Senior Subject Selection Guide

Year 11 2026

MARY MACKILLOP COLLEGE

Mary MacKillop College

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Please note: Information in this handbook is subject to change.

Message from the Principal

Dear MacKillop Women and Parents/Caregivers,

As you stand on the precipice of the final chapter of your secondary education, it is important to take time to reflect on your journey so far. Your time at Mary MacKillop College has seen you grow in **spirit**, discovering how you can let your light shine brightly within our community. You have developed **courage**, harnessing the strength within yourself to act with **integrity** as a MacKillop Woman. You have learned the importance of **service**, acting justly and finding happiness in making others happy as Mary MacKillop taught us. As you enter Years 11 and 12, you become leaders of our College and must act in **unity** with respect for yourself and those around you and embrace all that you have gathered along the way to go forward with **wisdom**.

You embark on your senior years as **curious**, **creative**, **self-directed** and **resilient** learners equipped with the skills and knowledge you need to navigate your choices and learning during Years 11 and 12 and prepare you for the challenges of our rapidly changing world. As the graduating class of 2025, remember that you have so many people in your corner – your peers, your teachers, and your family are all cheering you on to be the best that you can be in whatever endeavours you choose to pursue. It will not always be easy – there will be many challenges and bumps in the road, but if you show commitment, perseverance and learn from your mistakes, you will grow, adapt and move forward with confidence. Failure is not the opposite of success – it is part of success, and as Mary MacKillop affirmed, '*our courage needs to rise with difficulties and obstacles*'.

Your immediate goal is to ensure your pathway enables you to be awarded the **Queensland Certificate of Education (QCE)** at the end of Year 12, along with either an Australian Tertiary Admissions Rank (ATAR) and/or Vocational Education and Training (VET) qualifications. MMC is committed to inspiring the growth and development of each learner, so there are multiple options on offer. Please read our **MMC Subject Information Guide** carefully, and in your discussions with your parents/caregivers and teaching staff, consider your strengths and weaknesses, along with your hopes and goals to determine your path. Be prepared to research options, ask questions and make informed decisions about subjects and courses that will affect your future.

Whichever path you choose, remember to find joy, and celebrate the little wins along the way. Guided by the vision of our Josephite heritage, we look forward to working together throughout the SET Planning process and your senior schooling as you flourish as people of purpose working to achieve your potential.

Best wishes for this important next phase of your education as you make informed choices, wise decisions, and lead the way as MacKillop Women shining brightly!

Yours sincerely,

Erin Wedge

Mary MacKillop College Principal

Guidelines for Subject Selection

The aim of this curriculum handbook is to help students, parents and caregivers to understand the Queensland Certificate of Education (QCE) system, the Australian Tertiary Admission Rank (ATAR) pathway and non-ATAR pathways available to students.

Mary MacKillop College students are required to study six subjects in Year 11 & Year 12. The 2026 College timetable is then created based off these subject selections. While the aim of the College is to be able to provide all students choices, there may be an occasion where we are unable to run a subject due to insufficient numbers or staffing. This may result in further consultation with students, parents and caregivers to review subject selections or a student receiving their "reserve" subject choice. Like all classes in the College, there are also limits to class sizes, which varies depending on the requirements of the subject. This may result in a subject change request not being approved if the chosen subject is at full capacity or not available in the timetable.

Mary MacKillop College provides a diverse range of senior subjects to students in their chosen pathway, whether this be university, vocational study or entering the workforce. Choosing a course of study can be made easier if you go about the task calmly and logically, and it is strongly suggested you choose based on subjects which:

- you enjoy;
- you achieve good results in;
- reflect your interests and strengths;
- help you reach your career and employment goals;
- will develop skills, knowledge and attitudes useful throughout your life; and
- may be required learning for specific tertiary courses and occupations.

We encourage students to gather as much information as possible about subjects to help information your decisions. This could be through conversations with teachers, Curriculum Leaders, Heads of House, peers, friends and family. Students are also encouraged to speak with the College Pathways Curriculum Leader to discuss the plethora of pathways available to students. While we encourage students to gather as much information as possible, it is also important to be aware of the following:

- Not picking subjects that you heard would result in a better ATAR
- Not picking subject based on what your friends are picking
- Not picking subjects based on what teacher you think may or may not be teaching that subject

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Preparing for the Senior Phase of Learning

The Senior Phase of learning is an exciting part of your education journey. Years 11 and 12 offer a real challenge for students. More responsibility rests with the student and regular study is essential if success is to be achieved. The increase in the amount of time required for homework and private study is quite substantial.

Students will work towards achieving Queensland's senior secondary schooling qualification, the Queensland Certificate of Education (QCE). Awarded by the Queensland Curriculum and Assessment Authority (QCAA), it is internationally recognised and provides evidence of senior schooling achievements.

The flexibility of the QCE means that students can choose from a wide range of learning options to suit their interests and career goals. To receive a QCE, students must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. The QCE is issued to eligible students when they meet all the requirements, either at the completion of Year 12, or after they have left school.

Students who intend to go to university should also plan their senior studies to meet the Queensland Tertiary Admission Centre (QTAC) eligibility requirements for an Australian Tertiary Admission Rank (ATAR).

A student's pathway begins now. It can be flexible to adapt to the changing needs of the individual.

Senior Education & Training (SET) Plan

The Senior Education and Training Plan (SET Plan) helps each student structure their senior learning around their abilities, interests and ambitions. SET Plans are completed, together with Year 11 subject selections, during **Term 3, Year 10**. The SET plan is agreed between the student, their parents/carers and the school. SET Plans are reviewed regularly during Year 11 and 12 to ensure the student's career pathway is being followed and can be updated at any time.

When developing a SET Plan and making subject selections, students should take into consideration the whole of their Senior Phase of Learning Plan. This includes:

- Determining your long-term career goals.
- Selecting the options (university, TAFE or work) which will assist you to achieve your chosen career
- Choosing subjects which feed into this career and fulfil requirements of a QCE, ATAR and/or VET (whichever program of study that is required to achieve this career).
- Checking prerequisite subjects for tertiary or TAFE or VET courses have been considered.
- Remembering that you should always choose subjects which you are interested in and those you have success in.

Senior Education Profile

Students in Queensland are issued with a Senior Education Profile (SEP) upon completion of senior studies. This profile may include a:

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

For more information about the SEP see the QCAA website.

Senior Statement

The Senior Statement is a transcript of a student's learning account. It shows all QCE-contributing studies and the results achieved that may contribute to the award of a QCE.
If a student has a Senior Statement, then they have satisfied the completion requirements for Year 12 in Queensland.

Queensland Certificate of Education (QCE)

The QCE is Queensland's senior secondary schooling qualification. It is internationally recognised and provides evidence of senior schooling achievements. Students who do not meet the QCE at the end of Year 12 can continue to work towards their certificate for up to 7 years after finishing Year 12, through the completion of additional learning such as vocational education and training courses or traineeships. Once eligible, students will be issued a QCE.

QCE Requirements

To be eligible for a QCE, students must:

- Have an opening learning account.
- Not have been previously issued with a QCE or equivalent.
- Accrue at least one credit from the Core Category of learning while enrolled at a Queensland school.

To receive a QCE, students must achieve the set amount of learning, in the set standard, in a set pattern, while meeting literacy and numeracy requirements.

Set amount	
20 credits from learning options, including:	QCAA subjects or courses Vocational education and training qualifications Non-Queensland studies QCAA Recognised Studies
Set standard	
Satisfactory completion, grade of C or better, competency or qualification completion, pass or equivalent	
Set pattern	
12 credits from **completed Core** courses of study, and	
8 credits from any combination of:	Core courses of study Preparatory courses of study (max. 4) Complementary courses of study (max. 8)
Literacy and Numeracy	
Students must meet literacy and numeracy requirements through one of the available learning options	

For more information visit the QCAA website: https://myqce.qcaa.qld.edu.au/

Queensland Certificate of Individual Achievement (QCIA)

The Queensland Certificate of Individual Achievement (QCIA) reports the learning achievements of eligible students who complete an individual learning program. At the end of the senior phase of learning, eligible students achieve a QCIA. These students have the option of continuing to work towards a QCE post-secondary schooling.

For more information visit the QCAA website: https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qcia

QCAA Student Portal

Students are registered with the QCAA which creates individual learning accounts and a Learner Unique Identifier (LUI) number. Students will be issued with their LUI in year 10. The learning account records all eligible learning undertaken during the senior phase of learning, as well as where and when the learning takes place and the results achieved upon completion.

Students should use their learning account to track their progress towards:

- Senior Statement of Results
- QCE: Queensland Certificate of Education
- ATAR: Australian Tertiary Admission Rank (used for Tertiary entrance)
- QCIA: Queensland Certificate of Individual Achievement

To access the QCAA Student Portal visit: https://myqce.qcaa.qld.edu.au/

Australian Tertiary Admission Rank (ATAR)

ATAR is the primary mechanism used nationally for tertiary admissions and indicates a student's position relative to other students. It is the standard measure of a student's overall academic achievement in relation to other students where these students have studied different subject combinations.

ATARS are expressed as a number on a 2000-point scale from 99.95 down to 0.00 in steps of 0.05. So, the highest ATAR is 99.95, then 99.90, then 99.85, and so on, down to 0.00. ATARS below 30 are reported as '30.00 or less'.

Students who intend to go to university should also plan their senior studies to meet the Queensland Tertiary Admission Centre (QTAC) eligibility requirements for an Australian Tertiary Admission Rank (ATAR).

To be eligible for an ATAR a student must attain satisfactory completion of a one of the following QCAA English subjects:

- English
- Essential English
- Literature

They must also satisfactorily complete either of the following:

- 5 General Subjects
- 4 General Subjects plus one Applied Subject or a Certificate III or higher VET qualification.

For more information visit: https://www.qtac.edu.au/atar/

Senior School Pathways

QCE & ATAR Tertiary Student Pathway (ATAR eligibility)

Students who are interested in studies beyond senior secondary schooling with university in mind will opt for this Pathway. This option requires a minimum of four general subjects plus 1 applied or Certificate III or higher. A pass in an English subject is also mandatory. (See section on ATAR for further information)

QCE & ATAR Pathway (ATAR eligibility and Vocational qualifications)

Students who are interested in a blended pathway may still take further tertiary studies while gaining experience and credit in a particular vocational field. A student's program can be negotiated while still maintaining a minimum of four general subjects and a certificate course of a Certificate III or higher.

QCE & Vocational Pathway (Vocational Certificates and Work Experience)

Students who are interested in pursuing a vocational pathway can opt to undertake a range of subjects, general, applied and certificates. This program is by negotiation at SET Planning to make sure mandatory QCE requirements are adhered to.

QCIA

Students who are eligible for the QCIA complete an individual learning programs that recognises their achievements.

QCE and ATAR

Option	Pathway	Requirements	Outcome
ATAR	For students who wish to continue their studies at university as their preferred post-school option	• 6 General subjects Or • 5 General & 1 Applied subject Or • 4 General & 2 Applied	QCE ATAR
ATAR + VET	For students who wish to continue their studies at university as the preferred post-school option AND Want to gain a recognised certificate in a VET subject of their choice	• 5 General subjects & 1 VET subject Certificate III or above Or • 4 General subjects & 1 VET subject Certificate III or above & 1 applied subject Or • 4 General subjects & 2 VET subjects Certificate III or above	QCE ATAR Nationally recognised VET qualification Certificate or Statement of Attainment
VET	Students who wish to gain tertiary options but wish to be engaged in VET courses in their Senior Phase of Learning	• 3 or more – Applied subjects and/or VET Certificate III or above Or • 3 subjects or less – General subjects	QCE Nationally recognised VET qualification Certificate or Statement of Attainment

Senior subjects

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

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

For more information about specific subjects, schools, students and parents/carers are encouraged to access the relevant senior syllabuses at www.qcaa.qld.edu.au/senior/senior-subjects and, for Senior External Examinations, www.qcaa.qld.edu.au/senior/see

Types of Subjects

General Subjects

These are subjects which the QCAA has developed to prepare students for further study on completion of school. A *minimum* of four general subjects plus one from an Applied subject, Certificate III, or Certificate IV, or Diploma, are required for the calculation of the ATAR. A pass in an English subject is also a requirement for students to gain an ATAR.

Applied Subjects

Applied subjects are more practical in nature, but they can also be used to attain a QCE and one Applied subject can be used in the calculation of an ATAR. These subjects are: Essential Mathematics, Essential English, Hospitality Practices and Visual Arts in Practice.

Vocational Education and Training (VET)

VET courses can lead to nationally recognised Australian Quality Framework (AQF) qualifications as either Certificates or Statements of Attainment. These courses provide students with workplace experience and skills whilst still at school.

Students choosing vocational subjects where they will be seeking to achieve nationally endorsed competency standards need to check whether structured work placement or industry placement is a requirement. This will need to be considered as students will not be at school during these times and this may impact upon their learning in other subjects. Students are expected to negotiate alternate arrangements with relevant teachers.

University Head Start Program

Some universities offer Head Start programs for high achieving Year 11 and Year 12 students where they can complete one university subject whilst still at school. These programs aim to prepare students for university by experiencing classes, completing assessments and enjoying campus life. It can also be a great way to trial potential study areas. Students who successfully complete a Head Start program may receive credit for their completed course should they later enrol at the same university in that degree. The Head Start program also counts towards a student's QCE. Students can study a wide range of programs including Business & Economics, People & Culture, Science, Maths and the Environment as well as Languages.

Senior Learning Pathways

There are a range of different pathways available to students during their senior years of schooling. All students are required to select:

- Study of Religion or Religion & Ethics
- General English, Literature or Essential English
- General Mathematics, Mathematical Methods or Essential Mathematics

Students can then determine which other 3 electives they would like to study in year 11 and Year 12 which will determine their pathway, which can look like one of the below options.

Subject Information

For specific subject information and guidance students should contact the relevant Heads of Faculty:

Name	Department	Email
• Ms Laura Chapman	Assistant Principal - Learning & Teaching	ChapmaL@mmc.qld.edu.au
• Mrs Kathryn Flint	Head of Pathways and VET	FlintK@mmc.qld.edu.au
• Ms Alana Robertson	Head of The Arts	RobertA@mmc.qld.edu.au
• Mrs Jane Gibson	Head of English and Languages	GibsonJ@mmc.qld.edu.au
• Ms Breanna All	Head of Health and Physical Education	AllanB@mmc.qld.edu.au
• Mrs Lauren Corley	Head of Humanities	CorleyL@mmc.qld.edu.au
• Ms Catriona Duff	Head of Integrated Technologies, Design & Creativity	DuffC@mmc.qld.edu.au
• Ms Christie Lee	Head of Mathematics	LeeC@mmc.qld.edu.au
• Mrs Rebecca King	Head of Religious Education	KingR@mmc.qld.edu.au
• Mrs Amy Robertson	Head of Science	RobertA2@mmc.qld.edu.au

Recommendations for Subject Selection

Year 11/12 General Subjects	Year 10 Subject	Minimum recommendation Year 10 result
General Mathematics	Mathematics	C
Mathematical Methods	Mathematics Extension	B
Specialist Maths	Mathematics Extension	B
General English	English	C
Literature	English	B
Modern History	English	C
Business	English	C
Geography	English	C
Study of Religion	English Religion	B B
Design	English	C
Digital Solutions	Mathematics English	C C
Engineering	Mathematics Science	B B
Food and Nutrition	Science	C
Physical Education	Health & Physical Education or Health Physical Education & Movement and English	C B C
Biology	Science Mathematics	B B
Chemistry	Science Mathematics Extension	B B
Physics	Science Mathematics Extension	B B
Psychology	Science	B
Japanese	Japanese	C
Drama	English	C
Music	English Music	C B (Or proficiency in performing skills on an instrument)
Visual Arts	English	C
Media Arts	English	C

- Students wanting to study Specialist Mathematics must also study Mathematical Methods
- Students wanting to study Physics are required to study Mathematical Methods
- Students wanting to study Chemistry are encouraged to study Mathematical Methods

QCAA Senior Syllabuses at MMC

English

General

- English
- Literature

Applied

- Essential English

Sciences

General

- Biology
- Chemistry
- Physics
- Psychology

Health and Physical Education

General

- Physical Education

Mathematics

General

- General Mathematics
- Mathematical Methods
- Specialist Mathematics

Applied

- Essential Mathematics

Technologies

General

- Design
- Digital Solutions
- Engineering
- Food & Nutrition

Applied

- Hospitality Practices

Languages

General

- Japanese

Humanities and Religion

General

- Study of Religion
- Business
- Geography
- Modern History

Applied

- Religion & Ethics

The Arts

General

- Drama
- Film, Television & New Media
- Music
- Visual Art

Applied

- Visual Arts in Practice

Certificate Courses

- Certificate II in Active Volunteering
- Certificate II/III in Health Services Assistance
- Certificate III in Business

Brisbane School of Distance Education

Fisher ONE Online

TAFE courses

English

English

General Subject

Rationale

English learning area subjects offer students opportunities to enjoy language and be empowered as functional, purposeful, creative and critical language users who understand how texts can convey and transform personal and cultural perspectives. In a world of rapid cultural, social, economic and technological change, complex demands are placed on citizens to be literate within a variety of modes and mediums. They learn how language varies according to context, purpose and audience, content, modes and mediums, and how to use it appropriately and effectively for a variety of purposes. Students have opportunities to engage with diverse texts to help them develop a sense of themselves, their world and their place in it.

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

Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:

- skills to communicate effectively in Standard Australian English for the purpose or responding to and creating literary texts and non-literary texts;
- skills to make choices about generic structures, language, textual features, and technologies for participating actively in literary analysis and the creation of texts in a range of modes, mediums, and forms, for a variety of purposes and audiences;
- enjoyment and appreciation of literary and non-literary texts, the aesthetic use of language, and style
- creative thinking and imagination, by exploring how literary and non-literary texts shape perceptions of the world and enable us to enter the worlds of others;
- critical exploration of ways in which literary and non-literary texts may reflect or challenge social and cultural ways of thinking and influence audiences; and
- empathy for others and appreciation of different perspectives through studying a range of literary and non-literary texts from diverse cultures and periods, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers.

Pathways

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

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Perspective and texts • Examining and creating perspectives in texts • Responding to a variety of non-literary texts • Creating responses for public audiences and persuasive texts	**Text and culture** • Examining and shaping representations of culture in texts • Responding to literary and non-literary texts, including a focus on Australian texts • Creating imaginative and analytical texts	**Textual connections** • Exploring connections between texts • Examining difference perspectives of the same issue in texts and shaping own perspectives • Creating responses for public audiences and persuasive texts	**Close study of literary texts** • Engaging with literary texts from diverse times and places • Responding to literary texts creatively and critically • Creating imaginative and analytical texts

Assessment

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

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

Summative Assessment

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Spoken persuasive response</td><td>25%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Extended Response</td><td rowspan="2">25%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Written response for a public audience</td><td>25%</td></tr>
<tr><td colspan="4">Summative external assessment (EA):
Examination – extended response – 25%</td></tr>
</table>

For further information regarding English,
contact Mrs Jane Gibson (GibsonJ@mmc.qld.edu.au)

English

Literature

General Subject

Rationale

The subject Literature focuses on the study of literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied literary texts. Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:

- the skills to communicate effectively in Standard Australian English for the purposes of responding to and creating literary texts;
- the skills to make choices about generic structures, language, textual features and technologies to participate actively in the dialogue and detail of literary analysis and the creation of imaginative and analytical texts in a range of modes, mediums and forms;
- enjoyment and appreciation of literary texts and the aesthetic use of language;
- creative thinking and imagination by exploring how literary texts shape perceptions of the world and enable us to enter the worlds of others;
- critical exploration of ways in which literary texts may reflect or challenge social and cultural ways of thinking and influence audiences; and
- empathy for others and appreciation of different perspectives through studying a range of literary texts from diverse cultures and periods, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers.

Pathways

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

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Introduction to literary studies • Ways literary texts are received and responded to • How textual choices affect readers • Creating analytical and imaginative texts	**Intertextuality** • Ways literary texts connect with each other – genre, concepts and contexts • Ways literary texts connect with each other – style and structure • Creating analytical and imaginative texts	**Literature and identity** • Relationship between language, culture and identity in literary texts • Power of language to represent ideas, events and people • Creating analytical and imaginative texts	**Independent explorations** • Dynamic nature of literary interpretation • Close examination of style, structure and subject matter • Creating analytical and imaginative texts

Assessment

Schools devise assessment in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments.

The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A-E).

Summative Assessment

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Examination – analytical extended response</td><td>25%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Extended response – imaginative written response</td><td rowspan="2">25%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Imaginative response</td><td>25%</td></tr>
<tr><td colspan="4">Summative external assessment (EA):
Examination – extended response – 25%</td></tr>
</table>

For further information regarding Literature,
contact Mrs Jane Gibson (GibsonJ@mmc.qld.edu.au)

English

Essential English

Applied Subject

Rationale

The subject Essential English develops and refines students' understanding of language, literature and literacy to enable them to interact confidently and effectively with others in everyday, community and social contexts. The subject encourages students to recognise language and texts as relevant in their lives now and in the future and enables them to understand, accept or challenge the values and attitudes in these texts.

Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:

- skills to communicate confidently and effectively in Standard Australian English in a variety of contemporary contexts and social situations, including every day, social, community, further education and work-related contexts
- skills to choose generic structures, language, language features and technologies to best convey meaning
- skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts
- effective use of language to produce texts for a variety of purposes and audiences
- creative and imaginative thinking to explore their own world and the worlds of others
- active and critical interaction with a range of texts, and an awareness of how the language they engage with positions them and others
- empathy for others and appreciation of different perspectives through a study of a range of texts from diverse cultures, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers
- enjoyment of contemporary literary and non-literary texts, including digital texts.

Pathways

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

Course Structure

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

Assessment

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

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

Summative Assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Extended response – spoken/signed response	25%	**Summative internal assessment 3 (IA3):** • Extended response – multimodal response	25%
Summative internal assessment 2 (IA2): • Common internal assessment	25%	**Summative internal assessment 4 (IA4):** • Written response	25%

For further information regarding Essential English, contact Mrs Jane Gibson (GibsonJ@mmc.qld.edu.au)

Language

Japanese

General Subject

Rationale

Additional language acquisition provides students with opportunities to reflect on their understanding of a language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Communicating with people from Japanese-speaking communities provides insight into the purpose and nature of language and promotes greater sensitivity to, and understanding of, linguistic structures, including the linguistic structures of English. As students develop the ability to explore cultural diversity and similarities between another language and their own, this engagement with other languages and cultures fosters intercultural understanding.

Language acquisition occurs in social and cultural settings. It involves communicating across a range of contexts for a variety of purposes, in a manner appropriate to context. As students experience and evaluate a range of different text types, they reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions. This informs their capacity to create texts for a range of contexts, purposes and audiences.

Central to the capacity to evaluate and create texts are the skills of critical and creative thinking, intellectual flexibility and problem-solving. Acquiring an additional language provides the opportunity to develop these interrelated skills and requires students to use language in a meaningful way through the exchange of information, ideas and perspectives relevant to their life experiences.

The ability to communicate in an additional language such as Japanese is an important 21st century skill. Students develop knowledge, understanding and skills that enable successful participation in a global society. Communication in an additional language expands students' horizons and opportunities as national and global citizens.

Additional language acquisition contributes to and enriches intellectual, educational, linguistic, metacognitive, personal, social and cultural development. It requires intellectual discipline and systematic approaches to learning, which are characterised by effective planning and organisation, incorporating processes of self-management and self-monitoring.

Pathways

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
私のくらし **My world** • Family/carers • Peers • Education	**私達のまわり** **Exploring our world** • Travel and exploration • Social Customs • Japanese influences around the world	**私達の社会、文化とアイデンティティ** **Our society: culture and identity** • Lifestyles and leisure • The arts, entertainment and sports • Groups in society	**私の将来** **My present; my future** • The present • Future choices

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — short response	**20%**	Summative internal assessment 3 (IA3): • Multimodal presentation and interview	30%
Summative internal assessment 2 (IA2): • Examination — extended response	**25%**		
Summative external assessment (EA): Examination — combination response – 25%			

Mathematics

General Mathematics

General Subject

Rationale

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. General Mathematics is designed for students who want to extend their mathematical skills beyond Year 10 but whose future studies or employment pathways do not require calculus. It incorporates a practical approach that equips learners for their needs as future citizens.

Students will learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They will experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They will develop the ability to understand, analyse and take action regarding social issues in their world.

Pathways

General Mathematics is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in General Mathematics can establish a basis for further education and employment in the fields of business, commerce, education, finance, IT, social science and the arts.

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Money, measurement, algebra and linear equations • Topic 1: Consumer arithmetic • Topic 2: Shape and measurement • Topic 3: Similarity and scale • Topic 4: Algebra • Topic 5: Linear equations and their graphs	**Applications of linear equations and trigonometry, matrices, and univariate data** • Topic 1: Applications of linear equations • Topic 2: Applications of trigonometry • Topic 3: Matrices • Topic 4: Univariate data analysis 1 • Topic 5: Univariate data analysis	**Bivariate data and time series analysis, sequences and Earth geometry** • Topic 1: Bivariate data analysis 1 • Topic 2: Bivariate data analysis 2 • Topic 3: Time series analysis • Topic 3: Growth and decay in sequences • Topic 4: Earth geometry and time zones	**Investing and networking** • Topic 1: Loans, investments, and annuities 1 • Topic 2: Loans, investments, and annuities 2 • Topic 3: Graphs and networks • Topic 4: Networks and decision mathematics 1 • Topic 5: Networks and decision mathematics 2

Assessment

The General Mathematics program is broken into 4 units.

Units 1 and 2 are completed in Year 11 and formatively assessed.

In Year 12, all assessment completed will be summative and combined with the results from an external exam to give students their overall result.

Summative Assessment

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Problem solving and modelling task</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Examination – short response</td><td rowspan="2">15%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Examination – short response</td><td>15%</td></tr>
<tr><td colspan="4">Summative external assessment (EA):
Examination – combination response 50%</td></tr>
</table>

For further information regarding General Mathematics, contact Ms Christie Lee (LeeC@mmc.qld.edu.au)

Mathematics

Mathematical Methods

General Subject

Rationale

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. Students who undertake Mathematical Methods will see the connections between mathematics and other areas of the curriculum and apply their mathematical skills to real-world problems, becoming critical thinkers, innovators and problem-solvers. Through solving problems and developing models, they will appreciate that mathematics and statistics are dynamic tools that are critically important in the 21st century.

Pathway

Mathematical Methods is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Mathematical Methods can establish a basis for further education and employment in the fields of natural and physical sciences (especially physics and chemistry), mathematics and science education, medical and health sciences (including human biology, biomedical science, nanoscience and forensics), engineering (including chemical, civil, electrical and mechanical engineering, avionics, communications and mining), computer science (including electronics and software design), psychology and business.

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Surds, algebra, functions and probability • Topic 1: Surds and quadratic functions • Topic 2: Binomial expansion and cubic functions • Topic 3: Functions and relations • Topic 4: Trigonometric functions • Topic 5: Probability	**Calculus and further functions** • Topic 1: Exponential functions 2 • Topic 2: Logarithms and logarithmic functions • Topic 3: Introduction to differential calculus • Topic 4: Applications of differential calculus • Topic 5: Further differentiation	**Further calculus and Introduction to statistics** • Topic 1: Differentiation of exponential and logarithmic functions • Topic 2: Differentiation of trigonometric functions and differentiation rules. • Topic 3: Further applications of differentiation • Topic 4: Introduction to integration • Topic 5: Discrete random variables	**Further calculus, trigonometry and statistics** • Topic 1: Further integration • Topic 2: Trigonometry • Topic 3: Continuous random variables and the normal distribution • Topic 4: Sampling and proportions • Topic 4: Interval estimates for proportions

Assessment

The Mathematical Methods program is broken into 4 units. Units 1 and 2 are completed in Year 11 and formatively assessed.

In Year 12, all assessment completed will be summative and combined with the results from an external exam to give students their overall result.

Summative Assessment

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
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• Examination – short response</td><td>15%</td></tr>
<tr><td colspan="4">Summative external assessment (EA):
Examination – combination response – 50%</td></tr>
</table>

For further information regarding Mathematical Methods, contact Ms Christie Lee (LeeC@mmc.qld.edu.au)

Mathematics

Specialist Mathematics

General Subject

Rationale

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. Students who undertake Specialist Mathematics will develop confidence in their mathematical knowledge and ability and gain a positive view of themselves as mathematics learners. They will gain an appreciation of the true nature of mathematics, its beauty and its power.

Pathways

Specialist Mathematics is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Specialist Mathematics can establish a basis for further education and employment in the fields of science, all branches of mathematics and statistics, computer science, medicine, engineering, finance and economics.

Course Requirement

Specialist Mathematics is designed to be taken in conjunction with, or on completion of, Mathematical Methods. It is assumed that work covered in Mathematical Methods will be known before it is required in Specialist Mathematics.

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Combinatorics, proof, vectors and matrices • Topic 1: Combinatorics • Topic 2: Introduction to proof • Topic 3: Vectors in the plane • Topic 4: Algebra of vectors in two dimensions • Topic 5: Matrices	**Complex numbers, further proof, trigonometry, functions and transformations** • Topic 1: Complex numbers • Topic 2: Complex arithmetic and algebra • Topic 3: Circle and geometric proofs • Topic 4: Trigonometry and functions • Topic 5: Matrices and transformations	**Further complex numbers, proof, vectors and matrices** • Topic 1: Further complex numbers • Topic 2: Mathematical induction and trigonometric proofs • Topic 3: Vectors in two and three dimensions • Topic 4: Vector calculus • Topic 5: Further matrices	**Further calculus and statistical inference** • Topic 1: Integration techniques • Topic 2: Applications of integral calculus • Topic 3: Rates of change and differential equations • Topic 4: Modelling motion • Topic 5: Statistical inference

Assessment
The Specialist Mathematics program is broken into 4 units.

Units 1 and 2 are completed in Year 11 and formatively assessed.

In Year 12, all assessment completed will be summative and combined with the results from an external exam to give students their overall result.

Summative Assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Problem solving and modelling task	20%	**Summative internal assessment 3 (IA3):** • Examination – short response	15%
Summative internal assessment 2 (IA2): • Examination – short response	15%		
Summative external assessment (EA): Examination – combination response – 50%			

For further information regarding Specialist Mathematics, contact Ms Christie Lee (LeeC@mmc.qld.edu.au)

Mathematics

Essential Mathematics

Applied Subject

Rationale

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. Essential Mathematics is designed for students who want to develop skills that go beyond the traditional ideas of numeracy. This is achieved through a greater emphasis on estimation, problem-solving and reasoning, which develops students into thinking citizens who interpret and use mathematics to make informed predictions and decisions about personal and financial priorities.

Students will benefit from studies in Essential Mathematics because they will develop skills that go beyond the traditional ideas of numeracy. This is achieved through a greater emphasis on estimation, problem-solving and reasoning, which develops students into thinking citizens who interpret and use mathematics to make informed predictions and decisions about personal and financial priorities

Students will see mathematics as applicable to their employability and lifestyles and develop leadership skills through self- direction and productive engagement in their learning. They will show curiosity and imagination and appreciate the benefits of technology. Students will gain an appreciation that there is rarely one way of doing things and that real-world mathematics requires adaptability and flexibility.

Pathways

Essential Mathematics is an Applied subject suited to students who are interested in pathways beyond Year 12 that lead to tertiary studies, vocational education, or work. A course of study in Essential Mathematics can establish a basis for further education and employment in the fields of trade, industry, business, and community services. Students will learn within a practical context related to general employment and successful participation in society, drawing on the mathematics used by various professional and industry groups.

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Number, data and graphs Topic 1: Number Topic 2: Representing data Topic 3: Managing money	**Data and Travel** Topic 1: Data Collection Topic 2: Graphs Topic 3: Time and motion	**Measurement, scales and chance** Topic 1: Measurement Topic 2: Scales, plans and models Topic 3: Probability and relative frequencies	**Graphs, data and loans** Topic 1: Bivariate graphs Topic 2: Summarising and comparing data Topic 3: Loans and compound interest

Assessment

The Essential Mathematics program is broken into 4 units.

Units 1 and 2 are completed in Year 11 and formatively assessed.

In Year 12, all assessment completed will be summative and combined with the results from an external exam to give students their overall result.

Summative Assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Problem solving and modelling task		**Summative internal assessment 3 (IA3):** • Problem Solving and modelling task	
Summative internal assessment 2 (IA2): • Common internal assessment – Examination		**Summative internal assessment 4 (IA4):** • Examination - Short response	

For further information regarding Essential Mathematics, contact Ms Christie Lee (LeeC@mmc.qld.edu.au

Religion

Study of Religion

General Subject

Rationale

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

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

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

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

Pathways

Study of Religion is a General subject and can establish a basis for further education and employment in such fields as anthropology, the arts, education, journalism, politics, psychology, religious studies, sociology and social work.

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Religion, meaning and purpose • Nature and purpose of religion • Sacred Texts	**Religion and ritual** • Lifecycle rituals • Calendrical rituals	**Religious ethics** • Social ethics • Personal ethics	**Religion – rights and relationships** • Religion and the nation – state • Human existence and rights

Assessment

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

In Units 3 and 4 students complete four summative assessments.

The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A-E).

Summative Assessment

<table>
<tr><th>Unit 3</th><th></th><th>Unit 4</th><th></th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Examination – extended response</td><td>25%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Investigation – inquiry responses</td><td rowspan="2">25%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Investigation – inquiry response</td><td>25%</td></tr>
<tr><td colspan="4">Summative external assessment (EA):
Examination – short response – 25%</td></tr>
</table>

For further information regarding Study of Religion, contact Mrs Rebecca King (KingR@mmc.qld.edu.au)

Mary MacKillop College

Religion

Religion and Ethics

Applied Subject

Rationale

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

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

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

Pathways

Religion and Ethics is an Applied subject suited to students who are interested in pathways beyond Year 12 that lead to tertiary studies, vocational education, or work. A course of study in Religion and Ethics can establish a basis for further education and employment in any field. Students gain skills and attitudes that contribute to lifelong learning and the basis for engaging with others in diverse settings.

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Australian Identity • In this unit, students are introduced to the diversity of Australian communities and their various religious, spiritual and ethical principles and practices.	**Social Justice** • In this unit, students are introduced to religious, spiritual and ethical principles as they consider a range of social justice issues. They consider the quality of human life and human dignity as they learn about equality and equity across the world and in Australia.	**Meaning, purpose and expression** • In this unit, students are introduced to various contemporary forms of religious, spiritual and ethical expressions in different contexts to explore how individuals and communities create meaningful and purposeful lives.	**World Religions and spiritualities** • In this unit, students explore how people seek, explore and express beliefs and practices through the living systems of world religions and spiritualities, including the world's indigenous peoples.

Assessment

For Religion and Ethics, assessment from Units 3 and 4 is used to determine the student's exit result, and consist of four assessments using the assessment specifications and conditions provided in the syllabus.

- one project or investigation
- one examination
- no more than two assessments from each technique.

Project	Investigation	Extended response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
Includes the following components: • written: 600 words • multimodal: Up to 5 minutes • product: continuous class time	Presented in one of the following modes: • written: 600–1000 words • multimodal: 4–7 minutes.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes.	• 60–90 minutes • 50–250 words per item on the test

For further information regarding Religion and Ethics, contact Mrs Rebecca King (KingR@mmc.qld.edu.au

Humanities & Business

Business

General Subject

Rationale

Business is multifaceted. It is a contemporary discipline with representation in every aspect of society including individuals, community and government. Business, as a dynamic and evolving discipline, is responsive to environmental changes such as emerging technologies, globalisation, sustainability, resources, economy and society.

The study of business is relevant to all individuals in a rapidly changing, technology-focused and innovation-driven world. Through studying Business, students are challenged academically and exposed to authentic and real-life practices. The knowledge and skills developed in Business will allow students to contribute meaningfully to society, the workforce and the marketplace and prepare them as potential employees, employers, leaders, managers and entrepreneurs of the future.

Students investigate the business life cycle from the seed to post-maturity stage and develop skills in examining business data and information. Students learn business concepts, theories, processes and strategies relevant to leadership, management and entrepreneurship. A range of business environments and situations is explored. Through this exploration, students investigate the influence on and implications for strategic development in the functional areas of finance, human resources, marketing and operations.

Learning in Business integrates an inquiry approach with authentic case studies. Students become critical observers of business practices by applying an inquiry process in undertaking investigations of business situations. They use a variety of technological, communication and analytical tools to comprehend, analyse, interpret and synthesise business data and information. Students evaluate strategies using criteria that are flexible, adaptable and underpinned by communication, leadership, creativity and sophistication of thought.

Business allows students to engage with the dynamic business world (in both national and global contexts), the changing workforce and emerging digital technologies. It addresses contemporary implications, giving students a competitive edge in the workplace as socially responsible and ethical members of the business community, and as informed citizens, employees, consumers and investors.

Pathways

Business is a General subject suited to students who are interested in pathways beyond Year 12 that lead to tertiary studies, vocational education or work. The study of Business provides opportunities for students to pursue entrepreneurial pathways and a wide range of careers in the public, private and not-for-profit sectors. A course of study in Business can establish a basis for further education and employment in the fields of business management, business development, entrepreneurship, business analytics, economics, business law, accounting and finance, international business, marketing, human resources management and business information systems.

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Business creation • Fundamentals of business • Creation of business ideas	**Business growth** • Establishment of a business • Entering markets	**Business diversification** • Competitive markets • Strategic development	**Business evolution** • Repositioning a business • Transformation of a business

Assessment

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

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

Summative Assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination – combination response	25%	**Summative internal assessment 3 (IA3):** • Feasibility report	25%
Summative internal assessment 2 (IA2): • Business report	25%		
Summative external assessment (EA): Examination – combination response – 25%			

For further information regarding Business,
contact Mrs Lauren Corley (CorleyL@mmc.qld.edu.au)

Humanities & Business

Geography

General Subject

Rationale

Geography teaches us about the significance of 'place' and 'space' in understanding our world. These two concepts are foundational to the discipline, with the concepts of environment, interconnection, sustainability, scale and change building on this foundation. By observing and measuring spatial, environmental, economic, political, social and cultural factors, geography provides a way of thinking about contemporary challenges and opportunities.

Fieldwork is central to the study of Geography. It provides authentic opportunities for students to engage in real-world applications of geographical skills and thinking, including the collection and representation of data. Fieldwork also encourages participation in collaborative learning and engagement with the world in which students live.

This course of study enables students to appreciate and promote a more sustainable way of life. Through analysing and applying geographical knowledge, students develop an understanding of the complexities involved in sustainable planning and management practices. Geography aims to encourage students to become informed and adaptable, so they develop the skills required to interpret global concerns and make genuine and creative contributions to society. It contributes to their development as global citizens who recognise the challenges of sustainability and the implications for their own and others' lives.

Pathways

Geography is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Geography can establish a basis for further education and employment in the fields of urban and environmental design, planning and management; biological and environmental science; conservation and land management; emergency response and hazard management; oceanography, surveying, global security, economics, business, law, engineering, architecture, information technology, and science. These pathways draw on the skills acquired through understanding and using spatial technologies.

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Responding to risk and vulnerability in hazard zones • Natural hazard zones • Ecological hazard zones	**Planning sustainable places** • Responding to challenges facing a place in Australia • Managing the challenges facing a megacity	**Responding to land cover transformations** • Land cover transformations and climate change • Responding to local land cover transformations	**Managing population change** • Population challenges in Australia • Global population change

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

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

Summative Assessment

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<tr><td>Summative internal assessment 1 (IA1):
• Examination – combination response</td><td>25%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Data report</td><td rowspan="2">25%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Field report</td><td>25%</td></tr>
<tr><td colspan="4">Summative external assessment (EA):
Examination – combination response – 25%</td></tr>
</table>

For further information regarding Business,
contact Mrs Lauren Corley (CorleyL@mmc.qld.edu.au)

Humanities & Business

Modern History

General Subject

Rationale

Modern History is a discipline-based subject where students examine traces of humanity's recent past so they may form their own views about the Modern World. Through Modern History, students' curiosity and imagination is invigorated while their appreciation of civilisation is broadened and deepened. Students learn that the past is contestable and tentative. They discover how the past consists of various perspectives and interpretations. Modern History distinguishes itself from other subjects by enabling students to empathise with others and make meaningful connections between the past, present and possible futures.

Modern History has two main aims. First, Modern History seeks to have students gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World. Second, Modern History aims to have students think historically and form a historical consciousness in relation to these same forces. Both aims complement and build on the learning covered in the *Australian Curriculum: History P–10*. The first aim is achieved through the thematic organisation of Modern History around four of the forces that have helped to shape the Modern World — ideas, movements, national experiences and international experiences.

In each unit, students explore the nature, origins, development, legacies and contemporary significance of the force being examined. The second aim is achieved through the rigorous application of historical concepts and historical skills across the syllabus. To fulfil both aims, Modern History uses a model of inquiry learning.

Pathways

Modern History is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Modern History can establish a basis for further education and employment in the fields of history, education, psychology, sociology, law, business, economics, politics, journalism, the media, writing, academia and strategic analysis. The skills developed in Modern History can be used in students' everyday lives — including their work — when they need to understand situations, place them in perspective, identify causes and consequences, acknowledge the viewpoints of others, develop personal values, make judgments and reflect on their decisions.

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the modern world • Australian Frontier Wars, 1788-1930s • Age of Imperialism, 1848–1914	**Movements in the modern world** • African-American civil rights movement, 1954–1968 • Alternative topic for Unit 2 –The Trans-Atlantic Slave Trade	**National experiences in the Modern World** • Germany, 1914-1945 • United States of America, 1917–1945	**International experiences in the modern world** • Cold War, 1945-1991 • Australian engagement with Asia since 1945

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

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

Summative Assessment

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
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• Investigation – historical essay based on research</td><td rowspan="2">25%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Investigation – independent sources investigation</td><td>25%</td></tr>
<tr><td colspan="4">Summative external assessment (EA):
Examination – short responses to historical sources – 25%</td></tr>
</table>

For further information regarding Business,
contact Mrs Lauren Corley (CorleyL@mmc.qld.edu.au)

Sciences

Biology

General Subject

Rationale

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

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

Biology provides opportunities for students to engage with living systems. Students will learn valuable skills required for the scientific investigation of questions. In addition

Biology aims to develop students':

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

Pathways

Biology is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Biology can establish a basis for further education and employment in the fields of medicine, forensics, veterinary, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation and sustainability.

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Cells and multicellular organisms • Cells as the basis of life • Exchange of nutrients and wastes • Cellular energy, gas exchange and plant physiology	**Maintaining the internal environment** • Homeostasis • Infectious diseases and epidemiology	**Biodiversity and the interconnectedness of life** • Biodiversity and populations • Functioning ecosystems and succession	**Heredity and continuity of life** • Genetics and heredity • Continuity of life on Earth

Assessment

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

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

Summative Assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Data Test	10%	**Summative internal assessment 3 (IA3):** • Research investigation	20%
Summative internal assessment 2 (IA2): • Student experiment	20%		
Summative external assessment (EA): Examination – combination response 50%			

For further information regarding Biology,
contact Ms Amy Robertson (RobertA2@mmc.qld.edu.au)

Sciences

Chemistry

General Subject

Rationale

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

Chemistry is the study of materials and their properties and structure and aims to develop students':

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

Pathways

Chemistry is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Chemistry can establish a basis for further education and employment in the fields of forensic science, environmental science, engineering, medicine, pharmacy and sports science.

Course Structure

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

Assessment

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

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

Summative Assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Data Test	10%	**Summative internal assessment 3 (IA3):** • Research investigation	20%
Summative internal assessment 2 (IA2): • Student experiment	20%		
Summative external assessment (EA): Examination – combination response 50%			

For further information regarding Chemistry,
contact Ms Amy Robertson (RobertA2@mmc.qld.edu.au)

Sciences

Physics

General Subject

Rationale

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

Physics provides opportunities for students to engage with the classical and modern understandings of the universe and aims to develop students':

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

Pathways

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

Course Structure

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

Assessment

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

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

Summative Assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Data Test	10%	**Summative internal assessment 3 (IA3):** • Research investigation	20%
Summative internal assessment 2 (IA2): • Student experiment	20%		
Summative external assessment (EA): Examination – combination response 50%			

For further information regarding Physics,
contact Ms Amy Robertson (RobertA2@mmc.qld.edu.au)

Sciences

Psychology

General Subject

Rationale

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

Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions. In Unit 1, students examine individual development in the form of the role of the brain, cognitive development, human consciousness and sleep. In Unit 2, students investigate the concept of intelligence, the process of diagnosis and how to classify psychological disorder and determine an effective treatment, and lastly, the contribution of emotion and motivation on individual behaviour. In Unit 3, students examine individual thinking and how it is determined by the brain, including perception, memory, and learning. In Unit 4, students consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes and cross-cultural psychology.

Psychology aims to develop students':

- interest in psychology and their appreciation for how this knowledge can be used to understand contemporary issues
- appreciation of the complex interactions, involving multiple parallel processes that continually influence human behaviour
- understanding that psychological knowledge has developed over time and is used in a variety of contexts, and is informed by social, cultural and ethical considerations
- ability to conduct a variety of field research and laboratory investigations involving collection and analysis of qualitative and quantitative data and interpretation of evidence
- ability to critically evaluate psychological concepts, interpretations, claims and conclusions with reference to evidence
- ability to communicate psychological understandings, findings, arguments and conclusions using appropriate representations, modes and genres.

Pathways

Psychology is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Psychology can establish a basis for further education and employment in the fields of psychology, sales, human resourcing, training, social work, health, law, business, marketing and education.

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Individual development • The role of the brain • Cognitive development • Consciousness, attention and sleep	**Individual behaviour** • Intelligence • Diagnosis • Psychological disorders and treatments • Emotion and motivation	**Individual thinking** • Brain function • Sensation and perception • Memory • Learning	**The influence of others** • Social psychology • Interpersonal processes • Attitudes • Cross-cultural psychology

Assessment

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

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

Summative Assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Data Test	10%	**Summative internal assessment 3 (IA3):** • Research investigation	20%
Summative internal assessment 2 (IA2): • Student experiment	20%		
Summative external assessment (EA): Examination – combination response 50%			

For further information regarding Physics,
contact Ms Amy Robertson (RobertA2@mmc.qld.edu.au)

Technologies

Design

General Subject

Rationale

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

Students will learn how design has influenced the economic, social and cultural environment in which they live. They will understand the agency of humans in conceiving and imagining possible futures through design. Students will develop valuable 21st century skills in critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills. Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders. The design thinking students learn is broadly applicable to a range of professions and supports the development of critical and creative thinking.

Students will develop an appreciation of designers and their role in society. They will learn the value of creativity and build resilience as they experience iterative design processes, where the best ideas may be the result of trial and error and a willingness to take risks and experiment with alternatives. Design equips students with highly transferrable, future focused thinking skills relevant to a global context.

Pathways

Design is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Design can establish a basis for further education and employment in the fields of architecture, digital media design, fashion design, graphic design, industrial design, interior design and landscape architecture.

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Stakeholder-centred design • Designing for others	**Commercial design influences** • Responding to needs and wants	**Human-centred design** • Designing with empathy	**Sustainable design influences** • Responding to opportunities

Assessment

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

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

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

Summative Assessment

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Examination – Design challenge</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Project</td><td rowspan="2">25%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Project</td><td>30%</td></tr>
<tr><td colspan="4">Summative external assessment (EA):
Examination – extended response – 25%</td></tr>
</table>

For further information regarding Design,
contact Mrs Catriona Duff (DuffC@mmc.qld.edu.au

Technologies

Digital Solutions

General Subject

Rationale

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

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

In Digital Solutions, students learn about algorithms, computer languages and user interfaces through generating digital solutions to problems. They engage with data, information and applications to create digital solutions that filter and present data in timely and efficient ways while understanding the need to encrypt and protect data. They analyse computing's personal, local and global impact, and the issues associated with the ethical integration of technology into our daily lives.

Students engage in problem-based learning that enables them to explore and develop ideas, generate digital solutions, and evaluate the impacts of technologies. To generate digital solutions, students analyse problems and apply computational, design and systems thinking processes that driven by people and their needs.

Pathways

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

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Creating with code • Understanding digital problems • User experiences and interfaces • Algorithms and programming techniques • Programmed solutions	**Application and data solutions** • Data-driven problems and solution requirements • Data and programming techniques • Prototype data solutions	**Digital innovation** • Interactions between users, data and digital systems • Real-world problems and solution requirements • Innovative digital solutions	**Digital impacts** • Digital methods for exchanging data • Complex digital data exchange problems and solution requirements • Prototype digital data exchanges

Assessment

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

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

Summative Assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Investigation – Technical proposal	25%	**Summative internal assessment 3 (IA3):** • Project – Digital Solution	25%
Summative internal assessment 2 (IA2): • Project - Digital solution	25%		
Summative external assessment (EA): Examination – combination response – 25%			

For further information regarding Digital Solutions, contact Mrs Catriona Duff (DuffC@mmc.qld.edu.au

Technologies

Engineering

General Subject

Rationale

The problem-solving process in Engineering involves the practical application of science, technology, engineering and mathematics (STEM) knowledge to develop sustainable products, processes and services. Engineers use their technical and social knowledge to solve problems in ways that meet the needs of today's individuals, communities, businesses and environments, without compromising the potential needs of future generations. Students who study Engineering develop technical knowledge and problem-solving skills that enable them to respond to and manage ongoing technological and societal change.

Engineering includes the study of mechanics, materials science and control technologies through real-world engineering contexts where students engage in problem-based learning. Students learn to explore complex, open-ended problems and develop engineered solutions. They recognise and describe engineering problems, determine success criteria, develop and communicate ideas and propose, generate, evaluate and refine real-world-related solutions. Students justify their decision-making and acknowledge the societal, economic and environmental sustainability of their engineered solutions. The problem-based learning framework in Engineering encourages students to become self-directed learners and develop beneficial collaboration and management skills.

The study of Engineering inspires students to become adaptable and resilient. They appreciate the engineer's ability to confidently and proficiently generate solutions that improve the quality of people's lives in an increasingly complex and dynamic technological world

Pathways

A course of study in Engineering can establish a basis for further education and employment. With additional training and experience, potential employment opportunities may be found in roles related to manufacturing, fabrication, and other technical fields

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Engineering fundamentals • Engineering in society • Engineering communication • Introduction to engineering mechanics • Introduction to engineering materials	**Emerging technologies** • Emerging needs in society • Emerging processes, machinery and automation • Emerging materials	**Civil structures** • Civil structures in society • Civil structures and forces • Civil engineering materials	**Machines and mechanisms** • Machines in society • Machines, mechanisms and control • Materials

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

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

Summative Assessment

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Project – Engineered solution</td><td>25%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Project – Engineered solution</td><td rowspan="2">25%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Examination – combination response</td><td>25%</td></tr>
<tr><td colspan="4">Summative external assessment (EA):
Examination – combination response – 25%</td></tr>
</table>

For further information regarding Engineering Skills, contact Mrs Catriona Duff (DuffC@mmc.qld.edu.au

Technologies

Food & Nutrition

General Subject

Rationale

Food and Nutrition is the study of food in the context of food science, nutrition and food technologies. Students explore the chemical and functional properties of nutrients to create food solutions that maintain the beneficial nutritive values. This knowledge is fundamental for continued development of a safe and sustainable food system that can produce high quality, nutritious solutions with an extended shelf life. The food system includes the sectors of productions, processing, distribution, consumption, research and development. Waste management, sustainability and food protection are overarching concepts that have an impact on all sectors of the food system. Students will actively engage in a food and nutrition problem solving process to create food solutions that contribute positively to preferred person, social, ethical, economics, environmental, legal, sustainable and technological futures.

Food and Nutrition is a developmental course of study. In Unit 1, students develop an understanding of the chemical and functional properties of vitamins, minerals and protein, as well as food safety, spoilage and preservation. In Unit 2, students explore consumer food drivers, sensory profiling, labelling and food safety, and the development of food formulations. In Unit 3, students develop knowledge about the chemical, functional and sensory properties of carbohydrate and fat, and food safety, food preservation techniques and spoilage. In Unit 4, students develop an awareness of the interdisciplinary nature of food science, nutrition and technologies in relation to solving food and nutrition problems and improving safety, nutrition, convenience, transparency and accessibility for the consumer, as well as considering the wider impacts and implications of the solution.

Using a problem-based learning approach, students learn to apply their food science, nutrition and technologies knowledge to solve real-world food and nutrition problems. This includes: exploring problems; developing ideas; generating, communicating the testing solutions; and evaluating the process and solutions. Students will integrate and use new and existing knowledge to make decisions and solve problems through investigation, experimentation and analysis.

Pathways

Food and Nutrition is a General subject suited to students who are interested in pathways beyond school that lead to further education, training and employment. A course of study in Food and Nutrition can establish a basis for further education and employment in the fields of science, technology, engineering and health.

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Food science of vitamins, minerals and protein • Introduction to the food system • Vitamins and minerals • Protein	**Food drivers and emerging trends** • Consumer food drivers • Sensory profiling • Food safety and labelling • Food formulation for consumers	**Food science of carbohydrate and fat** • Carbohydrate • Fat	**Food solution development for nutrition consumer markets** • Formulation and reformulation for nutrition consumer markets • Nutrition consumer markets

Assessment

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

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

Summative Assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination – combination response	25%	**Summative internal assessment 3 (IA3):** • Food and Nutrition solution	25%
Summative internal assessment 2 (IA2): • Food and Nutrition solution	25%		
Summative external assessment (EA): Examination – combination response 25%			

For further information regarding Food & Nutrition, contact Mrs Catriona Duff (DuffC@mmc.qld.edu.au)

Technologies

Hospitality Practices

Applied Subject

Rationale

The hospitality industry is important economically and socially in Australian society and is one of the largest employers in the country. It specialises in delivering products and services to customers and consists of different sectors, including food and beverage, accommodation, clubs and gaming. Hospitality offers a range of exciting and challenging long-term career opportunities across a range of businesses. The industry is dynamic and uses skills that are transferable across sectors and locations.

The Hospitality Practices syllabus emphasises the food and beverage sector, which includes food and beverage production and service. The subject includes the study of industry practices and production processes through real-world related application in the hospitality industry context. Production processes combine the production skills and procedures required to implement hospitality events. Students engage in applied learning to recognise, apply and demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to perform production and service skills, and meet customer expectations of quality in event contexts.

Students learn to recognise and apply industry practices; interpret briefs and specifications; demonstrate and apply safe practical production processes; communicate using oral, written and spoken modes; develop personal attributes that contribute to employability; and organise, plan, evaluate and adapt production processes for the events they implement. The majority of learning is done through hospitality tasks that relate to industry and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

Pathways

A course of study in Hospitality Practices is an Applied subject which can establish a basis for further education and employment in the hospitality sectors of food and beverage, catering, accommodation and entertainment.

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
In-house dining C • In this unit, students learn about in-house dining, which is the practice of providing meals to diners at a venue, such as on board a ship, train or airplane; at an aged-care facility; or at a motel.	**Bar and Barista basics B** • In this unit, students explore the hospitality industry through the context of bar and barista basics, including beverage and food production and service.	**Culinary Trends A** • In this unit, students explore the hospitality industry through the context of culinary trends.	**Guest Services F** • In this unit, students explore the hospitality industry through the context of guest services.
Students interpret briefs using practices, skills and processes to an industry standard. Students evaluate and adapt production plans, techniques and procedures with the knowledge that the quality of products depends on customer expectations of value, which affects industry processes			

Assessment

In Unit 1 and Unit 2, schools:

- develop at least two but no more than four assessments
- complete at least one assessment for each unit
- ensure that each unit objective is assessed at least once.

In Units 3 and 4, schools develop four assessments using the assessment specifications and conditions provided in the syllabus.

Summative Assessment

Unit 1	Unit 2	Unit 3	Unit 4
In-house dining C1 – Practical Demonstration • Students produce and present an in-house dining menu item in response to a brief. C2 – Project • Students plan and deliver an in-house event in response to a brief.	**Bar and Barista Basics** B1 – Practical Demonstration • Students produce and present a menu item suitable for serving in a bar in response to a brief B2 – Project • Students plan and deliver an event using barista and cafe skills in response to a brief	**Culinary Trends** A1 – Practical Demonstration • Students produce and present a menu item related to culinary trends in response to a brief. A2 – Project • Students plan and deliver an event incorporating culinary trends in response to a brief.	**Guest Services** F1 – Investigation • Students investigate and evaluate practices, skills and processes related to a role in an area of guest services. F2 – Project • Students plan and deliver an event incorporating an area of guest services in response to a brief.

The Arts

Drama

General Subject

Rationale

Drama fosters creative and expressive communication. It interrogates the human experience by investigating, communicating and embodying stories, experiences, emotions and ideas that reflect the human experience. It engages students in imaginative meaning-making processes and involves them using a range of artistic skills as they make and respond to dramatic works.

In Drama, students engage in aesthetic learning experiences that develop the 21st century skills of critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills. They learn how to reflect on their artistic, intellectual, emotional and kinaesthetic understanding as creative and critical thinkers and curious artists. Additionally, students will develop personal confidence, skills of inquiry and social skills as they work collaboratively with others.

Drama engages students in imaginative meaning-making processes and involves them using a range of artistic skills as they make and respond to dramatic works. The range of purposes, contexts and audiences provides students with opportunities to experience, reflect on, understand, communicate, collaborate and appreciate different perspectives of themselves, others and the world in which they live.

Innovation and creative thinking are at the forefront of this subject, which contributes to equipping students with highly transferable skills that encourage them to imagine future perspectives and possibilities.

In studying Drama, students will learn:

- how drama promotes shared understandings of the human experience;
- how drama is shaped to reflect lived experience;
- how drama can be used to challenge our understanding of humanity; and
- how dramatic practice can be transformed.

Pathway

Drama is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Drama can establish a basis for further education and employment in the field of drama and to broader areas in creative industries and cultural institutions including arts administration and management, communication, education, public relations, research and science and technology.

The knowledge, understanding and skills built in Drama connect strongly with careers in which it is important to understand different social and cultural perspectives in a range of contexts, and to communicate meaning in functional and imaginative ways.

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Share How does drama promote shared understandings of the human experience? • How can we use drama to celebrate, document, empower and share understandings of the human experience? • How can we recreate people's stories in linear and non-linear dramatic forms? • How can people's stories be shared through making and responding to drama as ensemble and audience?	**Reflect** How is drama shaped to reflect lived experience? • How can we use representational dramatic traditions to inform, empathise, chronicle and document lived experiences? • How can we manage dramatic languages to reflect the human condition? • How can we reflect contemporary and inherited styles of Realism through making and responding?	**Challenge** How can we use drama to challenge our understanding of humanity? • How can drama help to educate, challenge and empower us to question society at this time and advocate change? • How can we shape dramatic languages to communicate and challenge an understanding of humanity at this time? • How can we make and respond to dramatic works to explore challenges and demands of the human experience?	**Transform** How can you transform dramatic practice? • How can drama be used to reframe purpose, context and meaning through contemporising texts? • How can you manipulate and shape dramatic languages to communicate to 21st century audiences? • How can drama reshape and transform meaning of inherited texts through skills of drama, including devising, directing and acting?

Assessment

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

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

Summative Assessment

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Performance</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Practice-led project</td><td rowspan="2">35%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Project – Dramatic concept</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
• Examination – extended response</td></tr>
</table>

For further information regarding Drama,
contact Mrs Alana Robertson (RobertsA@mmc.qld.edu.au)

The Arts

Film Television and New Media

General Subject

Rationale

Film, Television & New Media uses an inquiry learning model, developing critical thinking skills and creative capabilities through the exploration of five key concepts that operate in the contexts of production and use. The key concepts of technologies, representations, audiences, institutions and languages are drawn from a range of contemporary media theories and practices. Students will creatively apply film, television and new media key concepts to individually and collaboratively make moving-image media products, and will investigate and respond to moving-image media content and production contexts.

Film, television and new media are our primary sources of information and entertainment. They are important channels for educational and cultural exchange, and are fundamental to our self expression and representation as individuals and as communities. Engaging meaningfully in local and global participatory media cultures enables us to understand and express ourselves. Through making and responding to moving-image media products, students will develop a respect for diverse perspectives and a critical awareness of the expressive, functional and creative potential of moving-image media in a diverse range of global contexts.

By studying Film, Television & New Media, students will develop knowledge and skills in creative thinking, communication, collaboration, planning, critical analysis, and digital and ethical citizenship. They will develop the necessary critical and creative skills to reflect on and appreciate Australian and global cultures and make sense of what they see and experience. Film, Television & New Media will equip students for a future of unimagined possibilities with highly transferable and flexible thinking and communication skills.

Pathways

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

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Foundation Area of study: • Technologies • Institutions • Languages Inquiry Questions • How are tools and associated processes used to create meaning? • How are institutional practices influenced by social, political and economic factors? • How do signs and symbols, codes and conventions create meaning?	**Stories** Area of study: • Representations • Audiences • Languages Inquiry Questions • How do representations function in stories? • How does the relationship between narrative and meaning change in different contexts? • How are media languages used to construct stories?	**Participation** Area of study: • Technologies • Audiences • Institutions Inquiry Questions • How do technologies enable or constrain participation? • How do different contexts and purposes impact the participation of individuals and cultural groups? • How is participation in institutional practices influenced by social, political and economic factors?	**Artistry** Area of study: • Technologies • Representations • Languages Inquiry Questions • How do media artists use technologies to challenge conventional practices? • How do media artists portray people, places, events, ideas and emotions? • How do media artists use signs, symbols, codes and conventions to create meaning?

Assessment

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

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

Summative Assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Case Study Investigation	15%	**Summative internal assessment 3 (IA3):** • Stylistic production	35%
Summative internal assessment 2 (IA2): • Multi-platform Project	25%		
Summative external assessment (EA): 25% • Examination – extended response			

For further information regarding Film, Television and New Media, contact Mrs Alana Robertson (RobertsA@mmc.qld.edu.au)

The Arts

Music

General Subject

Rationale

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

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

Through composition, students use music elements and concepts, applying their knowledge and understanding of compositional devices to create new music works. Students resolve music ideas to convey meaning and/or emotion to an audience.

Through performance, students sing and play music, demonstrating their practical music skills through refining solo and/or ensemble performances. Students realise music ideas through the demonstration and interpretation of music elements and concepts to convey meaning and/or emotion to an audience.

In musicology, students explain music elements and concepts, analysing music in a variety of contexts, styles and genres. They evaluate music through the synthesis of analytical information to justify a viewpoint. In an age of change, Music has the means to prepare students for a future of unimagined possibilities; in Music, students develop highly transferable skills and the capacity for flexible thinking and doing. Literacy in Music is an essential skill for both musician and audience and learning in Music prepares students to engage in a multimodal world.

Pathways

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

A course of study in Music can establish a basis for further education and employment in the fields of arts administration and management, music journalism, arts/music education, creative and performance, music/media advertising, music and voice therapy, music/entertainment law and the recording industry

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Designs Inquiry Question: • How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?	**Identities** Inquiry Question: • How do musicians use their understanding of music elements, concepts and practices to communicate cultural, political, social and personal identities when performing, composing and responding to music?	**Innovations** Inquiry Question • How do musicians incorporate innovative music practices to communicate meaning when performing and composing?	**Narratives** Inquiry Question • How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?

Assessment

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

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

Summative Assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Performance	20%	**Summative internal assessment 3 (IA3):** • Integrated Project	35%
Summative internal assessment 2 (IA2): • Composition	20%		
Summative external assessment (EA): 25% • Examination – extended response			

For further information regarding Music,
contact Mrs Alana Robertson (RobertsA@mmc.qld.edu.au)

The Arts

Visual Art

General Subject

Rationale

Visual Art uses an inquiry learning model, developing critical and creative thinking skills and individual responses through developing, researching, reflecting, and resolving. Through making and responding, resolution and display of artworks, students understand and appreciate the role of visual art in past and present traditions and cultures, as well as the contributions of contemporary visual artists and their aesthetic, historical and cultural influences.

Visual Art prepares young people for participation in the 21st century by fostering curiosity and imagination, and teaching students how to generate and apply new and creative solutions when problem-solving in a range of contexts. This learnt ability to think in divergent ways and produce creative and expressive response enables future artists, designers and craftspeople to innovate and collaborate with the fields of science, technology, engineering and mathematics to design and manufacture images and objects that enhance and contribute significantly to our daily lives.

Visual Art prepares students to engage in a multimodal, media-saturated world that is reliant on visual communication. Through the critical thinking and literacy skills essential to both artist and audience, learning in Visual Art empowers young people to be discriminating, and to engage with and make sense of what they see and experience. Visual Art equips students for a future of unimagined possibilities as they develop highly transferable communication skills and the capacity for global thinking. Visual Art encourages students to reflect on and appreciate multiple perspectives and philosophies, and to contribute and engage in all facets of society to sustain our diverse Australian culture confidently and creatively.

Pathways

Visual Art is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Visual Art can establish a basis for further education and employment in the fields of arts practice, design, craft, and information technologies; broader areas in creative industries and cultural institutions; and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, galleries and museums, film and television, public relations, and science and technology.

The processes and practices of Visual Art, such as self-directed learning and creative problem-solving, develop transferable 21st century skills that are highly valued in many areas of employment.

Course Structure

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

Assessment

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

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

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

Summative Assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Investigation	20%	**Summative internal assessment 3 (IA3):** • Project	30%
Summative internal assessment 2 (IA2): • Project	25%		
Summative external assessment (EA): Examination – Extended Response – 25%			

For further information regarding Visual Art,
contact Mrs Alana Robertson (RobertsA@mmc.qld.edu.au)

The Arts

Visual Arts in Practice

Applied Subject

Rationale

In Visual Arts in Practice, students respond to authentic, real-world stimulus, seeing or making new links between art-making purposes and contexts. They explore visual language in combination with media, technologies and skills to make artworks. Throughout the course, students are exposed to two or more art-making modes, selecting from 2D, 3D, digital (static) and time-based and using these in isolation or combination, as well as innovating new ways of working.

When responding, students use analytical processes to identify problems and develop plans or designs for artworks. They use reasoning and decision-making to justify their choices, reflecting and evaluating on the success of their own and others' art-making.

When making, students demonstrate knowledge and understanding of visual features to communicate artistic intention. They develop competency with an independent selection of media, technologies and skills as they make experimental and resolved artworks, synthesising ideas developed throughout the responding phase. Learning is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers who can work collaboratively to solve problems and complete project-based work in various contexts.

Pathways

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

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Looking inwards (self) • In this unit, students explore and respond to ideas about self. They think creatively about their own and others' cultures and convey ideas in concise and engaging ways to make artworks.	**Looking outwards (Others)** • In this unit, students respond to issues or concerns that take place locally, nationally and/or globally, and investigate how artists or artisans respond to these in their artworks.	**Clients** • In this unit, students work collaboratively with a client to develop criteria and designs for artworks that meet clients' needs and expectations, and agree on essential visual language, media, technologies and/or skills.	**Transform and extend** • In this unit, students respond to an artist or artisan's ways of working by collating and analysing artworks of a chosen practitioner. They evaluate features that communicate the artist or artisan's style through recognisable or characteristic visual language, media, technologies and/or skills.

Assessment

Students complete two assessment tasks for each unit.

The assessment technique used in Visual Arts in Practice are:

Summative Assessment

PROJECT 1	Product	PROJECT 2	Product
This task requires students to: • make and evaluate an Experimental folio • Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based (up to 30 seconds) • Planning and evaluation of experimental folio	A technique that assesses the application of idenified skills to the production of artworks. One of the following: • 2D, 3D, digital (static): up to 4 artwork/s • Time-based: up to 3 minutes	This task requires students to: • make and evaluate an Experimental folio • Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based (up to 30 seconds) • Planning and evaluation of experimental folio	A technique that assesses the application of idenified skills to the production of artworks. One of the following: • 2D, 3D, digital (static): up to 4 artwork/s • Time-based: up to 3 minutes

For further information regarding Visual Art in Practice,
contact Mrs Alana Robertson (RobertsA@mmc.qld.edu.au)

Health & PE

Physical Education

General Subject

Rationale

The knowledge, understanding and skills taught through Health and Physical Education enable students to explore and enhance their own and others' health and physical activity in diverse and changing contexts. Development of the physical, intellectual, social and emotional capacities necessary in the strands of 'Movement and physical activity' and 'Personal, social and community health' is a key component of the P–10 Australian Curriculum: Health and Physical Education. It provides the foundations for learning and alignment to the Physical Education and Health senior syllabuses to build increasingly complex and developmental courses of study in the senior years.

The Physical Education syllabus is developmental and becomes increasingly complex across the four units. In Unit 1, students develop an understanding of the fundamental concepts and principles underpinning their learning of movement sequences and how they can enhance movement from a biomechanical perspective. In Unit 2, students broaden their perspective by determining the psychological factors, barriers and enablers that influence their performance and engagement in physical activity. In Unit 3, students enhance their understanding of factors that develop tactical awareness and influence ethical behaviour of their own and others' performance in physical activity. In Unit 4, students explore energy, fitness and training concepts and principles to optimise personal performance.

Pathways

Physical Education is a General subject suited to students who are interested in pathways that lead to tertiary studies, vocational education or work. A course of study in Physical Education can establish a basis for further education and employment in the fields of exercise science, biomechanics, the allied health professions, psychology, teaching, sport journalism, sport marketing and management, sport promotion, sport development and coaching.

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Motor learning, functional anatomy, biomechanics and physical activity • Motor learning in physical activity • Functional anatomy and biomechanics in physical activity	**Sport psychology and equity in physical activity** • Sport psychology in physical activity • Equity – barriers and enablers	**Tactical awareness and ethics in physical activity** • Tactical awareness integrated with one selected 'Invasion' or 'Net and Court' physical activity • Ethics and integrity in physical activity	**Energy, fitness and training in physical activity** • Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity

Assessment

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

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

Summative Assessment

<table>
<tr><th>Unit 3</th><th></th><th>Unit 4</th><th></th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Project – folio</td><td>25%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Project - folio</td><td rowspan="2">25%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Investigation – report</td><td>25%</td></tr>
<tr><td colspan="4">Summative external assessment (EA):
Examination – combination response – 25%</td></tr>
</table>

For further information regarding Physical Education,
Contact Ms Breanna Allan (AllanB@mmc.qld.edu.au

VET in Schools Programs

'VET in Schools' refers to Vocational Education and Training (VET) in Schools programs undertaken as part of a senior secondary certificate. VET in Schools programs allow you to earn credit towards a nationally recognised qualification, while you complete the general education curriculum for your Queensland Certificate of Education (QCE). VET qualifications will also contribute credit points to your QCE.

With VET in Schools, you can:

- combine a vocational pathway with your general education curriculum
- work towards a Certificate I, II, III, IV or Diploma qualification
- keep your options open to pursue further vocational education (such as courses at a Technical and Further Education (TAFE) institute, or move into higher education (such as undertaking courses at university)
- gain work experience

What does our School Offer in VET in Schools Programs?
Courses that are conducted and awarded by an external Registered Training Organisation (RTO).

- Certificate II/III in Health – HLT23221 + HLT33115
- Certificate III in Business– BSB30120

(Refer to the Course Outlines which appear in the subject's selection later in this handbook).

What are Australian Apprenticeships?

Australian Apprenticeships (often referred to as traineeships and apprenticeships) are a great career option. They combine practical work with structured training to give you a nationally recognised qualification and the experience you need to get the job you want. Training is flexible and can be on-the-job, off-the-job or a combination of both. Australian Apprenticeships are available at a variety of qualification levels in most occupations, as well as in traditional trades and a wide range of emerging industry sectors.

You do not have to wait until you leave school to get started. Australian School Based Apprenticeships are supported by Mary MacKIllop, giving students the option of starting while still at school. Students also have the benefit of being paid for their on-the-job component each week.

To start an Australian Apprenticeship (either Traineeship or Apprenticeship) students must have their own employer contact.

How do I get started finding a School-Based Traineeship/Apprenticeship?

1. Consult with the Pathways Leader to discuss your career plans and interests; and assist with your application.
2. Find work experience to see if you like the area.
3. Find an employer.

Can I still receive an ATAR if I take up a VET option?

A student undertaking four General subjects and one Applied subject or VET subject (Cert III or greater) is still eligible for an ATAR; however, it should be noted that all the students' four General subjects will be used in the ATAR calculation.

Cost of VET programs?

VET embedded into the curriculum	•	no extra parent contribution
VET courses offered by VET in Schools Program via TAFE	•	depending on selection of course, fees may vary. There are courses on offer that attract no extra parent contribution
VET courses offered by Private Training Organisation	•	extra parent contribution
School-based Australian Apprenticeships	•	no extra parent contribution

NOTE: The QCAA Student Portal will confirm exact QCE points on courses.

Mary MacKillop College

IVET Institute Pty Ltd

RTO No: 40548

Nationally Recognised Training

BSB30120 Certificate III in Business

The Certificate III in Business transforms students' foundational capabilities into meaningful career opportunities in the versatile business sector. This comprehensive program equips learners with skills and knowledge across workplace safety, inclusive practices, digital technology applications, and customer service delivery – creating multiple employment pathways and a solid foundation for establishing strong work performance.

Students develop practical expertise immediately applicable in technology-enabled workplace environments while building transferrable competencies in critical thinking, sustainable work practices, and effective communication.

Pathways
General clerk, Junior Personal Assistant, Office Assistant, Receptionist

Entry requirements
There are no entry requirements for this qualification. At enrolment students will need to provide their Unique Student Identifier (usi.gov.au) and complete an LLN test to determine suitability and any support needs.

Duration and location
This is a 1-2 year course delivered in years 11 and 12 on site with qualified school staff via a third party arrangement with IVET Institute.

Delivery modes
A range of delivery modes will be used during the teaching and learning of this qualification. These include:
- face-to-face instruction
- practicals and scenarios
- online training

Fees
No cost to students

Subject Type
VET Qualification

QCE Points
Maximum of 8 credits.
May contribute towards ATAR.

Course Units
Students must successfully complete all 13 units of competency (6 core units plus 7 elective* units) to attain this qualification.

Unit code	Title
BSBWHS311	Assist with maintaining workplace safety
BSBTWK301	Use inclusive work practices
BSBPEF201	Support personal wellbeing in the workplace
BSBCRT311	Apply critical thinking skills in a team environment
BSBSUS211	Participate in sustainable work practices
BSBXCM301	Engage in workplace communication
BSBTEC302*	Design and produce spreadsheets
BSBTEC303*	Create electronic presentations
BSBTEC202*	Use digital technologies to communicate in a work environment
BSBPEF301*	Organise personal work priorities
BSBTEC201*	Use business software applications
BSBTEC301*	Design and produce business documents
BSBOPS304*	Deliver and monitor a service to customers

Assessment
Assessment is competency based. Assessment techniques include but not limited to:
- observations
- folios of work
- questionnaires
- written and practical tasks

Pathways
Potential options may include:
- entry level employment within business administration
- Certificate IV Business
- Diploma qualifications (Business, Accounting, Management)
- Bachelor Degrees (Business, Accounting, Tourism)

Obligation
Students will be provided with every opportunity to complete the qualification. Employment is not guaranteed upon completion. Students deemed competent in all units of competency will be awarded the qualification and a record of results by IVET Institute Pty Ltd. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

For further information regarding Vocational Educational Training, contact Mrs Kathryn Flint kflint@bne.catholic.edu.au

Mary MacKillop College

Delivered in Partnership with Connect 'n' Grow® RTO number: 40518

HLT33115 Certificate III in Health Services Assistance

(including HLT23221 Certificate II in Health Support Services)

Qualification description

Health and community services training is linked to the largest growth industry in Australia, estimated to grow by 20% over the next five years. These programs combine to provide students with entry level skills necessary for a career in the health sector and also provide a pathway to pursue further study. Skills acquired in this course include first aid, effective communication, workplace health and safety, infection control, understanding common medical terminology, conducting health checks, recognising healthy body systems and working with diverse people.
Refer to training.gov.au for specific information about the qualification.

Entry requirements

There are no entry requirements to commence the first year of this qualification; ***however*** successful completion of the Certificate II in Health Support Services is required to continue into the Certificate III coursework.

International students may be able to enrol depending on their visa and/or the school's CRICOS registration. Contact the VET Coordinator for more information.

Duration and location

This is a two-year course delivered on site to senior school students and in partnership with Connect 'n' Grow®.

Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- face-to-face training
- practicals and scenarios
- online learning

Fees

The total Fee For Service cost of these courses [Cert II and Cert III] is TBC. Students may be able to access funding to help subsidise the cost of their training. Contact the VET Coordinator or Connect 'n' Grow® to explore potential options.

QCE Credits

Maximum 8 (up to 4 QCE Credits for completion of the Certificate II and up to a further 4 QCE credits for completion of the Certificate III).

Course units Year 1 (Certificate II units)

Unit code	Title
CHCCOM005	Communicate and work in health or community services *
HLTWHS001	Participate in workplace health and safety *
CHCDIV001	Work with diverse people *
HLTINF006	Apply basic principles and practices of infection prevention and control *
CHCCCS010	Maintain a high standard of Service *
HLTHSS011	Maintain stock inventory
BSBPEF202	Plan and apply time management
BSBINS201	Process and maintain workplace information
HLTHSS009	Perform general cleaning tasks in a clinical setting
HLTWHS005	Conduct manual tasks safely
BSBOPS203	Deliver a service to customers
CHCPRP005	Engage with health professionals and the health system *

***units Credit Transferred from Cert II into the Cert III**

Course units Year 2 (Certificate III units)

Unit code	Title
HLTAAP001	Recognise healthy body systems
BSBMED301	Interpret and apply medical terminology
BSBWOR301* BSBPEF301	Organise personal work priorities and development Organise personal work priorities
HLTAID011	Provide first aid
HLTAID009	Provide cardiopulmonary resuscitation
HLTAID010	Provide basic emergency life support
CHCINM002	Meet community information needs
CHCCCS009	Facilitate responsible behaviour
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety

Assessment

Assessment is competency based.
Assessment techniques include:

- observation
- folios of work
- questionnaires
- written and practical tasks

Work experience

Students are highly encouraged to complete a minimum of 20 hours work experience in a health or community service facility to strengthen their skills, knowledge and employability.

Connect 'n' Grow® considers industry experience to be a very important inclusion of the Certificate III qualifications.

Pathways

Potential options may include:

- Various Certificate IV qualifications
- Diploma of Nursing
- Bachelor Degrees (B.Nursing)
- entry level employment within the health industry.

Obligation

Students will be provided with every opportunity to complete this qualification. Employment is not guaranteed upon completion. Students deemed competent in all units of competency will be awarded the qualification and a record of results by Connect 'n' Grow®. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

For further information regarding Vocational Educational Training, contact Mrs Kathryn Flint kflint@bne.catholic.edu.au

Mary MacKillop College

PICA Professional Investigators College of Australasia

Nationally Recognised Training

CERTIFICATE IV in Justice Studies (10971NAT)

(RTO – Profeesional Investigators College of Australasia (PICA) - 40789)

QCE Credit Points - 8

Certificate IV in Justice Studies		**Duration:**	**2 years**
Qualification description:	Certificate IV in Justice Studies is a nationally accredited course. The Certificate IV in Justice Studies is designed by justice professionals for people who would like to achieve employment in the criminal justice system and wish to develop a deeper understanding of the justice system. Aims: The Certificate IV in Justice Studies course is designed to • Provide students with a broad understanding of the justice system • Develop the personal skills and knowledge that underpin employment in the justice system.		
Entry requirements:	Academic - There are no formal entry requirements for this course. It is recommended that students have a pass in Year 10 English to demonstrate sufficient spoken and written comprehension to successfully complete all study and assessment requirements. Attitude – students need to demonstrate independent learning skills Students may be required to undertake an LLN test to determine suitability and any support needs.		
Qualification packaging rules:	To attain this certificate, 10 units of competency (6 core and 4 elective) must be completed.		
Units of Competency delivered:	1. NAT10971001 Provide information and referral advice on justice-related issues 2. NAT10971002 Prepare documentation for court proceedings 3. NAT10971003 Analyse social justice issues 4. BSBXCM401 Apply communication strategies in the workplace 5. PSPREG033 Apply Regulatory Powers 6. BSBLEG421 Apply understanding of the Australian Legal System 7. PSPREG006 Produce formal record of interview 8. PSPREG010 Prepare a brief of evidence 9. PSPLEG002 Encourage compliance with legislation in public sector 10. PSPETH007 Uphold and support the values and principles of public service		
Learning experiences:	Content is delivered in a classroom environment through Legal Studies/Certificate IV in Justice Studies classes or via independent study in Study Lines at school. Course content is provided by the trainer and assessor. This can be in the format of online reading and activities, video/face-to-face workshops. **Technology required: access to the internet**		
Assessment:	Evidence contributing towards competency will be collected throughout the program. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies. Evidence is gathered through the following: written projects, online quizzes, observation of skills, oral and written questions.		
Pathways:	The Certificate IV in Justice Studies is recommended for students looking to gain employment or further study opportunities in justice and law-related fields such as the police service, justice-related occupations, corrective services, courts, legal offices, customs service, security industry and private investigations.		
Course Costs:	$750 up-front fee (current at 30th April 2025)		
Further information	Refund Policy: Please refer to the Student Handbook on the PICA website for the refund policy. Please note: Partial refunds will only be issued for extenuating circumstances at the discretion of the PICA CEO. A refund fee will be applied as an administration fee for requests for refund that are approved by PICA.		

BSB50120 Diploma of Business (Business Development)

RTO Provider: Get Set Education (RTO Code: 45252)

The Diploma of Business is a qualification that will provide students with the skills and experiences to become a Business Professional. It is designed to equip students with the practical and theoretical skills necessary to broaden their employment perspectives. Students will attain skills in leadership, marketing, social media, customer service, management, sustainability, finance and administration – incorporating the delivery of a range of projects and services within their school community.

The qualification will be suited to students seeking to enter the Business Services industries and/or as a bridging course to a tertiary pathway. Students who achieve success in this course are those who possess a high level of self-motivation and determination to complete tasks and achieve results. Students should possess a positive attitude towards enhancing future career and study options and a desire to develop their practical business knowledge and skills.

This nationally recognised qualification is offered through a partnership with an external provider. Training is delivered via an online model of weekly after school Zoom lessons, with online modules and assessment.

Nationally Recognised Training

Pathways

Upon successful completing of the BSB50120 Diploma of Business, student career options could be:

- Business Manager
- Business Development Manager
- Administrator
- Executive Officer
- Program Consultant
- Program Coordinator
- Business Owner.

Prerequisites

It is recommended that students have achieved a sound level (C) of achievement in Year 10 English and an average effort grade of a B across all of their subjects.

Objectives

Upon the successful completion of the course of study, students should be able to:

- Demonstrate skills in leadership, management and business administration
- Develop and implement business plans
- Describe and explain concepts and ideas regarding delivering a product and service to customers
- Apply strategies to manage financial plans and resources and control risks within a business
- Identify and evaluate marketing opportunities and develop social media engagement plans.

Resource requirements

Vocational Education and Training (VET) students have a significant component of related online theory work to complete. VET students should have a device that meets the requirements of the School's Bring Your Own Device (BYOD) policy.

Units of competency
The BSB50120 Diploma of Business (Business Development) requires the completion of 12 units of competency:

- BSBXCM501 Lead communication in the workplace
- BSBCRT511 Develop critical thinking in others
- BSBMKG546 Develop social media engagement plans
- SIRXMKT006 Develop a social media strategy
- BSBMKG541 Identify and evaluate marketing opportunities
- BSBOPS601 Develop and implement business plans
- SIRXMGT005 Lead the development of business opportunities
- BSBOPS501 Manage business resources
- BSBOPS505 Manage organisational customer service
- BSBOPS504 Manage business risk
- BSBSUS511 Develop workplace policies and procedures for sustainability
- BSBFIN501 Manage budgets and financial plans.

Assessment
Students will have both theoretical and practical assessments throughout the course.
Students are assessed through:

- Practical tasks/observations
- Written reports
- Group projects
- eLearning projects
- Learner portfolio.

Course Costs
Tuition fee: $1,849.00

The full fee includes a non-refundable $49.00 enrolment fee which is collected upon submitting the online enrolment form.

Get Set Education protects the fees that are paid in advance by students, by not requiring a student to ever pay more than $1,500.00 in advance for services not yet provided, either prior to course commencement or at any stage during the course.

Payment Option 1: Full Upfront Fee
The remaining $1,800.00 is split into 4x quarterly invoices of $450.00 throughout the first year. This is to ensure the fees are fully paid before the student finishes the course.
This can be paid:

- Via direct bank transfer.
- Online (payments paid via credit card attract a merchant fee of 1.75% for Visa and Mastercard and 2.9 for Amex and Diners cards).

Payment Option 2: Payment Plan:
If the monthly payment plan option is selected, parent/guardians will be emailed a link to Debit Success to set-up a fixed 12-monthly direct debit.
Please note, that the payment plan incurs a one-off administration fee of $12.00 and a transaction fee of 4.4% (including GST).

- $156.90 per month for 12 months + $12.00 administration fee = $1,894.80.

Further details can be found in the Course Outline and at www.getset.edu.au

DISCLAIMER: All information contained is accurate at the time of publication but subject to change.

Distance Education

Online Subjects through Distance Education Providers

Subjects that are not able to be provided by Mary MacKillop College may, in some cases, be able to be studied through distance education providers such as:

St John Fisher College
FisherONE
Online Education

Please refer to the Fisher One website for further information on their subject choices and method of delivery - FisherONE

AND

Brisbane School of Distance Education
Excellence in Virtual Learning
Department of Education trading as Education Queensland International (EQI)
CRICOS Provider Code: 00608A

This method of study is only suitable for students who are self-directed learners and can take ownership of their learning and study. There will be a cost to families for Distance Education subjects studied, and this will vary depending on the provider. Please ensure you raise your interest in any Distance Education subjects during your SET Plan Interview.

Please refer to the Brisbane School of Distance Education website for further information on their subject choices and method of delivery - Brisbane School of Distance Education,

TAFE AT SCHOOL 2026

Tafe at school offers students in Years 11 and 12 the opportunity to study a number of exciting and varied Certificate II and III level qualifications.

Costs vary course and are separate and additional to the school's fees. Payment is made directly to TAFE.

Please see list of course via the link below:
https://issuu.com/tafebrisbane/docs/tafe_at_school_guide_2025_greater_brisbane_issuu

Students need to apply online following this link https://tafeapply.com/ and using the appropriate TAFE Code.

Application for enrolment open in early July 2025 and parents will be notified via the Pathways Leader.

Studying University Courses while at School

Studying University courses while at high school gives students a taste of University life. Students can focus on particular areas that may not be offered through their school or take an area of interest further. Courses successfully completed can be credited towards further study at university, giving them a head start on their tertiary study while also providing entry into university after you graduate high school. Fees are reduced whilst studying University courses at school. At some Universities, the first course is free.
Applications for any of the programs outlined below are made directly through the university. Students should notify the Pathways Leader of their application.

INSTITUTION	STUDY AT SCHOOL PROGRAMS
Australian Catholic University (ACU)	Uni Step-up
Bond University	Student for a Semester
Central Queensland University (CQU)	High School Studentshttps://www.cqu.edu.au/study/high-school-students
Christian Heritage College (CHC)	Launch Program
Griffith University (GU)	Head Start Course
Queensland University of Technology (QUT)	Start QUT
TAFE Queensland	TAFE at School
University of Queensland (UQ)	Enhanced Studies Program
University of Southern Queensland (UniSQ)	Head Start
University of the Sunshine Coast (UniSC)	Headstart