



# MacKillop

St Mary MacKillop College Canberra



**The 2024  
Senior Handbook**

**Courses for  
Years 11 and 12**



# Welcome from the Principal

Dear Students and Parents,

The Vision of St Mary MacKillop College proclaims that we are a learning environment where excellence in education is valued.

Excellence at St Mary MacKillop College is much more than talking up the achievements of our students at the top end of the Year 12 results. Excellence at St Mary MacKillop College means that the best possible outcome for a student has been achieved. Many, many of our students experience excellence at St Mary MacKillop College!

The experience is founded upon a suite of courses that allows each student to prepare for a meaningful life beyond Year 12. It is also founded upon the provision of teachers who hold the academic care of their students as paramount. Critically, it rests upon relationships of integrity, affirmation and mutual respect between teachers, students and their families.

I recommend Year 11 and 12 to you. It will, if you fully contribute to it, equip you with the knowledge, skills and understanding to embrace the changes that this century will bring and provide you with the faith and courage to lead a life of self worth and of value to others.

I commend the post compulsory years of schooling to you, here at St Mary MacKillop College, where you are known and cared for.

A handwritten signature in black ink, reading 'Lachlan McNicol'.

Lachlan McNicol  
College Principal, Acting

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# **Information about the College, Curriculum and Assessment**

# Enrolment of students into Years 11 and 12

New students seeking places in Years 11 and 12 at St Mary MacKillop College must complete an enrolment form. Current students do not need to re-enrol.

An offer of place will be considered on the following criteria:

- Demonstrated willingness to meet College expectations
- Satisfactory attendance and academic progress
- Positive approach to the College by student and family.

At St Mary MacKillop College, the senior years of schooling (Years 11 and 12) are viewed as a two-year experience which encompasses not just the attainment of a Senior Secondary Certificate but also includes spiritual and cultural experiences which culminate in final Graduation ceremonies.

Academically, students are expected and encouraged to strive to achieve their best. Students are required to work conscientiously throughout the two years in order to gain their Senior Secondary Certificate and associated Australian Tertiary Admission Rank (ATAR) score and/or Vocational Education attainments.

As a Catholic school, we pride ourselves on offering all students pastoral and spiritual programs that bring life to our mission. These programs are not optional but integral to being enrolled at St Mary MacKillop College.

- All students are required to attend Pastoral Classes each morning and timetabled Assemblies and Pastoral Programs.
- All students are required to study Religious Education in both semesters of Year 11. Students can undertake further RE in Year 12 to complete a major.

## **Enrolment Procedures for Years 11 and 12**

Current St Mary MacKillop College students **do not** need to re-enrol. Students intending to leave after Year 10 must inform the College by emailing [enrolments@mackillop.act.edu.au](mailto:enrolments@mackillop.act.edu.au).

The Enrolment Period is set by the Catholic Education Office. Enrolment forms are available from the main office at each Campus or online ([www.mackillop.act.edu.au](http://www.mackillop.act.edu.au)) and must be completed by new students. Enrolment forms may be lodged at either Campus or online and will be forwarded to the Enrolment Officer, after which an enrolment interview will be arranged for new students. Interviews are not normally required for continuing students.

## **Graduation**

Graduation is achieved when all requirements for the BSSS Senior Secondary Certificate are met. Most students complete their Senior Secondary Certificate over two years. However, variations to this period are available where the circumstances require it. Please see the Assistant Principal Academic Care for information.



# Curriculum

## Curriculum Mission Statement

The curriculum at St Mary MacKillop College is undertaken in an environment where each person is valued and respected as an individual, whose personal growth is of paramount importance.

The curriculum provides excellence in education by:

- Teaching and fostering Catholic ideals
- Ensuring that learning is relevant, rigorous, inclusive and accessible to all
- Developing the skills and desire for individual life-long learning
- Empowering students to take responsibility for their decisions
- Building students' self-confidence and self-esteem through success
- Encouraging critical thinking, innovation and challenging of assumptions
- Enabling students to understand how they learn
- Emphasising the development of spiritual, intellectual, emotional, physical and creative capacities

Our staff fulfil the role of teacher, mentor, carer, guide and challenger. They help to motivate students and develop in them a love of learning.

## Years 7 to 12

Students of St Mary MacKillop College are given opportunities to develop knowledge, skills and attitudes in a range of learning experiences across such areas as:

- Religious Education and Personal Development
- Mathematics, Science and Technology
- Language and Communication, including Information Technology
- Aesthetic and Creative Studies
- Health and Physical Education
- Social and Cultural Studies
- Vocational Education and Training

## The Role of Religious Education

St Mary MacKillop College is a Catholic educational institution. As such, it strives to provide an education which is distinctively Catholic and based on Gospel values. The College welcomes members of other faith traditions, respects their values and does not seek to undermine these values. In the same way, the College expects that those who join its community will not undermine the Catholic values of our College, but will actively support the Catholic ethos of St Mary MacKillop College.

Religious Education is central to the vision and educational mission of St Mary MacKillop College and as such is a compulsory subject in the curriculum.

The formal Religious Education programs of the College will focus on all students regardless of their levels of religious and Catholic commitment. Students will be assisted to ask and answer fundamental religious and spiritual questions. Students will be helped to know, understand and value the religious and spiritual dimensions of human life.

The Religious Education programs will give students opportunities to pray, to worship and to celebrate the Sacraments. All students will be encouraged to extend their knowledge, understanding and appreciation of our Catholic heritage as well as their knowledge and understanding of other faiths. All students will be challenged to grow in personal faith and commitment and to arrive at an understanding of themselves and of life as a journey in faith. All students will be presented with the universal values encapsulated in Christianity.

# Curriculum

## The Vocational Education and Training (VET) Program

MacKillop offers a broad range of vocational courses that equip students for the workforce, and/or further training. Generally vocational courses are hands on and practically based. In addition to the Vocational subjects, Australian School-based Apprenticeships (ASBA) are available. Historically, St Mary MacKillop College students have been involved in industry areas of Light and Diesel Automotive, Building and Construction, Hairdressing, Hospitality, Landscaping, Spray Painting/Panel Beating, Community Pharmacy, Aged Care, Plumbing, Electro Technology, Business, and Childcare Services.



## ANU Extension

Students from St Mary MacKillop College are able to undertake ANU Extension courses. These courses are designated H courses and the score can be used in the calculation of the Australian Tertiary Admission Rank (ATAR). Currently, the courses on offer from ANU Extension are Astrophysics, Biodiversity, Chemistry, Continuing Chinese, Creative Computing, Discovering Engineering, Global Perspectives in Commerce, Indonesia and Culture, Politics, Japanese, Physics and Specialist Mathematics. To be eligible for these courses students undergo a testing process supervised by the ANU Secondary College. There is no cost for each course, however students may be required to purchase textbooks for some courses. More information is available from the ANU website.

## University of Canberra Accelerated Pathways Program

This program allows students in Year 11 to study university level courses and earn credit towards a UC degree. All courses are Accredited BSSS H Courses and contribute two units towards the Year 12 Senior Secondary Certificate and ATAR. The courses offered in 2022 were: Environmental Challenges, Digital Design and Communication, Creative Writing, Politics and Democracy, Anatomy & Physiology, and Psychology. More information is available from the UC website.

## Learning Commons (Library)

The Learning Commons is a vital partner in the St Mary MacKillop College educational process. The Learning Commons teachers are available in the Library to assist students with their assessment and coursework and are able to assist students to plan, draft and research for assessment tasks. Critical research workshops and 'just-in-time' coaching are available throughout the year and on a needs basis.

Specialist teachers are also timetabled into the Learning Commons to support Year 11 and 12 students during their study periods.

The Learning Commons is open between 8.00am each morning and 4.00pm each afternoon to provide research support and access to information and IT facilities. During exam blocks, the Library is open until 5pm (depending on demand).

## AST Program

All Year 11 and 12 students who are seeking university entrance are **required** to participate in a program aimed at preparing them for the Writing Task, Short Answer Response and Multiple Choice components of the ACT Scaling Test (AST). Attendance at all sessions is mandatory and plays a significant role in ensuring our students are fully prepared for the AST.

# The College Structure

## **The Middle School**

The Middle School blends the best practices of primary and secondary education. It is the transition stage from the primary school to the secondary school. The Year 7 curriculum and pastoral structures ease students into the next stage of their schooling.

As students move into Year 8, their curriculum becomes more specialised with subjects organised into more discipline-based secondary learning areas. Students have a wide range of elective choice.

## **The Bridging School**

The Bridging School maintains the emphasis on a smooth transition between educational stages. As students move from the Middle School they are at a stage where they appreciate a more independent and varied interaction with subjects and teachers. The Bridging School builds on the academic skills developed in the Middle School and offers students a broader choice of subjects and widening course choices.

Students are encouraged to make curriculum choices that not only provide a breadth of study but also depth in the given areas. They start to identify their academic strengths so that appropriate choices can be made when they commence senior studies.

In Years 9 and 10 the Pastoral Class teacher continues to maintain a particular interest in student welfare and academic progress. The transition to the Isabella Campus is well managed with students participating in induction activities at the end of Year 9.

At Year 10 level, subject choices are further broadened. In assessment tasks and subject content, courses more closely resemble the subject mix undertaken in the Senior School. Year 10 students undertake formal counselling with their parents in their decisions for senior studies.

## **The Senior School**

The Senior School provides study pathways for students planning careers and tertiary study. The College offers a rich curriculum catering to the diverse needs of senior students. All curriculum development and assessment occurs under the auspices of the Board of Senior Secondary Studies, including the Senior Australian Curriculum courses. The strong pastoral signature of the Middle School and Bridging School is maintained in the senior school. The staff and facilities available provide students with excellent opportunities for academic achievement and personal growth and development.



# The Academic Program



## Introduction

The purpose of this handbook is to inform parents/carers and students about the courses of study available at St Mary MacKillop College in Years 11 and 12 for 2023 and 2024.

It is compulsory for students enrolled at St Mary MacKillop College to study Religious Studies and English. It is recommended that all students undertake study in Mathematics at the senior level. **Year 11 and 12 students at St Mary MacKillop College are required to enrol in a minimum of 5 courses per semester, for the duration of Year 11 and 12 studies.**

All schools in the ACT use the BSSS frameworks and courses to develop their own approach to subjects. Student achievement is assessed by the teachers of the College. St Mary MacKillop College uses an outcomes based approach in course development, assessment and reporting. Australian Curriculum courses are taught, where available.

At the completion of Year 12, all students who meet requirements are awarded a Senior Secondary Certificate which records the work completed for Years 11 and 12 and the level of achievement in each unit of study undertaken. The Senior Secondary Certificate is issued by the ACT Board of Senior Secondary Studies (BSSS).



# The Academic Program

## Course Selections

Enrolment in Years 11 and 12 involves choosing a package of courses over two years of study. It is important to have a pathway in mind when making initial choices. This pathway may be either Tertiary, which leads to University, or Accredited/Vocational, which leads to CIT (ACT), TAFE (NSW) and the workforce. While it is always prudent for students to keep their options open, students need to remain realistic about their aspirations. **Both packages are of equal value.**

Most importantly, students are advised to choose units/courses which relate to interests and abilities. Students usually achieve better at the courses in which they are most interested.

The ACT system is designed to be flexible. The score in any of the Tertiary courses can be used for the Australian Tertiary Admission Rank (ATAR). All subjects have equal standing. Mathematics courses, however, are studied at different levels and results are meshed (combined) across courses.

Students who do well in post-secondary courses are able to think critically, who can write and speak with coherence and intelligence, and who have an understanding of the world and their place in it. Similarly, advancement in the workforce is available to those who can speak, read and write with ease and confidence, and who have a useful general knowledge of their world. For these reasons, students are encouraged to choose a broad range of subjects.

## Considerations:

- A Vocational package provides a wide range of courses and career pathways. Students are able to work towards VET certificates that are nationally recognised.
- If planning to do a Tertiary package, with the view to gaining university entrance, students should have shown academic ability in Year 10. As a rule of thumb, they should have attained mostly 'As' and 'Bs' on their reports.
- Comprehensive course and career counselling is available to students throughout the year, together with the Year 10 Course Counselling Program in Weeks 9 and 10 of Term 2.



# The Academic Program

## Changing Course Selections

Students wishing to change from a previously chosen course or unit need to do so within the first two weeks of its commencement. Changes to a student's package need to be discussed with the Assistant Principal Academic Care or the Senior Studies Coordinator, in consultation with parents/carers.

Students studying Years 11 and 12 can complete a number of different courses and can be issued with at least one of the following documents:

## Senior Secondary Certificate

A Senior Secondary Certificate is awarded on completion of an approved educational program. For Accredited packages, students must achieve at least 17 unit points in a period not exceeding five years. This package must contain a minimum of four courses from three different course areas. For students undertaking a Tertiary package, a minimum of 20 points must be achieved with preferably four majors.

The Senior Secondary Certificate assists students in gaining entry to University, CIT (ACT), TAFE (NSW) and employment.

## Tertiary Entrance Statement

This is an additional certificate issued at the end of Year 12 to all students who have completed all the requirements of a Tertiary Package (see Page 16). It is a record of a student's performance in all 'T' courses and their 'scaled scores'. The statement also gives the student's Australian Tertiary Admission Rank (ATAR). The ATAR is currently required for application to university straight after Year 12.

## Secondary College Record

This is issued to students who fail to complete the requirements for a Senior Secondary Certificate and/or leave the College before the end of Year 12.

## Vocational Education and Training (VET) Certificates

Students who successfully complete all units of competency for a vocational qualification ('V' Courses), including the associated Work Placement (if applicable) may achieve a nationally recognised Certificate I or Certificate II under the Australian Qualifications Framework.

## VET Statement of Attainment

Students who successfully complete units of competency forming part of a vocational certificate will have completed units of competence listed on a Statement of Attainment.

## Units

A *Standard Unit* is a program of study which contributes towards the Senior Secondary Certificate. Standard units consist of a minimum of 55 hours of structured learning activities, usually scheduled over a semester.

## Courses of Study

A course consists of a series of units with a coherence of purpose. For example, Tertiary courses consist of related units that prepare students for University. Courses have four main classifications, Tertiary, Vocational, Accredited and Registered.

- *Minor* courses consist of a minimum of 2 standard units
- *Major* courses consist of a minimum of 4 standard units
- *Major Minor* courses consist of a minimum of 6 standard units
- *Double Major* courses consist of 8 standard units

# The Academic Program

## Types of Courses

*Accredited Courses* prepare students for CIT, TAFE and other providers, and are designed to deliver a general senior education.

*Tertiary Courses* are academically demanding and are designed to prepare students for university entrance, CIT, TAFE and other providers.

*Vocational Courses* lead to nationally recognised training certificates and direct employment. They also prepare students for CIT, TAFE and, depending on the unit, university.

*Registered Courses* include programs of personal development, recreational pursuits and community service (eg. First Aid).

*H Courses* are designed and accredited by the Australian National University and University of Canberra and upon successful completion of the course, may contribute towards both the Senior Secondary Certificate and an undergraduate degree. H course scores are merged with the associated T course offered by the College and may contribute to a student's Australian Tertiary Admission Rank (ATAR).

*Modified Courses* are Accredited courses which provide appropriate educational experiences for students who satisfy specific disability criteria. A range of modified courses are currently available, however M courses can be made available in any unit a student wishes to undertake. While Accredited courses can be modified, Vocational competencies cannot be modified and students may not be able to achieve a VET qualification if selecting to study a modified course.

Modified courses (M courses) are currently available in:

- Business Studies
- Hospitality
- Physical Education
- Religious Education
- Mathematics
- English
- Pathways to Work & Learning
- Photography
- Furniture Construction
- Social & Community Work
- Business Services
- Construction Pathways
- Design - Textiles and Interior

## Vocational Education and Training Courses (VET)

Vocational courses enable students to gain credit towards their Senior Secondary Certificate and towards National Vocational Qualifications under the Australian Qualification Framework (AQF).

The Board of Senior Secondary Studies (BSSS) and the Australian Quality Training Framework (AQTF) require that a competency-based approach to assessment be used and that a record of the competencies achieved be held by St Mary MacKillop College - the Registered Training Organisation (RTO).

To achieve a VET qualification or Statement of Attainment, a student will be assessed as competent according to the requirements set out in the Training Package. A qualified assessor must deliver the training and assessment.

The purpose of assessment is to judge competence against the performance criteria set out under each element of competency. A participant is judged either competent or not yet competent. This judgement is made on the basis of a range of evidence, which may be in a variety of forms.

# The Academic Program

When a student has been assessed they can receive formal recognition of their competencies. To achieve a qualification, a student must achieve the full set of units of competence as specified in the training package. If a qualification is only partly achieved, a Statement of Attainment will be issued.

RTOs are required to recognise and give credit for the competencies that have been recorded on a Statement of Attainment.

The following Vocational Certificates are available at St Mary MacKillop College:

- MSF10122 Certificate I in Furnishing
- MST20722 Certificate II in Applied Fashion Design and Technology\*
- BSB20120 Certificate II in Workplace Skills
- CHC22015 Certificate II in Community Services
- CPC20220 Certificate II in Construction Pathways
- CUA20220 Certificate II in Creative Industries
- SIT20322 Certificate II in Hospitality
- ICT20120 Certificate II in Applied Digital Technologies
- SIT20421 Certificate II in Cookery
- CUA20620 Certificate II in Music
- SIS20122 Certificate II in Sport and Recreation\*
- BSB30120 Certificate III in Business

*\*Scope for new qualification waiting on ASQA approval*





# The Academic Program

## Tertiary Package

A student wishing to enrol at university must complete a Tertiary Package and sit the ACT Scaling Test (AST) to gain an Australian Tertiary Admission Rank (ATAR). The ATAR is valid for university entrance for 3 years.

To be eligible for the ATAR, students must complete at least 20 units over a minimum of 4 semesters and not exceeding 5 years.

At least 18 of these units must be Standard Units (including at least 12.5 Tertiary or H units) studied as:

- 4 Majors and 1 Minor; or
- 3 Majors and 3 Minors.

To undertake a tertiary package St Mary MacKillop College requires students to study **at least 5 tertiary courses across all of Years 11 and 12**. The remaining course could be either a tertiary or accredited course.

Students can consult the Senior Studies Coordinator, Careers and Vocational Education Coordinator or Assistant Principal Academic Care about admission requirements and more importantly, about levels of assumed knowledge for any tertiary study in which they are interested.

## Accuracy of Course Details and Personal Data

Details of units studied, unit grades and course scores are forwarded, by the College, to the ACT Board of Senior Secondary Studies (BSSS). Results are made available to students at the end of each semester using the Students Profile Online system. While the College exercises all care, errors can occur. Students must check these documents for accuracy and those who ignore this, do so at their own risk.

## ACT Scaling Test (AST)

In Term 3 of Year 12, all students in the ACT who wish to undertake tertiary studies or are likely to want a Australian Tertiary Admission Rank (ATAR), must sit the AST.

The AST comprises three separate tests which are conducted over two days in the first week of September; a multiple choice test, a short response test and a writing task. The AST measures scholastic aptitude and is used as a moderating device across courses and colleges. Students who require an Australian Tertiary Admission Rank (ATAR) must sit the AST. The Board of Senior Secondary Studies (BSSS) provides further detail on the content of these tests on their website.

Preparation for the AST is undertaken in Years 11 and 12. Students undertaking the AST are **required** to attend all scheduled workshops.

## Calculation of Australian Tertiary Admission Rank (ATAR)

Students receive a scaled course score for each Tertiary course they have completed. The courses are scaled using parameters derived from student performance in the ACT Scaling Test (AST) and their other courses. An aggregated score is then calculated using the student's results in their three best majors and 0.6 of their next best major or minor. The rank order position is then used to determine a student's Australian Tertiary Admission Rank (ATAR).

# Assessment

## Introduction

St Mary MacKillop College operates under guidelines established by the ACT Board of Senior Secondary Studies (BSSS) and uses the ACT Course Frameworks and Unit Grade Descriptors as the basis for assessment and reporting of units.

## Our Beliefs

Assessment is a continuous process. Each unit of work contains a variety of assessment task types as directed by the course frameworks. At the beginning of each unit, students receive an Assessment Outline which indicates the required assessment tasks.

Consistent work is valued. Since all units are recorded on the Senior Secondary Certificate, those students who achieve consistent work standards will be rewarded. The Senior Secondary Certificate is achieved from study over a two-year period.

Regular out-of-class study is essential for success. As most courses in the Senior School are assessed in part by long-term assignments; students need to prepare a program of study which fulfils their unit obligations and assessment requirements. Students should plan for at least 15 hours of out-of-class study per week.

## The Assessment Process

Assessment of a student's achievement in a unit is determined by the aggregation of performance in several assessment tasks. These tasks provide indicators for the selected outcomes being assessed. Common practice is that from three to five tasks are set within each semester unit to cover all the required outcomes. This is directed under the BSSS course frameworks.

## Unit Assessment Outlines

For each unit of study, by the end of the second week following commencement of the unit students are to receive an electronic Unit Outline that states:

- Course Name
- Unit Name
- Unit Value
- Date (Semester/Year)
- Summary of the Content
- Assessment Tasks
- Assessment Criteria
- Dates on which Assessment Tasks are Due
- Weightings of Tasks
- VET Competencies (for VET courses)
- Training Package Qualification Name (for VET courses)

At the time of issue of the task, students are entitled to receive the assessment criteria for each assessment task. Students are entitled to know how each assessment mark, grade and score is derived.

Students can also access their unit outlines on the BSSS ACS site.

# Assessment

## **Attendance**

Students are expected to attend all scheduled classes/contact time/structured learning activities for the units in which they are enrolled. All student absences should be validated by a note from the parent/carer. In exceptional circumstances students may apply for certified leave through the Campus Head.

To avoid the cumulation of uncertified absences, students should, where possible, supply documentation for the certification of absences as they occur. Documentation explaining absences is to be submitted to the student's Pastoral Class teacher. It should also be noted that documentation that explains a student absence is not always sufficient for certification of that absence as per the Board of Senior Secondary Studies (BSSS) requirements. Students should keep copies of such documentation.

Any student whose uncertified absences from a class exceed 10% of scheduled lessons will be deemed to have voided the unit. In a semester unit, this equates to 6 lessons a semester. In a quadrimester unit, this equates to 3 lessons.

As a courtesy, parents/carers will be advised if their son/daughter is at risk of being voided from a unit by notification via email.

## **Application for Leave/Extended Leave**

To be credited with a unit of study, students are required to meet assessment and attendance requirements as specified by the Board of Senior Secondary Studies (BSSS).

If a student is unable to meet these requirements, he or she may still be eligible for credit if the reasons for absence and non-completion of assessments tasks can be substantiated and are acceptable. This usually requires documentation such as medical certificates.

Students who are unable to meet attendance requirements because of special circumstances other than health can apply to the Campus Head for leave. An 'Application for Leave' form is available on Canvas under 'Student Forms'. This form needs to be completed and returned to the Executive Secretary at least two weeks before the leave is required. The College appreciates that this is not always possible. In these instances, please communicate with the Campus Head directly, as well as lodging the application form.

**The College will not support students in absenting themselves from school or school programs to facilitate paid employment.**

Without adequate documentation, it is at the Principal's discretion as to whether or not absences are deemed acceptable in terms of the student's unit of study.

## **Completion of Assessment**

Students are required to complete and submit all assessment items for a unit. All attempts must be substantial. Exemption from an item and/or alternative assessment without penalty is available to students providing adequate documentary evidence of illness or misadventure.

Normally, any student who fails to submit at least 70% or more of the assessment will be deemed to have voided the unit. The Principal has the right to exercise discretion in the award of a grade or score in special circumstances where adequate documentary evidence is provided.

As a courtesy, parents/carers will be advised if their son/daughter has failed to submit an assessment task or is at risk of voiding a unit.

# Assessment

## Submission of Assessment Tasks

Written assessment tasks with cover sheet attached are to be given directly to the teacher issuing the task or in the case of absence, to the Curriculum Coordinator for that subject. **All assessment tasks must be submitted through Turnitin.**

Assignments must be submitted as specified on the assessment task. Assignments will be deemed late if they are not submitted by the close of business on the due date (unless advised otherwise).

## Late Submission of Work

The penalty for late submission is 5% (of possible marks) per calendar day late (including weekends and Public Holidays) until the notional zero is reached. If an item is more than 7 days late, the assessment item is awarded a notional zero. Submission on weekends or public holidays is unacceptable. Student work may not be marked if it is more than 7 days late or if it has not been 'substantially completed'. This means that students who fail to submit work of a satisfactory standard can be voided.

The Principal has the right to exercise discretion in the application of the late penalty in special circumstances where adequate documentary evidence is provided. It may not be possible to grade or score work submitted late after marked work has been returned to other students.

Breakdown or malfunction of computer equipment is not seen as a valid excuse for exemption from penalty. If an extension is not granted, the work is to be submitted on the due date, even if it is incomplete.

## Notional Zero

Where a student fails to hand in an assessment item in Tertiary units, they will be awarded a notional zero for that assessment item. The notional zero will be a score, which lies between 0.1 of a standard deviation below the lowest genuine score for that item, and zero.

## Alterations to Assessment Applications

An application for an alteration to assessment (including extension) needs to be made 3 days prior to the due date. The application is made to the Curriculum Coordinator or Senior Studies Coordinator. The application must include supporting documentation such as a medical certificate or a letter signed by a parent or carer that explains the significant extenuating circumstances together with evidence of work in progress.

Alterations to assessment can only be granted by using the 'Assessment Alteration Application' form found on Canvas.

## Missed Assessment Tasks

If a student is absent on the day an assessment task is due, a medical certificate or other substantive documentary evidence to support a significant misadventure is required. In the case of a medical certificate, students are required to approach the Curriculum Coordinator on their immediate return. In the case of a significant misadventure students are required to approach either the Assistant Principal Academic Care or the Senior Studies Coordinator on the day they return to school. Students must give copies of all documentation to the pastoral care teacher.

Leave approved by the Campus Head does not constitute grounds for extension of assessment tasks. Tasks that fall due during periods of approved leave must be submitted prior to the leave being taken.

# Assessment

## **Breaches of Discipline in Relation to Assessment**

The ACT Board of Senior Secondary Studies (BSSS) views seriously any breach of the rules or instructions governing assessment procedures. Any cheating, dishonesty, plagiarism or improper practice in relation to College assessment shall constitute a breach of discipline. Please note that occurrences of these behaviours are cumulative in nature (see Penalties).

The BSSS provides detailed information titled 'Academic Integrity' available online ([www.bsss.act.edu.au](http://www.bsss.act.edu.au)) or from the Senior Studies Coordinator.

## **Penalties**

The penalties that can be imposed by the College for a substantive breach of discipline are:

- reprimand for the candidate, except in cases where the candidate would have derived benefit from such breaches
- the making of alternative arrangements for the assessment (e.g. through a reassessment)
- cancellation of the result in the particular component of the College assessment concerned
- cancellation of the total College assessment result in the unit/course concerned
- cancellation of all the candidate's results for Years 11 and 12 in assessments conducted.

## **Examination Days**

Exams are held in scheduled classes or timetabled during Exam Week. Exam Week is scheduled towards the end of semester. Students need only attend exams for which they are timetabled. Students may only be absent from exams if they provide a medical certificate or have organised approved College leave. In this case, students may sit the exam at an agreed time. Otherwise, to satisfy the assessment requirements, students must resit the test. In this case, the highest possible score will be a notional zero.

## **In-Class Assessments**

The same conditions for exams apply to in-class assessment tasks.

## **Status**

Students who, through serious illness or misadventure (see below), cannot complete the requirements of the course can apply for status. Status cannot be awarded for vocational competencies; however, opportunities for reassessment of competencies can be negotiated with the class teacher. Please note that status is a final option to deal with very serious situations. Applications for Status are to be directed to the Assistant Principal Academic Care. Forms are available on Canvas.

For all accredited (T, A and M) courses, status can only be awarded for half the number of units eg. A major course must include a minimum of 2 standard units with an A - E grade, and a score if a course score is to be awarded.

## **Illness and Misadventure**

Illness and misadventure refer to events such as documented sickness or injury, bereavement, depression and other such calamities or disasters that have directly affected the performance of a student in a particular unit of study.

Misadventure does not include events that are a personal choice of a student and their families such as extra-curricula activities, family occasions, sporting commitments, family holidays, driving tests, part-time employment etc.

# Assessment

This list is not exhaustive and it is up to the discretion of the principal to decide what other circumstances can constitute 'misadventure'.

Where assessment is affected by illness or misadventure consideration may take one of the following forms:

- Alternative assessment
- Modification of existing assessment
- Extension on submissions of work of that item
- Deferring assessment of that student until an assessment item/s required for critical assessment can be completed. (Does not apply to the last assessment period in Year 12)
- Sitting assessments at times different from other students
- Extra time allowed for assessment items
- Exemption from completing particular assessment items

## Special Provision for Assessment

Students who believe they are entitled to special provisions for assessment are to complete the application form, available on Canvas, and submit it to the Inclusive Education Coordinator for evaluation. Students who believe they have an entitlement to a special provision for the AST must see the Senior Studies Coordinator at the beginning of Year 12 to complete a separate application form. It should be noted that not all special provisions provided for school based assessment are applicable to the AST.

## Appeals

The ACT college system is designed to give students the opportunity to understand how their work is assessed. If students feel they have been assessed wrongly for an assessment item (grade and/or marks), unit grade and/or score or a course score they may query the result. The following four step process should be followed to seek an appeal.

### Preliminary Procedures

1. Student seeks review from teacher.
2. Student seeks review from Curriculum Coordinator - If the Curriculum Coordinator is the teacher, the student seeks review from the Senior Studies Coordinator.

### Formal College Appeal

3. Student appeals to the College Principal (or delegate) in writing for a review of college assessment items (grades and/or marks), unit grades and/or scores.
4. Student, who has been through the college appeal process, may appeal to the BSSS against the college procedures by which the appeal decision was reached.

Unless there are exceptional circumstances, a Board of Senior Secondary Studies (BSSS) Board Appeal will only be accepted if an appeal has first been heard by the College.

Except in Term 4 of Year 12, appeals against assessment items (grade and/or marks), unit grades and/or scores should be lodged **within five working days** of the result being published.

In Term 4 of Year 12 appeals against items (grades and/or marks), unit grades and/or scores should be lodged **within two working days** of the result being published. Appeals against course scores should be lodged **within one working day** of the results being published.

# Assessment

## Appeals Panel

If an appeal is lodged, the Assistant Principal Academic Care or nominee, a member of the teaching staff and an external appointee from the Board of Senior Secondary Studies (BSSS) will form a panel to adjudicate the appeal. Details of the appeal procedure can be obtained from the College.

## Course Scores

A *Course Score* is the score awarded at the completion of a Tertiary course. Course scores are based on the best 80% of unit scores obtained over the duration of a program of study and are scaled by the Board of Senior Secondary Studies (BSSS) using parameters from the AST and other courses studied.

## Unit Grades and Scores

A grade from A to E is awarded as the measure of achievement at the end of each unit. The *Unit Grades* are based on each student's performance against the Course Framework assessment criteria of the unit as specified by the Board of Senior Secondary Studies (BSSS).

A *Unit Score* is awarded for each Tertiary unit and indicates a student's achievement relative to others studying the unit.

## Scaling

Scaling is a statistical process which enables scores to be compared across courses and across colleges.

## Progress Reports

Progress reports are made available to parents/carers via the College Portal at the end of Term 1 and Term 3 each year to give students and parents an indication of academic performance to date.

## Progress Interviews

Formal interviews are held twice per year at mid-Semester. These give parents/carers, teachers and students an opportunity to discuss student progress and needs. These interviews are a valuable means of communication and all parents should avail themselves of these opportunities.

Parents/carers are welcome to arrange interviews at any other time or to speak to staff by phone about general progress or concerns they may have.



# Assessment

## Semester Reports and School Based Assessment

All students who complete Tertiary and Accredited units will be awarded an 'A' to 'E' grade. The grades are based on each student's performance against the course Framework assessment outcomes. The descriptions below form the basis for the grades achieved by students:

A	Very High	Awarded to students who have a very high level of performance across outcomes
B	High	Awarded to students who have a high level of performance across outcomes
C	Sound	Awarded to students who have a sound level of performance across outcomes
D	Limited	Awarded to students who have a limited level of performance across outcomes
E	Very Limited	Awarded to students who have a very limited level of performance across outcomes
R	Recognition	Awarded to students for: <ul style="list-style-type: none"><li>• units of study completed outside the ACT</li><li>• Year 11 or 12 study completed in other ACT Colleges</li></ul>
S	Status	College may award a student status: <ul style="list-style-type: none"><li>• when a student's circumstances have prevented the allocation of an A - E grade eg. Illness or misadventure</li></ul>
V	Void	Awarded when a student does not satisfy assessment or attendance requirements of a unit

Reports will be made available to parents/carers via the College Portal at the completion of each semester for Year 11 students and at the completion of Semester 1 only for Year 12 students.

## Excursions

Some units include excursions as a formal component of the course work or assessment. Students will be required to contribute toward the cost of expensive excursions. College contributions towards entry fees into various venues will be determined per excursion.



# College Services: Curriculum

## **Learning Support/Inclusive Education**

Teachers and assistants provide specialist support for students requiring assistance with basic skills, study skills and learning skills. Students with specified learning needs may receive in-class support where necessary.

## **Careers Services**

Students are given assistance with career decision-making throughout Years 11 and 12. The College has staff to assist students and parents/carers with career advice. Advice on all aspects of course selection, university pre-requisites, tertiary training requirements and specialist career decisions is available from the Careers and Vocational Education Coordinator and the Senior Studies Coordinator/Teaching and Learning Coordinator.

Career information is available on the website [www.mackillopcareers.com](http://www.mackillopcareers.com) and the Careers Canvas page. These resources provide very helpful information related to senior schooling, ASBA, University, CIT, apprenticeships and Traineeships along specific career resources.

## **Careers Expo**

In Term 2 each year, the College holds a Careers Expo for its senior students. Stalls are run by Universities, Defence Recruitment, CIT, Employer Groups, Apprenticeship centres, and Industry groups. Students are able to speak to representatives from these organisations to gain valuable first hand information about career opportunities.

## **Course Advice**

The College has a process in place which gives all students and parents the opportunity to receive course advice prior to making Year 11 subject choices. During the course of the first semester, the Assistant Principal Academic Care, Senior Studies Coordinator and Careers and VET Coordinator, together with the Curriculum Coordinators, will address Year 10 students and outline the courses offered by their faculties. Each student will be offered the opportunity to reflect on career opportunities in preparation for course selection. Additionally, each student and their parents/carers are provided with a course counselling appointment with Curriculum Coordinators or senior members of staff at the end of Term 2 to discuss course information and selection for Years 11 and 12.



# Vocational Education & Training Code of Practice (Abridged)

Registered Training Organisation National Code 88003

## **Access and Equity**

All students enrolled at St Mary MacKillop College can select any of the Vocational Education and Training courses as part of their study program. The College is proactive in protecting the rights of all students to experience equality of opportunity and to pursue their learning without discrimination. Note that competencies cannot be modified.

Resources are allocated equitably and all programs are developed and taught with the needs of students, and the requirements of industry and the community in mind. We consider issues of inclusion when developing programs of learning and assessment and all students, especially those at risk, have access to individual support, information, and advice in any areas of need. Specialist supports are available to those students with different and diverse needs including learning support.

All students in Year 11 and 12 at St Mary MacKillop College are eligible to enrol in any Vocational Education program we are able to offer, providing the numbers already in the course do not preclude adding another student.

All students experience enrolment processes, which are ethical, carried out in a responsible manner, and are consistent with the requirements of the curriculum.

Qualified and experienced staff are available within the College to provide information, counsel students and parents, and supportively help them to make decisions while selecting study pathways and courses.

Support personnel are available in the College to provide support for students who need help coping with the demands of the courses they have selected. Support staff include Campus Head, Assistant Principal Curriculum, Counsellors, Careers and Vocational Education Coordinator, Senior Studies Coordinator, Curriculum Coordinators, Pastoral Coordinators, Pastoral Class teachers and Inclusive Education staff.

## **Complaints and Appeals**

Complaints arise when a student is not satisfied with an aspect of the RTO service and requests action to be taken to resolve the matter. Appeals arise when a student is not satisfied with a decision that the RTO has made. Appeals can relate to assessment decision but they can also relate to other decisions.

Any person wishing to make a complaint or appeal against the decision made by the College (RTO) shall have access to the College's Complaints Resolution Policy and the Appeals Policy. These policies are outlined in the Senior Student Handbook, the VET Student Handbook and BSSS publication 'Your Right to Appeal'.

## **Recognition of Prior Learning Process (RPL)**

All students will have access to the RPL process. RPL is the acknowledgement of skills and knowledge obtained through:

- Formal training or study - including courses within the College
- CIT or other private training providers
- Work experience, including paid and volunteer work
- Life experiences, including skills attained through leisure pursuits such as musical, mechanical or linguistic abilities

# Vocational Education & Training Code of Practice (Abridged)

## Applying for Recognition of Prior Learning (RPL)

- Step 1 Ask for specific information about the competencies of your VET course. This can be found in your Training Record Book or from your class teacher.
- Step 2 Complete the RPL application form in detail and attach all relevant evidence. Please refer to the VET Student Handbook for what evidence is required. The RPL application form is in your VET Student Handbook which is located on Canvas.
- Step 3 Submit the form to your class teacher.
- Step 4 Your application form will be examined by an assessor (usually your class teacher). The assessor will look at the evidence you have provided (and you may have an interview) before deciding on the outcome of your application. If there is insufficient evidence you may be required to undertake a practical test.
- Step 5 After the RPL assessment is finished you will be notified in writing of the outcome, as to whether you are:
- Successful
  - Partially successful
  - Unsuccessful
- If you disagree with the outcome you may appeal through the procedures outlined in the VET Student Handbook.

## Traineeships and Apprenticeships

St Mary MacKillop College provides the opportunity for students in Years 11 and 12 to be involved in the Australian School-based Apprenticeship program (ASBA) while completing their senior studies.

The Australian School-based Apprenticeships program (ASBA) involves the employment of a student undertaking a traineeship part-time while still attending College.

An ASBA at a Certificate II qualification may take 18 to 24 months to complete, with a minimum of eleven hours combined in employment (paid) and "off the job" training per week. Certificate II ASBA include industry areas such as Construction, Landscaping, Retail, Business, Spray Painting and Panel Beating.

An ASBA at a Certificate III qualification usually takes 24 to 36 months to complete, with a minimum of fifteen hours combined in employment (paid) and "off the job" training per week. Certificate III ASBA include the following industry areas - Aged Care, Children Services, Plumbing, Electro Technology, Hair-dressing and Carpentry.

The "off the job" training can be undertaken at the College if the required course structure exists, or through an outside training provider. The training provider or registered training organisation is chosen by the employer.

## Vision Statement

Vocational Education and Training (VET) is a pathway where students acquire skills and training at both school and the workplace to enhance future employment and training options.

VET courses enable students to work towards achievement of nationally recognised qualifications in a range of industry areas.

Note: VET competencies cannot be modified.

# Communication with families and community

In the Senior College, a three-way partnership exists between students, their parents/carers and the school. All parties work together to achieve the best possible educational and pastoral outcomes for each student.

## **Absences**

Parents are asked to send an SMS to the Absentee Text Line (0429 131 463) if their child will be absent from school. If this is not received, the College will notify parents/carers of a student's absence from school via SMS. By law, all student absences need to be covered by a written explanation. An SMS is sufficient to provide this written explanation. Alternatively, parents/carers can send in signed notes, which should be provided on the day on which the student returns to school.

Extended absence from school needs to be for exceptional and specific reasons only. If absence is due to sickness, medical documentation is necessary. The absence needs to be approved by the Principal and may affect the attainment of the Senior Secondary Certificate. Applications for extended leave need to be made in writing to the Campus Head. An Absent Note proforma is available on the College website.

## **College Notes and Letters**

Some letters or notes sent to parents/carers, via their child, will request parents/carers to sign and return them to the College. When asked to do so, the cooperation of parents/carers in ensuring signature and prompt return is appreciated.

## **Newsletters**

Newsletters are an important means of communication between College and family and are posted on the College website [www.mackillop.act.edu.au](http://www.mackillop.act.edu.au). They serve to keep parents informed and to give notice of forthcoming events.

## **Notes and Letters from Parents/Carers to the College**

Notes from parents/carers are always required for the following:

- Absence from College (unless advised by SMS)
- Early departure/late arrival
- Full uniform not being worn
- Request for exemption from Physical Education lessons
- Request for leave from school
- Consent for excursions and out-of-hours detentions
- Any other special circumstances.

## **Personal Appointments**

Parents/carers are encouraged to consult with their child's Pastoral Class teacher or subject teacher at mutually convenient times whenever the need or desire to do so arises. The Pastoral Class teacher is the principal reference point regarding progress and development. Appointments may be made either by writing to, or telephoning the College. When arranging an interview, it is very helpful if the teacher is advised of the purpose of the meeting, so that relevant information can be prepared.

# Communication with families and community

## **Students at Academic Risk**

Parents/carers are alerted to any possibility of their child “voiding” a unit through a letter posted home. Parents/carers will also be notified of a failure to submit assessment, via an email notifying them of the details of the missed task.

## **Student Diary**

Students are issued with a homework diary to assist in managing their workload.

## **Assessment Outlines**

All students are issued Assessment Outlines noting assessment tasks, due dates and weightings by the end of Week 2 each semester.

## **Website**

The College website, [www.mackillop.act.edu.au](http://www.mackillop.act.edu.au) provides up-to-date information including College policies, events, calendar dates and copies of newsletters. Students also have access to Canvas, an online educational environment, through the website. Parents/carers also have a login to access Canvas.





# Pastoral Care

Pastoral Care is concerned with the well-being of the whole person and at St Mary MacKillop College this is addressed implicitly in all aspects of school life. In addition, there is a structured approach to supporting students as they develop socially, emotionally, academically and spiritually.

## House System

St Mary MacKillop College has a strong house system which enhances students' sense of belonging and spirit of participation. The Pastoral Classes are grouped according to houses and events such as charity fund-raising, barbecues and carnivals are based around house groupings. The names for St Mary MacKillop College Houses come from the Ngunnawal language.

House Name	Colour	Translation	Totem
Ngadyung	Blue	Water	Platypus
Gurubang	Green	Earth	Goanna
Mindygari	Yellow	Air	Hawk
Meup Meup	Red	Fire	Red Kangaroo



## Leadership Opportunities

The Isabella Campus provides many opportunities for students to develop their leadership abilities and demonstrate their skills. The school has a formal structure of leadership in its Student Representative Council, where students are elected to leadership positions and given specific training to undertake these roles. Additionally, there are many informal opportunities to demonstrate leadership, whether through an organised group, a sporting team or through organising an event such as a fundraising campaign. House charity fundraising is another area of leadership.



# Pastoral Care

## Pastoral Program

Pastoral Program occurs every fortnight. The program covers aspects of adolescence and personal development such as identity, harassment, belonging to a community and mental health issues. It is delivered within a Christian context, providing both information and guidance.

## Summary of Student Expectations

St Mary MacKillop College expects quality conduct from every student. This is conduct which honours the dignity and needs of all individuals in the community including students, staff and parents. A summary of student expectations can be found in the College Diary.

We follow Restorative Practices at St Mary MacKillop College, which means we look at each of us being in a relationship with every other person in our community. We need to ensure those relationships remain intact and positive. If something goes wrong in a relationship we work to restore it.

Bullying is not accepted at MacKillop. If you are being bullied or know of bullying report this to a teacher. The Safe School Policy is accessible on the College website.

## School Uniform

The St Mary MacKillop College uniform is to be worn to and from school each day. All students attending MacKillop are expected to take pride in their appearance. Neatness, cleanliness, good grooming and acceptable length and styling of hair show concern for appearance and respect for oneself.

The College uniform is specified in the College Diary and parents are sent uniform information annually. New families are also provided with this information. Students are required to wear the uniform correctly throughout their time at the College. Fashionable extremes are not permitted. If, for exceptional circumstances, students are unable to wear an item of uniform, a note from home must be given to the Pastoral Coordinator and students will be issued a uniform pass.

Summer uniform is to be worn in Terms 1 and 4, winter uniform in Terms 2 and 3. If weather conditions change prior to changeover time, then either the winter or summer uniform may be phased in earlier. This might be the last week of Term 1 or Term 3. Students will be informed when this is sanctioned.



# Other Opportunities

## **Retreat Program**

Retreats form an integral role in community building and faith formation at St Mary MacKillop College and therefore are compulsory for all students. They are prepared and run by the Pastoral Team responsible for each year group. The Year 11 Retreat occurs in Term 1 or 2. Physical, creative, liturgical and reflective activities are provided to enable students to see themselves as part of the community and their responsibilities within the community. The Year 12 Retreat occurs in Term 3 and its focus is on the transition from school to beyond. It also engages students through a program of activity, creativity, liturgy and reflection.

## **Year 11 Senior Study Day**

This day, at the beginning of Year 11, provides students with the skills and knowledge to develop effective study habits for the senior years. Sessions on study skills, time management, managing self and stress and plagiarism are presented to all students.

## **Co-curricular Opportunities**

Students are encouraged to avail themselves of the opportunities on offer through a broad range of co-curricular activities. These include Variety Night, sporting teams, charity groups, debating, chess, College musicals, competitions, travel, and RoboCup. Participating in these activities enriches students' experiences and enjoyment of College life.

## **Outreach**

As a school enriched by the charism of St Mary MacKillop, social justice and responsibility are key aspects of our school culture. Each House group sponsors a charity annually, and the College oversees fundraising campaigns for Project Compassion in Lent and St Vincent de Paul in Advent. Students regularly meet and look for ways to rally the Campus to respond to the requests of charities and promote awareness of social justice issues.

## **Study Lines**

Students with study lines are expected to use that time for self-directed work. The Learning Commons provides access to specialist teachers who can assist students with assessment and classwork. From Term 2 in Year 11, students with afternoon study lines are able to sign out to study elsewhere. Senior students are not permitted to leave the campus prior to 1pm.

## **Counselling**

The College provides access to highly skilled counsellors. Students can self-refer or be referred by a parent or staff member. All counselling is confidential.

## **Community Liaison Officer**

The College values its relationship with the feeder primary schools, and as such has appointed a liaison officer to work within these schools to provide opportunities for students eg: participation at sporting carnivals, walkathons and performances to name a few.

## **Defence Force Liaison Officer**

The College provides a liaison officer to work with students of Defence Force families to ensure smooth transition between schools when required. The liaison officer also supports students with their studies.



# **Year 11 & 12 Courses on offer for 2024**

Learning Area	Course	Classification
Careers	Pathways to Work and Learning	A
Computing & IT	Computer Science	TV or AV
	Information Technology	TV or AV
English	English	T
	Literature	T
	Essential English	A
Food and Textiles	Hospitality	TV or AV
	Design for Textiles and Interior	TV or AV
	Social and Community Work	TV or AV
Humanities & Social Sciences	Accounting	T or A
	Business Services	AV
	Business Studies	T or A
	Economics	T
	Geography	T or A
	Global Studies	T or A
	History, Ancient	T or A
	History, Modern	T or A
	Legal Studies	T or A
	Psychology	T or A
	Sociology	T or A
Industrial Design & Technology	Construction Pathways	AV
	Engineering	T or A
	Furniture Making Pathways	AV
	Industrial Design	T or A
Languages	Beginning/Continuing French	T
	Beginning/Continuing Italian	T
	Beginning/Continuing Japanese	T
Mathematics	Specialist Mathematics	T
	Specialist Methods	T
	Mathematical Methods	T
	Mathematical Applications	T
	Essential Mathematics	A
Performing Arts	Dance	T or A
	Drama	T or A
	Music	T or A
Physical Education	Exercise Science	T or A
	Health and Wellbeing	T or A
	PE Pathways	R
	Physical Education	A
	Sports Development	A
	Sport, Recreation and Leadership	AV
Religious Education	Religious Studies	T or A or R
Science	Biology	T or A
	Chemistry	T
	Earth and Environmental Science	T
	Human Biology	T
	Physics	T
Visual Arts	Design & Graphics	T or A
	Media	TV or AV
	Photography	T or A
	Visual Arts	T or A

**A: Accredited • T: Tertiary • V: Vocational • R: Registered**

Note: M (modified) courses can be made available. Vocational competencies cannot be modified.

All courses are offered subject to sufficient class enrolments. Some courses may only be offered as a minor depending on enrolments.

# Careers



# Pathways to Work and Learning

Accredited (Minor, Major)



This course is designed to support students who wish to improve their skills so that they may progress to future employment and/or vocational studies. The course provides a foundation for students to improve their literacy, numeracy and digital technology skills as well as develop life skills and career planning. This includes developing skills in; understanding self, identifying opportunities, demonstrating career enhancing decision making, goal setting and actioning plans. The course supports the acquisition of generalised and industry-set needs. Students can study the course at A/M level.

Students are encouraged to reflect on the value of work and life goals and to exhibit this reflection and planning in portfolio-based work. Students will produce a portfolio and it is expected that their portfolios will be refined as they access further units of study. Students undertake structured work-learning placements to gain a deeper understanding of workplace skills and life planning.

## Units:

The following units will form the basis of this course:

- The Career Mindset
- Workplace and Learning Practices
- Enterprise Skills
- Creating Opportunities

## Goals:

Goals are statements of intended student outcomes and should enable students to:

- synthesise, analyse and evaluate ideas, methodologies, concepts, issues and knowledge
- apply ethical frameworks that underpin relevant disciplines
- plan and develop research projects
- reflect on the learning process
- demonstrate interpersonal and communication skills
- build on and connect, concepts and skills from diverse disciplines
- use inquiry and research methods from diverse disciplines to identify problems and to research solutions
- use critical and creative thinking skills to synthesise methodologies and insights from a variety of disciplines
- demonstrate collaboration and build mentoring relationships within the community
- apply creative and innovative solutions to real life contexts.

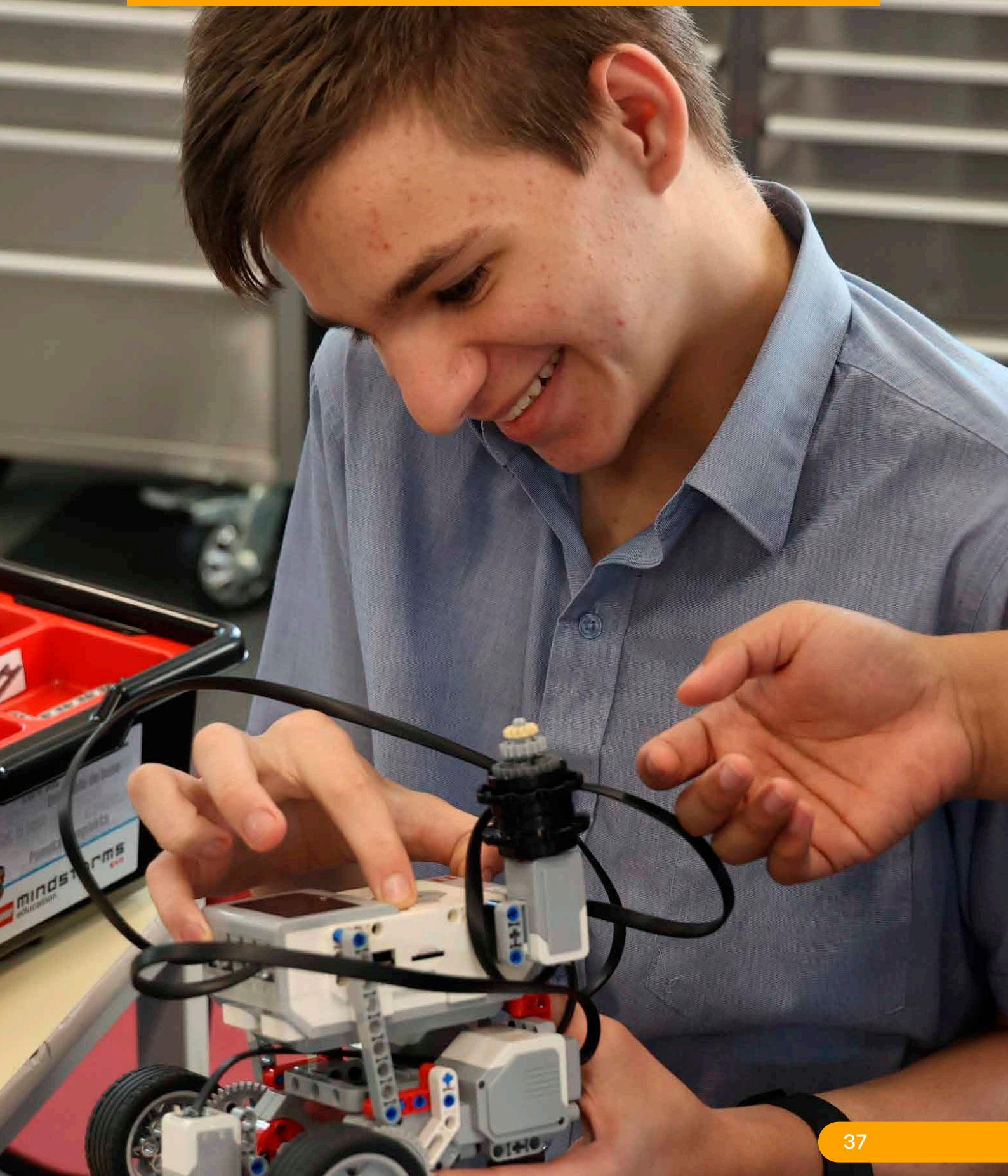
## Assessment:

Evidence Portfolio (40-75%); Presentations (40-75%); Community Learning (25%-60%)



# Computing & IT

(Creative Design & Digital Technologies Faculty)



# Computer Science

Tertiary Vocational (Minor, Major, Major/Minor, Double Major)  
or Accredited Vocational (Minor, Major, Major/Minor, Double Major)

The Computer Science course is designed to expose students to the Computing disciplines of Data Analytics and Computer Programming, two of the most sought after skills required of Information Technology professionals. In Year 11, students will learn how to find, extract, clean and analyse data from a range of sources and in a range of ways. They will then learn how to make sense and meaning of that data through visualisation techniques. In Year 12, students will learn how to create computer programs in an industry standard programming language. Graduates of the Computer Science course are well prepared for either further study in Computing or immediate entry into the workforce.



Students will achieve a high degree of competence in Data Analytics and Computer Programming, together with an understanding of the underlying concepts and their implications. The Computer Science course offered at MacKillop comprises of units selected from two Board of Senior Secondary Studies courses, "Data Science (A/T/V)" and "Digital Technologies (A/T/M/V)".

Students who complete their assessment tasks and meet the assessment criteria of competencies attached to each of the units studied in Computer Science may achieve competencies belonging to the ICT20120 Certificate II in Applied Digital Technologies.

Students may undertake a Major/Minor or a Double Major by studying both Computer Science and Information Technology.

## Units:

The following units form the basis of the Computer Science course:

- Unit 1: Data Representation and Analysis
- Unit 2: Data Research Project (Students must first complete Unit 1 before commencing Unit 2)
- Unit 3: Digital Solutions
- Unit 4: Structured Project (Students must first complete Unit 3 before commencing Unit 4)

## Goals:

Goals are statements of intended student outcomes and should enable students to:

- analyse problems or challenges to determine needs for solutions or products
- apply the process of design (investigate, design, plan, manage, create, evaluate solutions)
- use critical and creative thinking to design innovative solutions
- produce or create solutions or products to address a need, problem or challenge
- evaluate and use technologies in a range of contexts
- demonstrate problem solving skills
- communicate to different audiences using a range of methods
- engage confidently with and responsibly select and manipulate appropriate technologies – materials, data, systems, tools and equipment

## Assessment:

Tertiary - Design Process (40-60%); Design Solutions (40-60%)

Accredited - Design Process (30-70%); Design Solutions (30-70%)

## ICT Requirements:

The device students bring must have the capacity to run Windows as some of the tools used throughout the course only have Windows versions available.



# Information Technology

Tertiary Vocational (Minor, Major, Major/Minor, Double Major)  
or Accredited Vocational (Minor, Major, Major/Minor, Double Major)

The Information Technology course is designed to thoroughly explore computers as problem solving tools. In Year 11, students will learn how to develop three dimensional models and animations. They will then learn how to construct modern and interactive web sites. In Year 12, students will learn how to design and program robotic solutions using a common programming language. They will then embark on a guided unit of study centred on Digital Technologies. Graduates of the Information Technology course are well prepared for either further study in Computing or immediate entry into the workforce.

Students will achieve a high degree of competence in computer operation and application, together with an understanding of the underlying concepts and their implications. The Information Technology course offered at St Mary MacKillop College comprises of units selected from two Board of Senior Secondary Studies courses, "Digital Technologies (A/T/M/V)" and "Robotics and Mechatronics (A/T/M/V)".

Students who complete their assessment tasks and meet the assessment criteria of competencies attached to each of the units studied in Information Technology will achieve competencies belonging to the ICT20120 Certificate II in Applied Digital Technologies.

Students may undertake a Major/Minor or a Double Major by studying both Computer Science and Information Technology.

## Units:

The following units form the basis of the Information Technology course:

- Unit 1: Digital Assets
- Unit 2: Digital Systems
- Unit 3: Applications of Robotics
- Unit 4: Negotiated Study (Students must have completed at least three units of Computer Science or Information Technology before commencing Unit 4)

## Goals:

Goals are statements of intended student outcomes and should enable students to:

- analyse problems or challenges to determine needs for solutions or products
- apply the process of design (investigate, design, plan, manage, create, evaluate solutions)
- use critical and creative thinking to design innovative solutions
- produce or create solutions or products to address a need, problem or challenge
- evaluate and use technologies in a range of contexts
- demonstrate problem solving skills
- communicate to different audiences using a range of methods
- engage confidently with and responsibly select and manipulate appropriate technologies – materials, data, systems, tools and equipment

## Assessment:

Tertiary - Design Process (40-60%); Design Solutions (40-60%)

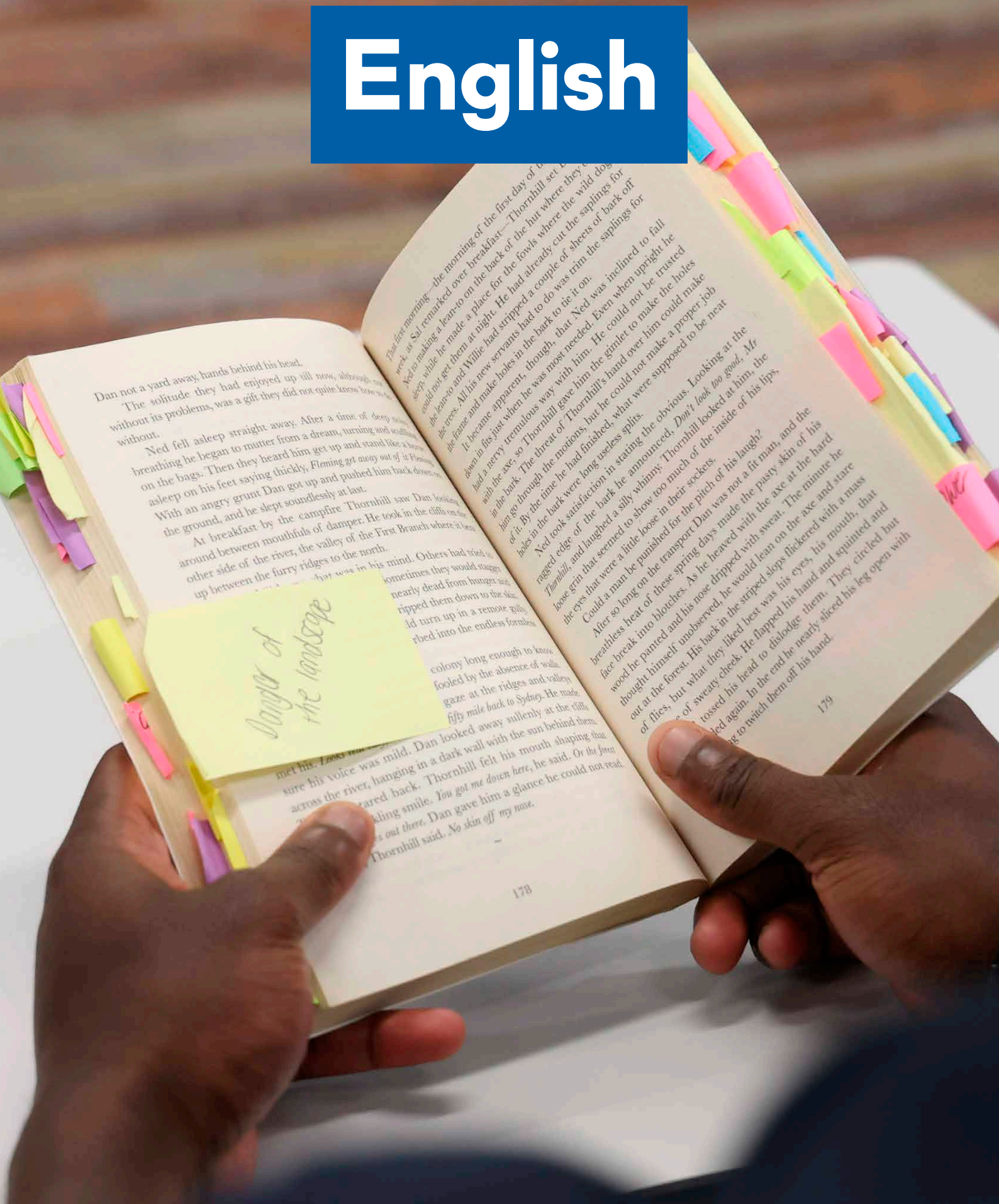
Accredited - Design Process (30-70%); Design Solutions (30-70%)

## ICT Requirements:

The device students bring must have the capacity to run Windows as some of the tools used throughout the course only have Windows versions available.



# English





# English

## Tertiary (Major, Major/Minor, Double Major)

English focuses on developing students' analytical, creative and critical thinking and communication skills in all language modes. It encourages students to engage with texts from their contemporary world, with texts from the past and with texts from Australian and other cultures. Such engagement helps students develop a sense of themselves, their world and their place in it.

Through close study and wide reading, viewing and listening, students develop the ability to appreciate and evaluate the purpose, stylistic qualities and conventions of literary and non-literary texts and enjoy creating their own imaginative, interpretive and analytical responses. English is designed to develop students' facility with all types of texts and language modes and to foster an appreciation of the value of English for lifelong learning.

Students refine their skills across all language modes by engaging critically and creatively with texts, including literary and media texts. They learn to speak and write fluently in a range of contexts and to create visual and digital texts. They hone their oral communication skills through discussion, debate and argument, in a range of formal and informal situations.

### Units:

- Unit 1: Communication of Meaning
- Unit 2: Representation Through Texts
- Unit 3: Comparative Texts
- Unit 4: Perspectives

### Goals:

All senior secondary English subjects aim to develop students'

- skills in listening, speaking, reading, viewing and writing
- capacity to create texts for a range of purposes, audiences and contexts
- understanding and appreciation of different uses of language.
- understanding of the use of language for communication
- appreciation and creation of sustained interpretive, persuasive and imaginative texts in a range of modes
- engagement in critical analysis and reflection.

### Assessment:

Creating (30-40%); Investigating (30-40%); Analysing (30-40%)



# Literature

## Tertiary (Major, Major/Minor, Double Major)

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, evaluate perspectives and evidence, and challenge ideas and interpretations. Literature explores how literary texts shape perceptions of the world and enable us to enter other worlds of the imagination. In this subject, students actively participate in the dialogue and detail of literary analysis and the creation of imaginative and analytical texts in a range of modes, mediums and forms.

Students enjoy and respond creatively and critically to literary texts drawn from the past and present and from Australian and other cultures. They reflect on what these texts offer them as individuals, as members of Australian society, and as world citizens.

Students establish and articulate their views through creative response and logical argument. They reflect on qualities of literary texts, appreciate the power of language and inquire into the relationships between personal preference and texts, authors, audiences and contexts as they explore ideas, concepts, attitudes and values.

### Units:

- Unit 1: Ways of Reading and Creating
- Unit 2: Intertextuality
- Unit 3: Power of Literature
- Unit 4: Literary Interpretations

### Goals:

All senior secondary English subjects aim to develop students'

- skills in listening, speaking, reading, viewing and writing
- capacity to create texts for a range of purposes, audiences and contexts
- understanding and appreciation of different uses of language.
- ability to respond personally, critically and imaginatively to a range of literary texts drawn from Australian and other historical, contemporary and cultural contexts and traditions
- capacity to contest complex and challenging ideas in order to form their own interpretations informed by a range of critical perspectives
- capacity to critically reflect on connections, resonances and patterns of language that are shared between texts.

### Assessment:

Creating (30-40%); Investigating (30-40%); Analysing (30-40%)



# Essential English

Accredited (Major only)

Essential English focuses on consolidating and refining the skills and knowledge needed by students to become competent, confident and engaged users of English in many contemporary contexts including every day, community, social, further education, training and workplace contexts. Essential English is designed to provide students with the skills that will empower them to succeed in a wide range of post-secondary pathways.

The subject develops students' language, literacy and literary skills to enable students to communicate successfully both orally and in writing and to enjoy and value using language for both imaginative and practical purposes.

Students comprehend, analyse, interpret and evaluate the content, structure and style of a wide variety of oral, written and multimodal texts, including literary, digital and media texts. Students learn how the interaction of structure, language, audience and context helps to shape different points of view and perspectives. Both independently and collaboratively, they apply their knowledge to create interpretive, imaginative, analytical and persuasive texts in different modes and mediums.

**Units:**

- Unit 1: Comprehending and Responding
- Unit 2: Making Connections
- Unit 3: Understanding Perspectives
- Unit 4: Local and Global

**Goals:**

All senior secondary English subjects aim to develop students'

- skills in listening, speaking, reading, viewing and writing
- capacity to create texts for a range of purposes, audiences and contexts
- understanding and appreciation of different uses of language.
- capacity to use and apply language and information effectively, confidently and creatively in vocational, community and academic contexts
- understanding of the ways in which text structure, stylistic feature and register combine to make meaning and influence responses
- proficiency in using and creating multimodal, literary and digital texts.

**Assessment:**

Creating (30-40%); Investigating (30-40%); Analysing (30-40%)







# Food & Textiles

(Creative Design & Digital Technologies Faculty)

# Hospitality

**Tertiary Vocational or Accredited Vocational (Minor, Major)**

In Hospitality, students focus on the dynamic nature of the hospitality industry and develop an understanding of contemporary approaches and issues related to food and hospitality. Students investigate contemporary hospitality issues and current management practices, and explore concepts such as the legal and environmental aspects, trends in hospitality and consumer protection. They procure, recycle and use resources in light of sustainability and environmental protection.

Students have an opportunity undertake SIT20322 Certificate II in Hospitality as part of this course.

Students utilise skills in technology, including the use of social media in marketing. They develop safe work practices in the preparation, storage and handling of food, and comply with current health and safety legislation, including infection prevention and control policies and procedures.



Hospitality integrates active, problem solving approaches to learning. Students participate in collaborative activities to prepare for work in the hospitality industry as well as building skills for the 21st Century. They develop their ability to research, to think critically and to solve problems related to the food and hospitality industry. Students develop their interpersonal and intercultural communication and customer service skills and establish and develop cooperative working relationships.

## **Units:**

- Unit 1: Hospitality Essentials
- Unit 2: Hospitality Operations
- Unit 3: Hospitality Industry
- Unit 4: Hospitality Management
- Independent Study

## **Goals:**

Goals are statements of intended student outcomes and should enable students to:

- analyse problems or challenges to determine needs for solutions or products
- apply the process of design (investigate, design, plan, manage, create, evaluate solutions)
- use critical and creative thinking to design innovative solutions
- produce or create solutions or products to address a need, problem or challenge
- evaluate and use technologies in a range of contexts
- demonstrate problem solving skills
- communicate to different audiences using a range of methods
- engage confidently with and responsibly select and manipulate appropriate technologies – materials, data, systems, tools and equipment.

## **Assessment:**

Tertiary - Practical (30-40%); Design and Research Task (25-35%); Essay (25-35%); Exam (25-35%)  
Accredited - Practical (40-60%); Design Brief (20-30%); Research Task (20-30%)

# Design for Textiles & Interior

**Tertiary Vocational or Accredited Vocational (Minor, Major)**

The Design for Textiles & Interior Course encompasses the use of textiles concepts within a range of contexts including interior and fashion focusing on design for aesthetics, purpose, for the future and design communication. Students will use design thinking to research and analyse client briefs to develop their creative potentials by planning, experimenting and constructing products that utilise a range of textile mediums.

Students have an opportunity undertake the MST20722 Certificate II in Applied Fashion Design and Technology as part of this course (Scope for new qualification waiting on ASQA approval).

Through collaborative classes, students are provided with the opportunity to discover innovative and creative processes while developing skills and knowledge in computer-aided and hand-crafted textile design. Students learn how to research and develop original and speculative responses to design ideas and gain the knowledge and skills to transfer these concepts into designs and, ultimately, into a finished product.

This course encourages students to connect with professionals and develop skills for their future careers. Students develop a deeper understanding of the commercial aspects of the industry and create professional e-portfolios that can be presented at an interview for admission for future studies in this area. Past students have utilised the skills and knowledge gained in this course to study Design at tertiary institutions such as the Australian National University-School of Arts, Whitehouse Institute of Design and Canberra Institute of Technology.

## **Units:**

The following units will form the basis of this course:

- Design Aesthetics
- Design for Purpose
- Design for Future
- Design Communication
- Negotiated Unit

## **Goals:**

Goals are statements of intended student outcomes and should enable students to demonstrate:

- analyse problems or challenges to determine needs for solutions or products
- apply the process of design (investigate, design, plan, manage, create, evaluate solutions)
- use critical and creative thinking to design innovative solutions
- produce or create solutions or products to address a need, problem or challenge
- evaluate and use technologies in a range of contexts
- demonstrate problem solving skills
- communicate to different audiences using a range of methods
- engage confidently with and responsibly select and manipulate appropriate technologies – materials, data, systems, tools and equipment

## **Assessment:**

Tertiary - Design Process (40-60%); Design Solutions (40-60%)

Accredited - Design Process (30-70%); Design Solutions (30-70%)





# Social & Community Work

## Tertiary Vocational or Accredited Vocational (Minor, Major)

In Social and Community Work, students explore the ways in which individuals and communities are shaped and operate. Social and Community Work is designed to equip students with a capacity to contribute to the field of social and community work and community volunteering in a contemporary society characterised by rapid change.

The skills, knowledge and understanding developed in Social and Community Work provide a strong foundation for further study in social and community work at CIT, TAFE, or university. Undertaking the VET pathway to achieve a CHC22015 Certificate II in Community Services through this course will provide a nationally recognised qualification to work or further study. This supports student access to meaningful and fulfilling employment in a range of growing sectors, such as social work, aged care, disability, children's services and community development. This course will be of interest to students who enjoy working with people and who aspire to work in organisations that empower others.

### Units:

The following units will form the basis for this course:

- Community Organisations
- Societies and Communities
- Children and Young People
- Contemporary Ageing

Students who successfully complete all competencies may gain a Certificate II in Community Services.

### Goals

All courses based on this Course Framework should enable students to:

- compare and contrast theories, concepts, and principles
- critically analyse concepts, principles, ideas, and change
- synthesise different interpretations, representations, and perspectives
- evaluate significance of information, processes, and concepts
- apply critical and creative thinking skills
- reflect on own thinking and learning
- communicate creatively and critically in a range of modes for a variety of purposes.

### Assessment:

Tertiary - Research/Critical Analysis (30-40%); Essay (30-40%); Exam (30-40%)

Accredited - Research/Analysis (30-40%); Communication Journal/Report (30-40%); Exam (30-40%)





# Humanities and Social Sciences





# Accounting

## Tertiary or Accredited (Minor, Major)

The study of accounting is about learning the process of framing questions to acquire, record, analyse, interpret, and present information relevant to organisational planning and management. In doing so, students develop their knowledge and understanding of traditional processes and innovations in accounting conventions, principles, and applications. Students develop the skills to frame questions and to engage in investigations to generate solutions to organisational problems. They will research and synthesize information to present accurate reports and well-reasoned recommendations. Students will engage with regulatory, ethical and sustainability issues as central to inquiries and recommendations.

Students develop familiarity with standard accounting software, including Excel or Sheets. In addition, they become familiar with data analytics processes and develop their IT capacity. In reporting data, they become skilled at using software in visualising data and presenting information in clear, engaging, and coherent forms. Students develop the capacity to work through problems and create solutions individually and collaboratively. They refine their communication skills for working in groups to negotiate work plans and agree on conclusions and recommendations.

Students further refine communication skills by writing and presenting reports to persuade stakeholders to adopt their positions. They reflect on their learning and learning habits and explore ways to improve. The study of accounting enables students to develop their knowledge, understanding and skills to enhance the well-being of all citizens locally, nationally, and globally. Accounting provides a continuity with many pathways into tertiary and industry studies.

### Units:

The following units will form the basis of this course:

- Financial Accounting
- Advanced Financial Accounting
- Management Accounting
- Contemporary Accounting
- Independent Study



### Goals:

Goals are statements of intended student outcomes and should enable students to:

- explain commerce concepts, theories, processes, and structures and apply to case studies
- critically analyse applications and examples of commerce ideas in policies, organisations, and people's lives
- critically analyse commerce at a local, national, and global level
- evaluate the effectiveness of applications of commerce ideas for the generation of wealth and the alleviation of poverty
- evaluate the influence of historical, political, and cultural contexts on commerce concepts, theories, and their application
- critically analyse ethical arguments in commerce
- critically analyse the sustainability of commerce solutions and decisions
- critically analyse data using financial literacy to solve problems in commerce
- apply commerce skills to practical problems
- create innovative solutions to solve problems in commerce
- synthesise perspectives, ideas, evidence, and conclusions to develop convincing arguments, judgements, and recommendations
- communicate accurately in a range of modes and mediums for specific purposes and audiences
- develop collaborative work skills for commerce contexts
- reflect on learning and skills to develop strategies for improvement

### Assessment:

Tests (40-50%); Research, Investigation and Analysis (20-30%); Open Response (20-30%)

# Business Services

## Accredited Vocational (Minor, Major)

This course is designed to cater for students in Years 11 and 12 who wish to develop skills that are transferable to an office work environment. Students will develop a comprehensive understanding of the principles of office management, administrative support, and customer service. Through an immersive simulated office environment and vocational placements, students will learn how to communicate effectively, manage projects, and collaborate with others to achieve success in a professional setting. Through hands-on projects and practical assignments, students will develop competencies and skills in time management, organization, and problem-solving, all of which are essential for success in the workplace.

Students can expect competencies achieved to be recognised by industry and other providers. The course therefore provides a pathway to employment in this field. Students have the opportunity to earn a Statement of Attainment in particular competencies or a BSB20120 Certificate II in Workplace Skills/BSB30120 Certificate III in Business. Vocational competencies cannot be modified.

### Units:

The following units will form the basis of this course:

- Information Management
- Workplace Practices
- Relationship Development
- Project Management
- Independent Study

### Goals:

Goals are statements of intended student outcomes and should enable students to:

- analyse industry practices, processes, and procedures
- analyse technical information and specifications
- understand materials and equipment
- demonstrate industry specific literacy and numeracy skills
- solve problems and use industry specific terminology
- organise resources and material to create quality products and services
- work independently and collaboratively in accordance with WHS principles and industry standards
- communicate in a range of modes and mediums.

### Assessment:

Theory (30-40%); Practical (60-70%)

### ICT Requirements:

The device students bring must be able to run the full Microsoft Office Suite with Microsoft Access.

Note: Students studying this course at a modified level have the opportunity to achieve a Statement of Attainment or a Certificate I in Workplace Skills, dependent upon approval from the Australian Skills Quality Authority.



# Business Studies

Tertiary or Accredited (Minor, Major)

Business Studies is a study of factors that are relevant to the business environment for employees, employers, consumers and those dealing with business. This course is designed to develop knowledge and skills associated with the ever-changing business world, be it local or global, in the context of a pluralistic society. By studying Business, students enrich their understanding of how businesses operate, the challenges and responsibilities of business, and the broad ethical and social consequences of business decisions. They become aware of the value of resources and the conflict of interest that may occur between the goals of business and an ever-increasing concern for the global ecosystem. Students are challenged to think critically, become independent learners and develop problem solving skills.



This course supports the development of a range of skills including business acumen, enterprise and literacy competence with emphasis on the language of business. Students are introduced to business technology and develop a working knowledge of application programs used in the business environment. The skills and attitudes gained in this course will prepare students for a variety of entry points to employment including continuing study at a tertiary level as well as employee and employer roles.

## Units:

The following units will form the basis of this course:

- Business Opportunities
- Business Marketing
- Leading a Business
- Business Finance and Planning
- Independent Study

## Goals:

Goals are statements of intended student outcomes and should enable students to:

- explain commerce concepts, theories, processes, and structures and apply to case studies
- critically analyse applications and examples of commerce ideas in policies, organisations, and people's lives
- critically analyse commerce at a local, national, and global level
- evaluate the effectiveness of applications of commerce ideas for the generation of wealth and the alleviation of poverty
- evaluate the influence of historical, political, and cultural contexts on commerce concepts, theories, and their application
- critically analyse ethical arguments in commerce
- critically analyse the sustainability of commerce solutions and decisions
- critically analyse data using financial literacy to solve problems in commerce
- apply commerce skills to practical problems
- create innovative solutions to solve problems in commerce
- synthesise perspectives, ideas, evidence, and conclusions to develop convincing arguments, judgements, and recommendations
- communicate accurately in a range of modes and mediums for specific purposes and audiences
- develop collaborative work skills for commerce contexts
- reflect on learning and skills to develop strategies for improvement.

## Assessment:

Tests (40-50%); Research, Investigation and Analysis (20-30%); Open Response (20-30%)

# Economics

## Tertiary (Minor, Major)

Economics is the study of how individuals, groups and societies use limited resources to satisfy unlimited wants. In studying Economics, an analysis is made of human well-being and efforts to maintain and improve that well-being. Every day, as consumers and workers, we are affected by economic forces in some way - through our own decisions or the decisions of others, through government economic policy or through the focus by the media on economic issues. With Economics, students will learn about macro and microeconomic theories, as well as key economic policies and their impacts on society.

Through practical case studies and real-world examples, Economics provides students with skills in research, analysis and rational debate, judgement and decision making. By enhancing the ability of students to understand and effectively participate in modern society, the subject of Economics makes a valuable contribution to the general education of students. It also provides a solid foundation for the study of humanities and other subjects at a tertiary level.

### Units:

A selection of the following units will form the basis of the course:

- Microeconomic Foundations
- Debates in Microeconomics
- Macroeconomic Foundations
- Debates in Macroeconomics
- Independent Study

### Goals:

Goals are statements of intended student outcomes and should enable students to:

- explain commerce concepts, theories, processes, and structures and apply to case studies
- critically analyse applications and examples of commerce ideas in policies, organisations, and people's lives
- critically analyse commerce at a local, national, and global level
- evaluate the effectiveness of applications of commerce ideas for the generation of wealth and the alleviation of poverty
- evaluate the influence of historical, political, and cultural contexts on commerce concepts, theories, and their application
- critically analyse ethical arguments in commerce
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- apply commerce skills to practical problems
- create innovative solutions to solve problems in commerce
- synthesise perspectives, ideas, evidence, and conclusions to develop convincing arguments, judgements, and recommendations
- communicate accurately in a range of modes and mediums for specific purposes and audiences
- develop collaborative work skills for commerce contexts
- reflect on learning and skills to develop strategies for improvement.



### Assessment:

Tests (40-50%); Research, Investigation and Analysis (20-30%); Open Response (20-30%)

# Geography

Tertiary or Accredited (Minor, Major)

Geography is concerned with the investigation and understanding of place, patterns and processes within our natural and human environments. Geography examines how individual and group perceptions, values and actions influence decision making and how environments can be managed in order to redress social inequalities and ensure future well-being for all.

Geography draws on students' curiosity about the diversity of the world's places and their peoples, cultures and environments. It enables students to appreciate the complexity of our world and the diversity of its environments, economies and cultures. Students can use this knowledge to promote a more sustainable way of life and awareness of social and spatial inequalities.



In the senior secondary years, Australian Curriculum Geography provides a structured, disciplinary framework to investigate and analyse a range of challenges including rapid change in biophysical environments, the sustainability of places, dealing with environmental risks and the consequences of international integration.

Geography provides a unique and comprehensive perspective on the world, making it an essential subject for anyone looking to understand the global challenges we face today. Additionally, if students are interested in pursuing a career in environmental management, urban planning, international development, or any other field, geography will provide them with the knowledge and skills they need to make a positive impact on the world.

## Units:

- Natural and Ecological Hazards
- Sustainable Places
- Land Cover Transformations
- Global Transformations

## Goals:

Goals are statements of intended student outcomes and should enable students to:

- Acquire knowledge and understanding of natural and human environments
- Understand and apply spatial concepts of location; scale, distance, distribution, region, movement
- Research, analyse, evaluate and synthesise information from a variety of sources
- Apply the essential skills and techniques of geographic enquiry in various learning settings
- Acquire and use essential skills in field work investigations
- Communicate information effectively and as appropriate to the task and audience
- Develop a values approach to the study of process and issues to develop a geographical perspective

## Assessment:

Practical (0-50%); Fieldwork (0-50%); Written (0-50%); Oral (0-50%); Visual (0-50%); Tests (0-50%)



# Global Studies

## Tertiary or Accredited (Minor, Major)

Global Studies is designed for students who seek to cover a range of HASS subjects without specialising in one area. It provides students with an interdisciplinary perspective of global issues including the study of politics, philosophy, economics, social and cultural relationships of the world and international conflict.

The course content encourages global perspective and provides students with the background to study other cultures in relation to their own, including concepts of identity and belonging. This interdisciplinary course explores global issues, global communities, global challenges and change.

Globalisation, technological change, environmental, social, economic and political pressures present new and exciting opportunities for Australia and Australians to engage meaningfully with other nations and people. The Global Studies course teaches students to think critically about key global issues and to develop an understanding of international politics, global economic forces, intercultural relationships, international cooperation, and global citizenship.

Studying Global Studies will give students the skills and knowledge necessary to make a real difference in the world. Whether students are interested in pursuing a career in diplomacy, international development, or non-profit work, Global Studies will provide them with the tools you need to succeed.

### Units:

- Global Actors
- Global Processes
- Global Challenges
- Global Opportunities
- Negotiated Study

### Goals:

Goals are statements of intended student outcomes and should enable students to:

- acquire knowledge and understanding of the forces and influences that shape cultures
- appreciate distinctive features of cultures
- explore and critically reflect upon their own values, attitudes and beliefs
- recognise attitudes and values leading to respect for others and social responsibility
- understand the concept of cultural diversity in society
- demonstrate effective research skills
- demonstrate effective communication skills
- recognise and apply perspectives from different disciplines
- develop lateral thinking
- analyse, evaluate and synthesise information effectively

### Assessment:

Practical (0-50%); Fieldwork (0-50%); Written (0-50%); Oral (0-50%); Visual (0-50%); Tests (0-50%)





# History - Ancient

## Tertiary or Accredited (Minor, Major)

The Ancient History Australian Curriculum enables students to journey back in time to explore the magnificent and mysterious civilizations of the past. From the legendary pharaohs of ancient Egypt to the mighty empires of Greece and Rome, students will gain a deep understanding of the people, cultures, and events that shaped our world by examining the foundations of human civilization. The ancient period, as defined in this curriculum, extends from the development of early human communities to the end of late antiquity AD 650, with a particular focus on the ancient societies of Europe, the Near East and Asia.

Ancient History stimulates students' curiosity and imagination and enriches their appreciation of humanity and the value of the ancient past. It shows how the world and its people have changed, as well as the significant legacies that exist into the present. The study of ancient civilisations illustrates the development of some of the distinctive features of contemporary societies for example social organisation, systems of law, governance and religion. Ancient History is also concerned with the possible motivations, and actions of individuals and groups, and how they shaped the political, social and cultural landscapes of the ancient world. Whether students are interested in pursuing a career in academia, law, or any other field, Ancient History will provide them with the critical thinking and analytical skills necessary for success.

### Units:

- Investigating the Ancient Worlds
- Ancient Societies
- People Power and Authority
- Reconstruct the Ancient World

### Goals:

Goals are statements of intended student outcomes and should enable students to:

- Recognise recurring or unifying themes in the subject matter of history
- Critically examine a diversity of voices about the past
- Think analytically, critically and creatively
- Argue and communicate according to the conventions of the discipline
- Demonstrate knowledge, awareness and understanding of some significant people, places and events of the past
- Demonstrate a comprehension of change, continuity, diversity, unity, chance and chaos as factors in history
- Demonstrate skills necessary in solving problems of evidence, acknowledging sources and achieving independence in researching

### Assessment:

Accredited - Historical Investigation/Depth Study (20-40%); Document Study/Source Analysis (20-30%); Empathetic/Critical Response (30-60%)

Tertiary - Historical Investigation/Depth Study (30-50%); Document Study/Source Analysis (30-40%); Empathetic/Critical Response (20-40%)



# History - Modern

## Tertiary or Accredited (Minor, Major)

From the tumultuous days of the industrial revolution to the world wars that changed the course of history, the Modern History Australian curriculum enables students to study the social, economic, and political forces that have shaped the world today.

While the focus is on the 20th century, the curriculum refers back to formative changes from the late 18th century onwards and encourages students to make connections with the changing world of the 21st century. Modern History enhances students' curiosity and imagination and their appreciation of larger themes, individuals, movements, events and ideas that have shaped the contemporary world. The themes that run through the units include: local, national and global conflicts and their resolution; the rise of nationalism and its consequences; the decline of imperialism and the process of decolonisation; the continuing struggle for the recognition of human rights; the transformation of social and economic life; the regional shifts in power and the rise of Asia; and the changing nature and influence of ideologies.

### Units:

- Understanding the Modern World
- Change in the 20th Century
- Modern Nations in the 20th Century
- The Modern World since 1945

### Goals:

Goals are statements of intended student outcomes and should enable students to:

- Recognise recurring or unifying themes in the subject matter of history
- Critically examine a diversity of voices about the past
- Think analytically, critically and creatively
- Argue and communicate according to the conventions of the discipline
- Demonstrate knowledge, awareness and understanding of some significant people, places and events of the past
- Demonstrate a comprehension of change, continuity, diversity, unity, chance and chaos as factors in history
- Demonstrate skills necessary in solving problems of evidence, acknowledging sources and achieving independence in researching

### Assessment:

Accredited:

Historical Investigation/Depth Study (20-40%);  
Document Study/Source Analysis (20-30%);  
Empathetic/Critical Response (30-60%)

Tertiary:

Historical Investigation/Depth Study (30-50%);  
Document Study/Source Analysis (30-40%);  
Empathetic/Critical Response (20-40%)



# Legal Studies

Tertiary or Accredited (Minor, Major)



Legal Studies aims to provide students with an understanding of the basic structure, operation and function of the Australian legal system. It allows students to reason logically and objectively when examining legal issues. Legal Studies acts to de-mystify the law, which is important in empowering students to be active in dealing with the law in their lives. It enables students to understand the relevance of the law as both emerging from and having influence upon society.

Legal Studies develops in students a capacity to exercise judgement in matters of morality, ethics and social justice. It offers students the opportunity to develop the knowledge, skills, attitudes and values which will enable them to participate as active and informed citizens in a pluralistic and democratic society within an international context.

## Units:

A selection of the following units will form the basis of the course:

- Crime and Justice
- Civil law
- Contemporary Issues and the Law
- International Law
- Independent Study

## Goals:

Goals are statements of intended student outcomes and should enable students to:

- compare and contrast theories, concepts, and principles
- critically analyse concepts, principles, ideas, and change
- synthesise different interpretations, representations, and perspectives
- evaluate significance of information, processes, and concepts
- apply critical and creative thinking skills
- reflect on own thinking and learning
- communicate creatively and critically in a range of modes for a variety of purposes.

## Assessment:

Test (40-60%); Written (20-40%); Open Response (20-40%)

# Psychology

## Tertiary or Accredited (Minor, Major)

The study of Psychology provides a comprehensive understanding of individuals, families and communities. Psychology explores common human experiences both across and within cultures. It promotes objective thinking and evidence based research, drawing on various methods of enquiry as the basis for exploring, understanding and interpreting human behaviour.

Students undertaking this area of study will develop skills in analytical and critical thinking and learn to question and challenge assumptions about human behaviour. The study of this discipline is highly relevant to further studies in the health professions, education, human resources, social sciences, sales, media, community services, marketing and management and aims to provide an understanding of human behaviour.

This course will provide the knowledge and skills central to living and working effectively in the community. The units studied will provide students with opportunities to be involved actively in the articulation and clarification of attitudes, values and beliefs and to apply principles to real life situations. Understanding human behaviour facilitates development of the self as well as more effective participation in the everchanging social context. The knowledge and skills acquired are relevant to employment, particularly in the human resources area, and to many post-secondary courses..

### Units:

A selection of the following units will form the basis of the course:

- Self and Identity
- Normality and Abnormality
- Independent Study
- Cognition and Emotions
- Groups and Society

### Goals:

Goals are statements of intended student outcomes and should enable students to:

- interpret human behaviour as an outcome of influences and interactions
- think analytically, critically, practically and creatively
- question their assumptions and to reflect on their understandings and ideas about social relations
- understand the ethical dimensions of investigations, designs and practice
- demonstrate respect for individual differences, including social and cultural diversity through developing social skills and values and awareness
- develop skills for working with people
- demonstrate knowledge of methods of inquiry according to the scientific conventions of the discipline



### Assessment:

Research Assignment (0-50%); Test/Exam (0-50%); Response to Stimulus (0-50%)



# Sociology

## Tertiary or Accredited (Minor, Major)

The study of Sociology provides a comprehensive understanding of individuals, families and communities. Sociology explores common human experiences both across and within cultures. It promotes objective thinking and evidence-based research, drawing on various methods of enquiry as the basis for exploring, understanding and interpreting human behaviour. This course will provide the knowledge and skills central to living and working effectively in the community.

On a broader scale, knowledge from Sociology can be applied to society as a whole, helping us understand how groups function within different contexts and how this is influenced by culture, shaping people's values, attitudes and beliefs. Such knowledge has the potential to empower and enhance individual abilities and facilitate awareness of the human condition, along with tolerance and respect for others.

Sociology examines psychological, social and cultural factors that influence individuals, groups and institutions within society, their dynamics and inter-relationships. Courses in Sociology provide students with opportunities to be involved actively in the articulation and clarification of attitudes, values and beliefs and to apply principles to real life situations. Understanding human behaviour facilitates development of the self as well as more effective participation in the everchanging social context. The knowledge and skills acquired are relevant to employment, particularly in the human resources area, and to many post-secondary courses.

### Units:

A selection of the following units will form the basis of the course:

- Constructing Identity
- Understanding Difference
- Applying Sociology
- Structure and Agency
- Independent Study

### Goals:

Goals are statements of intended student outcomes and should enable students to:

- interpret human behaviour as an outcome of influences and interactions
- think analytically, critically, practically and creatively
- question their assumptions and to reflect on their understandings and ideas about social relations
- understand the ethical dimensions of investigations, designs and practice
- demonstrate respect for individual differences, including social and cultural diversity through
- developing social skills and values and awareness
- develop skills for working with people
- demonstrate knowledge of methods of inquiry according to the scientific conventions of the discipline

### Assessment:

Research Assignment (0-50%); Test/Exam (0-50%); Response to Stimulus (0-50%)





# Industrial Design & Technology

# Construction Pathways

## Accredited Vocational (Minor, Major)

This course is intended to meet the needs of students who have a general interest in industry trades/technology as well as those intending to choose a career pathway into the traditional trades and related service industries. Students have the opportunity to earn a CPC20220 Certificate II in Construction Pathways dependent on their successful completion of all required competencies.

**Units:**

- Industry Practices
- Construction Processes
- Innovations in Construction
- Construction Project

**Goals:**

This course should enable students to:

- Analyse industry practices, processes and procedures
- Analyse technical information and specifications
- Understand materials and equipment
- Demonstrate industry specific literacy and numeracy skills
- Solve problems and use industry specific terminology
- Organise resources and material to create quality products and services
- Work independently and collaboratively in accordance with WHS principles and industry standards
- Communicate in a range of modes and mediums.

**Assessment:**

Practical Application (60-70%); Theory (30-40%)





# Engineering Studies

Tertiary or Accredited (Minor, Major)



Engineering Studies introduces students to engineering principles and systems, and is based on finding solutions to real-world problems. In this interdisciplinary course, students apply engineering processes, understand underpinning scientific and mathematical principles, develop engineering technology skills and explore the interrelationships between engineering and society. They rely strongly on their creativity, critical thinking and problem solving skills to turn ideas into reality and to develop solutions to problems.

The course focuses on understanding the engineering design process, to develop products, systems and processes. Students are required to undertake a variety of engineering design challenges which include activities such as testing of materials, formulation of problems, analysis of engineering solutions, modelling solutions and prototyping.

## Units:

- Engineering Systems
- Engineering Processes and Concepts
- Applied Engineering
- Future Challenges and Innovations

## Goals:

This course should enable students to:

- Analyse problems or challenges to determine needs for solutions or products
- Apply the process of design (investigate, design, plan, manage, create, evaluate solutions)
- Use critical and creative thinking to design innovative solutions
- Produce or create solutions or products to address a need, problem or challenge
- Evaluate and use technologies in a range of contexts
- Demonstrate problem solving skills
- Communicate to different audiences using a range of methods
- Engage confidently with and responsibly select and manipulate appropriate technologies – materials, data, systems, tools and equipment.

## Assessment:

Tertiary - Design Process (40-60%); Design Solutions/Practical Work (40-60%)

Accredited - Design Process (30-70%); Design Solutions/Practical Work (30-70%)

# Furniture Making Pathways

## Accredited Vocational (Minor, Major)

Furniture Making develops the knowledge, understanding and skills that underpin the furniture making and cabinet making industry. Students investigate the processes and practices that are required in the production of furniture and cabinets, utilizing existing and new technologies to best place them for future opportunities within the industry.

Students have an opportunity undertake an MSF10113 Certificate I Furnishing as part of this course.

In this course, students will explore design briefs that allow them to have freedom and independence to create their own unique design solution. Students will achieve this through the use of CAD software, materials such as steel, resin and various timber species and the use of industry standard machinery such as CNC routers.

**Units:**

- Tools and components
- Furniture Making
- Cabinet Making
- Materials and Design

**Goals:**

Goals are statements of intended student outcomes. This course should enable students to:

- Analyse industry practices, processes and procedures
- Analyse technical information and specifications
- Understand materials and equipment
- Demonstrate industry specific literacy and numeracy skills
- Solve problems and use industry specific terminology
- Organise resources and material to create quality products and services
- Work independently and collaboratively in accordance with WHS principles and industry standards
- Communicate in a range of modes and mediums.

**Assessment:**

Practical Application (60-70%); Theory (30-40%)



# Industrial Design

Tertiary or Accredited (Minor, Major)

Industrial Design will allow students to gain an understanding of how the selection and use of technologies contributes to a sustainable and improved future. Students studying this course will learn about the design process and its application.

Students will have opportunities to use design thinking and apply creativity through various mediums. Students will learn to use various Computer Aided Design (CAD) applications to produce design solutions. Students will consider and use global perspectives, identify ethical issues related to the technologies in relevant industries and the sustainability of solutions as they manage projects from beginning to end.

**Units:**

- Product Design
- Town Planning and Urban Design
- Innovation and Design
- Architectural Design

**Goals:**

Goals are statements of intended student outcomes and should enable students to:

- Analyse problems or challenges to determine needs for solutions or products
- Apply the process of design (investigate, design, plan, manage, create, evaluate solutions)
- Use critical and creative thinking to design innovative solutions
- Produce or create solutions or products to address a need, problem or challenge
- Evaluate and use technologies in a range of contexts
- Demonstrate problem solving skills
- Communicate to different audiences using a range of methods
- Engage confidently with and responsibly select and manipulate appropriate technologies – materials, data, systems, tools and equipment.

**Assessment:**

Tertiary - Design Process (40-60%); Design Solutions/Practical Work (40-60%)

Accredited - Design Process (30-70%); Design Solutions/Practical Work (30-70%)



# Languages



# French

## Beginning or Continuing Tertiary (Minor, Major)

The ability to communicate in a second language is becoming increasingly important in modern society. French is a predominant language in many countries, including some of Australia's closest neighbours; it is also one of the most widely learned languages in the world. A knowledge of French, in addition to another qualification, will enhance job prospects in many areas, notably in international relations, the trade, retail and hospitality industries.

Modern Languages courses are offered at a beginning level or continuing level for senior students. The Beginning French course will help students to learn French language and about the culture, while enriching understanding of their own language. Beginning French is intended for students who have no or little previous study of French.

Continuing French offers students a greater understanding of the language, culture and country. It encourages learners to refine and extend their linguistic and cultural skills and therefore their abilities in written and verbal communication, organisation and creativity. Continuing French is intended for students who have previously studied French to a Year 10 level or equivalent.

### Units:

- The Individual
- The Changing World
- Society and Community
- Diverse Perspectives

### Goals:

Goals are statements of intended student outcomes and should enable students to:

- Establish and maintain interpersonal communication
- Exchange and explore information and ideas from spoken, written and visual texts, in a variety of modes
- Respond creatively and/or critically to a variety of text types
- Demonstrate, through the use of the Language, an understanding of the culture of the target language community appropriate to the level of study
- Communicate in increasingly complex linguistic and cultural contexts showing strong control over linguistic elements and an awareness of audience and purpose
- Develop independent, problem solving and collaborative learning skills

### Assessment:

Inquiry task (40%); Writing Task (25-35%); Responding task 25-35%





# Italian

## Beginning or Continuing Tertiary (Minor, Major)

The study of language widens horizons, broadens cognitive and cultural experience and encourages effective communication and intercultural experiences. It promotes and extends the learner's understanding of themselves, their heritage, values, culture and identity.

Italian is a language of world importance, useful both for travel and business, which also helps students to better understand their own language and literature.

Modern Languages courses are offered at a beginning level or continuing level for senior students. The Beginning Italian course is intended for students who have not previously studied Italian. Students enrolling in Continuing Italian have completed some form of study in high school, or equivalent, and may have had in-country experience.

The Continuing course offers students a greater understanding of the language, culture and country. It encourages learners to refine and extend their linguistic and cultural skills and therefore their abilities in written and verbal communication, organisation and creativity. It provides further opportunities for learners and may be beneficial in fields such as tourism, music, design, architecture, teaching, technology, science and commerce.

### Units:

- The Individual
- The Changing World
- Society and Community
- Diverse Perspectives

### Goals:

Goals are statements of intended student outcomes and should enable students to:

- Establish and maintain interpersonal communication
- Exchange and explore information and ideas from spoken, written and visual texts, in a variety of modes
- Respond creatively and/or critically to a variety of text types
- Demonstrate, through the use of the Language, an understanding of the culture of the target language community appropriate to the level of study
- Communicate in increasingly complex linguistic and cultural contexts showing strong control over linguistic elements and an awareness of audience and purpose
- Develop independent, problem solving and collaborative learning skills
- Develop competence in the use of appropriate technology

### Assessment:

Inquiry task (40%); Writing Task (25-35%); Responding task 25-35%



# Japanese

## Beginning or Continuing Tertiary (Minor, Major)

The importance of Australia as a trading partner and tourist destination for Japanese people has resulted in a great need for Japanese speakers in this country. This course will help students to learn about Japanese culture, while also giving them a better understanding their own language and literature. A knowledge of Japanese, in addition to a business qualification, will enhance job prospects in many areas, notably the trade, retail and hospitality industries.

Modern Languages courses are offered at a beginning level or continuing level for senior students. Beginning Japanese is intended for students who have not previously studied Japanese, while Continuing Japanese is intended for students who have previously studied Japanese to a Year 10 level or equivalent.

### Units:

- The Individual
- The Changing World
- Society and Community
- Diverse Perspectives

### Goals:

Goals are statements of intended student outcomes and should enable students to:

- Establish and maintain interpersonal communication
- Exchange and explore information and ideas from spoken, written and visual texts, in a variety of modes
- Respond creatively and/or critically to a variety of text types
- Demonstrate, through the use of the Language, an understanding of the culture of the target language community appropriate to the level of study
- Communicate in increasingly complex linguistic and cultural contexts showing strong control over linguistic elements and an awareness of audience and purpose
- Develop independent, problem solving and collaborative learning skills
- Develop competence in the use of appropriate technology

### Assessment:

Inquiry task (40%); Writing Task (25-35%); Responding task 25-35%



# Mathematics



# Specialist Mathematics

Tertiary (Minor, Major, Major/Minor, Double Major)

Specialist Mathematics provides opportunities, beyond those presented in Specialist Methods, to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. Specialist Mathematics contains topics in functions and calculus that build on and deepen the ideas presented in Specialist Methods as well as demonstrate their application in many areas. Specialist Mathematics also extends understanding and knowledge of probability and statistics and introduces the topics of vectors, complex numbers and matrices. Specialist Mathematics is the only mathematics subject that cannot be taken as a stand-alone subject. This course is to be studied in conjunction with the Specialist Methods course.

This T course is designed for students who intend subsequent tertiary study in quantitative disciplines requiring a strong, deep understanding of mathematics, such as mathematical studies, actuarial studies, physical sciences, engineering, computer sciences, and economics.

Students enrolling in this course should demonstrate an excellent grasp of Year 10 Mathematics at the Advanced Level. **Please note that this is a challenging course.**

## Units:

- Unit 1: Combinatorics; Vectors in the plane; Geometry
- Unit 2: Trigonometry; Matrices; Real and complex numbers
- Unit 3: Complex numbers; Functions and sketching graphs; Vectors in three dimensions
- Unit 4: Integration and applications of integration; Rates of change and differential equations; Statistical inference

## Goals:

Specialist Mathematics aims to develop students':

- understanding of concepts and techniques drawn from combinatorics, geometry, trigonometry, complex numbers, vectors, matrices, calculus and statistics
- ability to solve applied problems using concepts and techniques drawn from combinatorics, geometry, trigonometry, complex numbers, vectors, matrices, calculus and statistics
- capacity to choose and use technology appropriately
- reasoning in mathematical and statistical contexts and interpretation of mathematical and statistical information, including ascertaining the reasonableness of solutions to problems
- capacity to communicate in a concise and systematic manner using appropriate mathematical and statistical language
- ability to construct proofs



## Assessment:

Tasks may include tests, exams, investigations, problem solving, modeling, journals, portfolios (No task to be weighted more than 50% for a standard 1.0 unit).



# Specialist Methods

Tertiary (Minor, Major, Major/Minor, Double Major)

Specialist Methods focuses on the development of the use of calculus and statistical analysis. The study of calculus in Specialist Methods provides a basis for an understanding of the physical world involving rates of change, and includes the use of functions, their derivatives and integrals, and in modelling physical processes. The study of statistics in Specialist Methods develops the ability to describe and analyse phenomena involving uncertainty and variation. The topics of this course broaden students' mathematical experience and provide different scenarios for incorporating mathematical arguments and problem solving. The units provide a blending of algebraic and geometric thinking. In this subject there is a progression of content, applications, level of sophistication and abstraction. The probability and statistics topics lead to an introduction to statistical inference.



This T course is designed for students who intend subsequent tertiary study in disciplines in which a deep understanding of mathematics is required such as mathematical studies, physical sciences, engineering, computer sciences, economics.

**Students enrolling in this course should demonstrate a strong grasp of Year 10 Mathematics at the Advanced Level.**

## Units:

- Unit 1: Functions and graphs; Trigonometric functions; Counting and Probability
- Unit 2: Exponential functions; Arithmetic and geometric sequences and series; Introduction to differential calculus
- Unit 3: The logarithmic function; Further differentiation and applications; Integrals
- Unit 4: Simple linear regression; Discrete random variables; Continuous random variables and the normal distribution; Interval estimates for proportions

## Goals:

Specialist Methods aims to develop students':

- understanding of concepts and techniques drawn from algebra, the study of functions, calculus, probability and statistics
- ability to solve applied problems using concepts and techniques drawn from algebra, functions, calculus, probability and statistics
- reasoning in mathematical and statistical contexts and interpretation of mathematical and statistical information including ascertaining the reasonableness of solutions to problems
- capacity to communicate in a concise and systematic manner using appropriate mathematical and statistical language
- capacity to choose and use technology appropriately and efficiently

## Assessment:

Tasks may include tests, exams, investigations, problem solving, modeling, journals, portfolios (No task to be weighted more than 50% for a standard 1.0 unit).



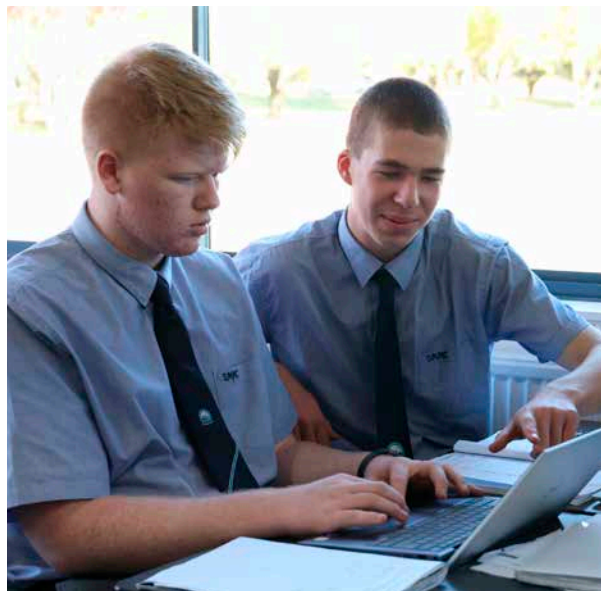
# Mathematical Methods

## Tertiary (Minor, Major)

Mathematical Methods focuses on the use of calculus and statistical analysis. The study of calculus provides a basis for understanding rates of change in the physical world, and includes the use of functions, their derivatives and integrals, in modelling physical processes. The study of statistics develops students' ability to describe and analyse phenomena that involve uncertainty and variation.

This T course is designed for students who intend subsequent tertiary study in disciplines in which a sound and broad knowledge of mathematics is required, such as the behavioural sciences, the social sciences, applied sciences, business.

**Students enrolling in this course should have demonstrated success in Year 10 Mathematics at an Advanced Level.**



### Units:

Mathematical Methods is organised into four units:

- Unit 1: Functions and graphs; Trigonometric functions; Counting and Probability
- Unit 2: Exponential functions; Arithmetic and geometric sequences and series; Introduction to differential calculus
- Unit 3: Further differentiation and applications; Integrals; Discrete random variables
- Unit 4: The logarithmic function; Continuous random variables and the normal distribution; Interval estimates for proportions

### Goals:

Mathematical Methods aims to develop students':

- understanding of concepts and techniques drawn from algebra, the study of functions, calculus, probability and statistics
- ability to solve applied problems using concepts and techniques drawn from algebra, functions, calculus, probability and statistics
- reasoning in mathematical and statistical contexts and interpretation of mathematical and statistical information including ascertaining the reasonableness of solutions to problems
- capacity to communicate in a concise and systematic manner using appropriate mathematical and statistical language
- capacity to choose and use technology appropriately and efficiently

### Assessment:

Tasks may include tests, exams, investigations, problem solving, modeling, journals, portfolios (No task to be weighted more than 50% for a standard 1.0 unit).

# Mathematical Applications

Tertiary (Minor, Major)

Mathematical Applications focuses on the use of mathematics to solve problems in contexts that involve financial modelling, geometric and trigonometric analysis, graphical and network analysis, and growth and decay in sequences. It also provides opportunities for students to develop systematic strategies based on the statistical investigation process for answering statistical questions that involve analysing univariate and bivariate data, including time series data.

This T course is designed as a suitable preparation for general tertiary entry or for students intending tertiary study in areas where mathematical content is assumed general knowledge.

Students enrolling in this course should have demonstrated success in their studies of Year 10 Mathematics.

## Units:

- Unit 1: Consumer arithmetic; Algebra and matrices; Shape and measurement
- Unit 2: Univariate data analysis and the statistical investigation process; Applications of trigonometry; Linear equations and their graphs
- Unit 3: Bivariate data analysis; Growth and decay in sequences; Graphs and networks
- Unit 4: Time series analysis; Loans, investments and annuities; Networks and decision mathematics

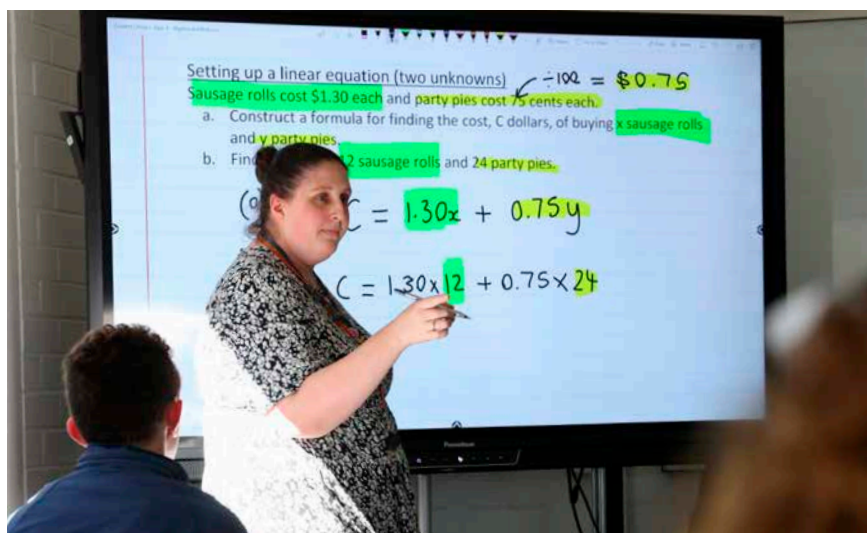
## Goals:

Mathematical Applications aims to develop students':

- understanding of concepts and techniques drawn from the topic areas of number and algebra, geometry and trigonometry, graphs and networks, and statistics
- ability to solve applied problems using concepts and techniques drawn from the topic areas of number and algebra, geometry and trigonometry, graphs and networks, and statistics
- reasoning and interpretive skills in mathematical and statistical contexts
- capacity to communicate the results of a mathematical or statistical problem-solving activity in a concise and systematic manner using appropriate mathematical and statistical language
- capacity to choose and use technology appropriately and efficiently.

## Assessment:

Tasks may include tests, exams, investigations, problem solving, modeling, journals, portfolios (No task to be weighted more than 50% for a standard 1.0 unit).



# Essential Mathematics

Accredited (Minor, Major)



Essential Mathematics focuses on using mathematics effectively, efficiently and critically to make informed decisions. It provides students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning and community settings. This subject provides the opportunity for students to prepare for post-school options of employment and further training.

This is an Accredited Course and therefore **will not** count towards an ATAR.

Students enrolling in this course should have completed Year 10 Mathematics.

## Units:

- Unit 1: Calculations, percentages and rates; Measurement; Algebra; Graphs
- Unit 2: Representing and comparing data; Percentages; Rates and ratios; Time and motion
- Unit 3: Measurement; Scales, plans and models; Graphs; Data collection
- Unit 4: Probability and relative frequencies; Earth geometry and time zones; Loans and interest

## Goals:

Essential Mathematics aims to develop students':

- understanding of concepts and techniques drawn from mathematics and statistics
- ability to solve applied problems using concepts and techniques drawn from mathematics and statistics
- reasoning and interpretive skills in mathematical and statistical contexts
- capacity to communicate in a concise and systematic manner using appropriate mathematical and statistical language
- capacity to choose and use technology appropriately.

## Assessment:

Tasks may include tests, exams, investigations, problem solving, modeling, journals, portfolios (No task to be weighted more than 50% for a standard 1.0 unit).

A full-page photograph of a male dancer in mid-air, performing a dynamic move. He is wearing a white long-sleeved shirt with red accents on the sleeves and black leggings. The background is a dark stage with two bright spotlights at the top and a circular light pool on the floor. The overall mood is dramatic and artistic.

# Performing Arts



# Dance

## Tertiary or Accredited (Minor, Major)

A variety of combinations from the below will form the study pattern for dance

1. Dance Studies
2. Dance Specialised
3. Dance

Whether you want to be a dancer or you dance for fun, senior dance is for you. In dance students work individually and collaboratively to create works for a purpose. The skills they develop can be transferred to the workforce or in artistic endeavors.

In Dance, students develop skills as artists, innovators, leaders, and entrepreneurs by making, performing and interpreting dance performances. They will develop their own creative style through experiencing and studying the innovations and work of others. Each unit will help develop production skills and hone practices to present ideas and projects in ways that engage audiences.

### Units:

A selection of the following units will form the basis of the course:

#### Dance:

- Creativity in Dance
- Communicating Meaning in Dance
- Dance in Context
- Collaboration in Dance
- Independent Study

#### Specialised Dance:

- Innovation in Dance
- Leadership in Dance
- Entrepreneurship in Dance
- Interdisciplinary Inquiry in Dance
- Independent Study

### Goals:

Goals are statements of intended student outcomes. This course should enable students to:

- Critically analyse how meaning is created and interpreted
- Communicate meaning in a range of forms and mediums
- Use inquiry and problem solving to synthesise styles, forms, processes, practices, and theories creatively to produce dance works
- Apply critical and creative thinking skills
- Refine and apply technical skills to create and present meaningful Dance works
- Critically analyse the influence of a diverse range of contexts in Dance
- Reflect on creative processes and own learning
- Apply skills to work safely, ethically, independently, and collaboratively

### Assessment:

Making and Responding: Practical Tasks - Composition and Performance (60%); Analysis (40%)



# Drama

Tertiary or Accredited (Minor, Major, Major/Minor, Double Major)



A variety of combinations from the below will form the study pattern for Drama:

1. Drama Studies
2. Drama Specialised
3. Drama

There is a critical set of skills developed in Drama that is unlike any other subject area. It reflects the nature of the modern workplace. Working collaboratively in teams for an often unknown outcome to set criteria or parameters, Drama actually trains young people to be workforce ready. In a world that increasingly relies on collaboration and creativity, Drama prepares students like no other to meet the challenges of the future. In the words of Oscar Wilde, Drama is "the most immediate way in which a human being can share with another the sense of what it is to be a human being."

The drama course is designed to allow students to explore dramatic works and traditions critically and creatively. You will learn from the dramatic process as well as from finished artistic products. As you develop works and production skills and hone practices, you will explore the collaboration and contribution between actors, directors, playwrights, designers, and technicians.

## Units:

A selection of the following units will form the basis of the course:

Drama:

- Creativity in Drama
- Communication in Drama
- Drama in Context
- Adaptation in Drama
- Independent Study

Specialised Drama:

- Innovation in Drama
- Leadership in Drama
- Entrepreneurship in Drama
- Interdisciplinary Inquiry in Drama
- Independent Study

## Goals:

Goals are statements of intended student outcomes and should enable students to:

- Critically analyse how meaning is created and interpreted
- Communicate meaning in a range of forms and mediums
- Use inquiry and problems solving to synthesise styles, forms, processes, practices, and theories creatively to produce dramatic works
- Apply critical and creative thinking skills
- Refine and apply technical skills to create and present meaningful dramatic works
- Critically analyse the influence of a diverse range of contexts in drama
- Reflect on creative processes and own learning
- Apply skills to work safely, ethically, independently, and collaboratively

## Assessment:

Making and Responding: Practical Tasks (60%); Analysis (40%)

# Music

## Tertiary Vocational or Accredited Vocational (Minor, Major)

A variety of combinations from the below will form the study pattern for Music

1. Studies of Music
2. Music Specialised
3. Music

In Music, students learn about principles, practices and approaches to music making. The study of music enables critical and creative thinking, the development of technical skills, and the opportunity to grow as artists and communicate their perspective on the world. Through listening, performing, composing, presenting and producing, students develop an informed appreciation of music.

Studying Music provides students with a suite of skills and understandings that are valuable to a wide range of further study and careers. Music enables students to become citizens who are better informed about the world around them and who have the critical skills to evaluate and communicate with an increasingly globalised and technology-driven society. It provides a foundation in music knowledge, understanding and skills for those students who wish to pursue further Music related studies. The transferable skills developed by the dynamic and collaborative processes of creativity assist students to follow pathways that engage with the broader community both in the arts and a wide range of professions.

Students studying Music may lead to achievement of a Vocational Certificate - CUA20620 Certificate II in Music.

### Units:

A selection of the following units will form the basis of the course:

- Creativity in Music
- Innovation in Music
- Communicating Meaning in Music
- Music Leadership
- Entrepreneurship in Music
- Interdisciplinary Inquiry in Music
- Music in Context
- Improvisation and Variation in Music
- Negotiated Study




### Goals:

Goals are statements of intended student outcomes and should enable students to:

- critically analyse how meaning is created and interpreted
- communicate meaning in a range of forms and mediums
- use inquiry and problems solving to synthesise styles, forms, processes, practices and theories creatively to produce music works
- apply critical and creative thinking skills
- refine and apply technical skills to create and present meaningful musical works
- critically analyse the influence of a diverse range of contexts in music
- reflect on creative processes and own learning
- apply skills to work safely, ethically, independently and collaboratively.

### Assessment:

Creating (30-40%); Performing (30-40%); Musicology (30-40%)

A photograph of two students, a girl and a boy, standing outdoors in front of green foliage. The girl on the left is wearing a yellow and blue soccer jersey with a large white 'C' on the front and dark blue shorts with 'PEP' and 'ISC' logos. She is holding a white and green soccer ball. The boy on the right is wearing a dark blue long-sleeved shirt with 'ISC' and 'PE PATHWAYS' logos, and a school crest. He is holding a red kangaroo brand oval ball. A large green rectangle with white text is overlaid in the center.

# Physical Education & Health



# Exercise Science

Tertiary or Accredited (Minor, Major)

Exercise Science examines theories of the biological, physiological, biomechanical and psychological, the interrelationship and influences on performance and participation in physical activity. Students develop insights into the science underpinning sports performance and movement. Exercise Science introduces students to specific terminology used to describe physiology, biomechanics, body systems, exercise information products and services. When students undertake practical activities in Exercise Science they gain knowledge through experiential learning.

Exercise Science develops students' ability to think logically, critically and creatively in response to a range of Health and Exercise Science issues, ideas and challenges. Students learn how to critically evaluate evidence related to the learning area and the broad range of associated media messages to creatively generate and explore original alternatives and possibilities.

This course prepares students for further study and provides pathways into careers such as physiotherapy, sport and injury prevention, fitness training and allied health.

## Units:

The following units will form the basis of this course:

- Anatomy and Physiology of the Human Body
- Factors Affecting Performance
- Preparation for Training and Performance
- The Body in Motion

## Goals:

The course is designed to cater for two groups of students:

- Those who intend to proceed to post secondary studies (university or CIT) in the fields of paramedical science, sports medicine, nursing, physiotherapy, occupational therapy, sports training and conditioning, strength and conditioning, human movement, sports nutrition, sports psychology, teaching, community fitness and recreation and other allied areas in applied anatomy and physiology
- Those who may not have vocational aspirations in this field but who have a serious interest in the theory and practice of human movement

## Assessment:

Laboratory (20-40%); Exams (20-40%); Theoretical (30-70%)



# Health and Wellbeing

## Tertiary or Accredited (Minor, Major)

The Health and Wellbeing course examines biological, physiological, psychological, social and cultural influences on health and broader wellbeing. They develop the ability to analyse influences and make decisions on health at an individual, community and global level.

Students develop their knowledge and understanding of theories, concepts and perspectives to explain health and lifestyle trends and patterns. They analyse the nature and purpose of health and broader wellbeing and develop insights into how values, behaviours, priorities and actions reflect the complex contexts in which people live.

Health and Wellbeing provides students with skills and knowledge to understand the role of health in the context of society and the mechanisms necessary to promote health for individuals and communities at national and global levels. Such knowledge has the potential for students to enhance their own and others' health and wellbeing in varied and changing contexts.

Health and Wellbeing prepares students for career and employment pathways in a range of sectors including and beyond traditional health professions such as allied health fields including social work, physiotherapy, audiology, nutrition, counselling, and a range of therapies. They may work in community and international development. The course lays a foundation for both tertiary and vocational studies.

### Units:

The following units will form the basis of this course:

- Individual Human Health
- Health in Australia
- Health of Populations
- Global Health and Human Development

### Goals:

The course will enable students to:

- analyse health theories, concepts, principles, methodologies, assumptions, perspectives and ideas
- analyse the nature and purpose of health and the impact of factors that influence self, others and broader communities
- analyse values and attitudes and evaluate their influence on health
- communicate in a range of modes and mediums for specific purposes and audiences
- reflect on and apply concepts, skills and strategies

### Assessment:

Task types may include: Essays (10-60%); Assignments (10-60%); Presentations (10-60%); Campaigns (10-60%); Exams (10-60%); Orals (10-60%)



# PE Pathways

Registered



The PE Pathways course is the continuation of the Year 10 PE Pathways Program. A Registered (R) Unit is a learning experience designed to develop capabilities for students in years 11 and 12. This course is designed to support students who are in a National; or State program and are working towards continuing their sport at an elite level after school.

The course is individualised to each student to accommodate their sporting and academic goals, training commitments, with a focus on long-term athlete development.

Over one semester students will complete 55 hours of dedicated work toward their personal development in their chosen sport. This will be delivered through seven timetabled lessons in a fortnight with a focus on, study skills, assessment planning, strength and conditioning, and mentoring. Teachers create individualised training programs in consultation with students and their coaches. At the completion of the semester, students will have 1.0 point contribute to their Senior Secondary Certificate.

**Course Requirements:**

To be enrolled in PE Pathways you will be required to complete an application form available on the St Mary MacKillop College PE Pathways website.

<https://forms.gle/3KguUU9ziCTwG4D39>

For students choosing to study this course for the full two years, a non-ATAR-seeking student can have the full 4.0 points contribute to their Senior Secondary Certificate. For students seeking an ATAR, only 2.0 points can contribute to their Senior Secondary Certificate as per Board of Senior Secondary Studies guidelines.

# Physical Education Studies

Accredited (Minor, Major)

Physical Education Studies is the study of biological, physiological, psychological, social and cultural influences on performance and participation in physical activity. Students develop knowledge, understanding and skills, including physical literacy competencies, to support them to be resilient, to strengthen their sense of self, to build and maintain relationships, and to make decisions to enhance their health and physical participation.

Physical Education Studies provides students with opportunities to develop skills and knowledge to learn about and practice ways of maintaining active healthy lifestyles through theory and practical activities. It assists students in preparing for lifelong physical well-being. Research studies show adolescents with fundamental sports skills are more likely to continue physical activity later in life. This course aims to promote and develop such skills, values and positive attitudes to physical activity in, about and through movement

The study of Physical Education Studies provides possible pathways to further study in vocational areas for employment as a trainer, coach or in voluntary community coaching as well as providing foundations for life-long health.

## Units:

The following units will form the basis of this course:

- Sports Skill Acquisition
- Building and Improving Teams
- Leisure and Recreation
- Sport, Activity, Culture and Society

## Goals:

This course will enable students to:

- increase physical literacy in, through and about movement
- analyse, physical education studies theories, concepts, principles, methodologies, assumptions, perspectives and ideas in and through sport
- analyse the nature and purpose of physical education and the impact of factors that influence self, others and well-being
- analyse values and attitudes and evaluate their influence on health, outdoor and physical education
- communicate in a range of modes and mediums for specific purposes and audiences
- reflect on and apply concepts, skills and strategies.

## Assessment:

Practical (60%); Theoretical (40%)





# Sports Development

Accredited (Minor, Major)

Sports Development is an integrated study that focuses on specialised sports development for the individual. Students learn about principles of high performance, self-awareness and understanding of their prowess in an individual sport. They learn about and practice ways of maintaining elite performance.

The study of Sports Development provides pathways to further study in both tertiary and vocational areas, as well as providing foundations for future involvement in elite sport as a competitor, official or administrator. This course aims to develop students' self-efficacy around their own sporting/performance aspirations and facilitate a link between physical and academic achievement at an elite level.

It is designed to develop knowledge, skills, understanding and values to establish and maintain healthy, satisfying lives. It develops physical skills which promote cognitive and academic performance, incorporates independent and collaborative practices and develops self-awareness and personal identity.

## Units:

The following units will form the basis of this course:

- Personal Development in a Sport
- Building an Elite Athlete
- Athletes in Society
- Performance Analysis

## Goals:

This course will enable students to:

- increase high level physical literacy in, through and about movement
- analyse elite sports development theories, concepts, principles, methodologies, assumptions, perspectives and ideas
- analyse the nature and purpose of health and physical education and the impact of factors that influence self, others and well-being
- analyse values and attitudes and evaluate their influence on health and physical education
- communicate in a range of modes and mediums for specific purposes and audiences
- reflect on and apply concepts, skills and strategies to promote high performance.

## Assessment:

Practical (60%); Theoretical (40%)



# Sport, Recreation and Leadership

## Accredited Vocational (Minor, Major)

Students studying this course will have an interest in developing their knowledge and skills of the fitness, sport and recreation industries and the career pathways these industries can provide them. This course will be directly applicable to further study at CIT and with private providers. Students who benefit from a hands-on approach will find this course appropriate to their needs. This course can be studied in conjunction with other Physical Education courses as they are complimentary.

Sport and Recreation is a growth industry in Australian society. Student will focus on recreation, social sport, fitness programs and outdoor and community based recreational activities. This course focuses on the significance that the Sports and Recreation Industry has in the life of individuals and communities. It is a subject that provides students with the opportunities to learn in, through and about health wellbeing activities.

Students have the opportunity to earn a SIS20122 Certificate II in Sport and Recreation, dependent on their successful completion of all required competencies (scope for new qualification waiting on ASQA approval).

### Units:

The following units will form the basis of this course:

- Sport and Recreation Industry
- Sports Coaching and Management
- Active Lifestyles and Sport Leadership
- Community Activities and Events

### Goals:

All courses based on this framework should enable students to:

- analyse practices, processes and procedures in the sport and recreation industry
- analyse technical information and specifications
- understand materials and equipment
- demonstrate industry specific literacy and numeracy skills
- solve problems and use industry specific terminology
- organise resources and material to create quality sport and recreation services
- communicate in a range of modes and mediums
- work independently and collaboratively in accordance with WHS principles

### Assessment:

Practical (60-70%); Theoretical (30-40%)





# Religious Education



# Religious Studies

## Tertiary or Accredited (Minor, Major, Major/Minor, Double Major)

The Religious Studies Tertiary course is recommended for students who may intend on going on to tertiary study. It is particularly useful for students interested in careers which involve objective inquiry, appraisal of evidence and formation of judgments.

The Religious Studies Accredited course is recommended for students who wish to have knowledge of faith and religion in the world but do not want to pursue it at a Tertiary level. This level is particularly useful for students interested in applying Religious Studies to further understand the world in which they live.

As a minimum, students are required to study Religious Studies at Accredited or Tertiary level for both semesters in Year 11 to complete a minor.

### Units:

A selection of the following units will form the basis of the course:

- Expressions of Faith and Spirit
- Exploring Meaning
- Religion and Popular Culture
- Narratives and World Views
- Negotiated Study
- A Good Life
- Continuity, Change and Diversity
- Influence, Community, Culture and Power
- Globalisation and Religion

### Goals:

Goals are statements of intended student outcomes and should enable students to:

- critically analyse concepts, principles, ideas and change
- synthesise different interpretations, representations and perspectives
- evaluate significance of information, processes and concepts
- apply critical and creative thinking skills
- reflect on own thinking and learning
- communicate creatively and critically in a range of modes for a variety of purposes

### Assessment:

Tertiary - In-Class Written Tasks (30-40%); Research/Critical Analysis (30-40%); Creative/Critical Response (20-40%)

Accredited - In-Class Written Tasks (20-40%); Research/Critical Analysis (20-30%); Creative/Critical Response (40-50%)





A female student with dark hair, wearing safety goggles and blue gloves, is focused on using a volumetric flask in a laboratory setting. She is wearing a white lab coat over a teal shirt. The background is slightly blurred, showing other lab equipment and a person in the distance. A red rectangular box with the word "Science" in white is overlaid on the center of the image.

# Science

# Biology

## Tertiary or Accredited (Minor, Major)

Biology is the scientific study of living organisms and their environment. The study of biology will lead to: an appreciation of the complexity of life from the cellular level to the expansive biomes of the world; a better understanding of difficult bioethics situations; and an enhanced ability to evaluate the presentation of scientific issues in the media.

In the study of biology, students will: investigate living systems and how components of those systems interact; look at the human body and the many processes occurring within it; study the inheritance of material from parent to offspring; and explore the theory of evolution by natural selection.

### Units:

- Unit 1: Biodiversity and Connectedness
- Unit 2: Cells and Organisms
- Unit 3: Heredity and Continuity of Life
- Unit 4: The Internal Environment

### Goals:

Undertaking the Biology course should enable students to:

- Demonstrate depth and breadth of scientific knowledge
- Apply knowledge and understanding to solve problems in familiar and unfamiliar contexts
- Critically research, analyse, evaluate and synthesise information from a variety of sources, including their own work and the work of their peers
- Develop hypotheses and design, carry out and as necessary modify experiments
- Follow instructions and make accurate and precise observations while conducting practical investigations, while safely using appropriate equipment and techniques
- Communicate scientific information to diverse audiences in an appropriate manner using a variety of media and technologies
- Appreciate the role and implications of biology in the wider community – environmental, social, political and economic
- Work independently and collaboratively

### Assessment:

Student Investigations (30-70%); Tests (30-70%)



# Chemistry

## Tertiary (Minor, Major)

Chemistry is the study of the behaviour of matter, its structure, properties and interactions. The study of chemistry gives students an opportunity to: appreciate the historical development of Chemistry; its role in society; and the way it contributes to our personal, social, environmental, cultural and economic well being. It enables students to gain a deeper awareness and understanding of their world. Chemistry enables students to develop the knowledge, skills and attitudes to use chemical knowledge to inform evidence-based decision making and engage critically with contemporary scientific issues.

For students wishing to study Chemistry, at least a B Grade in Year 10 Science is recommended.

**Units:**

- Unit 1: Chemical Fundamentals
- Unit 2: Molecules
- Unit 3: Equilibrium and Redox Reactions
- Unit 4: Structure, Synthesis and Design

**Goals:**

Undertaking the Chemistry course should enable students to:

- Demonstrate depth and breadth of chemical knowledge
- Apply knowledge and understanding to solve problems in familiar and unfamiliar contexts
- Critically research, analyse, evaluate and synthesise information from a variety of sources, including their own work and the work of their peers
- Develop hypotheses and design, carry out and as necessary modify experiments
- Follow instructions and make accurate and precise observations while conducting chemical investigations, while safely using appropriate equipment and techniques
- Communicate scientific information to diverse audiences in an appropriate manner using a variety of media and technologies
- Appreciate the role and implications of chemistry in the wider community – environmental, social, political and economic
- Work independently and collaboratively

**Assessment:**

Student Investigations (30-70%); Tests (30-70%)



# Earth and Environmental Science

Tertiary (Minor, Major)

The study of Earth and Environmental Science encourages and enables students to develop a complex and sophisticated understanding of the Earth through observation, questioning, experimentation, discussion, critical analysis and creative thinking. Students are constantly encouraged, through their study of Earth Science, to examine and reconsider their understanding of: scientific concepts; the interrelationships between the biological, geological, physical and chemical aspects of the Earth; of scientific inquiry methods and the impact of human influence on Earth's dynamic systems. An appreciation of the aesthetic qualities and understanding of the Earth strengthens students' curiosity and sense of wonder. The study of Earth and Environmental Science equips students to understand past and present processes so that reliable and scientifically-defensible predictions can be made about the future.

For students considering the study of this course, at least a C Grade in Year 10 Science is recommended.

## Units:

- Unit 1: Introduction to Earth Systems
- Unit 2: Earth processes
- Unit 3: Living on Earth
- Unit 4: The Changing Earth

## Goals:

Undertaking the Earth and Environmental Science course should enable students to:

- Demonstrate depth and breadth of scientific knowledge
- Apply knowledge and understanding to solve problems in familiar and unfamiliar contexts
- Critically research, analyse, evaluate and synthesise information from a variety of sources, including their own work and the work of their peers
- Develop hypotheses and design, carry out and as necessary modify experiments
- Follow instructions and make accurate and precise observations while conducting practical investigations, while safely using appropriate equipment and techniques
- Communicate scientific information to diverse audiences in an appropriate manner using a variety of media and technologies
- Appreciate the role and implications of earth science and environmental science in the wider community – environmental, social, political and economic
- Work independently and collaboratively

## Assessment:

Student Investigations (30-70%); Tests (30-70%)





# Human Biology

Tertiary (Minor, Major)

Human Biology covers a wide range of ideas relating to the functioning of the human body. The Human Biology course uses the human life cycle as a means to create a close link between personal experience and theoretical content for students. Health issues that relate to particular life cycle stages are explored in relation to the structure and function of the human body. This connects theory to practice and provides real world examples.

In the course students study: the essentials of life; reproduction and development; health and the environment; the process of ageing; and modern medicine. The foundation of knowledge and skills developed in the Human Biology course provides a valuable foundation for students who wish to follow a variety of health-related career pathways. At a time when Australia is suffering a shortage of doctors, and there is an exponential growth in the allied medical field, the study of Human Biology has never been more important.



## Units:

- Unit 1: The Essentials of Human Life
- Unit 2: The Aging Human Body
- Unit 3: Human Health & the Environment
- Unit 4: Treating the Human Body

## Goals:

Undertaking the Human Biology course should enable students to:

- Demonstrate depth and breadth of scientific knowledge
- Apply knowledge and understanding to solve problems in familiar and unfamiliar contexts
- Critically research, analyse, evaluate and synthesise information from a variety of sources, including their own work and the work of their peers
- Develop hypotheses and design, carry out and as necessary modify experiments
- Follow instructions and make accurate and precise observations while conducting practical investigations, while safely using appropriate equipment and techniques
- Communicate scientific information to diverse audiences in an appropriate manner using a variety of media and technologies
- Appreciate the role and implications of science in the wider community – environmental, social, political and economic
- Work independently and collaboratively

## Assessment:

Student Investigations (30-70%); Tests (30-70%)

# Physics

## Tertiary (Minor, Major)

Physics is about trying to understand how the universe works. It is the search for the fundamental laws of nature. It ranges from the study of subatomic particles to the movement of galaxies; from the laws of reflection to modern fibre-optic communications. Year 11 and Year 12 Physics provide the first step of the journey. The course aims to prepare students for university studies and to give them an understanding of basic principles which can be applied to many other disciplines. Physicists are in demand to use their skills in a very wide range of fields, including engineering, computing, economics and all branches of science.

Students who elect to study Physics should have a strong mathematical ability. It is recommended that students considering the study of Physics achieve at least a B grade at Year 10 Advanced Mathematics and Year 10 Science.

### Units:

- Unit 1: Linear Motion and Waves
- Unit 2: Thermal, Nuclear and Electrical Physics
- Unit 3: Gravity and Electromagnetism
- Unit 4: Revolutions in Modern Physics

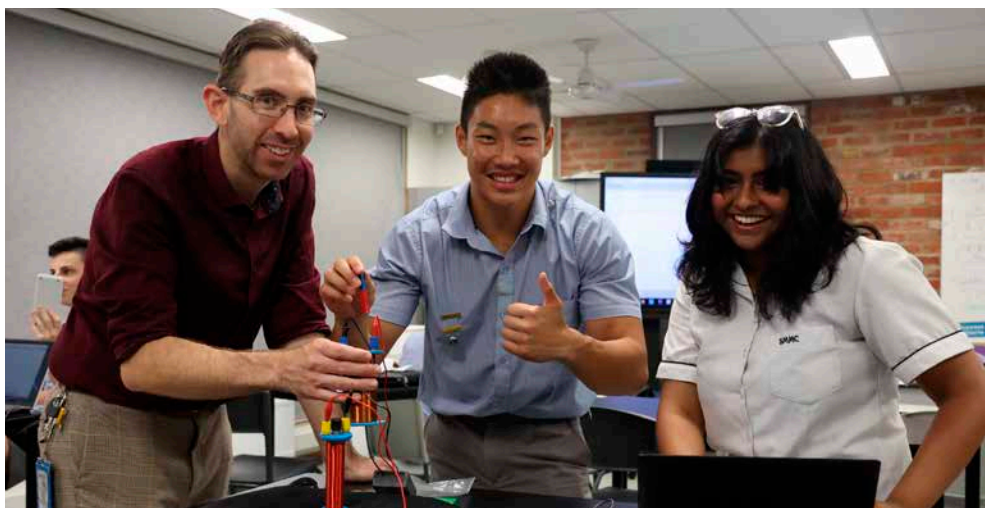
### Goals:

Undertaking the Physics course should enable students to:

- Demonstrate depth and breadth of scientific knowledge
- Apply knowledge and understanding to solve problems in familiar and unfamiliar contexts
- Critically research, analyse, evaluate and synthesise information from a variety of sources, including their own work and the work of their peers
- Develop hypotheses and design, carry out and as necessary modify experiments
- Follow instructions and make accurate and precise observations while conducting practical investigations, while safely using appropriate equipment and techniques
- Communicate scientific information to diverse audiences in an appropriate manner using a variety of media and technologies
- Appreciate the role and implications of physics in the wider community – environmental, social, political and economic
- Work independently and collaboratively

### Assessment:

Student Investigations (30-70%); Tests (30-70%)



A close-up photograph of a student with brown hair and glasses, wearing a light blue shirt, working on a clay sculpture. The student is holding a piece of dark brown clay that has been shaped into a face with visible eye sockets and a nose. The sculpture is resting on a wooden surface. The background is slightly blurred, showing a wooden table and other items in a workshop or classroom setting.

# Visual Arts

# Design and Graphics

## Tertiary or Accredited (Minor, Major)

The study of Design and Graphics focuses on exploring the purposeful use of technologies and creative processes to produce design solutions. Students acquire knowledge and develop skills using technologies and other processes appropriately, to design and create graphic solutions. Students engage with emerging technologies, make connections with industry, and apply industry standards and practices through the development of their projects.

Design and Graphics provides pathways in a range of related fields such as architecture, digital 3D modelling, industrial design, engineering, interior design, graphic design, furniture design, fashion, jewellery, ceramics, textiles, and trade-based careers.



### Units:

A selection of the following units will form the basis of the course:

- Design Application
- Design for a Client Brief
- Visual Communication
- Design for Screen and Media
- Negotiated Study

### Goals:

Goals are statements of intended student outcomes:

- analyse problems or challenges to determine needs for solutions or products
- apply the process of design (investigate, design, plan, manage, create, evaluate solutions)
- use critical and creative thinking to design innovative solutions
- produce or create solutions or products to address a need, problem or challenge
- evaluate and use technologies in a range of contexts
- demonstrate problem solving skills
- communicate to different audiences using a range of methods
- engage confidently with and responsibly select and manipulate appropriate technologies – materials, data, systems, tools and equipment.

### Assessment:

Design Process - Essay, Oral Presentation, In-Class Essay or Research Assignment (30%); Design Process - Portfolio (30%); Design Solutions - Major Project (40%)

### ICT Requirements:

The College provides licensing for Adobe Creative Cloud, giving the students access to software such as Photoshop, InDesign and Illustrator. Students will be required to have a laptop capable of running this software.



# Media

## Tertiary Vocational or Accredited Vocational (Minor, Major)

One of the following courses will form the basis of the study of Media. 'Studies of Media' is the course formed when units are taken from both 'Media' and 'Specialised Media':

1. Media
2. Specialised Media
3. Studies of Media

Media develops knowledge and understanding of traditional and contemporary media through engagement with work from a range of different styles, codes and conventions, times, places, and cultures. Through exploration of narrative and production elements, students understand that media stems from traditions, is dynamic and changes over time and works differ widely in different contexts. They learn as consumers and content creators, by responding critically to media products, concepts, and theories. Media products have the capacity to engage, inspire and excite the imagination. Through Media students develop capacity as problem solvers, risk takers, and critical and creative thinkers.



The skills and knowledge acquired through the study of Media prepare students for a variety of pathways such as media (journalism/ film/television/ internet), communications, marketing, advertising, public service, public relations, multi-media producers and digital developers.

Students who successfully complete all competencies may gain a CUA20220 Certificate II in Creative Industries.

### Units:

A selection of the following units will form the basis of the course:

#### Media:

- Creativity in Media
- Communicating Meaning in Media
- Media in Context
- Narratives in Media
- Independent Study

#### Specialised Media:

- Innovation in Media
- Adaption in Media
- Entrepreneurship in Media
- Interdisciplinary Inquiry in Media
- Independent Study

### Goals:

Goals are statements of intended student outcomes and should enable students to:

- critically analyse how meaning is created and interpreted
- communicate meaning in a range of forms and mediums
- use inquiry and problems solving to synthesise styles, forms, processes, practices, and theories creatively to produce media works
- apply critical and creative thinking skills
- refine and apply technical skills to create and present meaningful media products
- critically analyse the influence of a diverse range of contexts in media
- reflect on creative processes and own learning
- apply skills to work safely, ethically, independently, and collaboratively.

### Assessment:

Making (40%); Making & Responding (30%); Responding (30%)

### ICT Requirements:

Students will be required to have a laptop with video editing software such as Final Cut Pro or iMovie. Alternatively, students may wish to access licensing for Adobe Creative Cloud (provided by the College), giving them access to Premiere Pro - students will require a laptop capable of running this software.

# Photography

## Tertiary or Accredited (Minor, Major)

One of the following courses will form the basis of the study of Photography. 'Studies of Photography' is the course formed when units are taken from both 'Photography' and 'Specialised Photography':

1. Photography
2. Specialised Photography
3. Studies of Photography

Photography develops knowledge and understanding of traditional and contemporary photographic works through engagement with photography from a range of different styles, times, places, and cultures. In Photography, students develop skills as photographers, innovators, leaders, and entrepreneurs by making, analysing and interpreting photographic works. Students learn as photographers, by creating photography products that engage audiences and communicate meaning, utilising analogue and digital techniques. Through the creative process, they develop capacity as problem solvers, risk takers, and critical and creative thinkers.

Throughout the course students will develop transferable skills useful in any academic, professional, and vocational context, such as creativity, independence, collaboration, teamwork, and leadership.

### Units:

A selection of the following units will form the basis of the course:

#### Photography:

- Creativity in Photography
- Communicating Meaning in Photography
- Photography in Context
- Narratives in Photography
- Independent Study

#### Specialised Photography:

- Innovation in Photography
- Photographic Exhibitions
- Entrepreneurship in Photography
- Interdisciplinary Inquiry in Photography
- Independent Study

### Goals:

Goals are statements of intended student outcomes:

- critically analyse how meaning is created and interpreted
- communicate meaning in a range of forms and mediums
- use inquiry and problems solving to synthesise styles, forms, processes, practices, and theories creatively to produce photographic works
- apply critical and creative thinking skills
- refine and apply technical skills to create and present meaningful photographic works
- critically analyse the influence of a diverse range of contexts in photography
- reflect on creative processes and own learning
- apply skills to work safely, ethically, independently, and collaboratively.



### Assessment:

Making (40%); Making & Responding (30%); Responding (30%)

### ICT Requirements:

The College provides licensing for Adobe Creative Cloud, giving the students access to software such as Photoshop and Lightroom. Students will be required to have a laptop capable of running this software.

# Visual Arts

## Tertiary or Accredited (Minor, Major)

One of the following courses will form the basis of the study of Visual Arts. 'Studies of Visual Arts' is the course formed when units are taken from both 'Visual Arts' and 'Specialised Visual Arts':

1. Visual Arts
2. Specialised Visual Arts
3. Studies of Visual Arts

Visual Arts develops knowledge and understanding of traditional and contemporary art works through engagement with art from a range of different styles, times, places, and cultures. In Visual Arts, students develop skills as artists, innovators, leaders, and entrepreneurs by making, analysing and interpreting visual arts works. Students learn as artists, by creating art products that engage audiences and communicate meaning, utilising art techniques. Through the creative process, they develop capacity as problem solvers, risk takers, and critical and creative thinkers.

Throughout the course students will develop transferable skills useful in any academic, professional, and vocational context, such as creativity, independence, collaboration, teamwork, and leadership.

### Units:

A selection of the following units will form the basis of the course:

#### Visual Arts:

- Creativity in Media
- Communicating Meaning in Visual Arts
- Visual Arts in Context
- Narratives in Visual Arts
- Independent Study

#### Specialised Visual Arts:

- Innovation in Visual Arts
- Curation and Exhibition
- Entrepreneurship in Visual Arts
- Interdisciplinary Inquiry in Visual Arts
- Independent Study

### Goals:

Goals are statements of intended student outcomes:

- critically analyse how meaning is created and interpreted
- communicate meaning in a range of forms and mediums
- use inquiry and problems solving to synthesise styles, forms, processes, practices, and theories creatively to produce art works
- apply critical and creative thinking skills
- refine and apply technical skills to create and present meaningful art works
- critically analyse the influence of a diverse range of contexts in visual arts
- reflect on creative processes and own learning
- apply skills to work safely, ethically, independently, and collaboratively.

### Assessment:

Making (40%);  
Making & Responding (30%);  
Responding (30%)



# Further Information & Resources



# Registered Units & Courses

Registered Courses and Units are available for inclusion in a student's package. These units are optional and are often extra-curricular activities that can be recognised on a student's Senior Secondary Certificate.

## **Extension**

Students are able to participate in extension courses to further their learning in different fields. This includes participation in study tours and courses outside of school hours. The main areas for extension courses at MacKillop are Science, Technology, and Languages.

## **Leadership**

The Leadership course involves participation in the SRC or other leadership groups. These groups may include the Yearbook Design Team, Youth Ministry, and Peer Education. Often, this will require students to participate at college meetings, assist in organising functions, communicate with staff and peers, and to act as ambassadors for the College.

## **Personal Development**

The Personal Development Registered Unit is awarded for participation in retreats, programs, and study skills sessions.

## **Sports Participation**

Sports participation enables students who participate in training and competitive sport for the College as athletes, coaches, or officials to receive credit for such participation.

## **Community Service**

Students who participate in religious service, community service, or who act as volunteers may be recognised for this work and could receive credit for such participation.

## **Cultural Unit - the Arts**

Provides opportunities for students to participate in dance, drama, multimedia, music, and musical performances. This unit also recognises students who take photos for the College and students who participate in the MacKillop A Cappella Choral Group.

## **STEP**

This is a course for elite athletes who spend many hours training outside of school hours and want credit for the time. By maintaining a training diary they are able to use time at school for study purposes in lieu of time spent training. These athletes are also supported in their training by being given access to advanced diagnostic testing equipment. All individuals involved in the program will have the opportunity to significantly enhance their own understanding of the principles of training and coaching as appropriate to their own needs and requirements. It is recommended that only those students who have been selected for their sport at representative level, or hold ACTAS or AIS scholarships apply. These students need to be completing a minimum of 10 hours training per week.

To be selected for this program, students need to complete an application form and undergo an interview. Only those individuals who are serious and dedicated to their sport will be considered. Students who fail to use their study time productively can be withdrawn from the program at any time.

## **Other units**

Students may also take part in Registered Units for AST, public speaking, tutorials, and Pastoral Care.

Registered units are constantly under review and may be subject to minor changes. Students will be advised as new registered units become available within the College.

# Web Resources

Students are encouraged to choose courses which relate to interests and abilities. However, it is important to keep options open. Below are listed some links that may be useful in assisting parents and students locating information about areas of study and decisions relating to post school destinations.

**St Mary MacKillop College** - [mackillop.act.edu.au](http://mackillop.act.edu.au)  
**Careers at MacKillop** - [mackillopcareers.com](http://mackillopcareers.com)  
**Board of Senior Secondary Studies (BSSS)** - [bsss.act.edu.au](http://bsss.act.edu.au)  
**Catholic Education Canberra Goulburn** - [cg.catholic.edu.au](http://cg.catholic.edu.au)  
**Universities Admissions Centre (UAC)** - [www.uac.edu.au](http://www.uac.edu.au)  
**University of Canberra** - [www.canberra.edu.au](http://www.canberra.edu.au)  
**Australian National University** - [www.anu.edu.au](http://www.anu.edu.au)  
**Australian Catholic University** - [www.acu.edu.au](http://www.acu.edu.au)  
**CIT (ACT)** - [www.cit.act.edu.au](http://www.cit.act.edu.au)

## Useful resources

[www.myfuture.edu.au](http://www.myfuture.edu.au)

is an online career service designed to help you explore and plan your career. You can explore career options based on your skills, interests and values, and find information about occupations, where the jobs are and related courses.

[www.youth.gov.au](http://www.youth.gov.au)

the central hub of government information for young people.

[www.joboutlook.gov.au](http://www.joboutlook.gov.au)

Job Outlook is a careers and labour market research information site to help decide on future careers.

[www.australianapprenticeships.gov.au](http://www.australianapprenticeships.gov.au)

provides information on Australian Apprenticeships, including how to find one, what an Australian Apprenticeship involves and where to get more local information.

[www.govolunteer.com.au](http://www.govolunteer.com.au)

GoVolunteer provides information to find out about volunteering and volunteer opportunities in your area.

[www.defencejobs.gov.au](http://www.defencejobs.gov.au)

Gap Year is an Australian Defence Force (ADF) program for students or recent school leavers. Individual programs run across Navy, Army and Air Force and are designed to give you detailed insight into how the ADF operates.

[www.business.gov.au](http://www.business.gov.au)

provides essential information on planning, starting and running a business.

[www.aajobpathways.com.au](http://www.aajobpathways.com.au)

to find out where Australian Apprenticeships are available and follow links to job pathways charts and job descriptions.

[www.education.gov.au](http://www.education.gov.au)

The Department of Education.

[www.humanservices.gov.au](http://www.humanservices.gov.au)

provides location details for Career Information Centres in addition to information regarding government assistance, for example Austudy, ABSTUDY or Fares Allowances. Includes Centrelink and Medicare.

[www.aec.gov.au](http://www.aec.gov.au)

Australian Electoral Commission.

[www.ato.gov.au](http://www.ato.gov.au)

Australian Taxation Office.

# Glossary

Accredited Units	(A) General units for Years 11 and 12 accredited by the BSSS
ASBA	Australian School-based Apprenticeships
AST	ACT Scaling Test
ASQA	Australian Skills Quality Authority
ATAR	Australian Tertiary Admission Rank
BSSS	Board of Senior Secondary Studies
CAD	Computer Aided Design
C Courses	Board accredited vocational education and training programs appropriate for students in Years 11 and 12. They are competency based only.
CE	Catholic Education
CIT	Canberra Institute of Technology
Course Score	Is the score awarded at the completion of a Tertiary course. Course scores are based on unit scores obtained over the duration of a program of study.
Double Major	Consists of a minimum of 8 standard units
H Courses	Designed and accredited by an Australian University and may contribute towards both the Senior Secondary Certificate and an undergraduate degree
IRC	Information Resource Centre (now known as Learning Commons Library)
LOTE	Language other than English
Major	Consists of a minimum of 4 standard units
Major Minor	Consists of a minimum of 6 standard units
Minor	Consists of a minimum of 2 standard units
Modified Course	A modified course (M) is an accredited course (A) which is accredited by the ACT Board of Senior Secondary Studies as providing appropriate educational experiences for students who satisfy specific disability criteria.
OCS	'Other Course Score' - The Other Course Score method of scaling scores is used for the purpose of ATAR calculation.
TAFE	Technical and Further Education
Tertiary Units	(T) Units accredited by the BSSS which are academically demanding and are designed to prepare students for university entrance, CIT, TAFE and other providers.
Registered Units	Include programs of personal development, recreational pursuits and community service (eg. College Musical and sports).
RPL	Recognition of Prior Learning
RTO	Registered Training Organisation
Standard Unit	A Standard unit consist of a minimum of 55 hours of timetabled classes, usually scheduled over a semester.
Unit Score	Is awarded for each Tertiary unit and indicates a student's achievement relative to others studying the unit.
VET	Vocational Education and Training
Vocational Units	(V) Units accredited by the BSSS which lead to nationally recognised training certificates and direct employment. They also prepare students for CIT, TAFE or university entry.
Void	Students who are voided from a standard unit do not receive a grade or score or points for that unit. Voided units do not appear on the Senior Secondary Certificate.

# College Contacts

## St Peter's Campus Executive Staff 2023

Principal (Acting)  
Campus Head (Acting)  
Assistant Principal Academic Care  
Assistant Principal Pastoral Care  
Assistant Principal Faith Leadership  
Business Manager

Lachlan McNicol  
Maria O'Donnell  
TBA  
Paul Durham  
Clare Kinnane  
Steve Wilde

## St Peter's Campus Curriculum Enquiries 2023

English  
Creative Design & Digital Technologies (inc Food & Textiles)  
HASS  
Inclusive Education  
Industrial Design & Technology  
Languages  
Mathematics  
Performing Arts - Drama & Dance  
Performing Arts - Music  
Physical Education  
Religious Education  
Science  
Visual Arts

Lyndall Baker  
Janelle Maas  
Tara Williams & Michael Batten  
Jennifer Croker  
Braden Longo  
Eleni Tsaknis  
Dylan Watt  
Bella van Doorn  
Veronica Boulton  
Jennifer Fahey  
Clare Kinnane  
Melissa Pert  
Francesca Miller & Tamara Murdoch

Senior Studies Coordinator  
Teaching & Learning Coordinator  
Careers and Vocational Education Coordinator

Colby Cruwys  
Caroline Winslade  
Karen Hundy

**All telephone enquiries can be made by contacting the College on (02) 6209 0100**



**MacKillop**  
St Mary MacKillop College Canberra

### Enrolment Enquiries

[enrolments@MacKillop.act.edu.au](mailto:enrolments@MacKillop.act.edu.au)

The Enrolment Office is located at the Padua Campus, Wanniasa

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