MISSION STATEMENT

We are a faith community, based on the beliefs and practices of the Catholic Church and the life of Jesus Christ. As was Champagnat’s, our vocation is to make Jesus known and loved and we draw on the inspiration of St Marcellin and the Marist characteristics of family spirit, presence, simplicity, love of work and being in the way of Mary.

Our students are encouraged to demonstrate good scholarship, a love of learning, independence in thought and action and the readiness to take responsibility for their own formation.

Members of the College family act courageously and stand in solidarity, committed to the creation of a more just world.
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July 2013

Dear Parents and Students

Students entering Years 11 and 12 have worked through a Senior Education and Training Plan (SETP) in Year 10. The purpose of this Plan is to ensure that each student has thoughtfully planned his course of education and training in the Senior Phase of Learning.

Upon completion of Years 11 and 12, students who have achieved a significant amount of learning including literacy and numeracy at set standards, will be awarded a Queensland Certificate of Education (QCE). Details about the QCE are published on the QSA website (www.qsa.qld.edu.au/589.html)

Serious thought needs to be given to the selection of course and subjects after Year 10. Students need to have addressed the following questions:

- **Do you wish to gain an OP for entry into tertiary study?**
- **Do you wish to take an OP-ineligible pathway?**
- **Are you aiming for a Vocational Education & Training (VET) Certificate III?**
- **Do you wish to work for a Queensland Certificate of Education?**

Choices made now will impact on the future. For this reason they must be INFORMED, REALISTIC and SENSIBLE. The purpose of this Handbook, and the Information Sessions to follow, is to provide a process in which all stakeholders cooperate thoughtfully and actively in making appropriate decisions.

Senior schooling is about much more than the subjects chosen. It is also about maturing, responsibilities and commitment. Every student seeking entry to Year 11 needs to give serious thought to what it means to enter the Senior school at Marist College Ashgrove.

Leadership in all its forms – in the House, in teams, in debating and music and the whole rich life of the College – will fall to every young man in these Senior levels of the College. The whole tone and culture of this College will be in the hands of our Senior students in a very particular way.

Central to the whole life of this Catholic College is the person of Jesus. We exist so that young men might come to know, love and follow this Jesus. In striving to do that, we have the support of a gentle and loving woman who is at the very heart of Marist education – Mary. Likewise we are called upon to maintain and build on the great traditions of Saint Marcellin Champagnat which have prevailed in this College for over 73 years.

We wish our young men success in the two years ahead and assure them of our support and care in their Senior years at Marist College Ashgrove.

PETER McLOUGHLIN
HEADMASTER
SENIOR EDUCATION PROFILE

Senior Education Profile comprises:

QUEENSLAND CERTIFICATE OF EDUCATION (QCE)
Awarded to students who demonstrate an amount of learning at a set standard (successful) in a set pattern and who have met literacy and numeracy requirements.

SENIOR STATEMENT
A transcript of the learning account which records all contributing studies and results achieved which may contribute to a QCE.

TERTIARY ENTRANCE STATEMENT
Shows an eligible student's OP and FPs. These rankings are used to determine eligibility for admission to tertiary courses.

![Certificate of Education](image-url)
All students at this College are eligible to receive a **SENIOR STATEMENT**

**Senior Statement shows**

- All learning undertaken and the results achieved during the senior phase of learning
- Levels of Achievement in subjects studied (Authority, Authority Registered Subjects and VET Certificates)
- Queensland Core Skills (QCS) Test result (an A - E grade)
- Other recognised Courses, eg. Trinity College/AMEB Music can be also displayed on the Senior Certificate.

The Australian Qualifications Framework (AQF) is a quality assured national framework of qualifications in the school, Vocational Education and Training (VET) and higher education sectors in Australia.

The AQF comprises national qualifications issued in:

- the secondary schools sector;
- the vocational education and training sector (TAFE and registered private providers); and
- the higher education sector (mainly universities).

These qualifications are shown below, grouped according to the educational sector which is responsible for their accreditation. You can access further information about a particular qualification by clicking on the links in the table below.

### AQF Qualification by Sector of Accreditation

<table>
<thead>
<tr>
<th>Schools Sector Accreditation</th>
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<tr>
<td>Senior Secondary Certificate of Education</td>
<td>Vocational Graduate Diploma</td>
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<td>Certificate I</td>
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</tr>
</tbody>
</table>

Marist College Ashgrove provides some vocational education and training which is recognised at Certificate I and II level.

**Statement of Attainment**

(Revised 2007)

A Statement of Attainment is issued by a Registered Training Organisation when an individual has completed one or more units of competency from nationally recognised qualification(s)/course(s).

This information was current as at 30 June 2013.

OP-Eligible students receive a TERTIARY ENTRANCE STATEMENT

OVERALL POSITION (OP)
- compares overall student achievement
- uses the results of a student's best 100 weighted semester units (WSU) in Authority Subjects studied in Years 11 and/or 12. This will generally mean the best five subjects, each studied for four semesters.
- requires the study of at least three Authority Subjects for all four semesters
- treats all subjects equally
- involves scaling using group results on the Queensland Core Skills Test
- reports students' positions in 25 bands from 1 (highest) to 25 (lowest)

OP BANDS
OP bands will be assigned using the number of students eligible for a Tertiary Entrance Statement as the population on which calculations are based.

The QSA has advised that students will be placed in OP bands using the following guides:
- about 2% of students in band 1
- about 15% of students in bands 2 to 6
- about 70% of students in bands 7 to 21
- about 11% of students in bands 22 to 24
- about 2% of students in band 25.

There is greater discrimination between students who achieve at a high level.

The use of broad bands minimises the possibility of students being placed in the wrong band.

For more information visit: http://www.qsa.qld.edu.au/570.html
CHOOSING YOUR SENIOR SUBJECTS

It is important to choose your Senior subjects carefully. If you wish to obtain a Queensland Certificate of Education, you will need to:

- successfully complete 20 credits
- achieve the required standard
- meet literacy and numeracy requirements.

There are other reasons for carefully choosing your Senior subjects. Your decisions may affect, not only the types of careers you can follow later, but also your success at school and feelings about school as well.

Even though there are many factors to consider, choosing your course of study can be made easier if you go about the task calmly and logically, using your Senior Education and Training plan (SET plan) to inform your choice of course and subjects.

OVERALL PLAN - Completion of Senior Education and Training plan (SET plan)

As an overall plan you are advised to revisit the Senior Education and Training plan which you completed in Semester Two, Year 10.

You are further advised to choose subjects:

- in which you have demonstrated some ability or aptitude
- which you enjoy
- which satisfy prerequisites for possible courses of study after Year 12
- which help you reach your career and employment goals.

These are quite general points, so it is wise to look in more detail at the guidelines below.

Guidelines

Find out about career pathways.

It is helpful if you have a few career choices in mind before choosing subjects. If you are uncertain about this at present, seek help in trying to choose subjects that will keep several career options open. Your Career Development work with your Career Counsellor should have helped you get started with job investigations and with methods of approach to career decision-making.

You will also need to find out about the various pathways you can take to obtain the skills, knowledge and/or qualifications you need to get a job in the career areas in which you are interested.


Once you know about the different pathways, you can select the most appropriate one for you. Marist College Ashgrove offers a range of academic and vocational education subjects in the Senior school. Many of these subjects are the first steps towards fulfilling career options.

Find out about the full list of Authority Subjects, Authority Registered Subjects and VET Certificates which Marist College Ashgrove offers.

Check out each subject fully.

To do this, it will be necessary to:

- read subject descriptions and course outlines in this book
- talk to Heads of KLAS and teachers of each subject
- look at books and materials used in each subject
- listen carefully at subject selection talks
- talk to students who are already studying the subject.
SUBJECT CATEGORIES

Authority Subjects

Authority Subjects have the following characteristics:

- the syllabus for the subject has been published by the QSA;
- the College’s Work Program has been accredited by the QSA;
- the assessment of student achievement has been certified by the QSA.

Authority Registered Subjects

Authority Registered Subjects:

- count towards a Tertiary Selection Rank;
- are subjects which have been organised around industry standards within specific careers.

Marist College Ashgrove offers five Authority Registered subjects. They are English Communication, Prevocational Mathematics, Recreation Studies, Horticulture Studies and Religion & Ethics.

PLEASE NOTE: Religion and Ethics is an Authority Registered subject with no vocational education and training components in it at Marist College Ashgrove.

VET Certificates

- are subjects which include the opportunity to gain vocational education and training certificates;
- might count towards a Tertiary Selection Rank.

University Studies

OP eligible and ineligible students with a desire to complete one or two courses of university studies whilst completing Year 12 are given every consideration.
MAKING THE RIGHT DECISION

Make a decision on a combination of subjects that suits your requirements and abilities and that ensures your eligibility for a QCE

There are traps to avoid when selecting subjects:

- do not select subjects simply because someone has told you that they “help you get good results and give you a better chance of getting into university”.
- try not to be influenced by suggestions that you should or should not choose a particular subject, because a friend/brother/sister either liked or disliked it or the teacher when they studied it.

Consider taking a/or some VET Certificate/Certificates if:

- you are interested in the content of a particular subject because it relates to future employment
- success in the subject will give you advanced standing (credit) in a higher level vocational education and training course in which you are interested
- your past results suggest that some Authority Subjects may be too difficult
- you are interested in an apprenticeship or traineeship.

Students aiming to maximise their chances of tertiary entrance are advised to follow these steps:

- select the prerequisite subjects you need for your preferred courses
- check to ensure that you are eligible for tertiary entrance
- consider subjects in which you have both an interest and demonstrated ability
- check to see if you will qualify for the Field Positions which may be used in the selection of final places in tertiary courses in which you are interested. While many applicants will be selected for courses without the need for Field Positions to be considered, increasing pressure on university places means that Field Positions are a significant consideration. For information on Field Positions see the 2016 QTAC Tertiary Prerequisites Book.

Be prepared to ask for help

After following these suggestions you and your parents may still be uncertain about the combination of subjects you have chosen. It is wise at this stage to check again with some of the many people available to talk to:

Head Teaching and Learning, Career Counsellor, Head of VET/Careers, teachers, Heads of KLA and Heads of House. Don’t be afraid to seek their assistance. They are all prepared to help you.

Important Points of Information

- To satisfy requirements for the awarding of a Queensland Certificate of Education (QCE) all students must successfully study both an English and a Mathematics Course
- Students can gain entry to tertiary institutions in two main ways:
  - achieving the required OP
  - achieving an OP equivalent selection rank
- The Overall Position (OP) is a statewide order of merit for entry into tertiary courses. To qualify for an OP, students are required to successfully study at least 20 semester units of Authority Subjects, including 3 subjects for 4 semesters, and sit the QCS Test. OPs divide eligible students into 25 bands, with OP1 being the highest.

Obtaining an OP provides a direct route to tertiary education.

- The following are possible options for study combinations for attainment of a QCE and an OP:
  a) English, Mathematics A or B, Study of Religion plus 3 other elective Authority subjects.
  Or
  b) English, Mathematics A or B, Religion and Ethics (Authority Registered Subject) plus 4 other elective Authority subjects.
  Or
  c) English, Mathematics A or B, Study of Religion plus 3 elective Authority Subjects or 2 Authority and 1 Authority Registered Subject.
Entry into tertiary institutions can also be gained by achieving an OP-equivalent selection rank. A selection rank is a measure which places students in an order of merit for entry into tertiary courses. The differences are that:

- Selection ranks apply to OP INELIGIBLE STUDENTS and
- they are calculated from schedules developed by QSA and QTAC in consultation with tertiary institutions
- they are calculated from the achievement levels for Authority, Authority-registered and approved Vocational Education and Training (VET) qualifications.

Each year QTAC produces a scale of equivalences between OPs and ranks.

A student can obtain a QTAC Selection Rank in a number of ways:

- through a calculation which takes into account the student’s results in Authority and Authority Registered Subjects (a minimum of 20 semester units are required) and the QCS Test results
- through completion of a Traineeship or Apprenticeship
- through completion of Certificate III or higher.

Students who wish to obtain an OP-equivalent selection rank as a pathway into Vocational Education and Training:

- study a TAFE Course, or
- seek an Apprenticeship or Traineeship or
- to find employment

The following are possible options for students who wish to gain a QCE and an OP-equivalent selection rank:

- choose Religion and Ethics, English Communication, Prevocational Mathematics plus 4 of any other Authority Registered Subjects and/or VET Certificates listed

Or

- choose Religion and Ethics, English (Authority Subject), Mathematics A (Authority Subject) plus 4 of any other Authority Registered Subjects and/or VET Certificates listed.

THE COLLEGE PROCESS

Step 1  Students talk to their parents, Head of Teaching and Learning, Career Counsellor, Head of VET/ Careers, Teachers, Heads of House and Heads of KLA about possible course and subject selections and prepare SET Plan. Students should carefully check that their chosen subjects ensure their eligibility for a Queensland Certificate of Education.

Step 2  The Head of Administration sets up timetable lines in discussion with the Head of Teaching and Learning, who makes the final decision on which classes, and how many will run based on staff, physical resources and class sizes.

Step 3  Those who did not receive their choices will have to discuss their options with the Head Teaching and Learning and the Head of Students to ascertain new choices.

Step 4  Final printout for parental approval will be forwarded for signature as part of the SET Planning process.

For more information visit: www.qsa.qld.edu.au / www.qtac.edu.au
OVERALL POSITION (OP) STUDIES PATHWAY

Students who are eligible for an OP receive a Tertiary Entrance Statement at the end of their Year 12 studies. This statement includes the Student’s Overall Position (OP) and Field Position (FPs), which are used to rank students for entrance to courses at universities, TAFE institutes and other tertiary institutions.

An OP is a student's statewide rank based on overall achievement in QSA-approved subjects. It indicates how well the student has done in comparison to all other OP-eligible students in Queensland.

Students are placed in one of 25 OP bands from 1 (highest) to 25 (lowest). Students who want an OP must study 20 semester units of Authority subjects, including at least three subjects for four semesters each, and must sit the Queensland Core Skills Test.

The OP calculations take into account a student’s best five Authority subjects, that is, the 20 semester units in which they receive the highest scaled subject achievement indicators (SAIs). In calculating OPs, all subjects are treated equally.


SUBJECT WEIGHTS FOR FIELDS

The weights for fields for all subjects are available on the QSA website. The table is for use in Year 12 in 2015.


FIELD POSITIONS

Field Positions (FPs) show a student’s rank order position (on a one to 10 scale, with one being the highest) based on achievement in Authority subjects. These fields identify areas of study that emphasise particular knowledge and skills. FPs are determined only for OP-eligible students and only for the fields for which their subject choices qualify them.

A = FIELD A
Extended written expression involving complex analysis and synthesis of ideas.

B = FIELD B
Short written communication involving reading comprehension and expression in English or a foreign language.

C = FIELD C
Basic numeracy involving simple calculations and graphical and tabular interpretation.

D = FIELD D
Solving complex problems involving mathematical symbols and abstractions.

E = FIELD E
Substantial practical performance involving physical or creative arts or expressive skills.
VOCATIONAL EDUCATION & TRAINING – NON-OP PATHWAY

Vocational Education & Training (VET) has been developed to cater for those students who wish to directly enter the workforce, during or after Senior years, or to continue further studies. This Vocational Education & Training courses focus on work readiness through a comprehensive Work Placement Program as well as Enterprise Education opportunities.

Students' programs are also broadened at times through access to courses offered by other Registered Training Organisations (private providers as well as TAFE colleges). This gives students an opportunity to access courses that the College cannot provide.

Students who choose the Non-OP/VET pathway should choose at least 4 Authority-Registered subjects or Vocational Education & Training (VET) Certificates. All VET Certificates are nationally recognised and allow for articulation or advanced standing to institutes in Australia offering national competencies as part of their course.

All students are encouraged to sit the Queensland Core Skills Test.

It is recommended that students choose subjects and Vocational Certificates which will give them a broad understanding of the industry area they wish to pursue post school:

<table>
<thead>
<tr>
<th>Suggested subjects for</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Built Environment</strong> should include:</td>
<td>Religion and Ethics</td>
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<tr>
<td></td>
<td>Prevocational Mathematics or Mathematics A</td>
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<tr>
<td></td>
<td>English Communication</td>
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<tr>
<td></td>
<td>BSB20112 Certificate II in Business</td>
</tr>
<tr>
<td></td>
<td>CPC10111 Certificate I in Construction</td>
</tr>
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<td></td>
<td>*</td>
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<tr>
<td><strong>Engineering</strong> should include:</td>
<td>Religion and Ethics</td>
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<tr>
<td></td>
<td>Prevocational Mathematics or Mathematics A</td>
</tr>
<tr>
<td></td>
<td>English Communication</td>
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<td></td>
<td>BSB20112 Certificate II in Business</td>
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<td></td>
<td>MEM10105 Certificate I in Engineering #</td>
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<td></td>
<td>CPC10111 Certificate I in Construction</td>
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<td></td>
<td>*</td>
</tr>
<tr>
<td><strong>Computing / Business</strong> should include:</td>
<td>Religion and Ethics</td>
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<tr>
<td></td>
<td>Prevocational Mathematics</td>
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<tr>
<td></td>
<td>English Communication</td>
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<tr>
<td></td>
<td>Recreation Studies</td>
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<tr>
<td></td>
<td>BSB20112 Certificate II in Business</td>
</tr>
<tr>
<td><strong>Hospitality</strong> should include:</td>
<td>Religion and Ethics</td>
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<tr>
<td></td>
<td>Prevocational Mathematics or Mathematics A</td>
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<td></td>
<td>English Communication</td>
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<td></td>
<td>SIT20212 Certificate II in Hospitality +</td>
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<tr>
<td><strong>Fitness</strong> should include:</td>
<td>Religion and Ethics</td>
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<td>Prevocational Mathematics or Mathematics A</td>
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<td></td>
<td>English Communication</td>
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<tr>
<td></td>
<td>SIS30310 Certificate III in Fitness</td>
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</tbody>
</table>

VET Students are also able to choose from Authority subjects but should remember that difficulties could arise if students were to gain a school-based apprenticeship and traineeship as these responsibilities will also add to their time commitments both in and out of school.

* There are two strands for CPC10111 Certificate I in Construction: 1st strand = 7 periods per two weeks; 2nd strand = Doorways to Construction program - 14 periods per two weeks (conditions apply i.e. based on employer availability maximum 14 students, an interview with a supportive & friendly panel of school and industry representatives).

# This Certificate offers competencies that are useful for students wishing to be involved in Electro-technology trade (e.g. Electrician).

+ There are two strands for SIT20212 Certificate II in Hospitality: 1st strand = 7 periods per two weeks; 2nd strand = 14 periods per two weeks.
SCHOOL-BASED TRAINEESHIPS AND APPRENTICESHIPS

School-based apprenticeships and traineeships (SATs) allow students to train and do paid work in their chosen traineeship or apprenticeship areas while they are still at school studying for their Senior Certificates. To participate, a student must have an employer, a training provider, College approval and parent (guardian) approval. Generally, if a student is enrolled in the Non-OP course, he will be allotted one day per week to work in his apprenticeship with the balance spent completing school studies. If he is enrolled in the OP course, other models do exist and these are dependent upon the employer, College, student and parent negotiations.

There are several school-based apprenticeships and traineeships from which to choose. For more information, visit www.apprenticeshipsinfo.qld.gov.au or call Apprenticeships Information on 1800 210 210

Who can take part?

School-based apprenticeships and traineeships are primarily designed for Year 11 and 12 students.

How many days will a student have to work?

As part of his school-based apprenticeship and traineeship a student is required to work for a minimum of 48 days (or the equivalent hours) in a 12 month period.

Arrangements must be worked out and approved by the College and all other interested parties.

How does a student choose a school-based apprenticeship or traineeship?

Before making a decision a student should think about:

- The type of environment he would like to work in (e.g. outdoors, in an office)
- The areas that interest him
- The types of school-based apprenticeships and traineeships available
- The skills he would like to learn
- The subjects he could study at school to complement his school-based apprenticeship and traineeship
- To whom he can speak in the area that interests him to find out the positives and negatives of the job.

Other things to think about

- How many subjects he studies and how the school-based apprenticeship and traineeship will affect his time
- What transport he will need to take to get to work and training and how much it will cost?
DETERMINING RANKS FOR OP-INELIGIBLE STUDENTS

How are you considered for tertiary entry?

Students who complete Queensland Year 12 and do not qualify for an OP can still gain entry to courses offered at tertiary institutions participating in QTAC. All applicants, whether they are OP eligible or are OP ineligible, must still satisfy minimum entry requirements such as prerequisites. Prerequisites are generally Senior subjects but can also include portfolio, audition, interview, or age requirements.

Students should be aware that the decision to undertake an OP ineligible program may make it difficult if not impossible to achieve the high selection ranks necessary for entry to very competitive tertiary courses.

Please also be aware that the OP ineligible rank may not be recognised in other states of Australia or overseas. If you are considering interstate or overseas tertiary study you should check with the relevant admissions office before choosing the OP ineligible pathway.

How are selection ranks determined for OP ineligible students?

Selection ranks for OP ineligible students are calculated from schedules developed by the Queensland Studies Authority (QSA) and QTAC in consultation with tertiary institutions. Like OPs, the schedules provide selection ranks that are based on the best possible information about how well a student did against all other OP and OP ineligible students.

To calculate a selection rank for an OP ineligible student, QTAC uses the achievement levels for Authority, Authority-registered and approved Vocational Educational and Training (VET) qualifications reported on the Senior Statement only. **Only the best 20 semester units of study are used.**

Students completing Year 12 with fewer than 20 semester units of Authority, Authority-registered and VET qualifications will still be eligible for a selection rank, however, the selection ranks will be less competitive than had they completed 20 semester units.

Results in the QCS Test are also used, if the test was sat. **Please note that a poor result in the QCS Test cannot have a negative effect on a student's QTAC selection rank. The QCS Test result can only be used to moderate the rank upwards.**

For this reason, it is strongly recommended that all OP ineligible students sit for the QCST.

Please note that from July 2010, QTAC Selection Rankings will be expressed in the form of the nationally agreed measure, the Australian Tertiary Admissions Rank (ATAR).

Please note that from July 2010, the Victorian Registration & Qualifications Authority (VRQA) credit matrix level of a unit of competency will be taken into account, e.g. a VRQA level 4 unit of competency would contribute a higher points value than a VRQA level 3 unit of competency.

Working it all out

Examples listed on the QTAC website demonstrate how the rank is calculated for three different students (based on 2010 student data) and the sample 2011 Schedules.


How do I find out what OP-equivalent selection rank I have been given?

Queensland OP ineligible students who lodge a QTAC application can find out their OP ineligible selection rank by accessing QTAC's Current Applicant online service in late December. This service enables applicants to view and print a record of the QTAC selection rank allocated to their Year 12 qualification.

**Please note this service does not record selection ranks allocated to any additional qualifications submitted as part of a QTAC application such as AMEB music qualifications or Certificate level study.**

OP ineligible students who have not lodged a QTAC application can find out their OP ineligible selection rank by calling QTAC Information Services on 1300 GO QTAC (1300 467 822).

ENGLISH

Authority Subject

Selection Advice Students entering the course will have completed English in the Middle School.

Why study English?
Senior English provides students with a range of learning experiences which build on their English studies in the Middle School. Students are encouraged to probe the texts they encounter much more deeply than ever before. English at Marist College Ashgrove seeks to stimulate the students’ love of reading, writing and speaking by exposing them to a wide range of texts, both classical and contemporary, and by allowing them the freedom of exploring the texts according to their own readings. The course also aims at making the students as functionally and critically literate as possible in a society which sees boys’ literacy levels as a topic of much discussion and debate. Above all, English should be seen as a subject which can be used in conjunction with all other subjects studied at the secondary level. English is a cross-curricular subject which provides its students with the skills to think functionally and critically about all texts they read, no matter what the discipline.

Many tertiary courses (university or TAFE) require a Sound Achievement in four semesters of Senior English.

What is studied? The two year course is divided into term units. These are:

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Get in the Act</td>
<td>1. Australian Perspectives – Poetry and Film</td>
</tr>
<tr>
<td>2. Facets of Australia:</td>
<td>2. The World Around Us – Novel Study</td>
</tr>
<tr>
<td>Australian Fiction</td>
<td>3. Shakespeare Today</td>
</tr>
<tr>
<td>(novel study)</td>
<td>4. My Place in the World</td>
</tr>
<tr>
<td>3. My Hero</td>
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<tr>
<td>4. Facets of Australia:</td>
<td></td>
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<tr>
<td>Australian Faces</td>
<td></td>
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<tr>
<td>(autobiography)</td>
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</table>

Over the two years, students will work with a wide range of texts such as:

- Novels such as *The Riders*, *True History of the Kelly Gang*, *The Secret River*, *Jasper Jones*, *The Road*, *The White Tiger*, *A Lesson Before Dying*, *Frankenstein*, *The Kite Runner*
- A range of poetry from different times and cultures
- Drama texts such as *The Crucible*, *Cosi*, *Death of a Salesman*, *The One Day of the Year*, *Macbeth*, *King Lear*, *Hamlet*, *Titus Andronicus*, *Othello*
- Film texts such as *Braveheart*, *Troy*, *Gladiator*, *Dark Knight*, *Australia*, *Ten Canoes*, *The Proposition*, *Rabbit Proof Fence*, *Mad Bastards*, *Beneath Clouds*
- A wide range of magazine and newspaper texts
- Documentaries, docu-dramas, autobiographical and biographical texts
- A wide range of contemporary and traditional short stories.

In studying English in Years 11 and 12, students should:

- enhance their love of literature
- become fully literate in a very functional global society
- become more critical of the texts they encounter on a daily basis
- use language appropriately, effectively and purposefully to participate in communities and cultures
- understand and recognise that language works on a variety of levels
- reflect on the ways in which language is used in different situations
- participate in life-long learning as active citizens of Australia and other cultures who will shape the future
- be able to use ICTs effectively and appropriately when constructing their own texts and when researching material needed in writing assignments.

How are students assessed?
Assessment items in Year 11, and then again in Year 12 (as per the QSA Syllabus), include:

1. Four pieces of written assessment (2 under assignment conditions; 2 under exam conditions)
2. Two pieces of spoken assessment (one individual, one group piece).

Genres and text-types covered in the assessment of student work include:

1. imaginative texts such as narratives, simple transformations, textual interventions, interior monologues and soliloquies
2. public texts such as feature articles, public addresses by way of commentaries and reviews, dramatic collages and literary journal articles
3. expository texts such as formal analytical essays and personal reflective responses.
ENGLISH EXTENSION (Year 12 only)

Authority Subject

Selection Advice
English Extension is designed for students in Year 12 who have a special interest in literature and literary analysis. The nature of learning and assessment in English Extension demands that students are able to work independently on intellectually challenging tasks.

To study this subject, students must:
- have completed two semesters of senior English or equivalent
- be concurrently studying a further two semesters of senior English in Year 12.

Why study English Extension
English Extension offers Year 12 students an exciting and challenging two-semester extension of the English Senior Syllabus 2010. The subject offers more challenge than senior English, including expectations of accelerated independence, increased cognitive demands and assessment task requirements.

English Extension builds on the literature study students undertake in senior English, enabling them to specialise in the theorised study of literature for two semesters.

What is studied?
Literature includes a broad range of forms, such as novels, poetry, short stories, plays, film and nonfiction works. In this subject, students must have opportunities to read with, across, and against these literary forms. It embraces texts across a range of cultural contexts as well as past and present works valued for their form and style and recognised as having enduring value.

English Extension introduces students to a variety of theoretical approaches used to analyse and evaluate literary texts. Students learn about and apply a number of theoretical approaches to the literary texts they study.

How are students assessed?
Assessment in English Extension is standards-based and is designed to help students to demonstrate achievement in the dimensions of the syllabus. The dimensions used are Understanding and interpreting, Analysing and applying and Evaluating and synthesising.

Assessment is both written and spoken or signed. Students complete three major tasks: a written defence; a complex transformation (written) and a spoken defence; and a written analytical exposition.

Students are encouraged to present their responses in any combination of print, hypertext, hypermedia or multimodal formats.
Authority Registered Subject

Selection Advice
All students wishing to undertake English Communication will have studied a range of English units in the Middle School. Some students may be advised by the Head of English to study English Communication in preference to English. Where students have been unsuccessful in completing their mainstream English units in the Middle School, they should consider studying English Communication in Years 11 and 12.

Why study English Communication?
In Australia, English is both the principal spoken language and the predominant written language of personal life and public life. Proficiency in and understanding of English allows people to share in and contribute to current and future local, national and global communities and cultures.

Effective communication is integral to our society. New technologies, the influences of globalisation and the restructured workplace require students to be able to interpret, construct and make judgments about meanings in texts, in preparation for lifelong learning. English Communication is designed to allow students to develop and use these skills in the areas of work, community and leisure.

English Communication offers students opportunities to express themselves, within the contexts of work, community and leisure, to use language to perform tasks, use technology, express identity, and interact in groups, organisations and the community.

It is through texts that people express and share the vitality of cultures and communities; tell the stories of cultures; contribute to the shaping of personal, group and national identities; explore ideas and feelings that invite reflection on knowledge, values and practices; promote shared cultural understandings; and enable active participation in communities. The teaching and learning in English Communication occurs within the contexts of language use through a contextualised approach.

English Communication has been developed as a two-year Authority Registered subject to take into account the needs of students from a variety of cultural, social, linguistic and economic backgrounds. English Communication can establish a basis for students' further learning as well as developing essential communication skills to enhance employment opportunities.

English Communication aims to develop students' abilities to:
- enhance their love of literature
- understand and appreciate Australia's linguistic and cultural diversity
- develop positive attitudes and strategies for engagement in lifelong learning
- gain knowledge, understanding and an appreciation of texts as used in various forms
- reflect on their own knowledge, values and practices and those of others
- communicate appropriately and effectively, with confidence
- plan and work independently and as members of a group.

What is studied?
While studying English Communication, the students will be involved in the following communication processes. In all cases, the English Course at Marist College Ashgrove hopes to improve the students' confidence so that their communication and literacy skills post-secondary school are finely tuned and well developed:

- Procedural (performing tasks)
- Technical (using technology)
- Personal (expressing identity)
- Cooperative (interacting in groups)
- Systems (interacting with organisations)
- Public (interacting with the wider community).

How are students assessed?
Students will be assessed using criteria based assessment to determine a level of achievement for the Queensland Certificate of Education.

The program has been designed so that each assessment instrument is assessed against the criteria.

There are seven assessment tasks in each year level – three written (some assignments, some examinations) and four spoken.
**SIS30310 CERTIFICATE III IN FITNESS**  
(National Training Package Code: SIS30310 subject to Partnership Agreement Approval)

## VET Certificate

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

### Why study Fitness?
Binnacle’s Certificate III in Fitness ‘Fitness in Schools’ program is offered as a senior subject where students have the opportunity to deliver fitness programs within their school community. Graduates will be competent in a range of essential skills – such as undertaking client health assessments, planning and delivering fitness programs, and conducting group fitness sessions in community and commercial fitness settings.

Upon successful completion, students are certified with 9 Queensland Certificate of Education (QCE) Credits:
- Nationally recognised qualification – Certificate III in Fitness (8 Credits - Core)
- **Recreation Short Course** (1 Credit – Enrichment)

This program also includes the following features:
- A range of career pathway options including an alternative entry into university.  
- An opportunity for selected students to complete a ‘Fitness in Schools’ traineeship.
- **First Aid** qualification and **CPR** certificate.

The Certificate III in Fitness will predominantly be used by students seeking to enter the fitness industry and/or as an alternative entry into University. For example:
- Exercise Physiologist
- Teacher – Physical Education
- Sport Scientist

**Students completing their Certificate III may be able to upgrade their QTAC selection rank.**
- Certificate III = rank of 68 (approximately equivalent to an OP 16 depending on the year).

Students may also choose to continue their study by completing the Certificate IV in Fitness at another RTO upon completion of their Certificate III.

### What is studied?

#### YEAR 11

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health and safety in fitness</td>
<td>Fitness equipment use and maintenance</td>
</tr>
<tr>
<td>Sport and recreation industry</td>
<td>Risk analysis</td>
</tr>
<tr>
<td>Anatomy and physiology</td>
<td>Customer service</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal work schedules</td>
<td>Risk analysis</td>
</tr>
<tr>
<td>Community fitness programs</td>
<td>Client screening and health assessments</td>
</tr>
<tr>
<td>Anatomy and physiology</td>
<td>Nutrition</td>
</tr>
<tr>
<td>Health assessments and fitness programs</td>
<td>Instructing clients</td>
</tr>
</tbody>
</table>

#### YEAR 12

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific populations</td>
<td>Supervising gym programs</td>
</tr>
<tr>
<td>Customised gym programs</td>
<td>Fitness advice</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 3</th>
<th>Term 2</th>
</tr>
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<tr>
<td>Specific populations</td>
<td>Nutrition</td>
</tr>
<tr>
<td>First Aid</td>
<td>Anatomy and physiology</td>
</tr>
</tbody>
</table>
Learning experiences will include following health and safety standards in the workplace, learning about the sport and recreation industry, providing quality customer service, using and maintaining fitness and sport equipment, delivering community fitness programs, conducting a risk assessment on fitness activities, providing client screening and health assessments, providing healthy eating information to clients, instructing and monitoring fitness programs, organising work schedules, planning and delivering gym programs, working with specific population clients, developing skills in exercise science, including anatomy and physiology, industry-recognised First Aid Certificate.

How are students assessed?
Program delivery will combine both class-based tasks and practical components in a real gym environment at the school. This involves the delivery of a range of fitness programs to clients within the school community (students, teachers and staff).

A range of teaching/learning strategies will be used to deliver the competencies. These include:

- Practical tasks
- Hands-on activities involving clients
- Group work
- Work experience within the school gym

Evidence contributing towards competency will be collected throughout the course. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies.

Costs involved
Please refer to the College Website for the current fee schedule. At times RTOs are accessed and costs are paid by the student.
PHYSICAL EDUCATION

Authority Subject

Selection Advice
Any student with the desire to challenge himself physically and cognitively should give consideration to enrolling in Senior Physical Education. This subject provides opportunities for students to engage in an extensive range of highly personalised and diverse learning experiences which highlight the uniqueness of Physical Education and allow them to develop as intelligent performers. To facilitate the development of students as intelligent performers, the thinking skills associated with the cognitive processes are part of the learning in Physical Education. It is this intelligent performance that distinguishes them as being physically educated.

Physical Education provides students with a contemporary education and provides students with meaningful learning experiences in particular with the use of ICTs.

Boys who have undertaken P70 units in Year 10 are well placed to study Physical Education. A C Standard in one or more of these units would be the minimum grade requirement.

Why study Physical Education?
Physical Education would interest students who are physically active, enjoy a range of sports, participate in sport as a coach, or who would like to further their knowledge of the physical culture of Australia. It provides a foundation for students who wish to pursue further study in human movement related fields such as sport development, management, marketing and sales, sport and physical activity policy development, sport journalism, sport psychology and coaching, athlete conditioning and management, personal training, sponsorship and fundraising, and primary, middle and senior school teaching.

What is studied?
- In Year 11, students participate in four (4) physical activities – Triathlon, Australian Rules, Volleyball and Water Polo. These activities are repeated in Year 12 where the performance expectations are elevated.
- Aligned with each physical activity is subject matter that is integrated so that it relates directly to the sport being undertaken.

A brief course overview is outlined below:

<table>
<thead>
<tr>
<th>YEAR 11</th>
<th>YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1: Water Polo &amp; Motor Learning</td>
<td>Term 1: Triathlon &amp; Exercise and Training Program Design</td>
</tr>
<tr>
<td>Term 2: Australian Rules &amp; Equity and Access to exercise, sport and physical activity in Australian Society</td>
<td>Term 2: Volleyball &amp; Psychology of Sport</td>
</tr>
<tr>
<td>Term 3: Volleyball &amp; Biomechanics/ Energy Systems</td>
<td>Term 3: Australian Rules &amp; Equity and Access to sport at the individual, interpersonal, institutional, structural and cultural levels.</td>
</tr>
<tr>
<td>Term 4: Triathlon &amp; Exercise Physiology Principles/Training Program Design</td>
<td>Term 4: Water Polo &amp; Equity and Access to sport at the individual, interpersonal, institutional level/ goal setting in sport/ common assumptions about sport and exercise in Australia.</td>
</tr>
</tbody>
</table>

How are students assessed?
- In each of the eight (8) units (1 unit per term), students are assessed in a physical activity and written or multi modal assessment task (predominantly written)
- In the physical activities, they are graded according to their ability to perform skills, strategies and tactics in authentic performance environments
- In the written tasks, students perform a variety of tasks such as essays under exam conditions, research reports, analytical expositions and research folios
- The physical and written assessment tasks are weighted equally
- Year 11 assessment is basically formative in nature while Year 12 is summative.
Authority Registered Subject

Selection Advice
There are no particular requirements necessary. The students should be interested in general physical education in terms of fitness, sport and recreation.

Why study Recreation Studies?
This study area encourages students to appreciate and value their involvement in recreational pursuits and to continue their participation in personal, employment and community activities in their adult lives. Throughout the program of study students examine issues related to the four main aspects of the study area. These are: the effects of recreation on individuals and on communities; the role of physical activity in maintaining good health; strategies to promote safety; and the personal and interpersonal skills needed to achieve goals.

What is studied?
Course Topics:
- First Aid
- Beginner Strength and Conditioning
- Intermediate Strength and Conditioning
- Wilderness First Aid
- Officiating
- Coaching
- Sport First Aid
- Strapping
- Water Safety
- Boat Trailer maintenance

Career Pathways and Skill Development:
Career pathways and skill development are an important part of Recreation Studies. Throughout the course students will focus on a variety of careers as they develop skills required for a number of recreation and sporting activities.

Sports
- Adventure Sports including:
  - rock climbing
  - sea kayaking
  - mountain bike riding
- Golf
- Weights Training
- Oztag

Career Focus
- Golf Pro
- Health/Fitness Instructor
- Professional Coach
- Outdoor Education Officer
- Tournament/Event Organiser
- National Parks and Wildlife Ranger
- Sport Development Officer

As well students will have the opportunity to gain a number of certificates that may assist them to access employment within the Sport and Recreation industry.

Certificates Opportunities include:
- First Aid Certificate
- Sports First Aid Certificate
- Strength and Conditioning Beginner and Intermediate Level Certificates
- Level 1 Coaching General Principles (NCAS)
- Level 1 Officiating Principles (NCAS)
- Basic Camping Skills
- Boat Licence
- Boat, Trailer and Motor Maintenance

How are students assessed?
A wide range of tasks is used to determine a student's level of achievement. Assessment techniques may include: observation of performance of physical skills; practical examinations; oral presentations; written tests; research reports and assignments. Assessment of a student's exit level of achievement is criteria-based.

Costs involved
Costs include access to outside Registered Training Agencies and camps which are run each year at a cost of approximately $280.00. The camp takes the form of an adventure expedition and is necessary for students to put into context the work they have been doing in class.
Authority Subject

Selection Advice
Students should have completed French in the Middle School to a C Standard result in either Year 9 or 10.

Why study French?
This course aims to help students:

- develop increased competence in communicating confidently and fluently with French-speaking people in Australia, or as a visitor in French-speaking countries
- acquire not only a body of content-knowledge but also specific intellectual skills and learning strategies to help them use the language in a purposeful way
- to acquire inter-cultural values
- to appreciate the diversity of other cultures
- read with confidence a variety of authentic texts (e.g. newspapers, magazines, brochures, advertisements, job descriptions, literary works including poetry and film) which are student centred and relevant to student needs and interests
- to write with sufficient fluency, idiom and accuracy to satisfy communicative needs in such genres as personal letters, postcards, diary entries, reports, magazine articles and letters to the editor.

Moreover the practical language skills which students develop and the potential for acquiring further languages, increases their opportunities for employment in many fields and enhances their experience during travel in other countries. Languages are a marketable skill and can be studied with another specialisation. Students become more aware of and are able to participate more fully in Australia's multicultural society, and in an increasingly globalised world which provides a gateway to an exciting career. Learning a language gives you more choices at University.

What is studied?
- topics such as health care and fitness, including drugs, smoking and alcohol; holiday planning and itineraries; the cinema, media and technology; immigration, prejudice and poverty; family; the environment; war, terrorism and humanitarian aid; the arts and architecture
- socio-cultural aspects
- grammar and structure of the language to advanced level
- current affairs
- interactive learning activities involving the four macro skills – listening, speaking, reading and writing
- electronic media and learning technology assist students in building language skills allowing them to engage in the wider world.

How are students assessed?
Student achievement is assessed at appropriate intervals during the two years of study. A level of Achievement is awarded at exit for Listening, Speaking, Reading and Writing, and reflects the fullest and latest information involved.

Costs involved
Trips to France (to our sister school, Marmoutier) or to New Caledonia are offered at student expense.

C’est la vie!
At some point, for everyone, comes the realisation that they are not only alive, but living their life. That they are no longer preparing to live or thinking about living, but they are actually out there in the big world making their way. This was how I felt when I watched all my friends and family drop away as my plane took off for France. I spent six months in Nantes, a city I knew nothing about and with a family that I had never met. To this date, I still can’t think of a better way I could have spent those first six months after graduating from high school. What I gained, by getting another perspective on the world, by hurling myself into the French culture, by perfecting my language, was priceless.
James Gallo
**JAPANESE**

**Authority Subject**

**Selection Advice**

Students should have completed Japanese in the Middle School to a C Standard or demonstrate evidence of prior learning at an equivalent level. They should also have an enthusiastic commitment to the study of the language.

**Why study Japanese?**

- contributes to students' personal, educational, intellectual and cultural development
- opens a whole new way of reading and writing and brings students into contact with ancient traditions reflected in the unique use of a variety of character-based scripts
- enhances career opportunities when combined with other vocational areas, for example, in education, law, science and technology, commerce and government
- provides an awareness and understanding of the nature and purpose of language in general, and thereby improves students' use and understanding of English
- fosters cross-cultural understanding and develops a respect for the values and perspectives of the Japanese people
- increases self-esteem through the acquisition of new and different communication skills and through learning to interact with native Japanese.

**What do students learn?**

Students learn to communicate in Japanese using the skills of listening, speaking, reading and writing for practical purposes. To enhance their ability to communicate, they also focus on more advanced grammatical and other structures of Japanese language. Key themes include family and community, leisure, recreation and human creativity, school and post-school options and social issues. Topics covered are such as youth culture, student exchange, festivals, travel, health, environment, and current affairs.

By the end of Year 12 students should be able to: Listen to and comprehend a wide range of spoken language; speak confidently and sustain a conversation on everyday topics; read, understand and respond to a wide variety of material; and write with sufficient clarity and accuracy, using 350-400 most frequently used kanji, to satisfy their communication needs.

**How do students learn?**

Students learn by using the language in communicative activities and through interacting with other speakers of the language. Language activities include:

- Participating in class discussions, debates and role-plays
- Viewing videos and films
- Reading brochures, magazines, newspaper extracts and web sites
- Communicating with students in other schools and countries face to face, or by means of video and audiotape, or electronic mail
- Using computer software in the second language
- Accessing authentic language texts on the internet
- Playing language games
- Interacting with Japanese visitors.

Students are involved in a range of co-curricular activities such as:

- International student exchanges
- Language and cultural events
- Language competitions – speech contests
- Visits to restaurants and theatres
- Listening to ethnic radio programs and viewing Japanese language movies
- Interactive computer programs
- Sit Kanji Kentei Test.
How are students assessed?
Student achievement is assessed at appropriate intervals during the two years of study. Ability to use the language is assessed through a variety of communicative tasks on the four skills areas of listening, speaking, reading and writing. These include:

- Listening: comprehending conversations, announcements, messages and reports
- Speaking: role-playing, presenting a talk, conversing with teacher and/or other speakers of Japanese
- Reading: responding to a range of written material such as magazine articles, brochures and newspaper
- Writing: letters, emails, school magazine articles, diaries.

A level of Achievement is awarded at exit for listening, speaking, reading and writing, and reflects the fullest and latest information involved.
MATHEMATICS A

Authority Subject

Selection Advice
Students who wish to enter this course should have completed either M940, M1020, M1050 or M1060. Purchase of a Graphics Calculator is compulsory.

Why study Mathematics A?
Students enrolled in this course will be given the opportunity to develop:

- improved awareness of the diverse applications of Mathematics
- financial management and statistical skills
- clarity and confidence in communicating mathematical information in a variety of ways
- confidence in analysing and solving real-life problems which they recognise as being suitable for mathematical modelling
- visualisation and representation of spatial relationships in two and/or three dimensions.

These skills and attributes not only have applications for post-secondary education but also for a diverse range of careers and many everyday life tasks.

What is studied?
Core topics are taken from Financial Mathematics, Applied Geometry, Statistics and Probability, Operations Research including Linear Programming and Networks and Queuing.

How are students assessed?
Assessment consists of formal examinations and extended Modelling and Problem Solving tasks. In Year 11, this assessment is used mainly for diagnostic purposes with the entire summative testing program occurring throughout Year 12. Exit Levels of Achievement are criteria based according to overall performance in each of knowledge and procedures, modelling and problem solving and communication and justification.
MATHEMATICS B

Authority Subject

Advice
Students should have achieved at least a C Standard in M1050, M1060, M1051 or M1061. Purchase of a graphics calculator is compulsory.

Why study Mathematics B?
The Mathematics B course is designed to provide students with the opportunity to develop:

- knowledge of a wide range of advanced mathematical techniques and tools
- facility with diverse problem-solving skills
- clarity in mathematical expression and argument
- capacity to model real-life situations in mathematical ways.

These attributes form the basis for further study in Mathematics and are needed not only in the traditional careers of engineering and the physical sciences, but also in fields as diverse as agriculture, food technology, geography, biology, economics and management.

What is studied?
The topics which students will study over the two year course are:


These topics will be sequenced to encourage students to integrate their mathematical knowledge and to maintain and revise learned results and procedures.

How are students assessed?
Assessment consists of formal examinations and extended Modelling and Problem Solving tasks. In Year 11, this assessment is used mainly for diagnostic purposes with the entire summative testing program occurring throughout Year 12. Exit Levels of Achievement are criteria based according to overall performance in each of knowledge and procedures, modelling and problem solving and communication and justification.
MATHEMATICS C

Authority Subject

Selection Advice
Students must be enrolled in Mathematics B and preferably have reached a B Standard in M1060 or a C+ Standard in M1051 or M1061.

Why study Mathematics C?
The Mathematics C course is designed to extend the student’s mathematical experience and skills by the study of advanced and powerful mathematical tools used widely in the physical sciences and in research generally.

Through exposure to the dynamic nature of such tools and applications, the student is provided with the opportunity to develop:

- a wider and more integrated knowledge of mathematical techniques
- facility with complex problem-solving skills
- clarity in mathematical expression, argument and analysis
- greater capacity to model real-life situations in mathematical ways.

Mathematics C, although not a prerequisite for University Engineering courses, provides a student many advantages if studied in Years 11 and 12. It also complements the Mathematics B course and provides support for the sciences. Please speak to Head of KLA Mathematics for more information if required.

What is studied?
The topics which students will study over the two year course are:

Groups, the Real and Complex Number Systems, Matrices and Vectors with Their Applications, Extended Calculus, Structures and Patterns, Dynamics, Introductory Modelling with Probability.

These topics will be sequenced to encourage students to integrate their mathematical knowledge and to maintain and use learned results and procedures.

How are students assessed?
Assessment consists of formal examinations and extended Modelling and Problem Solving tasks. In Year 11, this assessment is used mainly for diagnostic purposes with the entire summative testing program occurring throughout Year 12. Exit Levels of Achievement are criteria based according to overall performance in each of knowledge and procedures, modelling and problem solving and communication and justification.
Authority Registered Subject

Selection Advice
There are no prior subjects required for this course.

Why study Prevocational Mathematics?
This course is designed to enable students to solve mathematical problems at a practical level particularly in the workforce. When leaving school, students should be able to apply the mathematical concepts learned in this subject to a variety of vocational areas, and value using mathematics as a life skill. The aim of the program is for students to be able to:

• carry out a range of mathematical techniques and operations applicable to all vocational and industry areas
• possess a range of skills, attitudes and knowledge which will assist in roles not specifically related to employment, e.g. as a student and as a citizen in general
• demonstrate increased confidence in using mathematics to solve real-life problems.

What is studied?
• Basic number skills and computational skills
• Mathematical problems applied to new situations
• Technology skills of data collection and interpretation
• Techniques of approximation and estimation
• Application of mathematics to everyday situations.

How are students assessed?
Students will be assessed using criteria-based assessment to determine a level of achievement for the Senior Certificate.
**RELIGION AND ETHICS**

*Authority Registered Subject*

**Selection Advice**
Students who do not choose the Authority subject, Study of Religion, will study Religion and Ethics.

**Why study Religion and Ethics?**
An education in Religion is at the heart of the Marist College curriculum. Religion and Ethics provides a program of study that encourages students to explore and refine their personal values and life choices and ways in which these are related to their beliefs. Units studied fulfil the Archdiocesan Guidelines' aim of developing students' religious literacy by providing learning experiences that enable them to understand and appreciate issues to do with meaning, spirituality, commitment, morality, social justice and the Christian faith. Students will gain insights into the Catholic Christian community’s response to these issues in the hope that students' meaning-making systems might be enriched. The focus of the study area is on gaining knowledge and the development of an ability to reflect on, critique and communicate this knowledge in relation to their own lives and the world in which they live.

Religion and Ethics provides students with opportunities for developing five of the seven key competencies. The study area particularly develops students’:

- intellectual skills
- communication skills
- critical thinking skills
- cultural awareness
- capacity to make judgments in relation to moral, ethical and religious issues
- reflection on the personal, relational and spiritual dimensions of human religious experience.

**What is studied?**

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Term 1:</strong> Origins, Purpose, Destiny</td>
<td><strong>Term 1:</strong> Good and Evil</td>
</tr>
<tr>
<td><strong>Term 2:</strong> Peace Studies</td>
<td><strong>Term 2:</strong> Ethics and Morals</td>
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<tr>
<td><strong>Term 3:</strong> Social Justice</td>
<td><strong>Term 3:</strong> Gender and Spirituality</td>
</tr>
<tr>
<td><strong>Term 4:</strong> Sacred Stories</td>
<td><strong>Term 4:</strong> Life Choices</td>
</tr>
</tbody>
</table>

**How are students assessed?**
Students’ knowledge and understanding, processing and communication skills are monitored through the use of assessment techniques such as short written responses, response to stimulus, reflection papers, reviews, research tasks and non-written presentations. Students generally complete one assessment task per unit of study.
**STUDY OF RELIGION**

*Authority Subject*

**Selection Advice**
Students who choose to do the Study of Religion course will need a result of C Standard or better in Year 10 English.

**Why study Study of Religion?**
This course aims to help students understand:
- their own patterns of belief and the traditions of which they are a part and the ways in which these contribute to the shaping of their lives and the interpreting of their experiences
- those aspects of human experience that have prompted and continue to prompt the development and acceptance of religious interpretations of life
- the different religious views that they are likely to meet in the communities to which they belong
- that commitment to certain beliefs, attitudes and values need not preclude a respect for and a sensitive appreciation of the beliefs, attitudes and values of others.

Study of Religion provides students with opportunities for developing five of the seven key competencies.

The course particularly develops students’:
- intellectual skills
- communication skills
- critical thinking skills
- cultural awareness
- capacity to make judgments in relation to moral, ethical and religious issues
- emotional, mental and spiritual health.

**What is studied?**

**Year 11**

**Semester 1**
- Introduction to the Phenomenon of Religion
- A History of Religion
- Religious Responses in Australia

**Year 12**

**Semester 3**
- Religion, Values and Ethics

**Semester 4**
- Ultimate Questions

**How are students assessed?**

Exit Levels of Achievement are based on a student’s ability to fulfil the following criteria:
- knowledge and understanding – recall, comprehension and interpretation evaluative processes – analysis, synthesis, evaluation
- research and communication skills – research, writing, speaking and ICT skills.

Assessment techniques include essay writing, research assignments, field reports, case studies, responses to stimulus materials, multimodal presentations and short answer tests.
**Biology**

**Authority Subject**

**Selection Advice**
Experience has shown that students who have gained B Standard results or better in both Middle School Science and English are best suited to this subject.

**Why study Biology?**
- It will assist students in foreseeing the consequences for the living world of their own and society's activities.
- It will enable students to engage in creative scientific thinking and to apply their knowledge in practical situations.
- It will provide students with an insight into the scientific manner of investigating problems pertaining to the living world.

**What is studied?**
- Classification of Living Things
- Environmental Studies
- Cell Biology
- Animal Physiology
- Plant Physiology
- Reproduction
- Disease & Immunology
- Genetics
- Evolution

**How are students assessed?**
There is a continuous assessment over the two years of the course in the forms of written tasks, extended experimental investigations and extended response items.

Students are assessed in the areas of Understanding Biology, Investigating Biology and Evaluating Biological Issues.

**Career Paths**
Ambulance Officer / Biochemist / Biomedical Engineer / Botanist / Dentist / Dietitian / Environmental Engineer / Forensic / Scientist / Forestry Worker / HPE Teacher / Lab Assistant / Medical Practitioner / Medical Scientist / National Parks & Wildlife Ranger / Occupational Therapist / Optometrist / Pharmacist / Sports Scientist / Veterinarian / Veterinary Nurse / Zoologist

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**Authority Subject**

This course provides an opportunity for and assistance in the further development of a knowledge and understanding of the living world and an appreciation of the complexity and beauty of biological systems.
Authority Subject

Selection Advice
Students wishing to study Chemistry will need to have achieved the following results:
In a Year 10 Science unit (B Standard or better)
In a Year 10 Mathematics unit (B Standard or better).
Chemistry should be studied in conjunction with Mathematics B.

Why study Chemistry?
Chemists in today's world study and apply the physical and chemical properties of substances to determine their composition, to develop new substances, processes and products and to increase scientific knowledge. You may want to become a:

- Biochemist
- Chemical Engineer
- Environmental Scientist
- Forensic Scientist
- Life Scientist
- Medical Researcher
- Medical Research Chemist
- Metallurgist
- Pharmacist
- Materials Engineer

The study of Chemistry provides students with a means of enhancing their understanding of the world around them, a way of achieving useful knowledge and skills and a stepping stone for further study. An understanding of Chemistry is essential for many vocations. Participating in this course will immerse students in both the practical and contextual aspects of Chemistry engaging them in scientific inquiries, investigations and experiments.

What is studied?
Eight units of work will be completed over the two year course of study. These units of work are constructed around themes and cover a range of contexts which deal with important aspects of the chemical world. The themes covered are:

- Our Material World – Living in a World of Materials
- Water of Life
- Thermochemistry
- The Air We Breathe
- Chemical Kinetics
- Swimming Pools and Chemistry
- Shipwrecks and Salvage
- Organic Chemistry

How are students assessed?
There is continuous assessment over the two years of the course with the work in Year 11 being formative while Year 12 assessment is summative. The assessment program aims to provide information on which to base judgments on how well students meet the general objectives of the course. The assessment instruments consist of a range of techniques which are described in the syllabus as:

- Extended Experimental Investigations (EEI)
- Supervised Assessments (SA) which include formal exams
- Extended Response Tasks (ERT)

These instruments will allow teachers to judge the appropriate levels of achievement of each student in the three exit criteria of:

- Knowledge & Conceptual Understanding
- Investigative Processes
- Evaluating & Concluding
Authoritv Subject

Selection Advice
Students wishing to study this subject will need to:

- Have results of B Standard or better in Year 10 Science
- Have results of B Standard or better in M1050 or M1060 of C Standard or better in M1051 or M1061
- Be successfully studying Mathematics B for Years 11 and 12.

Why study Physics?
Physics can trace its origins back to the ancient philosophers. It aims to describe and explain the principles that govern our physical universe and as such is one of the noblest academic pursuits.

Physics is an analytical science that underpins the modern fields of engineering, medicine, biotechnology, electronics, sports science, astrophysics and many more where measurement and problem solving are involved.

Students who tend to excel in this subject are usually dedicated, well organised and have the ability to solve problems logically. The language of mathematics is used extensively in Physics and hence a high level of mathematical skill is required.

What is studied?
There are ten key concepts covered over the two year Physics course and are concerned with the areas of Forces, Energy and Motion. These major concepts areas are studied within a number of units, two of which will follow a contextual approach.

The key concepts covered over the eight units of work include:

- The nature and measurement of forces
- The effect of forces on the motion of objects
- Energy conservation and transformation
- Forms of energy and laws that describe their behaviour
- Understanding and predicting behaviour of moving objects.

How are students assessed?
The assessment program for this course aims to provide information on which to base judgments about how well students meet the general objectives of the course. The assessment instruments will consist of a range of techniques which are generally described in the syllabus as:

- Extended experimental investigations
- Supervised assessments (which include examinations)
- Extended response tasks.

These instruments will allow teachers to judge the appropriate level of achievement of each student in the three exit criteria of:

- Knowledge and Conceptual Understanding (KCU)
- Investigative Processes (IP)
- Evaluating and Concluding (EC).
Authority Subject

Selection Advice

It is suggested that students should have achieved at least a C Standard in either M1050 or M1060. B53 and B63 is the recommended pathway unit to have successfully completed for Senior Accounting.

Why study Accounting?

A fundamental element of successful business careers is a workable knowledge and understanding of accounting practices.

Accounting is an information system that is designed to provide financial and other information about the nature and significance of business transactions. People use this information for decision-making within a range of business organisations. This knowledge can also be applied by individuals to arrange their personal financial affairs.

The study of Accounting promotes the development of competencies in logical reasoning, effective communication, analysis and interpretation, numeracy and complex problem solving. In developing these competencies, students will study a range of theoretical and practical aspects of Accounting.

As in the modern business world, computers and computer technology are an inherent part of how this course is delivered. In class, students are required to use this computer technology to collate, present, report and analyse financial data.

Studying Accounting is recommended, but not a prerequisite for students who intend to study Accounting at tertiary level.

What is studied?

The course is organised around five key areas of study:

- **Foundation Studies**
- **Recording and Controls** – Cash, Credit, Inventories and Non-Current Assets Accounting
- **Reporting and Decision Making** – Statement of Cash Flows, Financial Reports, Managerial Decision Making and Budgeting
- **Accounting Package** – MYOB
- **Elective Studies** – Payroll

How are students assessed?

A wide range of assessment instrument techniques are used to determine the relationship between student achievement and the exit criteria of the course. Such assessment instruments include:

- Practical applications
- Projects
- Objective/short response exams
- Extended response exams
- Response to stimulus exams
- And non-written presentations

**Note:** For students who wish to complete a degree in Business, it may be possible to study Accounting 1 at Queensland University of Technology through the START program whilst completing Year 12 Accounting.
ANCIENT HISTORY

Authority Subject

Selection Advice
It is recommended that students have achieved at least a C Standard in a Year 10 unit in English. With the onset of a National Curriculum, History has become a mandatory subject in Years Nine and Ten. The historical skills which underpin these years, including chronological relationships, questioning, the use of and analysis of primary and secondary historical sources and identifying and exploring perspectives are further developed and expanded upon throughout Years Eleven and Twelve Ancient History. For students wishing to continue their studies at a university level, Ancient History is extremely beneficial. Throughout the two year course, students are introduced to a wide range of historical material which is analysed and interpreted. They are taught how to evaluate perspectives and representations, think critically and communicate, in both written and spoken modes and across a range of different analytical and expository genres.

Why study Ancient History?
Studying Ancient History can help us live more effectively as global citizens. To live purposefully, ethically and happily with others, we must be able to make wise decisions. Studying Ancient History can help us develop the knowledge, skills and values needed to make those decisions.

Through the study of Ancient History, we can understand how the modern world has been influenced by the peoples and achievements of the distant past. Through a study of early peoples and cultures, we can understand the processes of change and continuity that have shaped today’s world, their causes, and the roles people have played in those processes. We develop these understandings through processes of critical inquiry, debate and reflection, and through empathetic engagement with the standpoint of others.

Through studying Ancient History, students will:

• understand that history is an interpretative, explanatory discipline
• become proficient in the processes of historical inquiry and explanation
• understand the forces and influences that have shaped the modern world
• critically evaluate heritages and traditions
• investigate the role of values in history, and refine their own values commitments
• value the study of history
• develop the knowledge, abilities and ethical commitment to help students participate as active citizens in shaping the future.

What is studied?

Year 11
Archaeology
A study of archaeological techniques and neolithic sites. Students will have the opportunity to take part in a simulated archaeological dig.

Egypt
A study of Pharaonic power in the New Kingdom, with particular emphasis on the typical and atypical Pharaoh.

Greece
A study of the Greek city-states and their political development, cultural achievements and interrelationships. There is the particular focus on the rise of Athenian Democracy and the Persian Wars.

Year 12
Rome
A study of the Roman Republic and its transformation into the Roman Empire. There is the particular focus on the Punic Wars and their effects on the Republic, the rise of individuals who challenged the Republic and the Julio-Claudian Dynasty.

Themes of the Medieval World
A study of Europe, the aspects of change and continuity from 500 to 1500AD. Students will investigate individuals, political structures and social, cultural and economic forces which shaped the medieval world, including the causes and effects of the crusades.

How are students assessed?
Assessment is primarily based on essays, research essays and document studies together with some multimodal assessment. Year 11 studies concentrate on formative assessment, with summative assessment taking place in Semester 3 and Semester 4.
BSB20112 CERTIFICATE II IN BUSINESS  
(National Training Package Code: BSB07 – subject to QSA approval)

VET Certificate

Selection Advice
There are no required subjects for this course.

Why study Business?
Utilising task-based learning and an interactive Practice Firm framework the course aims to equip students with skills and vocational competencies for effective participation in the workforce; an awareness and appreciation of the importance of business procedures; the ability to communicate effectively in a work environment; the ability to effectively use a range of business technologies enabling them to take their places in a rapidly changing business and technological society; and the ability to apply business procedures within a simulated small business practice.

What is studied?
For Certificate II in Business, the student must achieve competency in:

<table>
<thead>
<tr>
<th>Table 1 Core Competencies</th>
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<tbody>
<tr>
<td>CODE</td>
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<td>BSOHS201A</td>
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<table>
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<tr>
<th>Table 2 Elective Competencies</th>
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<tbody>
<tr>
<td>CODE</td>
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<td>BSBCUS201A</td>
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<td>FNSICGEN305A</td>
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</tbody>
</table>

Several small enterprises are run in Year 12 and the students have real experiences operating the day-today running of their small business practices. Included in these experiences is a reprographics business which provides a laminating service.

How are students assessed?
A wide range of tasks is used to determine a student's competency. Assessment for this subject is competency-based. This means that once the student demonstrates that he can complete the tasks required, he will be given credit for that competency. Competency-based assessment is the process of gathering evidence and making judgments on whether the student can consistently demonstrate and apply knowledge and skill to the standard of performance required in the workplace.
**BUSINESS MANAGEMENT**

**Authority Subject**

**Selection Advice**

Students should have achieved at least a C Standard in English. B51 and B61 are the recommended pathway units when considering a study of Business Management. Business Management covers a wide range of business concepts which will require students to analyse, interpret and evaluate in business situations.

**Why study Business Management?**

Businesses are complex and dynamic entities that continually change to meet the demands of consumer markets. Business managers work to meet market demands and reach business goals by formulating strategies concerning marketing, operations, human resources, finance, and business development activities. At the same time, business managers strive to develop ethical business strategies that consider the concerns of all stakeholders while achieving profitability. Business managers engage and communicate with all parties, including team members and stakeholders, when working to meet business objectives.

Business Management builds students' understandings of the important role that managers play in businesses that vary in size and nature. Students develop knowledge and understanding of business management as they explore the main functions of businesses. Learning through case studies in authentic local, national and global business contexts, students apply their knowledge to business situations in order to identify issues. Students analyse and interpret business information and management strategies, evaluating the success of these in meeting business outcomes. Simulating the role of business managers, students formulate and justify management strategies and recommendations that impact on business objectives.

Students apply their knowledge and understanding of the main functions of businesses to practical and authentic situations as they develop innovative and creative feasibility studies or undertake business ventures. Working in teams, students develop communication and management strategies. By considering the views of a range of stakeholders, students determine the implications of business management strategies on individuals, businesses and society.

A course of study in Business Management can establish a basis for further education and employment in the fields of small-to-medium enterprise, business management, human resource management, financial management, commerce, marketing and operations management and corporate systems management.

**What is studied?**

As an individual's involvement with business organisations are numerous and varied including participation as an employee, a manager, an entrepreneur, a consumer or a unionist, it is imperative that students develop an understanding of these various business roles. It is through the understanding of how business organisations function that individuals can perform successfully.

This syllabus comprises six areas of study:
- Management practices
- Marketing management
- Operations management
- Human resource management
- Financial management
- Business development.

Each area of study has a focus. The focus of each area of study is core to Business Management and is taught through suggested subject matter.

**How are students assessed?**

In addition to the conventional methods, this subject can make use of some very interesting and challenging learning activities and assessment items. These include:
- Feasibility Studies
- Examination: short response and extended response tests
- Extended Response Research Topic
- Extended Response to Stimulus
- Computer-simulated business management
- Development of research instruments, e.g. questionnaires, interviews and surveys.
**ECONOMICS**

**Authority Subject**

**Selection Advice**
B56 and B66 is the recommended pathway unit for a study of Senior Economics. Further it is recommended that a B Standard or better at Year 10 English have been achieved.

**Why study Economics?**
Economics is a study of how to use scarce resources in the best way possible. Households, businesses and governments are confronted with the economic problem of alternative uses of their limited resources. This course of study stresses the desirability of understanding the significance of economic events as well as the implications of individual, business and government economic decision making.

The emphasis is on the application of economic skills and concepts to the problems and issues facing Australian society. It helps senior students gain key employment skills and competencies and to participate effectively in, and contribute to, economic decision making.

**What is studied?**
Economics offers a range of core and elective topics. One core topic must be studied each semester.

<table>
<thead>
<tr>
<th>Core topics</th>
<th>Outline of topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Markets and models</td>
<td>The general nature of economics and the economic problem of what, how and for whom to produce.</td>
</tr>
<tr>
<td>2. Contemporary micro-economic issues</td>
<td>The best use of scarce resources comes from using the cost-benefit model and rational economic behaviour can result from using this model.</td>
</tr>
<tr>
<td>3. Contemporary macroeconomic issues</td>
<td>How governments and central banks implement economic policies and objectives.</td>
</tr>
<tr>
<td>4. International economics</td>
<td>International economics, external trade relations, the balance of payments, and the connection between the domestic and external sectors of the economy.</td>
</tr>
</tbody>
</table>

The elective topics are related to economic sectors and may be integrated with or used as an introduction to core topics. A minimum of four and a maximum of six elective topics are studied over the two years of the course. The elective topics are:

- Share market
- Personal economics
- Industry and market concentration
- Income and wealth distribution
- Income and expenditure analysis
- Population
- Labour
- Systems and development
- Globalisation and trade
- Distribution of income and wealth
- Finance
- School elective

**How are students assessed?**
Over the four semesters, students will be required to participate in the following assessment techniques:

- supervised written assessment — involves providing responses, in the form of paragraph or extended responses to questions conducted under supervised conditions. These may be in response to stimuli such as articles from newspapers, graphs and cartoons.
- research assessment — involves research, analysis, synthesis and evaluation of data and information in the development of a response. A research assessment will be presented in a variety of modes such as reports, journal articles or folios, and will include research conventions (e.g. referencing). These assessments occur over a period of time during class and often in the student's own time.
GEOGRAPHY

Authority Subject

Selection Advice
Students are advised to have achieved at least a C Standard result in Year 10 English. Enrolment in a Geography unit is desirable but not essential.

Why study Geography?
Geography is about the study of human and natural characteristics of places and the interactions between them. It prepares students for adult life by developing in them an informed perspective. Geographically informed citizens understand the many interdependent spheres in which they live and make informed judgments to improve their community, state, country and the world.

Through Geography students should be able to:
- Know and understand facts, concepts and generalisations about Geography
- Apply geographic skills to observe, gather, organise, present and analyse information
- Access and have a knowledge of spatial technologies such as GPS, remote sensing applications, satellite imagery, satellite navigation systems and geographic information systems (GIS) and
- Use geographic perspectives to evaluate, make decisions about and report on issues, processes and events.

What is studied?
The course in Senior Geography is organised around four themes:
- A study of the Natural Environment which explores the relationships of people with the natural environment and encourages students to consider the links that exist between all components of the natural environment and the responsibilities this places on all people
- A study of Social Environments which provides students with an understanding of the variety and complexity of communities from farm to mega-city. The theme encourages students to make better informed decisions about planning processes within their communities
- A study of People and Development which focuses on issues related to the disparity in living conditions, wealth and poverty and opportunities and choices which exist within and between peoples from different places
- A study of the use of Resources and the Environment focuses on issues related to human use of and reliance on the environment. The theme encourages students to consider the cultural perceptions of resources and environments and the role of political entities in the management of and decision making about these environments.

How are students assessed?
- Short Response Tests
- Data Response Tests
- Practical Exercises
- Stimulus-response Essays
- Reports
- Non-written Presentations

A variety of techniques are used each semester. A profile of student work is used for determining a student's exit result. All work from Year 12 is summative.

Pathways
Tertiary Studies and Employment – especially in the areas of: defence forces, urban design, journalism, education, mining, meteorology, public service, agriculture, architecture, environmental studies, engineering, economics and commerce, geology, social work, surveying and tourism.
**LEGAL STUDIES**

*Authority Subject*

**Selection Advice**
Students should have achieved at least C Standard in a Year 10 English unit.

L54 and L64 are recommended pathway units when considering enrolment in senior Legal Studies. B Standard results in these units (or better) is the recommended minimum standard for a study of the law at senior levels.

**Why study Legal Studies?**
Many significant legal and social issues face individuals and groups in Australian society. To deal with these issues, people need to be informed about our laws. They need to be able to investigate and understand the Australian legal system and how it affects their basic rights, obligations and responsibilities. Informed citizens are better able to constructively question and contribute to improvement of laws and legal processes.

By examining historical and social factors that have led society to create a legal system, students will understand the legal frameworks which regulate and shape our lives.

Legal Studies provides opportunities for the development of the key competencies. Throughout the course, students will collect, organise, analyse and synthesise relevant information and evaluate its quality and validity. Students will generate data through inquiry and observation, to comment on the social relevance of law. They will attempt to solve problems and propose resolutions to legal issues encountered in society. Students will comment on the effectiveness, adequacy and appropriateness of legal outcomes, and will be involved in the communication of ideas, information, opinions, arguments and conclusions, in a variety of formats. Through their learning experiences, students will use a variety of technologies. The methodology for teaching and learning Legal Studies integrates these key competencies throughout the course.

Legal Studies is principally intended to help students develop knowledge, skills and attitudes to enhance their ability to participate as informed, proactive and critical members of society. Students are encouraged to understand the impact of the law, legal system and legal processes.

**What is studied?**

**Year 11**
- The Australian Legal System – Introduction to law and legal procedures
- Crime and Society – Types of criminal offences and the operation of the criminal justice system
- Civil Obligations – Contracts – Introduction to contract law and the elements of a valid contract
- Civil Obligations – Torts – Introduction to law of negligence, trespass, defamation and nuisance

**Year 12**
- Jobs and the Law – Principles of employment law and the operation of the industrial relations system
- Family Law – Key features of the law of marriage and divorce and associated procedures
- Independent Study – In-depth inquiry research study on a student selected topic
- Human Rights – Critique of the extent to which our law protects human rights

**How are students assessed?**
Assessment techniques are varied and include short responses, extended responses, non-written presentations, inquiry tasks (research), responses to stimulus under examination conditions.

Year 11 is primarily diagnostic; that is, learning the necessary skills in inquiry and research, for assignments, essays and other assessment techniques. Year 12 employs summative assessment of these skills in Semester 3 and 4.
MODERN HISTORY

Authority Subject

Selection Advice

Students wishing to study this subject should have achieved at least a C Standard in Year 10 English. The implementation of a National Curriculum for History in Years 9 and 10 has created a stronger degree of continuity between and through Years 9 through 12. In Years 11 and 12, Modern History has close connections not only in relation to the content covered, but also in regards to the historical skills which underpin the subject. Modern History further develops these skills, including chronological relationships, questioning, the use of and analysis of primary and secondary historical sources and identifying and exploring perspectives. For students wishing to continue their studies at a university level, Modern History is extremely beneficial. Throughout the two year course, students are taught the techniques of in-depth research and are introduced to a wide range of historical material which is analysed and interpreted. They are taught how to evaluate perspectives and representations, think critically and communicate, in both written and spoken modes and across a range of different analytical and expository genres.

Why study Modern History? ‘The past is the present and the future too.’

Modern History provides students with invaluable skills which will enable them to become life-long learners. Students will develop skills in critical inquiry, formulation of arguments, research techniques and communication to allow them to meaningfully engage with the course content.

The study of Modern History allows students to comprehend, evaluate and critically analyse the events, people and ideologies from the past and examine the impact these have had, and continue to have, on our modern world. This is done through the critical engagement with sources, class discussions and debates, reflection and the understanding of different perspectives.

Through studying Modern History, students will:

- Understand the forces and influences that have shaped the modern world
- Become proficient in the processes of historical inquiry and explanation
- Investigate the role of values in history
- Critically evaluate sources of information
- Develop the knowledge, abilities and ethical commitment to help students participate as active citizens in shaping the future.

What is studied?

Year 11

Studies of Conflict – Causes of World War Two - A study of the causes of World War Two examining post World War One conditions after the signing of the Peace Treaties which ultimately led to the outbreak of War.

Studies of Power – Studies of National Socialism in Germany - An examination of Hitler’s rise to power and the methods his Nazi party used to maintain and consolidate his totalitarian regime.

Studies of Change – Civil Rights in the USA - Students will study the important achievements of African-American civil rights, judicial decisions and legislation based on these amendments, and how these legal changes greatly affected the opportunities available to women, nonblack minorities, disabled individuals, and other victims of discrimination.

The Individual in History - Students will study Influential Australians throughout history and conclude with directions for Australian Society in the 21st Century.

Year 12

Studies of Conflict – Arab-Israeli Conflict - This study will focus on conflicts within the Middle East with a specific focus on the Arab-Israeli conflict.

Studies of Conflict: Terrorism - An examination of the history of terrorism and how terrorism has evolved as a result of globalisation.

History and Historians: Theories and Standpoints – Ideologies in History - Students will examine history from a variety of different perspectives. Such perspectives include: History from Feminist, Marxist and Global perspectives.

History and Historians: Theories and Standpoints – Ideologies in History - A study of Revisionist History examining how and why historians can reinterpret traditionally held beliefs about events and people and the controversy which surrounds these revisions of history. The Holocaust will be used as a case study.

How are students assessed?

Assessment will take the form of essays under exam conditions, research assignments, short response to stimulus exams and multi-modal oral presentations. Year 11 assessment is formative, whereas Year 12 assessment is summative.
VET Certificate

Selection Advice
There are no required subjects, but an interest in Construction is essential.

Why study Construction?
The Certificate I in Construction provides foundation skills and knowledge for the following areas of specialisation:

- Carpentry
- Brick/block laying
- Concreting
- Dogging
- Demolition
- Rigging
- Roof tiling
- Scaffolding
- Plastering
- Steel fixing
- Wall and ceiling lining
- Wall and floor tiling
- Waterproofing
- Building surveying

This course is designed to enable the student to:
- develop basic skills and technical knowledge
- develop an understanding of a broad spectrum of skill areas within the construction industry
- complete Certificate I in Construction
- develop a wide range of accredited useable skills should the student make a vocational choice other than a specific skill area
- be eligible for appropriate credit into related courses offered by other training providers, for example, TAFE Queensland.

What is studied?
Students will develop entry level skills in a variety of trade areas. They must complete all eight Core Competencies (C), and three Elective Competencies (E).

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<tr>
<th>CODE</th>
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<tbody>
<tr>
<td>CPCCOHS2001A</td>
<td>Apply OHS requirements, policies and procedures in the construction industry</td>
<td>C</td>
</tr>
<tr>
<td>CPCCCM1012A</td>
<td>Work effectively and sustainably in the construction industry</td>
<td>C</td>
</tr>
<tr>
<td>CPCCCM1013A</td>
<td>Plan and organise work</td>
<td>C</td>
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<tr>
<td>CPCCCM1014A</td>
<td>Conduct workplace communication</td>
<td>C</td>
</tr>
<tr>
<td>CPCCCM2001A</td>
<td>Read and interpret plans and specifications</td>
<td>C</td>
</tr>
<tr>
<td>CPCCCM2005A</td>
<td>Use construction tools and equipment</td>
<td>C</td>
</tr>
<tr>
<td>CPCCVE1011A</td>
<td>Undertake a basic construction project</td>
<td>C</td>
</tr>
<tr>
<td>CPCCOHS1001A</td>
<td>Work safely in the construction industry</td>
<td>C</td>
</tr>
<tr>
<td>CPCCCM1015A</td>
<td>Carry out measurements and calculations</td>
<td>E</td>
</tr>
<tr>
<td>CPCCCM2004A</td>
<td>Handle construction materials</td>
<td>E</td>
</tr>
<tr>
<td>CPCCCM2006A</td>
<td>Apply basic levelling procedures</td>
<td>E</td>
</tr>
</tbody>
</table>

How are students assessed?
Assessment for this subject is competency-based. This means that once the student can demonstrate that he can do all of the tasks required, he will be given credit for that competency. Competency-based assessment is the process of gathering evidence and making judgments on whether the student can consistently demonstrate and apply knowledge and skill to the standard of performance required in the workplace. Assessment techniques may include practical work, projects, tests, writing tasks and teacher observation.

Qualified workplace assessors may assess students in the workplace. This workplace assessment will be recorded in a Work Placement Log Book.

Costs involved
Please refer to the College Website for the current fee schedule. At times RTOs are accessed and costs are paid by the student.
MEM10105 CERTIFICATE I IN ENGINEERING
(National Training Package Code: MEM05)

VET Certificate

Selection Advice
There are no prerequisite subjects but an interest in engineering is essential.

Why study Engineering?
The Certificate I in Engineering provides foundation skills and knowledge for the following areas of specialisation:

- Mechanical
- Marine craft
- Production technology
- Fabrication
- Electrical/electronic
- Jewellery
- Locksmithing

This course is designed to enable the student to:

- develop basic skills and technical knowledge
- develop an understanding of a broad spectrum of skill areas within the engineering industry
- complete Certificate I in Engineering
- carry out skills that are necessary for an entry-level worker in the engineering industry
- be eligible for appropriate credit into related courses offered by other training providers, for example, TAFE Queensland.

What is studied?

MEM10105 CERTIFICATE I ENGINEERING
(24 points required)

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Core/Elective</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEM13014A</td>
<td>Apply principles of occupational health and safety in the work environment</td>
<td>Core</td>
<td>0</td>
</tr>
<tr>
<td>MEM14004A</td>
<td>Plan to undertake a routine task</td>
<td>Core</td>
<td>0</td>
</tr>
<tr>
<td>MEM15024A</td>
<td>Apply quality procedures</td>
<td>Core</td>
<td>0</td>
</tr>
<tr>
<td>MEM16007A</td>
<td>Work with others in a manufacturing, engineering or related environment</td>
<td>Core</td>
<td>0</td>
</tr>
<tr>
<td>MEM05004C</td>
<td>Perform routine oxy acetylene welding</td>
<td>Elective</td>
<td>2</td>
</tr>
<tr>
<td>MEM05005B</td>
<td>Carry out mechanical cutting</td>
<td>Elective</td>
<td>2</td>
</tr>
<tr>
<td>MEM05006C</td>
<td>Perform brazing and/or silver soldering</td>
<td>Elective</td>
<td>2</td>
</tr>
<tr>
<td>MEM07032B</td>
<td>Use workshop machines for basic operations</td>
<td>Elective</td>
<td>2</td>
</tr>
<tr>
<td>MEM11011B</td>
<td>Undertake manual handling</td>
<td>Elective</td>
<td>2</td>
</tr>
<tr>
<td>MEM12023A</td>
<td>Perform engineering measurements</td>
<td>Elective</td>
<td>5</td>
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<tr>
<td>MEM12024A</td>
<td>Perform computations</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>MEM16008A</td>
<td>Interact with computing technology</td>
<td>Elective</td>
<td>2</td>
</tr>
<tr>
<td>MEM18002B</td>
<td>Use power tools/hand held operations</td>
<td>Elective</td>
<td>2</td>
</tr>
<tr>
<td>MEM18001C</td>
<td>Use hand tools</td>
<td>Elective</td>
<td>2</td>
</tr>
</tbody>
</table>

How are students assessed?
Assessment for this subject is competency-based. This means that once the student can demonstrate that he can do all of the tasks required, he will be given credit for that competency. Competency-based assessment is the process of gathering evidence and making judgments on whether the student can consistently demonstrate and apply knowledge and skill to the standard of performance required in the workplace.

Costs involved
Course fees apply. Please refer to the College Website for current fee schedule. At times RTOs are accessed and costs are paid by the student.
GRAPHICS

Authority Subject

Selection Advice
Students taking this subject are strongly advised to have completed Middle School Graphics with a minimum grading of a C Standard.

What is Graphics?
Senior Graphics is about solving design problems graphically and presenting graphical products. You will use a design process to identify and explore the design needs or opportunities of target audiences; research, generate and develop ideas; and produce and evaluate graphical solutions. You will solve graphical problems in at least two of three design areas: industrial design, graphic design and built environment (architecture, landscape architecture and interior design). Graphics contributes to your understanding and proficient use of technologies. It develops communication, analytical and problem-solving skills.

Why study Graphics?
Graphics engages students in solving design problems and presenting their ideas and solutions as graphical products. Students explore design problems through the lens of a design process where they identify and explore a need or opportunity of a target audience; research, generate and develop ideas; produce and evaluate solutions. Students communicate solutions in the form of graphical representations using industry conventions where applicable.

What is studied?
Graphics provides learning experiences in 2D and 3D graphical communication. Graphical representations are produced as the result of learning experiences and assessment opportunities, as students solve design problems that are situated in three Design Areas. Across the course of study students must experience at least two of these Design Areas. The three Design Areas are:

- **Industrial Design** - is the professional service of creating and developing concepts and specifications that optimise the function, value and appearance of products and systems for the mutual benefit of both user and manufacturer.

- **Built Environment Design** (architecture, landscape architecture and interior design) - includes the areas of architecture, landscape architecture and interior design. It refers to indoor and outdoor spaces that have been structurally changed by human action.

- **Graphic Design** - involves the manipulation, combination and use of shape, colour, imagery, typography and space to create visual solutions for reproduction by any means of visual communication.

In solving design problems graphically students use a design process. It is iterative, emphasising the recursive and reflective nature of design. As a minimum, students should understand and use this design process when solving design problems. As students experience the stages of a design process they engage in a range of cognitive, communication, creative, research and technical skills.

How are students assessed?
Assessment is an integral part of the Graphics program and is designed to enable students to demonstrate a broad range of achievement. In Graphics, assessment instruments include design folios and examinations.

Design folios record the design process you have used to solve a design problem. These folios will contain some written information, but will mostly consist of graphical representations of your ideas and solutions. Examinations will mostly require you to sketch and draw ideas and solutions in response to small design problems or aspects of larger ones. The dimensions for a course of study in this subject are:

- Dimension 1: Knowledge and understanding
- Dimension 2: Analysis and application
- Dimension 3: Synthesis and evaluation.
Equipment Required

Students will need the following drawing equipment for home assignments:

**Stationery:**
- Pencils (2H, HB, 2B and set of coloured)
- Copic Outline Markers (black and shades of grey)

**Software:**
Most of the software used at Marist College Ashgrove has download trials which enable the students to run the packages on their machines at home provided they have the hardware to support them.

**Hardware:**
It is recommended that the students have the following minimum specifications to run the software required.

**Recommended Minimum Specifications:**
RAM 4GB; Graphics 512+ MB; CPU Intel® i5 Processor or equivalent

Where can Graphics take you?
A course of study in Graphics can contribute 4 credits toward the Queensland Certificate of Education (QCE), and establish a basis for further education and employment in the fields of graphic design, industrial design, built environment design (architecture, landscape architecture and interior design), engineering, urban and regional planning, surveying and spatial sciences, and building paraprofessionals.

Authority Registered Subject

Selection Advice
There are no particular requirements necessary. The students should be interested in horticulture, gardens and landscaping. There is a need for manual skills and abilities.

Why study Horticulture?
This study area encourages students to appreciate and value their environment and can lead to careers in horticulture and begin a lifelong passion for gardening enthusiasts.

What is studied?

Course Topics:
- Occupational Health & Safety
- Undertaking Propagation Activities
- Safe Manual Handling
- Nursery Production
- Prune Shrubs & Small Plants
- Basic Landscape Design and Construction
- Properties of Soil
- Safe Use of Equipment
- Basic Irrigation Systems
- Treating Weeds

Career Pathways and Skill Development
Career pathways and skill development are an important part of Horticulture studies. Throughout the course students will focus on a variety of skills required for a number of Horticultural careers.

Career Focus
- Nursery Worker
- Landscaper
- Gardener
- Nursery Assistant
- Groundskeeper
- Greenkeeper
- Horticulturalist
- Arboriculture

As well students will have the opportunity to gain certificates and online checklists that may assist them to access employment within the Horticultural industry.

How are students assessed?
A wide range of tasks is used to determine a student's level of achievement. Assessment techniques may include: observation of performance of physical projects; practical examinations; oral presentations; written tests; research reports and assignments. Assessment of a student’s exit level of achievement is criteria-based.

Costs involved
Costs include a subject levy of approximately $200 for plants and products associated to the course and field trips to various Botanical Gardens and associated gardens in Brisbane.
VET Certificate

Selection Advice
There are no special subjects required for this course. An interest in hospitality is essential.

Why study Hospitality?
The Certificate II in Hospitality provides foundation skills and knowledge for the following areas of specialisation:

- Commercial cookery
- Asian cookery
- Patisserie
- Commercial catering
- Food and beverage
- Gaming
- Front office
- Housekeeping
- Hospitality security

This course is designed to enable the student to:

- possess skills, attitudes and knowledge that will assist you in roles not specifically related to employment, for example as a student and as a citizen in general
- be eligible for appropriate credit into related courses offered by other training providers, for example TAFE Queensland and
- gain an understanding of the industry's workplace culture and practices.

What is studied?
Students will develop entry level skills in the Hospitality area. They must complete all Core Competencies (C) and five Elective Competencies (E) listed below:

<table>
<thead>
<tr>
<th>CODE</th>
<th>DESCRIPTION</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWOR203B</td>
<td>Work effectively with others</td>
<td>C</td>
</tr>
<tr>
<td>SITHIND201</td>
<td>Source and use information on the hospitality industry</td>
<td>C</td>
</tr>
<tr>
<td>SITHIND202</td>
<td>Use hospitality skills effectively</td>
<td>C</td>
</tr>
<tr>
<td>SITXCCS202</td>
<td>Interact with customers</td>
<td>C</td>
</tr>
<tr>
<td>SITXFSA101</td>
<td>Use hygienic practices for food safety</td>
<td>C</td>
</tr>
<tr>
<td>SITXWHS101</td>
<td>Participate in safe work practices</td>
<td>C</td>
</tr>
<tr>
<td>SITHFAB204</td>
<td>Prepare and serve espresso coffee</td>
<td>E</td>
</tr>
<tr>
<td>SITHFAB206</td>
<td>Serve food and beverage</td>
<td>E</td>
</tr>
<tr>
<td>SITHFAB201</td>
<td>Provide responsible service of alcohol *</td>
<td>E</td>
</tr>
<tr>
<td>SITHCCC102</td>
<td>Prepare simple dishes</td>
<td>E</td>
</tr>
<tr>
<td>SITHFAB203</td>
<td>Prepare and serve non-alcoholic beverages</td>
<td>E</td>
</tr>
<tr>
<td></td>
<td>* Delivered by an external provider</td>
<td></td>
</tr>
</tbody>
</table>

How are students assessed?
Assessment in this subject is designed to enable students to demonstrate achievement of the knowledge, application and practical skills as predetermined by the hospitality industry. Assessment for this subject is competency-based. This means that once the student can demonstrate that he can do all of the tasks required, he will be given credit for that competency. Competency-based assessment is the process of gathering evidence and making judgments on whether the student can consistently demonstrate and apply knowledge and skill to the standard of performance required in the workplace.

A wide range of tasks are used including short response tests, practical demonstrations and performances in industry-related contexts through our Marcellin's Training Restaurant.

Costs involved
Please refer to the College Website for the current fee schedule. The major costs are the ingredients used by the students in their cooking classes.

The students' program is broadened at times through the excellent services of a number of international and nationally recognised hotels and restaurants. Subsidies, where possible, are raised to offset these costs. If there are any further costs you will be advised.
INFORMATION PROCESSING AND TECHNOLOGY

Authority Subject

Selection Advice
The ability to comprehend and compose written and other texts is a necessary skill for Information Processing and Technology.

Students who study this course also need to have excellent problem solving skills.

Although it is not a prerequisite, it is recommended that students have studied IT based subjects prior to selecting IPT.

Why study IPT?
Students investigate the nature of, and methods associated with, information processing and related technologies, using a computer as the primary tool.

Students will be exposed to a variety of intellectual challenges involving distinctive approaches to problem solving, communication and a range of associated practical skills.

The course is designed to help students to:

• develop an understanding of the underlying principles of information technologies
• develop analytical and problem solving skills using computers
• develop the ability to make informed judgments about the social, cultural and economic impacts of the information technologies on society.

What is studied?
The two year course is divided into the following four topics:

• Social and Ethical Issues
• Human Computer Interaction
• Relational Information Systems
• Structured Query Language
• Software Programming
• Algorithms

Also included is additional material relating to intelligent systems and computer systems.

How are students assessed?
Students will be assessed by written examinations, assignments and projects.
TECHNOLOGY STUDIES

Authority Subject

Selection Advice
Successful completion of Middle Technology Studies (Z61) and/or Graphics (K61) is highly recommended.
An Industrial Technology subject completed to a Year 10 level will be beneficial.

Subject Description
Technology Studies challenges you to understand and appreciate technological innovation and its impact on society. You will learn about the purposeful application of knowledge, resources, materials and processes to develop solutions to real-world design problems by generating innovative ideas and producing products.

In Technology Studies you will examine and create solutions to design problems. Design problems are based on identifying a need or responding to an opportunity.

Why study Technology Studies?
You will develop an understanding of real-world product design and production processes. Technology Studies provides opportunities for you to develop lifelong skills in strategic thinking, practical problem solving, information analysis, creative thinking and project management.

What is studied?
Using a design process you will investigate design problems from a variety of contexts, while considering the human needs of individuals and communities, or in response to identified opportunities. You will explore and analyse design factors to develop ideas and produce products through the practical application of manufacturing technologies and materials. Products are created because they meet a need and confirm your design decisions.

Through studying Technology Studies you will develop the skills to manage resources and risks effectively to develop solutions to design problems. You will critique and evaluate ideas and products against design criteria, justify design decisions and make recommendations for improvement.

How are students assessed?
Assessment in Technology Studies gives you opportunities to demonstrate your knowledge and understanding of how to develop solutions to design problems using a design process. You will analyse design problems and apply design factors, then develop ideas and produce products, evaluating your processes and solutions as you work.

Assessment instruments include:
- **Design Folios** — these involve undertaking and documenting a design process where you develop ideas and produce products in response to a design problem.
  
  You will document your process using both visual and written communication, which may include freehand sketches, drawings, computer-generated images, photographs, animations, videos, annotations, paragraphs and extended writing.

- **Reports** — these involve analysing the relationship between a product and society, and may include proposing solutions, expressing and justifying a point of view or explaining and evaluating an issue.
  
  In Year 12, you will be expected to complete two to three assessment responses, including at least one design folio and one other assessment.

Pathways
A course of study in Technology Studies can contribute 4 credits toward the Queensland Certificate of Education (QCE), and establish a basis for further education and employment in the fields of industrial design, product design, civil engineering, mechanical engineering, electrical engineering, architecture and project management.

For further information about future tertiary pathways, see QTAC’s Guide to Tertiary Courses
[www.qtac.edu.au/OtherServices/Publications.html](http://www.qtac.edu.au/OtherServices/Publications.html).

More information
For more information, please visit the subject page on the QSA website: [www.qsa.qld.edu.au/20323.html](http://www.qsa.qld.edu.au/20323.html), or email seniorcurriculum@qsa.qld.edu.au.
Drama

Authority Subject

Selection Advice
It is desirable but not compulsory that students have studied Drama at a junior level either within or beyond the classroom. Time is spent at the beginning of Year 11 introducing and/or revising the specific dramatic languages.

Why study Drama?
The Drama course provides students with a range of experiences and skills. They gain an understanding of the society in which they live through both historical and contemporary perspectives. The study of Drama provides, especially to boys, authentic and most often hands-on learning experiences that engage their minds, hearts and bodies. The learning experiences are real and meaningful and engage multiple skills and abilities.

The collaborative nature of Drama as an art form provides students with opportunities to learn and manage the interpersonal and intrapersonal skills required to work effectively, both individually and in groups. Drama is a wonderful tool with which students can build successful time management skills, self-confidence, self-esteem and direct their creative energies towards meaningful aesthetic projects. They will develop skills and understandings that are transferable to a variety of community activities, careers, professions and creative industry contexts. Commitment, self-discipline, respect, tolerance, sensitivity and cooperation can also be added to the skills base acquired in a Drama classroom.

By the end of the course students feel more confident to speak in front of an audience. Students of Drama will also become independent theatre-goers able to appreciate, more fully, their dramatic heritage.

What is studied?
The dramatic languages of skills of performance, the elements of drama, styles and their conventions and text and context are the foundations and working materials of drama. Students will learn to manipulate these dramatic languages in terms of both heritage (emerging before 1980) and contemporary (emerging after 1980) perspectives.

The students will develop an understanding of a variety of dramatic forms including:

- Realist Theatre
- Visual Theatre
- Mask Theatre
- Physical Theatre
- Australian and Indigenous Theatre
- Political Theatre

Their learning experiences will include workshopping ideas, devising their own work, exploring contemporary practices, expressing creative spontaneity through improvisation and role play, play-building and scripting as well as acting, rehearsing and performing. They will visit the Theatre to watch professional actors, directors and designers at work in order to justify judgments made about the intended dramatic action. Students will also be given the opportunity to work with industry professionals as artists-in-residence usually culminating in performance work.

How are students assessed?
In Drama, students are assessed in the three general objectives of Forming, Presenting and Responding through a process of continuous criteria based assessment. The exit criteria reflect the general objectives. Assessment techniques include a variety of student devised scripted individual and group work; individual and group performance work and written analysis of both dramatic texts and live performances.
Authority Subject

Selection Advice
It is desirable that students have demonstrated a C Standard or better result in Media in the Middle School. Entry into Film, Television and New Media occurs via a Selection Criteria process. A proven ability in English is advantageous to students of Film, Television and New Media.

Why study Film, Television and New Media?
- The Film, Television and New Media course aims to:
  - give students a basic competency in the techniques of handling video equipment and the designing of film and television texts
  - give students the vocabulary, concepts and skills to critically analyse and evaluate films and T.V. programs
  - give students an awareness of the part played by these media in the socialisation process, of the advantages to be gained from their use as a means of communication and, the dangers to be feared if they are used as a means of repression and regimentation
  - create an awareness of mainstream and alternative modes of production and representations
  - show to what extent reality can be recreated and in what way it can be distorted by these media
  - create in the long term a visually literate and aware public, demanding a higher technical and creative level in film and, particularly, in television programs.

What is studied?
- Visual Language and Literacy
- Structures of Narrative
- Media Persuasion / Advertising
- World Cinema
- Representing The Real (Documentary Filmmaking)
- The Australian Media
- Who’s in Charge? Media Issues

Technology, representations, audience, institutions and languages are the key concepts standard in the units of study mentioned above.

How are students assessed?
- **Design** – the ability of students to generate ideas, devise proposals and solve problems in the planning and organisation of film and television texts
- **Practice** – the ability of students to combine knowledge and understanding of concepts with the technical skills of production (e.g. camera operation, editing skills, computer editing)
- **Critique** – the ability of students to reflect on various products and to describe, analyse, interpret, evaluate and challenge these products and ideas

Assessment techniques which encompass the above areas include the designing of script proposals and storyboards, video production (both in groups and individually), extended writing and written tests.
MUSIC

Authority Subject

Selection Advice
Students wishing to study this course are advised to have achieved at least a C Standard in English and Mathematics. A background in music is recommended.

Why study Music?
Music is an integral part of our lifestyle in the twenty-first century, even though its communicative value was established long before written history. This course aims to explore music as a means of communication and self-expression and to develop skills in the perception and practice of music in its many forms. Music also encourages social interaction, development of concentration and memory, physical coordination and self-discipline.

Students are involved in communicating ideas and information about music; solving problems encountered in developing compositions and performing repertoire, improvising or conducting, using various technologies and techniques that underpin notation, planning and organising for rehearsals and performances, and collecting and analysing information about repertoire.

It is hoped that the course will inspire students to continue their involvement with music after Year 12 for leisure, interest or career.

What is studied?
The two-year course will provide students with a variety of learning experiences within all contexts, genres and styles of contemporary society. The 'experience of music' takes place through exploring musical elements within a variety of contexts, genres and styles, to achieve the general objectives of musicology, composing and performing.

Today’s musical world dictates the use of new and changing technologies. Students studying Senior Music will become familiar with the latest methods in the digital production of music and sound engineering as well as in the traditional tools of performance and musical notation. This course provides flexibility for students in their choice of learning experiences, repertoire, assessment and pedagogy.

How are students assessed?
Students will be assessed through performance, musicology and composition. Assessment items may include formal exams, multimedia presentations, compositions generated by electronic means and contemporary technologies and performances in solo, small and large groups which may include conducting, improvising and accompaniment.
**MUSIC EXTENSION** (Year 12 only)

*Authority Subject*

**Selection Advice**
Students wishing to study this course are advised to have studied two semesters of Year 11 Music, or the equivalent and have concurrent enrolment in Year 12 Senior Music. **The course is studied for the two semesters of Year 12.**

**Why study Music?**
This subject caters for students with specific abilities in music. It is designed for students interested in exploring in greater depth one of the three areas of study which lie behind the general objectives of Senior Music. These objectives have been developed into three specialisations: Composition, Musicology and Performance. Students will undertake detailed studies in one of these specialisations.

The course of study is at a more challenging and exacting level than that offered by the parent senior syllabus in Music. Students will aim for excellence in their music and strive for cognitive, affective and psychomotor skills of a high order.

By engaging in musical activities that develop discrimination, sensitivity and responsiveness, students are encouraged to develop a heightened level of appreciation and awareness of the intrinsic qualities of music. The musical insights and technical expertise gained through this study may act as catalysts for further involvement with music beyond the school environment.

The course challenges students to extend their abilities in music both for their own fulfilment and for their contribution to the cultural enrichment of Australian society. It provides students with a developmental path to a more exacting level of musicianship and leads to the acquisition of significant expertise in this field.

**What is studied?**
Music Extension builds on the ‘experience of music’ framework of Senior Music. In conjunction with the learning undertaken in the parent subject through the three general objectives of analysing repertoire, composing and performing, students in this subject extend their learning through one of the three specialisations of Composition, Musicology and Performance.

**How are students assessed?**
In Music Extension, learning experiences and assessment are organised within each specialisation by the common general objectives of investigating and realising. Although each student selects only one of the three specialisations, the global aims, general objectives, criteria and standards unify the course of study of all students across the range of specialisations.

Assessment gives students the opportunity to display ability in composition and musicology in solo and group performance. The standards by which student ability is assessed are higher than those of the parent syllabus.
VISUAL ART

Authority Subject

Selection Advice
Students should have ideally achieved a C Standard in English. They must possess an ability to communicate visually through the making of images and objects. In addition, they must demonstrate the ability to solve problems through experimentation and review. The completion of Art units A53, A62, A63 and A71 is desirable.

Why study Visual Art?
Art has existed since the very beginning of civilisation and pre-dates language in the written form. It is one of the most important means by which men, women and children visually express innate creativity and communication concepts in their daily lives.

Art education addresses the need to appreciate and understand the visual elements of contemporary society. The visual has become increasingly important forming a dominant aspect of economic growth, communication, knowledge acquisition, entertainment, work practices, cultural identity and creative development. These are the basics of our relation to society as a whole and reflect our ability to participate in and contribute to culture.

The basic aims of the Visual Art syllabus are:

- to help students identify and develop their own specific talents by developing each student's sensitivity to the characteristics of materials
- to help students develop the skills and techniques necessary to achieve greater control and fluency in visual expression
- to develop a broader cultural background through exploration of the arts, crafts and technology of present and past cultures
- to establish an atmosphere in which curiosity, enthusiasm, integrity, confidence and tolerance can flourish.

The study of Visual Art is beneficial to the following disciplines:

- Built Environment (architecture, interior design, industrial design)
- Graphic Design and Advertising
- Web Design
- Urban and Town Planning
- Fine Arts
- Art Education.

What is studied?
The Senior course covers four semesters and is designed to explore a number of concepts incorporating teacher and student negotiated focuses which cover a wide variety of media responses.

The students' body of work will include making and appraising tasks that encourage experimentation and innovation as they develop self confidence in their interpretation of the Visual Arts. Aspects and media areas covered by the course include: painting, drawing, printmaking, 3D construction, environmental design, graphic design and computer imaging.

How are students assessed?
The students are assessed through a series of MAKING and APPRAISING tasks under the criteria of visual literacy, application and appraising.

A visual journal is an integral part of the student's work. The tasks in Semesters 1 and 2 are formatively assessed while the Semesters 3 and 4 tasks are summatively assessed.
# APPENDIX 1

## Glossary

| **AQTF** | The Australian Quality Training Framework (AQTF) is the national set of standards which assures nationally consistent, high-quality training and assessment services for the clients of Australia’s vocational education and training system. AQTF 2007 is the current version of the framework, effective from 1 July 2010. |
| **ATAR** | Australian Tertiary Admission Rank The ATAR is a number (not a mark) which allows the comparison of students who have completed different combinations of Year 12 courses. The ATAR is calculated solely for use by institutions, either on its own or in conjunction with other selection criteria, to rank and select school leavers for admission to tertiary courses. |
| **Australian Apprenticeships** | School based traineeships or apprenticeships enable students to study for their senior certificate and at the same time complete a national recognised training qualification as paid employees. |
| **Authority Registered Subjects** | An area of learning with an approved work program. Results are subject to QSA moderation procedures. These subjects are listed on the Senior Statement and contribute to a selection rank. Students completing all course requirements will obtain a level of achievement. |
| **Authority Subjects** | An area of learning with an approved syllabus and work program and QSA moderation procedures. Students at Marist College Ashgrove are encouraged to achieve exit levels of achievement of 4 semesters of Very High Achievement, High Achievement or Sound Achievement. |
| **CBT** | Competency-Based Training recognises the units of competency based on endorsed industry standards relating to knowledge, skills and the application of same in an occupation at the particular training package level. Units of competency completed by senior students are reported on the VET Certificate as competent. |
| **Compulsory Participation Phase** | Students completing Year 10 are required to participate in education and/or training for a further two years. This is called the Compulsory Participation Phase. |
| **DET** | Department of Education and Training (DET) is responsible for the registration of all apprenticeships and traineeships in Queensland. As well, DET oversees the registration of Training Organisations. |
| **Field Positions** | FPs indicate the student’s rank based on their overall achievements in Authority subjects in up to five fields. Fields are areas of study with a specific emphasis on particular knowledge and skills. FPs are calculated only for OP-eligible students. The five areas are:  
  - **Field A** – extended written expression involving complex analysis and synthesis of ideas.  
  - **Field B** – short written communication involving reading, comprehension and expression in English or a foreign language.  
  - **Field C** – basic numeracy involving simple calculations and graphical and tabular interpretation.  
  - **Field D** – solving complex problems involving mathematical symbols and abstractions.  
  - **Field E** – substantial practical performance involving physical and creative arts or expressive skills.  
  FPs are listed to provide more information when considering two or more applicants with the same OP at the cut-off point. This information is used to choose between students for entry to certain courses.  
  FPs measured from 1 the highest, to 10, the lowest, confirm students have the required skills for a particular course. There is no requirement for a student to be eligible for all five fields. It is important for each student to be aware of his field eligibility.  
  To be eligible for a Field Position, a student must achieve 60 weighted semester units (the weight x number of semesters studied) in that field. |
### APPENDIX 1

<table>
<thead>
<tr>
<th>Learner Unique Identifier (LUI)</th>
<th>The LUI will enable a student to access his Learning Account to monitor his progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Account</td>
<td>Each student will have an individual learning account which will record what, where and when learning is undertaken and the achievements. The College will register each student in the year before he turns 16. Upon registration, each student’s learning account is automatically opened. As each student progresses through Year 10, he will develop a Senior Education and Training Plan. All learning undertaken and achievements are recorded in the student's learning account. Different types of learning attract different credits. As activities and studies are completed, the credits are banked and the learning account grows. Each student can view his learning account through Student Connect by means of a password available only to the student and his parents/carers. The learning account may contribute towards:</td>
</tr>
</tbody>
</table>
|                                 | • A Queensland Certificate of Education (QCE) – confirming a significant amount of learning at a set standard, and meeting literacy and numeracy requirements  
|                                 | • A senior statement – recording all learning undertaken and achievements for a student completing Year 12  
|                                 | • Vocational Education and Training (VET) certificates – certifying competence in a course or qualification level  
|                                 | • A Queensland Certificate of Individual Achievement (QCIA) – certifying achievements by students with special needs on individualised learning programs  
|                                 | • An Overall Position (OP) – indicating a student's rank order position based on overall achievement in QSA subjects |
|                                 | An individual outline learning account records a student's progress towards the QCE. The learning account is viewed online through Student Connect at [https://studentconnect.qsa.qld.edu.au/](https://studentconnect.qsa.qld.edu.au/). Each student will need to access learning account with LUI and password (see envelope). |
| Mutual Recognition              | Any qualification issued by Marist College Ashgrove is recognised by any other provider of Vocational Education & Training. |
| Non-OP Pathway (VET Course)     | Students study Authority and Authority Registered Subjects including Religion and Ethics to a total of 7 subjects and/or certificates and work toward an OP-equivalent Tertiary Selection Rank. It is recommended that students sit the QCST. Students study a combination of Authority and Authority Registered Subjects. They do not complete 20 semesters of Authority Subjects and they will qualify for an OP-equivalent Selection Rank. First preference for entry into Authority Registered subjects will be given to students studying VET Certificates. |
| OP                              | Overall Position. Indicates a student’s rank order position based on overall achievement in Authority Subjects. It is based on five Authority Subjects over four semesters and Queensland Core Skills Test results. The order of merit is expressed in Overall Positions on a scale from 1 to 25 (with 1 being the highest) for current Queensland Year 12 qualifications. OPs appear on a student’s Tertiary Entrance Statement and indicate a student’s rank order in relation to all other eligible Year 12 students in Queensland. The OP is used by universities, TAFE and other tertiary institutions to allocate places in courses of study and training after Year 12. |
| **OP-equivalent Selection Ranks** | An OP-equivalent selection rank, like an OP, is a measure that places students in order of merit for entry to tertiary courses. The order of merit in OP-equivalent Selection Ranks is expressed on a scale from 99 to 1 (with 99 being the highest) for all other qualifications. Students completing Year 12 who do not qualify for an OP are allocated a rank based on their Senior Statement and results in the Queensland Core Skills Test. Students may use OP-equivalent Selection Ranks to access TAFE and other Tertiary Studies. |
| **OP Ineligible Students** | OP ineligible students are those students who are working towards an OP-equivalent selection rank. |
| **OP Pathway** | Students study 6 Authority Subjects plus Religion and Ethics to a total of 7 subjects or 6 Authority Subjects including Study of Religion to a total of 6 subjects and work towards an Overall Position (OP). See Page 10 for further details on possibilities. |
| **Prerequisites** | These are subjects students need in order to be able to access further studies. |
| **Private Providers** | Organisations or institutions which are registered to provide further education or training. Marist College Ashgrove is a private provider. TAFE Queensland is a public provider. |
| **QCE** | Queensland Certificate of Education - Queensland's senior schooling qualification. It confirms a significant amount of learning at a set standard which meets literacy and numeracy requirements. To be eligible for the QCE students must complete between 12 and 20 credits from completed core courses of study. Students may also include up to eight credits from a combination of core, preparatory, enrichment or advanced courses. |
| **QCIA** | Queensland Certificate of Individual Achievement (formerly known as Certificate of Post-Compulsory School Education – CPCSE) – confirms learning outcomes for special needs students on individual learning programs. |
| **QCST** | Queensland Core Skills Test is a cross curriculum test and assesses the skills learnt across subjects studied in the Senior Phase of Learning. It consists of an extended writing task, a short response paper and two multiple-choice papers. All students must sit the test to gain an OP or Selection Rank. |
| **QSA** | Queensland Studies Authority. QSA is the body resulting from the 1 July, 2002 amalgamation of the Queensland School Curriculum Council, QBSSSS and the Tertiary Entrance Procedures Authority. QSA issues to each student the Senior Statement which shows subject results, QCS results and if OP eligible, OPs and FPs. |
| **QTAC** | QTAC’s role is to provide and operate a centralised tertiary application system and to publish comprehensive information for prospective applicants. QTAC currently receives and processes applications for admission to the majority of undergraduate courses offered by the publicly funded universities in Queensland, Bond University, the Australian Maritime College in Tasmania, and to some courses at universities in Northern New South Wales. It also processes applications to full-time advanced diploma and diploma courses in Queensland institutes of TAFE and some private providers of post secondary courses. The institutions that participate in QTAC have complete autonomy in determining their own admission requirements and principles of selection. Once these are determined, QTAC’s role is to ensure that the admission rules and related procedures are correctly administered on behalf of these institutions. |
| **RPL** | Recognition of Prior Learning is a process whereby students can gain credit by demonstrating how their current skills, knowledge and other relevant experience should be formally recognised. |
| **RTO** | Registered Training Organisation. Provide students with training which results in certificates and statement of attainment that are recognised and accepted by industry and other RTOs throughout Australia. |
| **Senior Statement** | Reports all learning achievements during the Senior Phase of Learning. |
**SET Plan**

*Senior Education and Training Plan.* A SET Plan maps what each student will learn during the senior schooling years. It helps each student to identify and plan his pathway through education and training in senior schooling and then onto further learning or work. Each student will work through his personal SET Plan as part of Career Education. Copies of a student’s SET Plan will be kept by each student and the College and reviewed across Year 11 and Year 12.

**Statement of Attainment**

A Statement of Attainment is issued by a Registered Training Organisation when an individual has completed one or more units of competency from nationally recognised qualification(s)/course(s).

**Student Connect**

Student Connect gives students access to their Learning Accounts and results, as well as information and links to help students explore their future, education, training and career pathways. Students can access Student Connect at [https://studentconnect.qsa.qld.edu.au/](https://studentconnect.qsa.qld.edu.au/)

**Subject Achievement Indicators (SAIs)**

*Subject Achievement Indicators* show a student’s position relative to other OP eligible students in the College for each Authority subject studied.

The OP is a statewide rank order of students based on their achievement in Authority subjects. It shows how well an individual student performed in their senior studies when compared with the performance of all other OP eligible students in the state.

The following steps are followed to calculate an OP for a typical OP eligible student in a typical school:

- achievement at school
- the school determines a student's SAIs
- sit the Queensland Core Skills (QCS) Test
- allocated SAIs for each subject are scaled based on the QCS Test results of each group of students in that school
- the best five scaled SAIs are determined and averaged to give an overall achievement indicator (OAI)
- the OAI is scaled using the school’s overall QCS Test results
- the student’s scaled OAI is determined
- the scaled OAI is ranked with all other OP eligible students across the state and banded into one of the 25 OP bands. The band a student falls into is their OP

A student's OP, together with subject prerequisites and other requirements, such as portfolios and interviews, is very important in determining into which tertiary study courses the student could gain entry.

**Tertiary Entrance Statement**

The Tertiary Entrance Statement is issued by the QSA, but only to OP eligible students. It reports a student's OP in one of 25 bands from one, the highest, through to 25.

The statement also reports a student’s Field Positions (FPs), which show achievement in up to five areas of skill and process, such as written expression and numeracy skills, from one, the highest, to 10, the lowest.

**VET**

*Vocational Education and Training.* Students undertaking subjects with a vocational outcome may receive certificates issued by the QSA or other RTOs.

Vocational Education and Training students who take the VET apply for a place in the VET Course in Term 3. Each VET student must do work experience. VET students may elect to independently find an employer and sign up for a school-based apprenticeship or traineeship during Year 11 and 12.

**VET Certificate**

Certificates prepare students for both employment and further education and training. Certificates I and II are qualifications recognising basic vocational skills and knowledge. Certificates certify competence in courses and are listed on the Queensland Certificate of Education.
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<thead>
<tr>
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</tr>
</thead>
</table>

| VRQA | Victorian Registration & Qualifications Authority. The VRQA regulates all education and training providers in Victoria from home schooling to higher education including overseas secondary student exchange organisations. That is over 3700 providers in total. The VRQA maintains a register of all schools and providers in Victoria and the accredited qualifications they offer. Every provider, unit and qualification on the register has met standards required under the Education and Training Reform Act and regulations. |
| Work Placement | Students studying VET Certificates will be provided with the opportunity to learn and be assessed in the workplace. Students may work one day a week and/or a block placement. |
| Year 12 Certification | Students completing Year 12 may receive one or more of the following: |
| | **Senior Statement** – records all learning in the student’s learning account and the results achieved during the Senior Phase of Learning |
| | **QCE** – Queensland Certificate of Education – confirms a significant amount of learning at a set standard, including literacy and numeracy requirements |
| | **OP** – Overall Position – a student’s rank order position based on overall achievement in QSA subjects |
| | **QCIA** – Queensland Certificate of Individual Achievement (formerly known as Certificate of Post-Compulsory School Education – CPCSE) – confirms learning outcomes for special needs students on individual learning programs |
| | **VET Certificate** – vocational education and training certificate – certifies competence in a course of qualification level |
APPENDIX 2

Internet Websites

There are numerous websites from which you can access information relating to your studies and future pathways. The following are some. You will be able to find others yourself.

Careers

Australian Prime Careers Information Portal - http://www.myfuture.edu.au
All the Career Resources You Need - http://www.careerdirectory.com
The Qld Portal for Education & Training - http://www.trainandemploy.qld.gov.au
Queensland Tertiary Admissions Centre - http://www qtac.edu.au
ITC Careers Information - http://www.careersinict.info
Department Education, Employment & Workplace Relations - http://home.deewr.gov.au

Universities

ACU - Australian Catholic University - http://www.acu.edu.au
Bond University - http://www.bond.edu.au
CQU - Central Qld University (Rockhampton) - http://www.cgu.edu.au
Griffith University - http://www.griffith.edu.au
JCU - James Cook University (Townsville) - http://www.jcu.edu.au
QUT - Queensland University of Technology - http://www.qut.edu.au
Southern Cross University (Lismore) - http://www.scu.edu.au
UNE – University of New England (Armidale) - http://www.une.edu.au
University of Otago (New Zealand) - http://www.otago.ac.nz
UQ - The University of Queensland - http://www.uq.edu.au
University of the Sunshine Coast - http://www.usc.edu.au
University of Southern Queensland (Toowoomba) - http://www.usq.edu.au

TAFE

TAFE Queensland - http://www.tafe.qld.gov.au
Metropolitan South TAFE - http://www.msit tafe.qld.gov.au
Southbank TAFE - http://www.southbank.edu.au
Skills Tech Australia (TAFE for Trades) - http://www.skillstech tafe.qld.gov.au

Note: There are another 10 TAFE Colleges in Queensland. The information about any particular course can be found at the TAFE Qld website.
APPENDIX 2

Internet Websites Continued

Work – Trades – Apprenticeships

Qld Apprenticeship Services - http://www.qas.org.au
Australian Job Search - http://www.jobsearch.gov.au
Aviation Industry - http://www.aviationaustralia.net.au
Mining Industry - http://www.miningcareers.com
Creative Industries - http://www.creativeindustries.qut.edu.au

Gap Year – Student Exchange

Teaching/Boarding Schools in England - http://www.tutorsworldwide.org
AFS Exchange Programs - http://www.afs.org.au
Camp Counsellors USA - http://www.ccusa.com
Go Abroad Programs - http://www.goabroadprograms.com
Holiday jobs in USA - http://www.backdoorjobs.com
Volunteer Australia - Qld Branch - http://www.volqld.org.au
Student Exchange - http://www.studentexchange.org.au
World Education Program - http://www.wep.org.au
APPENDIX 3

Built Environment and Design Pathways

AUTHORITY SUBJECTS
English / English Extension
Mathematics
Study of Religion
Graphics
IPT
Art

Complementary Subjects
Economics
Legal Studies
Geography

AUTHORITY REGISTERED SUBJECTS
Religion and Ethics
English Communication
Prevocational Mathematics
Horticulture

VET CERTIFICATES
BSB20112 Certificate II in Business
MEM10105 Certificate I in Engineering
CPC10111 Certificate I in Construction

DEGREE COURSES
Bachelor of Building Design
Bachelor of Building Surveying
Bachelor of Construction Management
Bachelor of Environment Planning
Bachelor of Build Environment
Bachelor of Architecture

Pre-requisites
Refer to Tertiary Prerequisites Booklet for 2015

DIPLOMAS & CERTIFICATES
Advanced Diploma of Building Design
Advanced Diploma of Building
Diploma of Interior Technology
Certificate in Construction

Pre-requisites
Refer to Tertiary Prerequisites Booklet for 2015

TRAINEESHIP & APPRENTICESHIPS
Timber Fabricated Products
Timber Merchandising
Wood Panel Products
Boat Building
Bricklaying
Cabinet Making
Carpentry
Floor Finishing
French Polishing
Joinery
Painting - Decorating
Plastering
Plumbing
Polishing
Shop Fitting
Tiling
Wood Machining

CAREER PATHS
Architectural Drafting / Building Design
Architecture
Brick Layer
Building
Building Surveying / Inspecting
Cabinet Maker
Carpenter / Joiner
Cartographer
Construction Management
Graphic Designer
Industrial Design
Interior Design
Landscape Architecture
Painter and Decorator
Picture Framer
Planning
Property Economics
Quantity Surveying
Shop Fitting
Teacher
Tiler
Town Planner
Urban, Regional, Town and Country
Wood Machinist

For further information visit
www.myfuture.edu.au

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Business Pathways

AUTHORITY SUBJECTS
English/English Extension
Mathematics
Study of Religion
Accounting
Economics
Legal Studies

Complementary Subjects
Japanese
French
Geography
Information Processing & Technology
Business Management

AUTHORITY REGISTERED SUBJECTS
Religion and Ethics
English Communication
Prevocational Mathematics
Recreation Studies

VET CERTIFICATES
BSB20112 Certificate II in Business
SIT20212 Certificate II in Hospitality

DEGREE COURSES
Bachelor Business /
Business Administration
Bachelor of Accounting /
Information Systems
Bachelor Business Communication
Bachelor in Retail Management
Bachelor International Finance
Bachelor Commerce / Economics

Pre-requisites
Refer to Tertiary Prerequisites Booklet for 2015

DIPLOMAS & CERTIFICATES
Adv. Diploma Business Accounting
Diploma Business / Office Administration
Diploma Human Resource Management
Diploma Management / Marketing
Diploma Retail Management
Diploma in Financial Services
Certificate in Clerical Administration
Certificate in Retail Operations

Pre-requisites
Refer to Tertiary Prerequisites Booklet for 2015

TRAINEESHIP & APPRENTICESHIPS
Business - Office Administration
Information Technology
Office Administration
Public Administration

CAREER PATHS
Accounting
Accounts Clerk
Actuarial Work
Administrative Officer
Advertising
Article Clerk
Bank Officer
Business Computing
Catering / Food & Service Management
Club Management
Economics
Finance
Finance & Banking
Hotel Management
Human Resource Management
Industrial Relations
Insurance
International Business
Leisure Studies Management
Marketing
Public Relations
Real Estate Agent
Receptionist
Tax Agent
Teacher
Travel / Tourism Management

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www.myfuture.edu.au

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Creative and Performing Arts Pathways

AUTHORITY SUBJECTS

English/English Extension
Study of Religion
Art and/or Drama and/or Music
Film, Television and New Media

Complementary Subjects

Graphics
Information Processing & Technology
or
Music Extension (Year 12 only)
Business Management
Mathematics B or Mathematics A

AUTHORITY REGISTERED SUBJECTS

Religion and Ethics

DEGREE COURSES

Bachelor of Jazz Studies
Bachelor of Music Theatre
Bachelor of Arts in Creative Arts
Bachelor of Music
Bachelor of Photography
Bachelor of Visual Arts

Pre-requisites
Refer to Tertiary Prerequisites Booklet for 2015

DIPLOMAS & CERTIFICATES

Associate Diploma of Music
Diploma of Commercial Art
Diploma of Photography
Adv. Diploma of Arts
Diploma of Visual Arts
Diploma of Fine Arts
Diploma of Multimedia
Diploma of Arts - Graphic Design

Prerequisites
Refer to Tertiary Prerequisites Booklet for 2015

TRAINEESHIPS & APPRENTICESHIPS

Arts Administration
Multimedia
Printing Design
Screenprinting
Graphic Reproduction
Musical Instrument Tuner
Signwriting
Jewellery

CAREER PATHS

Actor
Creative Writing
Dance
Drama & Theatre
Fashion / Textile Design
Film
Graphic Design
Interior Design
Multimedia
Music
Set Designer
Sound Technician
Teacher
Three-dimension Design
Ticket Usher
Visual / Fine Arts

For further information visit
www.myfuture.edu.au

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## Engineering Pathways

### AUTHORITY SUBJECTS
- English/English Extension
- Mathematics B
- Study of Religion
- Graphics

### Complementary Subjects
- Information Processing and Technology
- Mathematics C
- Physics
- Chemistry
- Geography

### AUTHORITY REGISTERED SUBJECTS
- Religion and Ethics
- English Communication
- Prevocational Mathematics

### VET CERTIFICATES
- BSB20112 Certificate II in Business
- MEM10105 Certificate I in Engineering
- CPC10111 Certificate I in Construction

### DEGREE COURSES
Bachelor of Engineering -
- Naval Architecture
- Ocean Engineering
- Technology
- Civil Engineering
- Environmental Engineering
- Microelectronics
- Aviation
- Electronics
- Mechanical
- Electrical
- Surveying

**Pre-requisites**
Refer to Tertiary Prerequisites Booklet for 2015

### DIPLOMAS & CERTIFICATES
Advanced Diploma of Engineering -
- Mechanical
- Electrical / Electronics
- Manufacturing
- Computer Systems

**Pre-requisites**
Refer to Tertiary Prerequisites Booklet for 2015

### TRAINEESHIPS & APPRENTICESHIPS
Advanced Engineering
- Automotive / Mechanical
- Electronics / Electrical
- Aircraft Maintenance
- Boatbuilding
- Vehicle Building
- Fabrications

### CAREER PATHS
- Aeronautical & Aerospace Engineer
- Agricultural Engineer
- Chemical Engineer
- Civil Engineer
- Computer Systems Engineer
- Electrical Engineer
- Electrician
- Electronic Systems Engineer
- Engineering
- Environmental Engineer
- Fitter
- Manufacturing & Materials Engineer
- Mechanic
- Mechanical Engineer
- Mechatronics Engineer
- Medical Engineer
- Metal Fabricator
- Metal Mechanist
- Microelectronic Engineer
- Minerals Process Engineer
- Mining Engineer
- Naval Architecture
- Ocean Engineering Software
- Panel Beater
- Plumber
- Sheet Metal Worker
- Structural Worker
- Teacher

For further information visit [www.myfuture.edu.au](http://www.myfuture.edu.au)

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## Health and Recreation Pathways

### AUTHORITY SUBJECTS
- English/English Extension
- Mathematics B
- Study of Religion
- Physical Education

### Complementary Subjects
- Legal Studies
- Physics / Chemistry / Biology
- History
- Mathematics C
- Business Management

### AUTHORITY REGISTERED SUBJECTS
- Religion and Ethics
- English Communication
- Prevocational Mathematics
- Recreation Studies

### VET CERTIFICATES
- BSB20112 Certificate II in Business

### DEGREE COURSES
- Bachelor of Nursing
- Bachelor of Health
- Bachelor of Human Movement
- Bachelor of Biomedical Science
- Bachelor of Applied Science
- Optometry
- Bachelor of Health Science - Family and Consumer Studies
- Health Administration
- Nutrition and Dietetics
- Occupational Health & Safety
- Public Health
- Bachelor of Dental Science
- Bachelor of Pharmacy
- Bachelor of Medicine
- Bachelor of Physiotherapy

#### Pre-requisites
Refer to Tertiary Prerequisites Booklet for 2015

### DIPLOMAS & CERTIFICATES
- Advanced Diploma of Health
- Advanced Diploma of Recreation - Management / Fitness / Sports Coaching
- Diploma of Dental Technology
- Diploma of Nursing Care

#### Pre-requisites
Refer to Tertiary Prerequisites Booklet for 2015

### TRAINEESHIPS & APPRENTICESHIPS
- Sport and Recreation
- Aged Care Worker
- Child Care
- Health Care Support
- Dental Technician
- Jockey
- Optical Mechanics
- Wordsperson
- Community Pharmacy

### CAREER PATHS
- Ambulance Officer
- Biomedical Science
- Dental Hygienist / Technologist
- Dentistry
- Environmental Health
- Exercise Science
- Family and Consumer Studies
- Firefighter
- Fitness Instructor
- Gym Manager
- Health Administration
- Health Information Management
- Homeopathy
- Human Movement Studies
- Indigenous Health Care
- Jockey
- Lifeguard
- Medicine and Surgery
- Naturopathy
- Nursing
- Nutrition and Dietetics
- Occupational Health & Safety
- Occupational Therapy
- Optometry
- Outdoor Education Officer
- Pharmacy
- Physiotherapy
- Podiatry
- Recreation Management
- Speech Pathology
- Sports Activities Officer
- Sports Coaching
- Teacher

For further information visit [www.myfuture.edu.au](http://www.myfuture.edu.au)

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Hospitality Pathways

AUTHORITY SUBJECTS
English/English Extension
Study of Religion

Complementary Subjects
Information Processing and Technology
Japanese
French
Geography / History
Mathematics A, B or C
Physical Education

AUTHORITY REGISTERED SUBJECTS
Religion and Ethics
English Communication
Prevocational Mathematics
Recreation Studies

VET CERTIFICATES
BSB20112 Certificate II in Business
SIT20212 Certificate II in Hospitality

DEGREE COURSES
Bachelor of Hotel Management
Bachelor of Business in Tourism
Bachelor of Business - Hospitality Management

Prerequisites
Refer to Tertiary Prerequisites Booklet 2015

DIPLOMAS
Diploma of Hospitality Management
Diploma of Management
Diploma of Tourism

Pre-requisites
Refer to Tertiary Prerequisites Booklet 2015

CERTIFICATE LEVEL COURSES I - IV
Generally certificates do not require any specific subjects

Pre-requisites
Refer to Tertiary Prerequisites Booklet 2015

TRAINEESHIPS & APPRENTICESHIPS
Hospitality - Food & Beverage
Hospitality - Kitchen Practices
Breadbaking
Pastry Cooking
Cooking
Meat Processing

CAREER PATHS
Catering
Catering / Food and Service
Chef
Club Management
Flight Attendant
Food & Beverage Service
Food Technologist
Front Office
Gaming
Hotel Management
Housekeeping
Management
Teacher

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Humanities and Social Sciences Pathways

AUTHORITY SUBJECTS
English/English Extension
Study of Religion
Ancient History and/or Modern History
Geography
French and/or Japanese
Economics

Complementary Subjects
Legal Studies
Mathematics
Physical Education

AUTHORITY REGISTERED SUBJECTS
Religion and Ethics
English Communication
Prevocational Mathematics
Recreation Studies

VET CERTIFICATES
BSB20112 Certificate II in Business

DEGREE COURSES
Bachelor of Arts
Bachelor of Social Sciences
Bachelor of Communication
  • Media Studies
  • Journalism
Bachelor of Law
Bachelor of Social Work
Bachelor of Arts
  • Languages
  • Politics
  • Japanese
  • Justice Administration
  • Psychology
Bachelor of Education
Bachelor of Behavioural Science
Bachelor of Human Services

Pre-requisites
Refer to Tertiary Prerequisites Booklet for 2015

DIPLOMAS & CERTIFICATES
Advanced Diploma Arts
Advanced Diploma of Communications
Diploma of Community and Human Service
Diploma of Child Care & Education
Diploma of Children’s Services
Diploma of Library Information Studies
Diploma of Justice

Pre-requisites
Refer to Tertiary Prerequisites Booklet for 2015

TRAINEESHIPS
Child Care
Education
Public Administration
Communications - Customer Support

CAREER PATHS
Anthropology
Archaeology
Architectural Studies
Archivist
Art Historian
Economist
Geographer
Government / Public Policy
Journalist
Librarian
Personnel Manager
Police Officer
Psychology
Public Relations Officer
Publisher
Religion
Social Work
Sociology
Solicitor
Teacher
Tour Operator
Tourism and Leisure Studies
Travel Agent

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Information Technology Pathways

AUTHORITY SUBJECTS
English/English Extension
Mathematics B
Study of Religion
Physics and/or Chemistry
Information Processing & Technology

Complementary Subjects
Mathematics C
Biology / Chemistry
Economics / Accounting
Film, Television and New Media

AUTHORITY REGISTERED SUBJECTS
Religion and Ethics
English Communication
Prevocational Mathematics
Recreation Studies

VET CERTIFICATES
BSB20112 Certificate II in Business

DEGREE COURSES
Bachelor of Information Systems
Bachelor of Information Technology
Bachelor of Multi Media
Bachelor of Computer Science

Pre-requisites
Refer to Tertiary Prerequisites Booklet for 2015

DIPLOMAS & CERTIFICATES
Advanced Diploma of Information Technology

Pre-requisites
Refer to Tertiary Prerequisites Booklet for 2015

TRAINEESHIPS & APPRENTICESHIPS
Computer Assembly
Information Technology Engineering - Electronics

CAREER PATHS
Archaeology
Aviation
Biochemistry
Biotechnology
Computer Engineer
Computer Programmer
Computer Sales Representative
Computer Scientist
Computer Service Technician
Computer Software Specialist
Ecotourism Management / Operator
Electronics Engineer
Food Science & Technology
Geochemist
Geophysicist
Industry Chemist
Land and Water Scientist
Medicine
Meteorologist
Microbiology
Nautical Science
Oceanographer
Physicist
Physiology
Sports Medicine
Statistician
Systems Analyst
Teacher
Telecommunications Technician
Veterinary Scientist

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Sciences Pathways

AUTHORITY SUBJECTS
English/English Extension
Study of Religion
Chemistry and/or Physics and/or Biology
Mathematics A and/or B and/or C

Complementary Subjects
Information Processing and Technology
Physical Education
A balance of Humanities subjects

AUTHORITY REGISTERED SUBJECTS
Religion and Ethics

DEGREE COURSES
Bachelor of Applied Science -
- Biology
- Chemistry
- Physics
- Human Movement Studies
- Materials Science
Bachelor of Mathematical Science
Bachelor of Aviation
Bachelor of Science
- Biotechnology
- Food Science and Nutrition
- Laser Sciences
- Pharmaceutical Chemistry
Bachelor of Veterinary Science
Bachelor of Engineering

Pre-requisites
Refer to Tertiary Prerequisites Booklet for 2015

DIPLOMAS & CERTIFICATES
Advanced Diploma of Applied Science
- Nautical Science
- Food Science
- Certificate in Pre-Sea Training
- Certificate in Small Craft Operations
- Advanced Diploma of Applied Chemistry
- Advanced Diploma of Biological Lab
- Techniques

Pre-requisites
Refer to Tertiary Prerequisites Booklet for 2015

TRAINEESHIPS & APPRENTICESHIPS
Communications (Cabling)
Pharmacy
Survey Assistant
AVC Instrument / Electrical Watchmaking
Aircraft Maintenance
Optical Mechanics
Polymer Processing

CAREER PATHS
Archaeologist
Biochemist
Biologist
Chemical Engineer
Civil Engineer
Ecotourism specialist
Engineer
Exercise Therapist
Fitness Consultant
Food Scientist / Food Technologists
Geochemist
Geologist
Geophysicist
Health Sciences
Industrial Chemist
Land and Water Scientist
Marine Biologist
Medicine
Metallurgist
Meteorologist
Microbiologist
Mining Engineer
Nautical Scientist
Oceanographer
Optometrist
Physicist
Sport Scientist
Statistician
Statistician
Teacher
Veterinary Scientist
Zoologist

For further information visit
www.myfuture.edu.au
- the facts
- industries
- occupations
APPENDIX 4

Queensland Certificate of Education (QCE)

The QCE is Queensland’s senior school qualification, which is awarded to eligible students usually at the end of Year 12. Every young Queenslander must be registered with the QSA during the year before the young person’s compulsory participation phase begins. Generally, schools will register young people in Year 10.

For further information visit www.qsa.qld.edu.au

Tertiary entrance and the QCE

The requirements for a QCE are different to those for tertiary entrance.

One of the QSA’s core functions is to facilitate the transition to tertiary places for Year 12 students. The QSA ranks eligible Year 12 students for tertiary selection and issues Tertiary Entrance Statements. The QSA also monitors and reviews tertiary entrance procedures and requirements, consults with stakeholders and recommends changes where necessary.

Go to www.qsa.qld.edu.au/570.html for information on:

- Pathways to tertiary studies
- SAIs and BonSAI
- Tertiary Entrance Statements
- OPs
- Field Positions
- Appeal procedures
- Publications
APPENDIX 4

SECTION 1: Registration and the Learning Account

The Student Education Profile
At the end of Year 12, a student will receive a Student Education Profile (SEP), which consists of:

- Senior Statement
- Tertiary Entrance Statement, if a student is eligible for an Overall Position (OP) and Field Position (FPs)
- Queensland Certification of Education (QCE), if eligible
- Queensland Certificate of Individual Achievement, if eligible

Senior Statement
All students who finish Year 12 receive a transcript of their learning account in the form of a Senior Statement, which is issued in December. The Senior Statement records:

- what, when and where learning was undertaken
- the result and credit value achieved
- a student’s result in the Queensland Core Skills Test (if eligible)

Subject results
Subject results will be obtained in each student’s individual subjects. Subject results are reported under the headings:

- Authority subjects
- Authority-registered subjects
- VET
- recognised subjects/courses.

Recognised subjects/courses include:

- university courses
- awards and certificates
- international learning programs
- tailored training programs
- workplace, community and self-directed (WCS) learning projects
- structured workplace and community-based learning programs.

VET
Vocational education and training (VET) may be undertaken at College or through a registered training provider. The qualifications gained from VET are nationally accredited and allow each student to enter the workforce and/ or to move on to further vocational or academic studies. Certificate I to Advanced Diploma qualifications can be completed through VET.

School-based apprenticeships and traineeships
Part-time apprenticeships and traineeships can be undertaken during the senior phase of learning. These are endorsed training packages, based on industry standards, that can lead to nationally recognised qualifications under the Australian Quality Training Framework (AQTF).

QCS Test

- is a statewide test available to students in Year 12
- is based on common elements of the Queensland senior curriculum
- consists of four papers: Writing Task, Multiple Choice Papers (I and II) and Short Response
- is recommended for all students – OP-eligible and non-OP-eligible
- is a requirement to be eligible for an OP and FPs
- provides a student with a result if the student sits the test
- is reported on a 5-point scale from A (highest) to E (lowest).

Tertiary Entrance Statement
This reports a student’s Overall Position (OP) and his results in up to 5 Field Positions (FPs).

The QSA issues a Tertiary Entrance Statement to each student who qualifies for an Overall Position.
Overall Position (OP)
A student’s OP gives him a rank order position from 1 (highest) to 25 (lowest), if eligible. The OP:
- indicates a student’s rank order position, based on overall achievements in Authority subjects
- is the combined result of a student’s best 100 weighted semester units (WSUs) in Authority subjects studied during Years 11 and 12
- requires a student to study at least 3 Authority subjects for all 4 semesters
- involves scaling using the QCS Test results
- uses equal weightings for all subjects.

To be eligible for an OP, a student must:
- study 20 semester units of Authority subjects (the equivalent of 5 subjects over 4 semesters), including at least 3 subjects for 4 semesters
- sit for the Queensland Core Skills (QCS) Test
- remain at school until the final day of Year 12.

Field Positions (FPs)
Field Positions are calculated only when a student is eligible for an OP. Field Positions:
- indicate a student’s rank order position based on overall achievement in Authority subjects in up to 5 fields
- require completion of at least 60 weighted semester units (WSUs) of relevant Authority subjects
- involve scaling using QCS Test results
- use unequal weightings for subjects
- are reported in bands 1 (highest) and 10 (lowest)
- use weightings that reflect the coverage of the fields in the subject syllabus (your Heads of House will assist you to establish your field eligibility).

Subject weights for determining Field Positions
The table of subject weights for fields is available on the web: [www.qsa.qld.edu.au/631.html](http://www.qsa.qld.edu.au/631.html)
Each student must ensure that he qualifies for the FPs that may be used in the final selection phase for his preferred tertiary courses. FPs are used by universities and TAFE institutes to select students who are at the OP “cut-off” for a course. However, most students are likely to be selected for courses without using FPs.

Queensland Certificate of Education (QCE)
The QCE is a school-based qualification awarded to young people who have achieved set standards in a “significant amount of learning” and who have met literacy and numeracy requirements.

A significant amount of learning (20 credits) includes:
- a minimum of 12 credits from completed core courses of study
- the remaining 8 credits from a combination of core, preparatory, enrichment and advanced courses of study

A set standard of achievement is:
- a Sound Level of Achievement (for Authority and Authority-registered subjects)
- completion (for VET certificates)
- a Pass or equivalent for other courses of study recognised or approved by QSA.
APPENDIX 4

SECTION 2: Types of Learning and Requirements

Types of Learning

Core courses of study
Core courses of study are the types of courses usually undertaken by young people during the senior phase of secondary education.

At Marist College Ashgrove, core courses of study and their potential credit value include:

- Authority and Authority-registered subjects (4 credits) with an SA, HA or VHA only
- Nationally recognised Vocational Education and Training (VET) qualifications (that is, a course accredited under the VETE Act) that leads to the award of a Certificate II, III or IV (Certificate II – 4 credits; Certificates III and IV – 5, 6, 7 or 8 credits)
- A tailored training program (4 credits)
- A school based apprenticeship or traineeship (4 credits)

A young person must complete 20 credits to be eligible for a QCE. A minimum of 12 credits must come from completed core courses of study. A total of 8 credits from a combination of core, preparatory, enrichment or advanced courses may contribute towards the 20 credits required for the award of a QCE.

For further information visit www.qsa.qld.edu.au.

Core courses are usually undertaken by students during the senior phase of learning and include Authority and Authority-registered subjects.
For further information visit www.qsa.qld.edu.au/3173.html

Preparatory courses are generally used as stepping stones to further study or training.
For further information visit www.qsa.qld.edu.au/3174.html

Enrichment courses provide learners with opportunities to develop their skills and knowledge at a higher level.
For further information visit www.qsa.qld.edu.au/3175.html

Advanced courses go beyond the scope and depth of typical senior secondary schooling. To gain credit for one- or two-semester university subjects, diplomas or advanced diploma courses in VET, the student must undertake these courses as part of a school program in partnership with a tertiary education institution. However, other recognised studies such as AMEB Grade 8 and higher do not need to be part of a school program to attract credit towards a QCE.
For further information visit www.qsa.qld.edu.au/3176.html

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1. The Subject Area Specifications Functional Mathematics and Functional English do not contribute any credit to the QCE.
2. Some VET Certificates III and IV attract fewer than 8 credits.
3. A young person completes up to a maximum of 30 per cent of the qualification as part of a school-based apprenticeship.

All information correct as at 30 June 2013.
APPENDIX 5

Marist College Ashgrove Assessment Policy

POLICIES

Policies can be accessed via the College website

For access go to MyMarash on the MCA website:-

Acceptable Computer Use Policy

Assessment Policy which includes:
- College Procedures And Regulations For Assessment Tasks Other Than Examinations And Spoken Tasks
- College Procedures And Regulations For Examinations
- College Procedures And Regulations For Spoken Assessment
- College Regulations In Relation To Plagiarism

Feedback & Drafting Policy

Graphics Calculators Policy

Home Study Guidelines Years 5 – 12

Use of Electronic Devices Policy
At Marist College Ashgrove, both academic and library staff are in the business of enabling students to become critical and creative thinkers. Students who are successful learners are motivated and confident in managing their learning, have developed good research and information skills and are critical in their thinking. The new Australian Curriculum explicitly identifies critical and creative thinking as essential competencies to be addressed within the General Capabilities (Australian Curriculum Assessment and Reporting Authority, 2013). National Curriculum ensures all curriculum learning areas embed these skills and provide a mechanism to monitor the explicit teaching of these skills to all students. There are four organising elements of the Critical and Creative Thinking General Capability and the programs in the middle school years encourage students to develop specific skills such as reasoning, hypothesising, synthesising, reflecting and so on. The Marist library program integrates ICT skills into the curriculum to achieve the 21st century outcomes as outlined in the Melbourne Declaration for Young Australians (MCEETYA, 2008).

Figure 1: The organising elements of the Critical and Creative Thinking

Through library and classroom learning experiences students develop the skills necessary for gaining a working knowledge of the four aspects of the Critical and Creative Thinking General Capability.

1. The Scope of the Critical and Creative Thinking provides a generalised statement about what constitutes these thinking skills and describes the behaviours that students should typically demonstrate. It also suggests strategies and pedagogical approaches that will assist in their development.

2. The Organising elements of the Critical Creative Thinking General Capability provide students with the necessary skills required to manage information successfully, e.g. analyse, explore, synthesise, evaluate and reflect on the information need.

3. The Learning Continuum elaborates the four organising elements described in Figure 1 and provide schools with a scope and sequence continuum to map these skills across year levels. Table 1 provides a snapshot of the Learning Continuum and full details are available on p.72 of the ACARA website.
**Table 1: Critical and Creative Thinking Learning Continuum**

<table>
<thead>
<tr>
<th>Typically by the end of Year 6, students:</th>
<th>Typically by the end of Year 8, students:</th>
<th>Typically by the end of Year 10, students:</th>
</tr>
</thead>
</table>
| Pose questions to clarify and interpret information and probe for causes and consequences **Examples**  
• inquiring into cause and effect of significant events in their lives | Pose questions to probe assumptions and investigate complex issues **Examples**  
• questioning causes and effects of local and world events | Pose questions to critically analyse complex issues and abstract ideas **Examples**  
• questioning to uncover assumptions and inferences and provoke debate about global events |
| Identify and clarify relevant information and prioritise ideas **Examples**  
• giving reasons for a preferred pathway when problem solving | Clarify information and ideas from texts or images when exploring challenging issues **Examples**  
• identifying the strengths and weaknesses of different approaches | Clarify complex information and ideas drawn from a range of sources **Examples**  
• scrutinising contrasting positions offered about events or findings |
| Analyse, condense and combine relevant information from multiple sources **Examples**  
• establishing opinion versus fact in literature and film | Critically analyse information and evidence according to criteria such as validity and relevance **Examples**  
• scrutinising the accuracy of depicted events | Critically analyse independently sourced information to determine bias and reliability **Examples**  
• critiquing data from known and unknown sources |

(*Australian Curriculum Assessment and Reporting Authority, 2013*)

The teacher-librarians and library staff work collaboratively to combine a knowledge of the curriculum, a knowledge of individual student needs and a knowledge of information sources, resources and technologies to optimise learning. Students are scaffolded through the information research process (Figure 2) and taught the skills associated with digital citizenship, thereby building key 21st century literacy skills.

Responding to the challenges of the 21st century with its complex environmental, social and economic pressures requires young people to be creative, innovative, enterprising and adaptable, with the motivation, confidence and skills to use critical and creative thinking purposefully.

**Figure 2: Senior Studies Information Research Process**
APPENDIX 6

Questioning - Involves students in planning their research by defining their topic, highlighting their keywords and considering alternative terms.

Preliminary Data Gathering - Demonstrates how to find the information they need by directing students to a range of high quality academic resources and reminds students of the most effective techniques for finding information within them.

Hypothesis Formulation – Demonstrates how to state what students expect to find in their research and how to suggest a reason why this might be so.

Evaluating - Highlights the importance of critically evaluating information, with particular emphasis on web resources, and informs students how to do this.

Sensemaking – Highlights the importance of critically analysing and synthesising information. This is essential if students are to understand how the information they have gathered, all fits together.

Reflecting & Refining – Highlights the importance of reviewing the collected information and making decisions about whether to continue gathering or proceed to the using stage.

Using - Focuses on organising and using that information including how to cite references and avoid plagiarism.

Assessing - Stresses the importance of reviewing and evaluating the whole process for future work by understanding what worked well or did not work well and responding to feedback.

(Adapted from Seeds University Elementary School, UCLA, 2002)

References


All information published herein is gathered from sources which are thought to be reliable, however, the reader should not assume that the information is official or final. Marist College Ashgrove does not assume responsibility for errors and omissions, and all or any of the information is subject to change without notice.