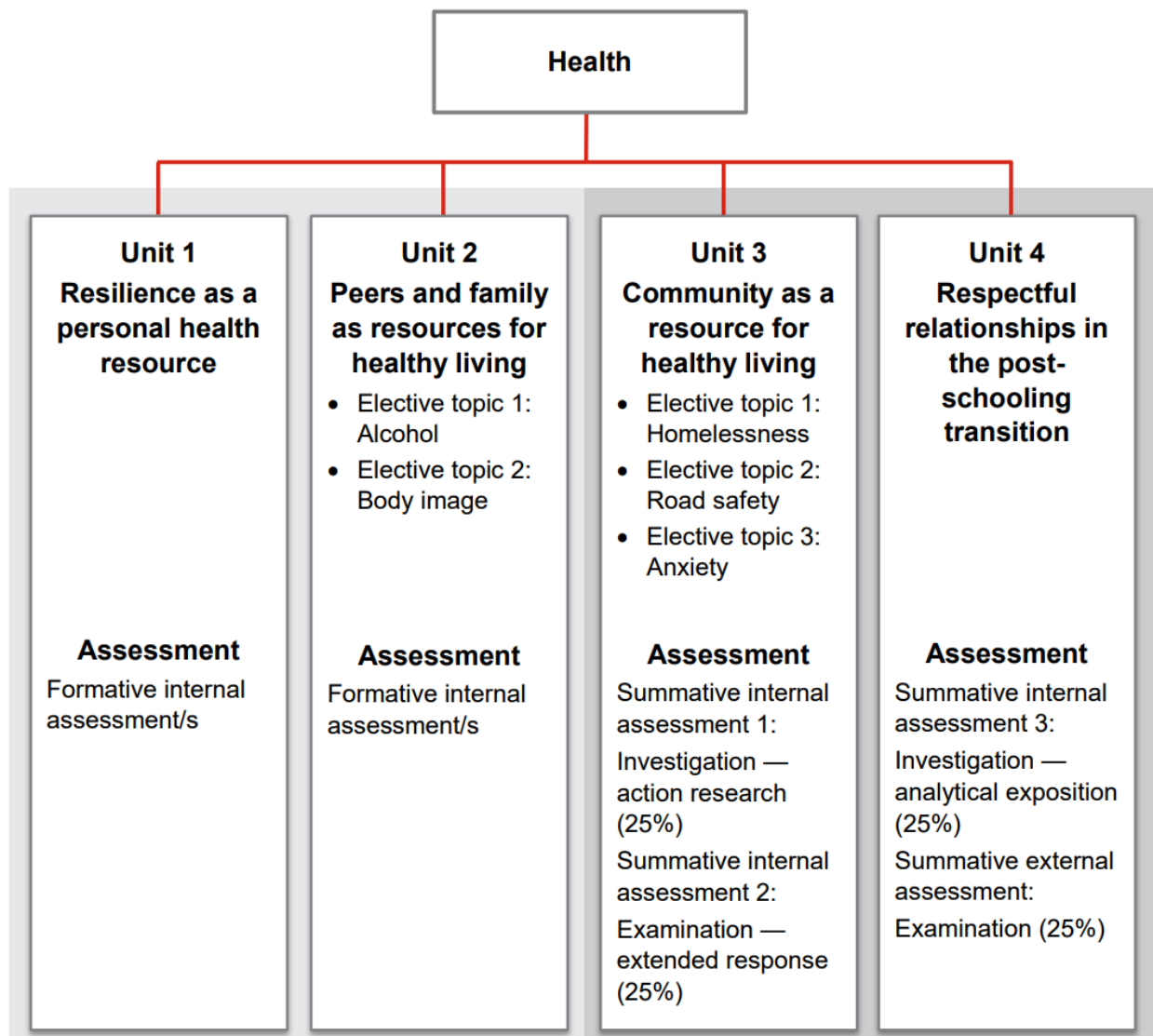
Career Possibilities	Teacher (HPE)	Nursing	Health policy development
	Social Work	Health Advocacy	Counseling
	Medicine	Psychiatrist	

What do I need to be a successful Health Education student?

It is strongly recommended that students wishing to complete this subject have achieved at least a B standard in both English and Health and Physical Education. They should also have a genuine interest in current Health issues.

Suggested pre-requisite for Health

B in Year 10 English and B in HPE



SPORT AND RECREATION (APPLIED)*

Why Study Sport and Recreation?

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

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

Through the study of Sport and Recreation students will examine:

- the relevance of sport and active recreation in Australian culture
- the contribution sport and active recreation makes to employment growth, health and wellbeing
- factors that influence participation in sport and active recreation
- how physical skills can enhance participation and performance in sport and active recreation activities
- how interpersonal skills support effective interaction with others
- the promotion of safety in sport and active recreation activities
- technology in sport and active recreation activities
- how the sport and recreation industry contributes to individual and community outcomes.

What are the topics of Study?

The core consists of four topics:

- Core topic 1: Sport and recreation in the community
- Core topic 2: Sport, recreation and healthy living
- Core topic 3: Health and safety in sport and recreation activities
- Core topic 4: Personal and interpersonal skills in sport and recreation activities.

The elective consists of, but not limited to:

Lawn bowls	Water Polo
Strength and conditioning	Cross-Fit
Squash, racquet sports	Oztag
Lifesaving	Golf

What are the assessments in Sport and Recreation?

In Sport and Recreation, there are four assessment pieces in Year 11 and four in Year 12. There are several assessment techniques used in Recreation including:

Examination, Performance, Project, Investigation and Extended Response. All of which can involve one or more of the following:

- Written component (Year 11 400–700 words, Year 12 500–900 words)
- Spoken Component (Year 11 1½ – 3½ minutes. Year 12 2½ – 3½ minutes)
- Multimodal Component (Year 11 2–4 minutes, Year 12 3–6 minutes)
- Performance Component (Year 11 2–4 minutes, Year 12 2-4 minutes)

What do I need to be a successful Sport and Recreation student?

Students must have a passion for and/or interest in pursuing a career in the fitness, recreation or sport industries. They must have good quality written and spoken communication skills and an enthusiasm / motivation to participate in physical activity sessions.

Suggested pre-requisite for Sport and Recreation

Nil

TECHNOLOGIES

Technologies have been an integral part of society for as long as humans have had the desire to create solutions to improve their own and others' quality of life. Technologies have an impact on people and societies by transforming, restoring and sustaining the world in which we live.

Australia needs enterprising and innovative individuals with the ability to make discerning decisions concerning the development, use and impact of technologies. When developing technologies, these individuals need to be able to work independently and collaboratively to solve complex, open-ended problems. Subjects in the Technologies learning area prepare students to be effective problem-solvers as they learn about and work with contemporary and emerging technologies.

Technologies Offered at Marist

General Subjects

- Design
- Digital Solutions

Applied Subjects

- Building & Construction Skills
- Industrial Graphics Skills
- Information & Communication Technology

DESIGN

Course Overview

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

In Unit 1, students will be introduced to design in practice through the experience of applying a design process. In Unit 2, students will learn about and experience designing in the context of commercial design, considering the role of the client and the influence of economic, social and cultural issues. They will use a collaborative design approach. In Unit 3, students will learn about and experience designing in the context of human-centred design. They will use designing with empathy as an approach as they design for the needs and wants of an identified person or group. In Unit 4, students will learn about and experience designing in the context of sustainable design. They will use a redesigning approach to design for an opportunity.

Why Design?

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

Course Structure

Design is a course of study consisting of four units. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4 as students develop greater independence as learners.

Units 1 and 2 provide foundational learning, which allows students to experience all syllabus objectives and begin engaging with the course subject matter. Students should complete Units 1 and 2 before beginning Unit 3. It is recommended that Unit 3 be completed before Unit 4.

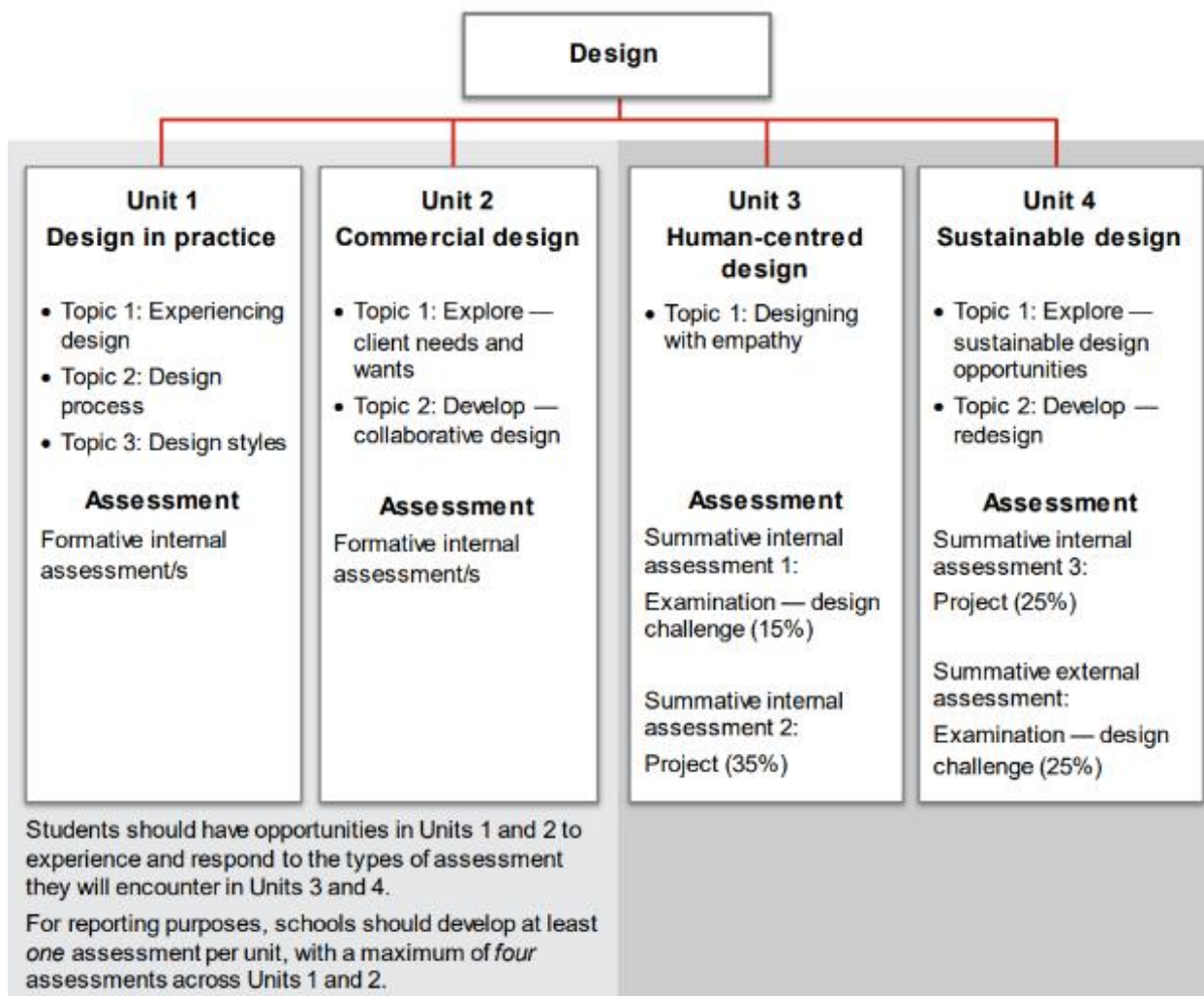
Units 3 and 4 consolidate student learning. Only the results from Units 3 and 4 will contribute to ATAR calculations.

What do I need to be a successful Design student?

You need to demonstrate an ability to organise your time, thoughts and ideas and to think “outside the box”. An ability to work independently, to take risks, to not be afraid of making a mistake and of seeing solutions instead of problems are all required of the successful Design student.

Suggested pre-requisite for Design

B in Year 10 English



DIGITAL SOLUTIONS

Course Overview

In Digital Solutions, students learn about algorithms, computer languages and user interfaces through generating digital solutions to problems. They 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 engage in problem-based learning that enables them to explore and develop ideas, generate digital solutions, and evaluate impacts, components and solutions. They understand that solutions enhance their world and benefit society. To generate digital solutions, students analyse problems and apply computational, design and systems thinking processes. Students understand that progress in the development of digital solutions is driven by people and their needs.

Learning in Digital Solutions provides students with opportunities to create, construct and repurpose solutions that are relevant in a world where data and digital realms are transforming entertainment, education, business, manufacturing and many other industries. Australia's workforce and economy requires people who are able to collaborate, use creativity to be innovative and entrepreneurial, and transform traditional approaches in exciting new ways.

Digital Solutions prepares students for a range of careers in a variety of digital contexts. It develops thinking skills that are relevant for digital and non-digital real-world challenges. It prepares them to be successful in a wide range of careers and provides them with skills to engage in and improve the society in which we work and play. Digital Solutions develops the 21st century skills of critical and creative thinking, communication, collaboration and teamwork, personal and social skills, and information and communication technologies (ICT) skills that are critical to students' success in further education and life.

In Unit 1, students will be introduced to codes and how they are used through generation coding solutions. In Unit 2, students will learn about applications and data solutions through the development of actual problems. In Unit 3, students will learn about digital innovation and look at the relationship between the various digital systems and their users. In Unit 4, students will learn about and impact that digital technologies have and how problems and solutions can be addressed.

Why Digital Solutions?

Digital Solutions is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Digital Solutions can establish a basis for further education and employment in the fields of science, technologies, engineering and mathematics.

Course structure

Digital Solutions is a course of study consisting of four units. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4 as students develop greater independence as learners.

Units 1 and 2 provide foundational learning, which allows students to experience all syllabus objectives and begin engaging with the course subject matter. Students should complete Units 1 and 2 before beginning Unit 3. It is recommended that Unit 3 be completed before Unit 4.

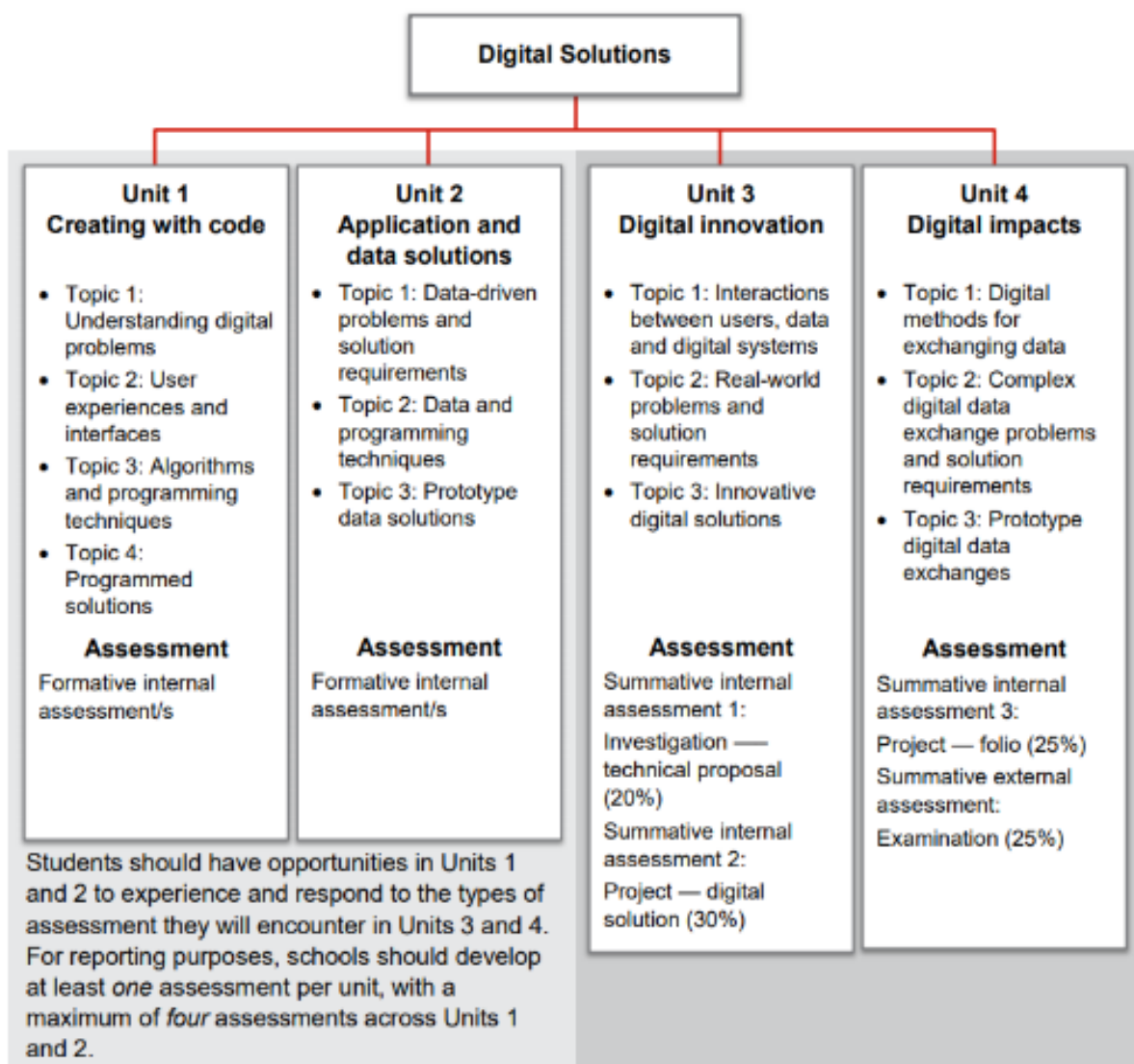
Units 3 and 4 consolidate student learning. Only the results from Units 3 and 4 will contribute to ATAR calculations.

What do I need to be a successful Digital Solutions student?

The student must be able to work independently with the creation and practical use of digital or computerized systems. They will need to use computational thinking to create a variety of different programs using code. Students will need to manage their time effectively to meet assessment deadlines.

Suggested pre-requisite for Digital Solutions

B in Year 10 Science, English and Mathematics.



BUILDING & CONSTRUCTION (APPLIED)*

Course Overview

The building and construction industry transforms raw materials into buildings and structures. This adds value for both enterprises and consumers. Australia, as one of the most developed economies in the world, has a strong building and construction industry that provides employment for many people.

The Building and Construction Skills subject focuses on the underpinning industry practices and construction processes required to create, maintain and repair the built environment. It provides a unique opportunity for students to experience the challenge and personal satisfaction of undertaking practical work while developing beneficial vocational and life skills. The subject includes two core topics — ‘Industry practices’ and ‘Construction processes’. Students explore the knowledge, understanding and skills of the core topics through selected industry-based electives in response to local needs, available resources and teacher expertise.

Through both individual and collaborative learning experiences, students learn to meet customer expectations of quality at a specific price and time. The majority of learning is done through construction tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

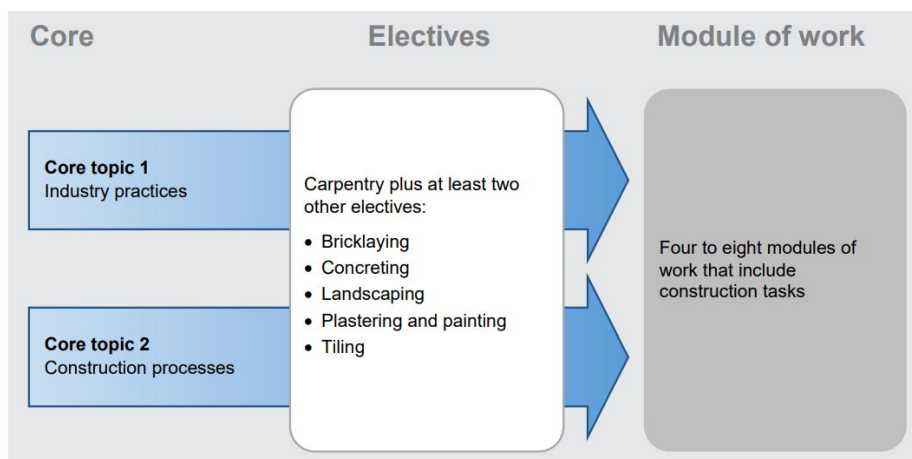
By doing construction tasks, students develop transferable skills relevant to a range of industry-based electives and future employment opportunities. They understand industry practices, interpret specifications, including information and drawings, safely demonstrate fundamental construction skills and 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.

Why Building & Construction?

Building & Construction is an Applied subject suited to students who are interested in a pathway 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. It is very much a “hands on subject” with all theory undertaken being related to the building & construction field.

Course Structure

Units 1 and 2 of the course are designed to allow students to begin their engagement with the course content, i.e. the knowledge, understanding and skills of the subject. Course content, learning experiences and assessment increase in complexity across the four units as students develop greater independence as learners. Units 3 and 4 consolidate student learning.



Electives may change from year to year depending on the needs of the community and the school and the expertise of the assessors

What do I need to be a successful Building & Construction student?

The student must have an ability to work safely at all times and to follow agreed upon rules and regulations. They will need to be able to complete tasks to a deadline and to show pride in their work. The student must be able to work both independently and collaboratively.

Suggested pre-requisite for Building & Construction

NIL

Other Information

It is strongly suggested that students undertaking Building & Construction also consider Industrial Graphics Skills to consolidate their skills regarding the generation and reading of plans and specifications. Students will also need to supply safety glasses and protective clothing.

INDUSTRIAL GRAPHICS SKILLS (APPLIED)*

Course Overview

The Industrial Graphics Skills subject focuses on the underpinning industry practices and drafting processes required to produce the technical drawings used in a variety of industries, including building and construction, engineering and furnishing. It provides a unique opportunity for students to experience the challenge and personal satisfaction of producing technical drawings and models while developing beneficial vocational and life skills.

The subject includes two core topics — ‘Industry practices’ and ‘Drafting processes’. Industry practices are used by manufacturing enterprises to manage the manufacturing of products from raw materials. Drafting processes combine drawing skills and procedures with knowledge of materials and tools to produce industry-specific technical drawings. Students explore the knowledge, understanding and skills of the core topics through selected industry-based electives in response to local needs, available resources and teacher expertise.

Through both individual and collaborative learning experiences, students learn to meet customer expectations of product quality at a specific price and time. The majority of learning is done through drafting and modelling tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete tasks.

By doing drafting and modelling tasks, students develop transferrable skills relevant to a range of industry-based electives and future employment opportunities. They understand industry practices, interpret technical drawings, demonstrate and apply safe practical modelling procedures with tools and materials, communicate using oral and written modes, organise and produce technical drawings and evaluate drawings using specifications.

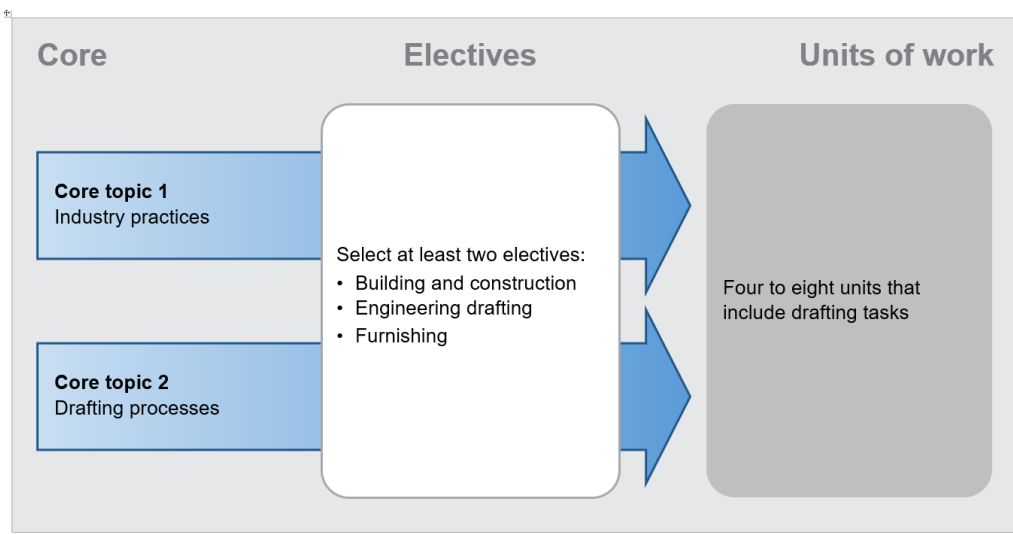
Why Industrial Graphics Skills?

A course of study in Industrial Graphics Skills can establish a basis for further education and employment in a range of roles and trades in the manufacturing industries. With additional training and experience, potential employment opportunities may be found in drafting roles such as architectural drafter, estimator, mechanical drafter, electrical drafter, structural drafter, civil drafter and survey drafter. Most trades require a level of graphical skills, either to determine work requirements or to understand technical drawings.

Course Structure

Units 1 and 2 of the course are designed to allow students to begin their engagement with the course content, i.e. the knowledge, understanding and skills of the subject. Course content, learning experiences and assessment increase in complexity across the four units as students develop greater independence as learners.

Units 3 and 4 consolidate student learning.



Electives may change from year to year depending on the needs of the community and the school and the expertise of the assessors but for the most part they will reflect the other electives offered within the Technologies area ie Building and Construction and Engineering drafting

What do I need to be a successful Industrial Graphic Skills student?

The student must be able to work independently to create a variety of graphical presentations and projects. Students will need to manage their time effectively to meet assessment deadlines.

Suggested pre-requisite for Industrial Graphics Skills

NIL

Other Information

It is strongly suggested that students undertaking Building and Construction and/or the Certificate in Engineering courses are strongly advised to elect this subject.

INFORMATION and COMMUNICATION TECHNOLOGY (APPLIED)*

Course Overview

The subject Information and Communication Technology (ICT) focuses on the knowledge, understanding and skills related to engagement with information and communication technology through a variety of elective contexts derived from work, study and leisure environments of today.

These environments continue to be transformed by the increasing evolution and impact of ICT. This is a highly dynamic field, subject to unpredictable transformations by emerging technology and requiring constant adaptation by those who engage with it directly, or by those whose lives and communities are affected by its innovations.

This subject area will equip them with knowledge of current and emerging hardware and software combinations, an understanding of how to apply them in real-world contexts and the skills to use them to solve technical and/or creative problems. Students will develop knowledge, understanding and skills across multiple platforms and operating systems, and will be ethical and responsible users and advocates of ICT, aware of the social, environmental and legal impacts of their actions.

The subject Information and Communication Technology is concerned with skills in applying knowledge of ICT to produce solutions to simulated problems referenced to business, industry, government, education and leisure contexts. Through practice in problem-solving in a variety of contexts, both individually and collaboratively, it promotes adaptable, competent and self-motivated users and consumers of ICT who can work with clients and colleagues to identify issues and solve problems.

To achieve this, the subject includes core knowledge, understanding and skills relating to hardware, software and ICT in society. The core is explored through elective contexts that provide the flexibility needed to accommodate new technology, and the wide range of interests and abilities of the students who study it.

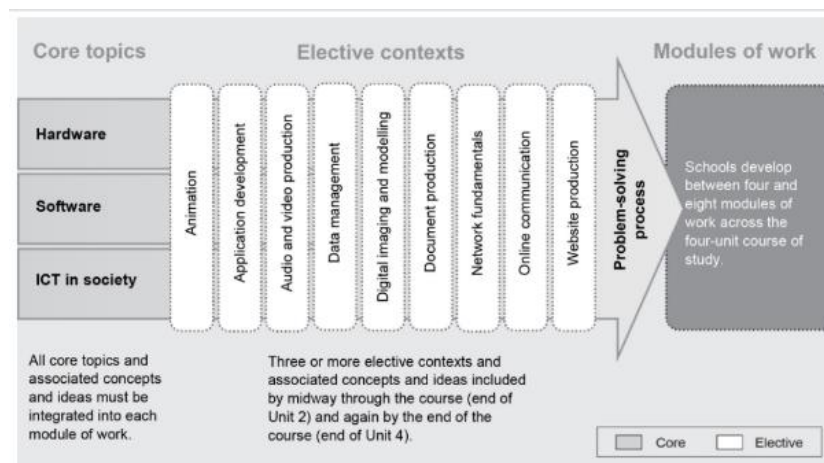
Why Information and Communication Technologies?

A course of study in Information and Communication Technology can establish a basis for further education and employment in many fields especially the fields of ICT operations, help desk, sales support, digital media support, office administration, records and data management, and call centres.

Course Structure

Units 1 and 2 of the course are designed to allow students to begin their engagement with the course content, i.e. the knowledge, understanding and skills of the subject. Course content, learning experiences and assessment increase in complexity across the four units as students develop greater independence as learners.

Units 3 and 4 consolidate student learning.



Electives may change from year to year depending on the needs of the community and the school and the expertise of the assessors

What do I need to be a successful Information and Communication student?

The student must be able to work independently on different software to create a variety of different information systems. They will need to have a good understanding of hardware and software and be able to use the skills to solve technical and creative problems. Students will need to manage their time effectively to meet assessment deadlines.

Suggested pre-requisite for Digital Solutions

NIL

MUSIC

Why study Music?

Music is a unique art form that uses sound and silence as a means of personal expression. It allows for the expression of the intellect, imagination and emotion and the exploration of values. Music occupies a significant place in everyday life of all cultures and societies, serving social, cultural, celebratory, political and educational roles.

The study of music combines the development of cognitive, psychomotor and affective domains through making and responding to music. The development of musicianship through making (composition and performance) and responding (musicology) is at the centre of the study of music.

Music aims to develop students’:

- “Through composition, students use music elements and concepts, applying their knowledge and understanding of compositional devices to create new music works. Students resolve music ideas to convey meaning and/or emotion to an audience”.
- “Through performance, students sing and play music, demonstrating their practical music skills through refining solo and/or ensemble performances. Students realise music ideas through the demonstration and interpretation of music elements and concepts to convey meaning and/or emotion to an audience”.
- “In musicology, students explain music elements and concepts, analysing music in a variety of contexts, styles and genres. They evaluate music through the synthesis of analytical information to justify a viewpoint”.
- “In an age of change, Music has the means to prepare students for a future of unimagined possibilities; in Music, students develop highly transferable skills and the capacity for flexible thinking and doing. Literacy in Music is an essential skill for both musician and audience, and learning in Music prepares students to engage in a multimodal world”.
- “A study of music provides students with opportunities to develop their intellect and personal growth and to make a contribution to the culture of their community. Students develop the capacity for working independently and collaboratively, reflecting authentic practices of music performers, composers and audiences. Studying music provides the basis for rich, lifelong learning.”

Course structure

“Music is a course of study consisting of four units. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4 as students develop greater independence as learners.

Units 1 and 2 provide foundational learning, which allows students to experience all syllabus objectives and begin engaging with the course subject matter. Students should complete Units 1 and 2 before beginning Unit 3. It is recommended that Unit 3 be completed before Unit 4.

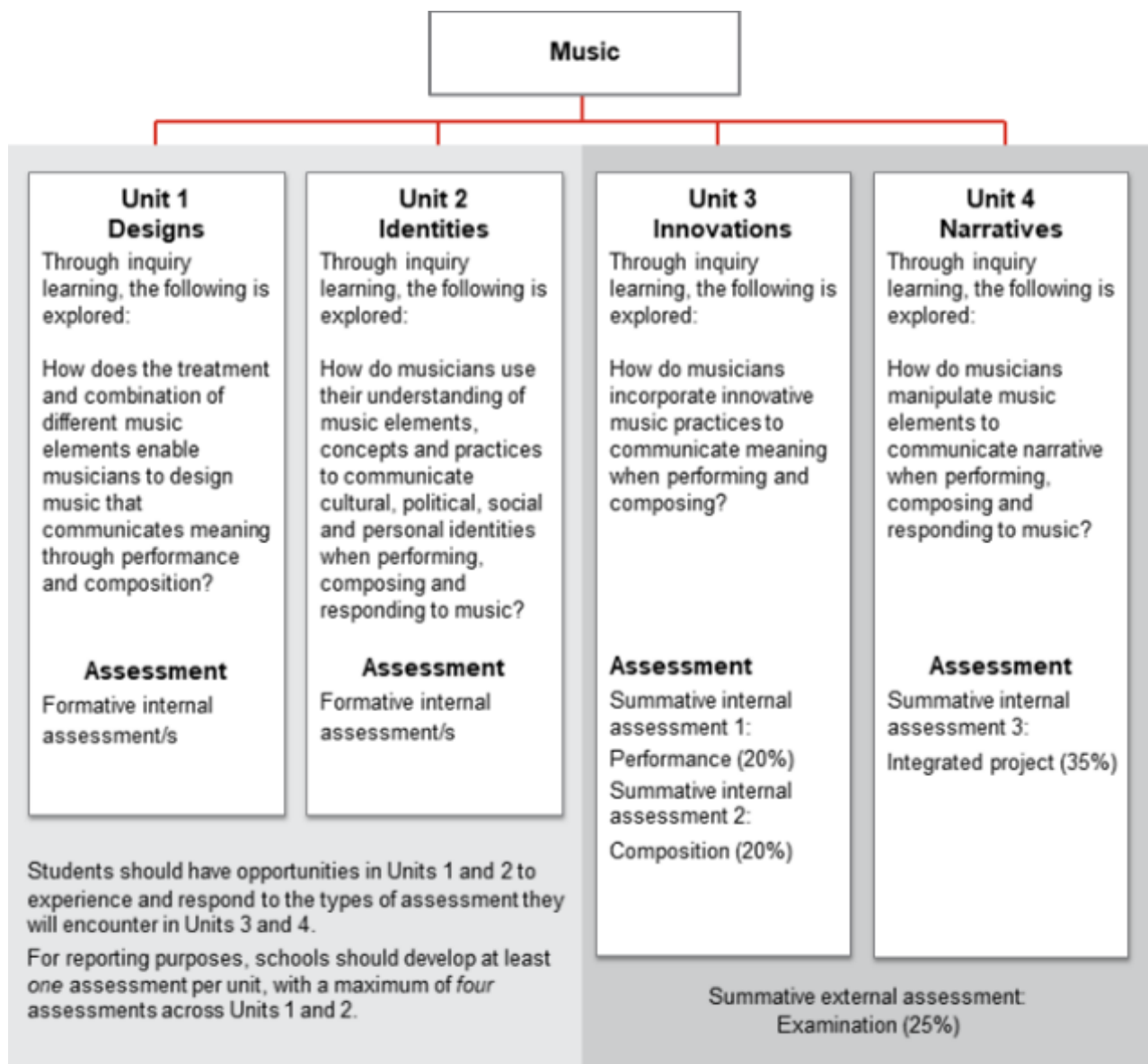
Units 3 and 4 consolidate student learning. Only the results from Units 3 and 4 will contribute to ATAR calculations”.

What do I need to be a successful Music student?

You need to have demonstrated at least a C Standard in year 10 Music or have undertaken private study on a musical instrument as well as the study of music theory. Music reading skills are not mandatory, however, are an advantage.

Suggested pre-requisite for Music

C in Year 10 Music, and/or private study on a musical instrument and music theory.



MUSIC EXTENSION

Why study Music Extension?

"In Music Extension, students follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation.

In the Composition specialisation (making), students create and resolve new music works. They demonstrate use of music concepts and manipulate music concepts to express meaning and/or emotion to an audience through resolved compositions. In the Musicology specialisation (responding), students investigate and analyse music works and ideas. They synthesise analytical information about music, and document sources and references about music to support research. In the Performance specialisation (making), students realise music works, demonstrating technical skills and understanding. They make decisions about music, interpret music elements and concepts, and express music ideas to realise their performances".

Music aims to develop students':

- "Music Extension prepares students for a future of unimagined possibilities, helping them to become self-motivated and emotionally aware".
- "As a unique means of expression, music makes a profound contribution to personal, social and cultural identities. As they develop highly transferable and flexible skills, students become adaptable and innovative problem-solvers and collaborative team members who make informed decisions."
- "As enquirers, students develop their ability to analyse and critically evaluate.
- "Literacy in Music Extension is an essential skill for composers, musicologists and performers, and learning in Music Extension prepares students to engage in a multimodal world."

Course structure

"The subject Music Extension is a unitised course of study.

It is an extension of the senior syllabus in Music 2017 and should be read in conjunction with that syllabus. The course is studied either concurrently with, or after, Units 3 and 4 of the general course in Music.

Unit 3 is prerequisite learning for Unit 4. Students complete Unit 3 before beginning Unit 4.

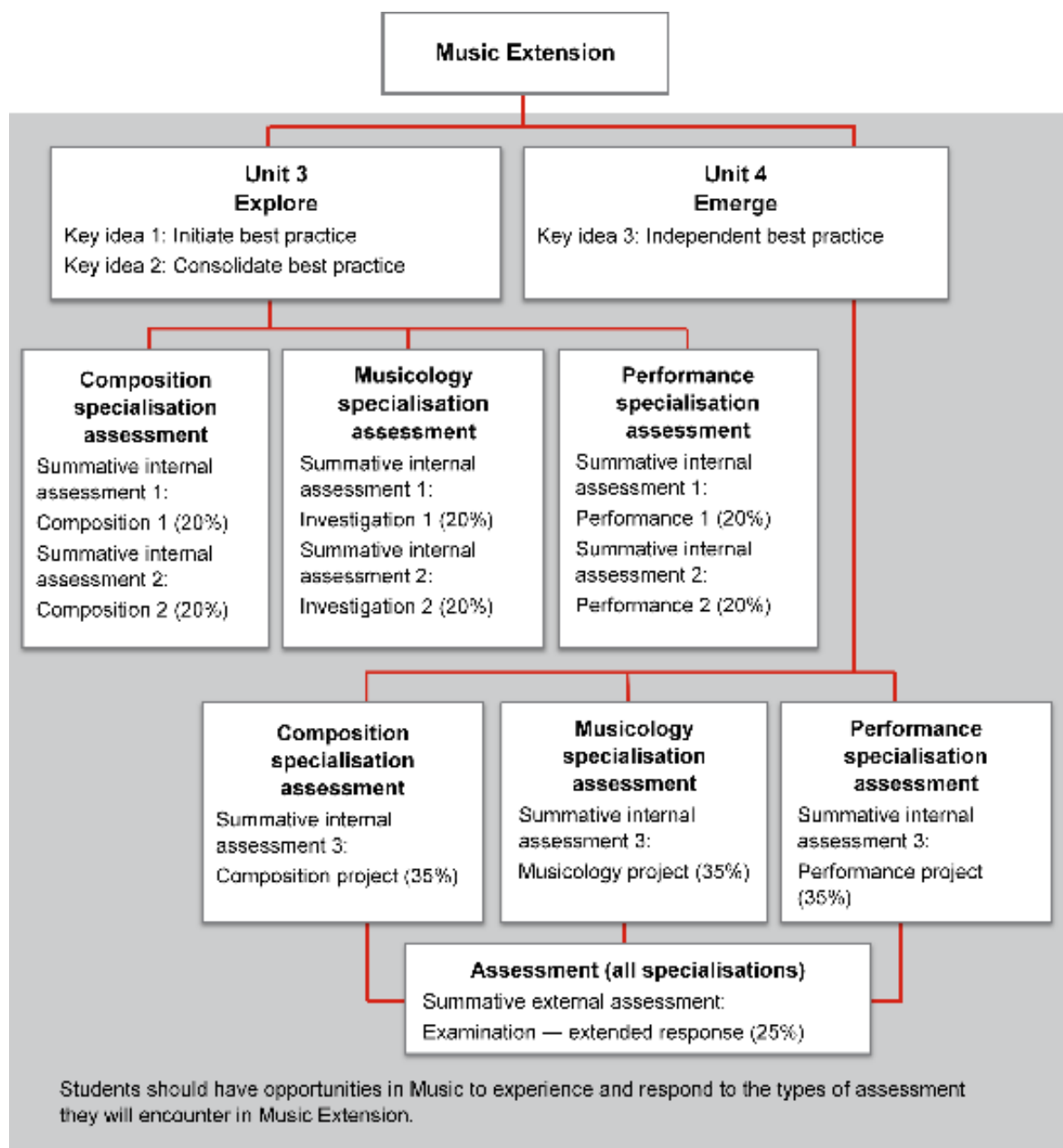
The results from Units 3 and 4 will contribute to ATAR calculations"

What do I need to be a successful Music Extension student?

You need to have demonstrated at least a C Standard in year 11 Music or have undertaken private study on a musical instrument as well as the study of music theory. Music reading skills are not mandatory, however, are an advantage. Students need to be highly self-motivated for study in Music Extension.

Suggested pre-requisite for Music Extension

C in Year 11 Music, and/or private study on a musical instrument and music theory.



VISUAL ART

Why Study Visual Art?

Visual Art provides students with opportunities to understand and appreciate the role of visual art in past and present traditions and cultures, as well as the contributions of contemporary visual artists and their aesthetic, historical and cultural influences. Students interact with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others' art practices.

Students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. They use their imagination and creativity to innovatively solve problems and experiment with visual language and expression.

Through an inquiry learning model, students develop critical and creative thinking skills. They create individualised responses and meaning by applying diverse materials, techniques, technologies and art processes.

In responding to artworks, students employ essential literacy skills to investigate artistic expression and critically analyse artworks in diverse contexts. They consider meaning, purposes and theoretical approaches when ascribing aesthetic value and challenging ideas.

What are the topics of study?

Students will study a variety of concepts, the main units of work being:

- Arts as Lens
- Arts as Code
- Arts as Knowledge
- Art as Alternative

What are the assessments in Visual Art?

Students are assessed under three criteria in Visual Art. These criteria are Visual Literacy (the process and development of ideas), Application (the skill and construction in making art) and Appraising (analysis and evaluation of others works with a justified viewpoint). In Units 3 and 4 students complete four summative assessments made up of both making and appraising tasks. The final summative assessment will be external written exam, weighted at 25%.

What do I need to be a successful Visual Art student?

It is highly recommended that 2 units of Art are studied in years 9 and/or 10 before entering years 11 & 12 to develop the basic skills in making and appraising works of art. Students should be self-disciplined and have a certain level of creativity.

Suggested pre-requisite for Visual Art

B in 2 Semesters of Art in Years 9 and 10, C+ in English

VISUAL ARTS IN PRACTICE*

Why Study Visual Arts in Practice?

Visual Arts in Practice focuses on students engaging in art-making processes and making virtual or physical visual artworks. Visual artworks are created for a purpose and in response to individual, group or community needs.

Students explore and apply the materials, technologies and techniques used in art-making. They use information about design elements and principles to influence their own aesthetic and guide how they view others' works. They also investigate information about artists, art movements and theories, and use the lens of a context to examine influences on art-making. Students reflect on both their own and others' art-making processes. They integrate skills to create artworks and evaluate aesthetic choices. Students decide on the best way to convey meaning through communications and artworks. They learn and apply safe visual art practices.

This course provides a foundation for students considering a career in the arts, including: design, styling, decorating, illustrating, drafting, merchandising, make-up artistry, advertising, game design, photography, animation or ceramics.

What are the topics of study?

The Visual Arts in Practice course has three core topics — 'Visual mediums, technologies and techniques', 'Visual literacies and contexts' and 'Artwork realisation'. Through these topics, students learn to create and critique artworks, and reflect on their art-making processes. Some of the topics covered include:

- Drawing anime and developing characters
- Visual representations of the human body in motion
- Assemblage sculptures
- Kinetic art
- Wearable art
- Photography
- 2D Surface treatments
- Print making
- Community Art

What are the assessments in Visual Arts in Practice?

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

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

What do I need to be a successful Visual Arts in Practice student?

Students who are successful in this course have an interest in the visual arts, a reasonable level of creativity, and are self-motivated.

Suggested pre-requisite for Visual Arts in Practice

At least one semester of Year 9 or 10 Art.

DRAMA

Why Study Drama?

Studying drama requires emotional maturity, and gives pupils a deep understanding of themselves. Because it involves using not only their voices and bodies, but also emotions and creativity, it is able to engender a deep sense of self-esteem. It is also a subject that requires a great deal of peer trust, and so it plays an important role in teaching communication, listening and empathy skills. Studying drama is demanding, and teaches pupils that success only comes from hard work.

Students in senior are exposed to subjects that are predominantly theory based, which is why subjects that offer practical learning are essential. Drama allows an avenue to develop cognitive abilities that complement study in other disciplines including the following skills:

1. In Drama, students learn to approach situations in an array of different manners which can help to develop creative thinking and new study techniques. Further, it builds confidence which benefits public speaking opportunities. The talent that students discover through Drama can form habits which transcend all areas of study.
2. Students find their 'voice' while studying the Arts. They may discover they are natural problem solvers or leaders. Creative expression is a great way to build self-confidence and can be particularly beneficial for introverted and reserved student.
3. Communication between peers is accelerated as students are exposed to group activities. This experience also provides opportunity for students to display leadership qualities.
4. Drama can act as an agent through which a variety of emotions can be learned, rehearsed and practiced. Adolescents can find it difficult to express their emotions and so Drama provides a great outlet for students to develop a growing sense of independence and interdependence.
5. Students gain important life skills as they learn the value of critical feedback, both positive and constructive.
6. Students have the opportunity to celebrate the richness and depth of human expression in all of its forms. Through creative expression learn to comprehend our world better and are therefore equipped to navigate the challenges they might be faced with upon graduating from secondary schooling.

What are the topics of study?

- Verbatim/Documentary Theatre
- Realism Theatre
- Epic Theatre
- Theatre of Social Comment
- Greek/Elizabethan/Neo-classicism theatre.

What are the assessments in Drama?

Students will be assessed under senior syllabus, with three internal assessment pieces and one external pieces of assessment weighted at 25%. Students undertake a variety of assessment genres both responding (live theatre, theatre analysis etc.) and making (performance based).

What do I need to be a successful Drama student?

Although it is not a requirement, it is recommended that have studied Drama as an elective in years 9 and/or 10 before entering years 11 & 12 to develop the basic skills in making and responding, as well as, built a repertoire of theatre genres. Students will be expected to commit to rehearsals outside of class time, including lunchtimes and/or afterschool, in negotiation with classroom teacher.

Suggested pre-requisite for Drama

B in 2 semesters of Drama in Years 9 and 10, C in English.

VOCATIONAL PATHWAYS

Vocational Pathways are uniquely positioned to respond to industry skills demand and offer a variation to the traditional path into tertiary study. Building 'transferable skills' that can be applied across a range of jobs and industries is our focus. As a Registered Training Organisation (RTO), Marist College is accredited to deliver nationally registered qualifications. This affords us the ability to provide customised Vocational Education Training programs during the senior years.

Year 11/12 Subject Offerings

Certificate II Engineering Pathways | MEM20413

Certificate II in Hospitality | SIT20316 [In Partnership with CSaT]

Certificate III in Business | BSB30115 [In Partnership with Binnacle Training]

Nationally Recognised Training courses delivered through Central Queensland University

Certificate II in Automotive Vocational Preparation | AUR20716

Certificate II in Electrotechnology (Career Start) | UEE22011

Certificate II in Health Support Services | HLT23215

Nationally Recognised Training delivered through Queensland Agricultural Training Colleges

Certificate II in Rural Operations | AHC21216

Program Outcomes & Benefits

- Gain nationally recognised qualifications in specific vocational areas
- Build relationships with local industry and improve post-study employment outcomes
- Receive credit points toward your Queensland Certificate of Education [QCE]
- Develop the capacity to adjust and adapt to real working environments
- Take part in competency based training and assessment
- Receive credit for/articulation of qualifications to reduce further study time or apprenticeship time
- Receive recognition for prior learning of relevant skills and knowledge [RPL]

Vocational Education and Training in Schools (VETiS) Funding

VETiS qualifications on the Queensland Training Subsidies List are at Certificate I and II level.

These qualifications are provided 'fee-free' as part of the QLD State Government's VETiS program. However, students should be aware that they are only eligible to participate in **ONE (1)** VETiS funded qualification.

Students who already hold or are currently enrolled in a VETiS-funded qualification are ineligible to undertake a second VETiS-funded qualification on a fee-free basis, but are eligible to complete the course at their own cost.

Below is a list of VETiS Funded courses offered through Marist College Vocational Skills Department. Estimated costs for each course are provided for students who are ineligible for funding. Please note that these courses are delivered through external RTO's and are therefore subject to change. Students should speak with the RTO & Vocational Skills Manager for more information.

- | | |
|---|---------|
| • Certificate II in Automotive Vocational Preparation | \$2 652 |
| • Certificate II in Electrotechnology (Career Start) | \$5 395 |
| • Certificate II in Hospitality | \$2 520 |
| • Certificate II in Health Support Services | \$3 450 |
| • Certificate II in Rural Operations | \$5 170 |

The below given courses **do not** use VETiS funding, therefore students who select these Certificate courses are still eligible to access VETiS funding for one of the VETiS qualifications.

- Certificate I in Furnishing | MSF10113
- Certificate I in Hospitality | SIT10216
- Certificate I in Business | BSB10115
- Certificate II in Engineering Pathways | MEM20413
- Certificate III in Business | BSB30115

Certificate II in Hospitality | SIT20316

Why Study Certificate II in Hospitality?

This qualification gives students life and work skills they can use after school in the area of hospitality. The elective units chosen such as responsible service of **alcohol**, responsible gambling services, prepare and serve espresso coffee and provide first aid are all relevant units to assist students to find full or part-time work.

What are the Competencies Covered?

- Work effectively with others | BSBWOR203
- Source and use information on the hospitality industry | SITHIND002
- Use hospitality skills effectively | SITHIND003
- Interact with customers | SITXCCS003
- Show social and cultural diversity | SITXCOM002
- Participate in safe work practices | SITXWHS001
- Use hygienic practices for food safety | SITXFSA001
- Prepare and serve espresso coffee | SITXFAB005
- Prepare and serve non-alcoholic beverages | SITHFAB004
- Provide responsible service of alcohol | SITHFAB002
- Provide responsible gambling services | SITGAM001
- Provide first aid | HLTAID003

What are the assessments in Certificate II in Hospitality?

Students undertake a series of practical projects and theoretical topics over the length of this course. They are assessed using a range of methods, including observation of practical skills, theory based assessment activities, projects and oral questioning. Assessment is competency based.

What do I need to be a successful Certificate II in Hospitality?

There are no prerequisites for this subject, however sound language, literacy and numeracy skills are required to address the requirements of assessment.

Course Specific Information

Course Fee \$Nil*

This training is provided fee-free. Certificate II in Hospitality is part of the QLD State Government's VETiS program. By participating in this program, students will be required to complete a student employment survey within three months of completing or discontinuing this qualification.

Students need to be deemed competent in all subjects listed above to gain their Certificate II in Hospitality qualification.

Students are only eligible to participate in ONE (1) VETiS funded qualification.

Students who already hold a VETiS-funded qualification are ineligible for this program on a fee-free basis, but are eligible to complete the course at their own cost.

Other Requirements

Students may be required to supply specific equipment eg. Apron, uniform.

*The running of this course is dependent on student numbers and availability of qualified staff. Once students are enrolled in a Certificate course, Marist College Emerald guarantees students the opportunity to complete the course. This certificate is delivered through a Partnership Agreement with CSaT Training (RTO Code: 32466). (*VETiS Funded)*

Certificate II in Engineering Pathways | MEM20413

Why Study Certificate II in Engineering Pathways?

Engineering provides opportunities for students to undertake tasks that will develop specific competencies relating to the Engineering in the Manufacturing Industry. Successful completion of the course will result in the student receiving a Certificate II in Engineering Pathways (MEM20413) which can be advantageous, especially if considering an apprenticeship after graduation.

What are the Competencies Covered?

- Apply principals of occupational health and safety in the work environment | MEM13014A
- Develop a career plan for the engineering and manufacturing industry | MEMPE005A
- Undertake a basic engineering project | MEMPE006A
- Participate in environmentally sustainable work practices | MSMENV272
- Organise and communicate information | MEM16006A
- Interact with computing technology | MEM16008A
- Use hand tools | MEM18001C
- Use power tools/hand held operations | MEM18002B
- Use engineering workshop machines | MEMPE001A
- Use electric welding machines | MEMPE002A
- Use fabrication equipment | MEMPE004A
- Work in a team | MSMSUP106

What are the assessments in Certificate II in Engineering Pathways?

Assessment is conducted through a series of practical projects and theoretical topics over the length of the course. To achieve the Certificate II in Engineering Pathways qualification, students must achieve competency in all the units listed above.

What do I need to be a successful Certificate II in Engineering Pathways student?

There are no prerequisites for this subject, however an interest in practical activities and a commitment to team work is beneficial. Self-discipline and the ability to work independently is also advantageous.

Course Specific Information

Students will be required to supply their own overalls or long trousers and shirt for the course as well as steel capped boots and safety glasses. Due to the practical nature of the course, there may be costs involved with the manufacture of certain projects. For a complete breakdown of the possible costs associated with this course, please contact the college.

The running of this course is dependent on student numbers and availability of qualified staff. Once students are enrolled in a Certificate course, Marist College Emerald guarantees students the opportunity to complete the course.

Certificate II in Automotive Vocational Preparation | AUR20716

Why Study Certificate II in Automotive Vocational Preparation?

This course covers the skills and knowledge required to perform a range of servicing operations on light and heavy vehicles within an automotive service or repair business. Successful completion of this course enhances your employment opportunities if you are seeking an apprenticeship in the automotive trades.

Career opportunities include trades assistant, vehicle service assistant, automotive service assistant, automotive trainee and a gateway to an apprenticeship in light, heavy or auto electrical.

What are the Competencies Covered?

Follow environmental and sustainability best practice in an automotive workplace | AURAEA002

Communicate effectively in an automotive workplace | AURFA003

Resolve routine problems in an automotive workplace | AURFA004

Follow safe working practices in an automotive workplace | AURASA002

Identify automotive electrical systems and components | AURETR003

Identify automotive mechanical systems and components | AURLTA001

Use and maintain tools and equipment in an automotive workplace | AURTTK002

Inspect, test and service batteries | AURETR015

Select and use bearings, seals, gaskets, sealants and adhesives | AURTTA005

Carry out basic vehicle servicing operations | AURTTA027

Inspect and service cooling systems | AURTTTC001

Inspect and service engines | AURTTE004

What are the assessments in Certificate II in Automotive Vocational Preparation?

Practical Assessment, Observations, Written Theory (can include questions, assignments and projects)

What do I need to be a successful Certificate II in Automotive Vocational Preparation student?

There are no prerequisites for this subject, however sound language, literacy and numeracy skills are required to address the requirements of assessment.

Course Specific Information

Marist College Emerald proposes to offer the Certificate II in Automotive Vocational Preparation through a Training Agreement with the CQ University (RTO Code: 40939).

This training is provided fee-free. Certificate II in Automotive Vocational Preparation is part of the QLD State Government's VETiS program. By participating in this program, students will be required to complete a student employment survey within three months of completing or discontinuing this qualification.

Students need to be deemed competent in all units listed above to gain their Certificate II in Automotive Vocational Preparation qualification. Students are only eligible to participate in ONE VETiS funded qualification. Students who already hold a VETiS-funded qualification are ineligible for this program on a fee-free basis, but are eligible to complete the course at their own cost.

OTHER REQUIREMENTS

Students will be required to attend CQ University Emerald Campus one day a week and are required to supply their own personal protection equipment.

The running of this course is dependent on student numbers and should be considered an independent learning option.

Certificate II in Electrotechnology (Career Start) | UEE22011

Why Study Certificate II in Electrotechnology?

This course is designed for those seeking an apprenticeship in the electrical industry and covers safety and basic skills and knowledge for work in an electro technology discipline. Some units attained in this qualification credit towards the listed apprenticeship training plan.

Successful completion of this course enhances your employment opportunities if you are seeking an apprenticeship in the electrical trades. Following the completion of an electrical apprenticeship, career opportunities include; electrical contractor.

What are the Competencies Covered?

Apply Occupational Health and Safety regulations, codes and practices in the workplace | UEENEEE101A

Use of routine equipment/plant/technologies in an energy sector environment | UEENEEE141A

Solve problems in d.c. circuits | UEENEEE104A

Carry out routine work activities in an energy sector environment | UEENEEE148A

Identify and select components, accessories and materials for energy sector work activities | UEENEEE179A

Apply environmentally and sustainable procedures in the energy sector | UEENEEK142A

Fabricate, assemble and dismantle utilities industry components | UEENEEE102A

Fix and secure electrotechnology equipment | UEENEEE105A

Assemble electronic components | UEENEEA101A

Use computer applications relevant to a workplace | UEENEED101A

Maintain documentation | UEENEEC001B

What are the assessments in Certificate II in Electrotechnology?

Practical Assessment, Observations, Written Theory (can include questions, assignments and projects)

What do I need to be a successful Certificate II in Electrotechnology student?

There are no prerequisites for this subject, however sound language, literacy and numeracy skills are required to address the requirements of assessment.

Course Specific Information

Marist College Emerald proposes to offer the Certificate II in Electrotechnology (Career Start) through a Training Agreement with the CQ University (RTO Code: 40939).

This training is provided fee-free. Certificate II in Electrotechnology (Career Start) is part of the QLD State Government's VETiS program. By participating in this program, students will be required to complete a student employment survey within three months of completing or discontinuing this qualification.

Students need to be deemed competent in all CORE and ELECTIVES listed above to gain their Certificate II in Electro technology (Career Start) qualification. Students are only eligible to participate in ONE VETiS funded qualification. Students who already hold a VETiS-funded qualification are ineligible for this program on a fee-free basis, but are eligible to complete the course at their own cost.

OTHER REQUIREMENTS

Students will be required to attend CQ University Emerald Campus one day a week and are required to supply their own personal protection equipment.

The running of this course is dependent on student numbers and should be considered an independent learning option.

Certificate II in Health Support Services | HLT23215

Why Study Certificate II in Health Support Services?

This qualification covers workers who provide support for the effective functioning of health services. These workers do not provide direct care assistance functions such as assisting other staff with the care of clients. This is an entry-level qualification and is suited to Australian Apprenticeship pathways.

Occupational titles for these workers may include: administration support, assistant cook, clerk, cleaner, food service worker, food service assistant, domestic assistant, grounds maintenance worker, handyman, hospital assistant, housekeeping assistant, kitchen hand, laundry worker, maintenance assistant, orderly, courier (eg. pathology), porter, stores assistant, support services worker, ward assistant.

What are the Competencies Covered?

Communicate and work in health or community services | CHCCOM005

Work with diverse people | CHCDIV001

Comply with infection prevention and control policies and procedures | HLTINF001

Participate in workplace health and safety | HLTWHS001

Deliver a service to customers | BSBCUS201

Process and maintain workplace information | BSBINM201

Interpret and apply medical terminology appropriately | BSBMED301

Organise and complete daily work activities | BSBWOR202

Work effectively with others | BSBWOR203

Use business technology | BSBWOR204

Respond effectively to behaviours of concern | CHCCCS020

Promote Aboriginal and/or Torres Strait Islander cultural safety | CHCDIV002

What are the assessments in Certificate II in Health Support Services?

Practical Assessment, Observations, Written Theory (can include questions, assignments and projects)

What do I need to be a successful Certificate II in Health Support Services student?

There are no prerequisites for this subject, however sound language, literacy and numeracy skills are required to address the requirements of assessment.

Course Specific Information

Marist College Emerald proposes to offer the Certificate II in Health Support Services through a Training Agreement with the CQ University (RTO Code: 40939).

This training is provided fee-free. Certificate II in Health Support Services is part of the QLD State Government's VETiS program. By participating in this program, students will be required to complete a student employment survey within three months of completing or discontinuing this qualification.

Students need to be deemed competent in all units listed above to gain their Certificate II in Health Support Services qualification. Students are only eligible to participate in ONE VETiS funded qualification. Students who already hold a VETiS-funded qualification are ineligible for this program on a fee-free basis, but are eligible to complete the course at their own cost.

OTHER REQUIREMENTS

Students will be required to undergo work placement as part of the course criteria and participate in online collaboration once a week.

The running of this course is dependent on student numbers and should be considered an independent learning option.

Certificate II in Rural Operations | AHC21216

Why Study Certificate II in Rural Operations?

This certificate provides the underpinning knowledge and skills required to work in a variety of rural workplaces. Training provides pathways to further education or employment in rural sector.

The training has a strong practical focus and provides skills and knowledge in areas such as livestock handling, the operation and routine maintenance of basic machinery and equipment and the operation of farm vehicles. The focus on fieldwork application ensures theoretical knowledge is integrated into a practical environment. This practical focus, combined with our highly qualified and experienced staff is designed to provide students with comprehensive knowledge and skills to increase employment opportunities and undertake the wide range of activities within this industry.

What are the Competencies Covered?

Participate in work health and safety processes | AHCWHS201
Work effectively in the industry | AHCWRK204
Participate in environmentally sustainable work practices | AHCWRK209
Install, maintain and repair fencing | AHCINF202A
Care for health and welfare of livestock | AHCLSK202A
Carry out regular livestock observation | AHCLSK204A
Handle livestock using basic techniques | AHCLSK205A
Identify and mark livestock | AHCLSK206A
Monitor water supplies | AHCLSK209A
Collect and record production data | AHCWRK207A
Operate tractors | AHCMOM202A
Operate basic machinery and equipment | AHCMOM203A
Operate two wheel motorbikes | AHCMOM201A
Undertake operational maintenance of machinery | AHCMOM204A
Fabricate and repair metal or plastic structures | AHCINF204A

What are the assessments in Certificate II in Rural Operations?

Practical Assessment, Observations, Written Theory (can include questions, assignments and projects)

What do I need to be a successful Certificate II in Rural Operations?

There are no prerequisites for this subject, however sound language, literacy and numeracy skills are required to address the requirements of assessment.

Course Specific Information

Marist College Emerald proposes to offer the Certificate II in Rural Operations through a Training Agreement with the Emerald Agricultural College (RTO Code: 31258).

This training is provided fee-free. Certificate II in Rural Operations is part of the QLD State Government's VETiS program. Students need to be deemed competent in all units listed above to gain their Certificate II in Rural Operations qualification.

Students are only eligible to participate in ONE VETiS funded qualification. Students who already hold a VETiS-funded qualification are ineligible for this program on a fee-free basis, but are eligible to complete the course at their own cost.

OTHER REQUIREMENTS

Students will be required to attend Emerald Agricultural College one day a week and are required to supply their own appropriate work gear including steel capped boots, riding boots, wide brim hat, long pants and long sleeved shirts. WHS mandatory requirements on each day of training at Emerald Agricultural College.

The running of this course is dependent on student numbers and should be considered an independent learning option.



Certificate III in Business | BSB30115

(Includes Certificate III in Business BSB20115 embedded in the program)

Why Study a Certificate III in Business?

This qualification allows students to apply a range of business skills – including leadership and innovation, customer service, personal management and financial literacy – while examining micro business opportunities and delivering projects within their school community.

What are the Competencies Covered?

- Contribute to health and safety of self and others | BSBWHS201
- Work effectively in a business environment | BSBIND201
- Process and maintain workplace information | BSBINM201
- Contribute to workplace innovation | BSBINN201
- Communicate in the workplace | BSBCMM201
- Create and use spreadsheets | BSBITU202
- Communicate electronically | BSBITU203
- Use business technology | BSBWOR204
- Develop knowledge of the Australian financial system and markets | FNSFLT205
- Perform financial calculations | FNSACC303
- Undertake e-learning | BSBLED301
- Participate in environmentally sustainable work practices | BSBSUS20

What are the assessments in the Certificate III Business?

Assessment is conducted through a range of tasks which include short response, multiple choice, simulated activities, business proposal and project management. Assessment is competency based.

What do I need to be a successful Certificate III in Business student?

There are no prerequisites for this subject, however a pass in year 10 English would be an important element in the successful completion of this qualification. Sound comprehension skills as well as verbal and writing skills are required to address the requirements of assessment.

Course Specific Information

Course Fee \$210

The nature of Binnacle's invoicing process voids a refund situation arising. That is:

Students that withdraw from the program before enrolment cut-off (31 July) and where Binnacle is notified of this withdrawal - do not incur the participant fee. These students will still be issued a Statement of Attainment for any competencies successfully completed.

Students that withdraw from the program after enrolment cut-off (31 July) do incur the participant fee. This includes situations where a student withdraws from the program before 31st July but the school fails to notify Binnacle until after this date. These students will be issued a Statement of Attainment for any competencies successfully completed.

In short, students will only be refunded where they withdraw from the course prior to 31st July. The refund will be provided by the school (Binnacle will provide a credit to the school for this place).

The running of this course is dependent on student numbers and availability of qualified staff. Once students are enrolled in a Certificate course, Marist College Emerald guarantees students the opportunity to complete the course. This certificate is delivered through a Partnership Agreement with Binnacle Training (RTO Code: 313190)