MACKAY CHRISTIAN COLLEGE

SENIOR SUBJECT CHOICES

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A MESSAGE FROM THE COLLEGE PRINCIPAL

Welcome to Senior School at Mackay Christian College. The subject selection process is an opportunity for students to take control of what they learn in the school context as well as being an opportunity to prepare a future career path and to hone skills and talents for the future. At MCC we believe the best way to assist students and parents is to provide as much information as possible to allow students (and parents) to make wise, informed decisions.

The information provided in this book is designed to help parents and students gather the information they need to make the best decisions about what subjects to study to achieve their desired pathway. No matter what subjects students choose and the pathway they pursue Mackay Christian College is committed to help every student have the very best opportunity to ‘become all God wants them to be’. We believe all children can learn.

There has been a lot of news about the new Senior assessment and Tertiary Entrance process that the Queensland government has set for adoption for Year 12 students in 2020. These changes are far reaching and potentially daunting. We at MCC can also see some significant opportunities to use these changes to the advantage of our students. These opportunities will include changes to when Senior subjects are introduced at Year 10, opportunities to build into our timetable time for students to pause and ensure they have grasped a concept, and for our more gifted students to excel even further.

The Queensland Certificate of Education (QCE) adds another dimension for the consideration of parents and students when making subject choices. The QCE provides a certified qualification intended to give potential employers a clearer indication of a student’s capabilities. It is not only important to think about whether the prerequisites for university degrees have been covered, or whether you will even qualify for an OP score, or eventually an ATAR, you must also give thought to what will meet the requirements for a QCE. While every student who does any recognised Senior subjects will be issued with a Senior Statement, only students who satisfy the requirements for a QCE will receive a QCE Certificate.

We have tried to make sure you have the information you need to make the best decisions is in this booklet. However, if you are not sure of anything please ask the appropriate staff member. The choices you make are very important. This process determines which subjects will be offered and it is important it is completed on time. It is possible for students to make changes to their choices after the due date and at the start of the new school year but this can only happen where the timetable and class numbers allow.

May God bless you as you prepare for the future.

Dr Barclie Gallogray
College Principal
Vision Statement
Mackay Christian College exists to foster and develop the God given potential of each member of the College community, both students and staff, to permit them the possibility of fulfilling their personal Christian destiny.

Mission Statement
Mackay Christian College is a College community which consists of students, parents and staff working together to develop each child’s potential in a wide range of learning situations. Emphasis is placed on positive, critical thinking skills and caring, respectful attitudes. We believe that the education process is a continuous one from Pre-Prep to Year 12 and beyond and we are committed to the education of the whole person - personally, socially, cognitively, and spiritually. We believe that each member of the College community is entitled to a safe, secure, welcoming and loving environment to allow for the development of individual potential.

At Mackay Christian College we aim to provide a quality learning environment within which students will be encouraged to develop an ongoing personal revelation of Christ in their lives. We recognise the significance of the example and witness of staff, of a curriculum framework based on Biblical Christian thinking, and of the standing of our College within our community. High academic standards, good professional relationship, Godly discipline and high levels of home-school communication with families are all part of the College’s mission.
A MESSAGE FROM THE
HEAD OF SENIOR SCHOOL

Senior School at Mackay Christian College is about growing students to meet the challenges of the future. We remain focused on providing the best opportunities for young people to prepare for life, work and study beyond school.

We seek to bring a balance of support and challenge to equip students academically, socially and emotionally to confidently face the challenges their individual pathways will provide as they seek to fulfil God’s plan for their lives.

There is a lot of talk in education and the media about 21st Century Skills – critical thinking; creative thinking; communication; collaboration and teamwork; personal and social skills; and, ICT skills. At Mackay Christian College these things have for a long time been part of our Vision of a Learner. For the last 10 years we have been striving to support and encourage students to become “self-directed; strategic producers; responsive communicators; creative reflective investigators; empathetic servant leaders and resilient problem solvers.”

Our goal continues to be to provide opportunity for students to build and demonstrate these skills through a variety of Senior schooling options and extra-curricular activities while maintaining a strong focus on the core skills of English and Mathematics supported by a cross curricular approach to mastering Information and Technology Systems (ITS).

As Head of Senior School I am excited to work with the whole dedicated MCC team to bring all our effort together into the ‘Every Child’ strategy which will bring a renewed and concerted effort to work with parents and families to encourage students to test and stretch themselves to ‘Become all God wants them to be.’

Looking forward to working with you.

Yours in Christ’s service

Peter Hopper
Head of Senior School
Our staff desire to build relationships and foster this growth into young adulthood through the classroom, camping & sports programs, chapel, and extra curricular activities.

Students are taught study skills and are often given greater independence in their learning activities.

With this greater independence also comes greater responsibility, and a whole range of new expectations apply to the students.

Homework: Senior students may be expected to do up to two and a half hours of homework per night.

Independent Study: Students are encouraged to become independent learners. This is a key skill which they will need to develop both for tertiary education and to become independent workers in the workplace. This is fostered by the approach which we have adopted in the College whereby the students are encouraged to assume the responsibility for their own learning.

Skill Areas: Senior education is a place of acquisition of new skills. For instance, Modern History and Geography foster research and referencing skills and Biology and Maths B focus on process skills. These areas are indeed great challenges for the students.

Behaviour: A higher adult standard of behaviour and attitude is expected from Year 10s, 11s and 12s, particularly since they now become examples to members of the Middle and Junior Schools. Any students who are not regularly submitting work, not participating in class, or demonstrating a generally non-cooperative attitude may be asked to justify their continued enrolment in the College.

SENIOR EXPECTATIONS

The Senior years of school are exciting and students can expect many opportunities during these three years to further grow and develop their gifts and talents as leaders and role models in the College community.
Question:
Should I stay at school or leave?

As of 1 January 2006, the compulsory leaving age for Queensland students changed.

“From 2006, the Youth Participation in Education and Training Act 2003 will make it compulsory for young people to remain at school until they finish Year 10 or turn 16, whichever comes first. Unless they are in full-time work, young people who have finished Year 10 or turned 16 will then be required to participate in education and training for:

- A further two years, or
- Until they have gained a Queensland Certificate of Education, or
- Until they have gained a Certificate III vocational qualification, or
- Until they have turned 17, or
- Obtain 25 hours per week of employment.

This means that until you turn 17, you will need to be learning or earning.

If you want to continue learning, you can do this at Mackay Christian College, another school, TAFE or a Registered Training Provider.

Answer:
I am aiming for... (tick one or two)

- Queensland Certificate of Education
- OP & Tertiary Entrance
- TAFE Certificate
- Certificate of Post Compulsory School Education
- School Based Apprenticeship or Traineeship
- Full time Apprenticeship or Traineeship
- Continue school until I get a job
- Employment

These options are explained more fully on the following page.

This information and more is available at:
Your Options Explained

Queensland Certificate of Education
The QCE is a qualification awarded to young people at the completion of the Senior Phase of Learning, usually at the end of Year 12. It confirms a student’s achievement of a significant amount of learning (20 credits), a set standard of achievement (Sound or higher) and meeting literacy & numeracy requirements. The certificate is issued by the Queensland Curriculum Assessment Authority.

Students at Mackay Christian College choose SIX subjects ranging from more difficult OP subjects to practical Vocational subjects. An additional seventh subject, ‘CLEAR’, which is undertaken by all students also contributes towards a QCE.

Tertiary Entrance
Students apply to the Queensland Tertiary Admissions Centre (QTAC) for entry to Queensland University Courses and TAFE Diplomas. QTAC then uses a student’s OP score (for OP eligible students) or Selection Rank (for non-OP students) to sort all applicants and make offers of places in courses.

Overall Position
The OP places students in one of 25 bands, based on a comparison of student’s overall achievements in Year 11 & 12 and scaling based on group results in the Queensland Core Skills (QCS) Test.

Student’s results in Authority subjects are brought together by the Queensland Curriculum Assessment Authority and students are ranked into 25 bands from the highest (1) to the lowest (25).

All Senior students who wish to be eligible for an OP Score must participate in the Queensland Core Skills test.

In order for students to obtain an OP Score they must complete the equivalent of 20 semester units of Authority Subjects over the two years of Senior schooling i.e. the equivalent of 5 Authority subjects, with each Authority subject being completed in 4 semesters (5 x 4 = 20). Three of the subjects need to stay the same over the two years.

ATAR
From 2020 students will be issued with an ATAR rather than an OP. More information can be found in the Year 10 section as this is the first Year Level who will be effected by this change.

School based Traineeship or Apprenticeship
Students may start their apprenticeship while they are at the College. Students need to complete training books for their apprenticeship or traineeship and will be required to work as arranged with the employer and school. Students and parents will need to sign a training agreement with the Registered Training Organisation and Employer.

Just a note of caution
Many students hold part time jobs while they complete their Senior studies. Part time work of more than 12 hours per week can seriously harm a student’s chance of achieving success in their Senior studies. Consider this - students are at school for 7 hours per day for 5 days.

Homework in Senior years is expected to take between 2 to 2.5 hours per week night. This is already a 47.5 hour working week without including youth group, sport and hobbies, family time, extra time spent on assignments, studying for exams or part time work. Studying at Senior is an investment of time in a student’s future.
Embracing the future and striving to prepare for the world ahead requires an innovative approach, empowered with courage and strength. Using contexts of sport, service, scripture, skill development and self-assessment, Senior CLEAR encourages you to understand that relationships are a key to life success. Learning experiences encourage you to achieve your best, by embracing your unique character, so that you may be caring of other people and empowered to always try new things.

Senior CLEAR is the subject of life where you will be encouraged to be active in challenging your personal beliefs and values, as well as have the opportunity to put them into action. All topics are taught with an explicit basis in scripture, and with a missions focus; ‘educating the heart’. Senior CLEAR incorporates Social & Communities Studies curriculum and QCS Preparation.

QCS Preparation - In Year 12 CLEAR you will undertake a variety of tasks to help you prepare for the QCS test. These will include instruction on how to tackle QCS questions, practice writing tasks, along with test practice days. You will access a variety of materials to assist you with this preparation.

Understanding Core Curriculum Elements are an important part of QCS preparation.

“Educating the mind without educating the heart is no education at all.”
- Aristotle -

OUR VALUES

SUBJECT: CLEAR
YEAR 10
IN 2018
**Year 10**

Mackay Christian College is committed to preparing all students for pathways after school, and implementing new learning opportunities created by the new system of Senior Schooling that is to commence in 2019. Year 10 will be a significant start to this phase of learning with an emphasis on the types and styles of learning that will be required to ensure success.

The most significant changes to the current system include:

- a move away from the Overall Position (OP) rank to an Australian Tertiary Admission Rank (ATAR) which brings Queensland in line with other states;
- new processes to strengthen the quality and comparability of school-based assessment; and,
- an external assessment introduced in most subjects.

These changes are designed to improve the validity and reliability of subject assessments and increase confidence in the Queensland Certificate of Education (QCE). Throughout this process the Queensland Curriculum and Assessment Authority (QCAA) are redeveloping Senior subjects that reflect this new learning model and focus on 21st Century Skills (see 21st Century Skills table).

At Mackay Christian College we care for Every Child in all facets of their development. In 2017 we began implementing our Every Child program that provides support, challenge, encouragement and engagement for every student to ensure essential learnings are achieved. This program recognises and caters for individual differences and approaches to learning and is based on student data. Students are supported through areas of struggle and encouraged and provided opportunities for enrichment in areas of strength. Clear expectations will be set and students will be working towards explicit learning goals.

Our curriculum and subject offering is constantly evaluated to ensure the best possible educational and learning pathways to meet students’ needs in a constantly changing world.

As of 2019 students entering Senior School, wanting to pursue a university pathway, will need to ensure they qualify for an ATAR to gain entrance to a university course. As part of this preparation students in Year 10 will be required to select a range of one semester long subjects across a broad range of learning areas. These subjects will be closely aligned with Senior syllabuses and ensure that students are well equipped to make good choices for Year 11 and 12. Due to the nature of the new system it is very likely that subject changes throughout this learning phase will be very limited and therefore good choices at the start are essential.
WHAT IS AN AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)?

The ATAR is a fine-grained rank order of students. It is a number between 0.00 and 99.95 with increments of 0.05, whereas the OP consists of 25 bands. The ATAR is commonly used in other states and territories.

A student’s OP is calculated by comparing their results in Authority subjects studied at school with those of other OP-eligible students. Subject results are scaled using Queensland Core Skills (QCS) Test results. The final QCS Test will be held in 2019.

ATARs will also be calculated by comparing student results. But instead of the QCS Test there will be a process of inter-subject scaling. Scaling is necessary so that student results in different types of subjects can be compared. The method of inter-subject scaling to be used is still to be finalised by the Senior Secondary Assessment Taskforce.

The Queensland Tertiary Admissions Centre (QTAC) will be responsible for calculating students’ ATARs.

YEAR 10 SUBJECT STRUCTURE

Students in Year 10 will have subject choices based on a Year 11 & 12 structure. This is to help prepare them for the increase in rigour and changing styles of assessment in this phase of learning. Students will have a choice of six (6) electives of which they will need to complete three across the year.

All students will undertake CLEAR which is our values subject and includes topics such as SET planning – this is the student’s plan for education and training for Year 11 and beyond.
YEAR 10
SUBJECTS

ENGLISH
Year 10 English is a full year course that integrates the related strands of language, literature and literacy. It builds on the concepts, skills and processes developed in earlier years through increasingly complex and sophisticated texts. It lays the foundation for the compulsory study of English in Year 11 and 12.

MATHEMATICS
Students will be placed in Maths classes based upon their Year 9 Maths results. Maths courses are given the relevant preparatory name to match Senior syllabuses. Students wishing to undertake Specialist Maths (formerly Maths C) in Year 11 & 12 will need to undertake Prep Mathematic Methods (formerly Maths B) and achieve well in this course. General Mathematics is the equivalent of the current Maths A.

HUMANITIES
Humanities enables students to develop the capacity to question, think creatively whilst fostering their curiosity and imagination. Students undertaking Humanities in Year 10 have the opportunity to specialise in the following domains for one semester: History; Geography; Business; or, Social Science. Offering specialisations enables students to experience the elements and expectations of the Humanities courses offered at Year 11 and 12 and furthermore develop the appropriate knowledge and skills bases necessary to be successful in these domains.
Students need to elect to undertake one Health & Physical Education (HPE) subject, this is a semester long course. Students have the choice from the following two HPE courses:

**HEALTH & PHYSICAL EDUCATION**

Year 10 Health and Physical Education provides students with the opportunity to explore topics and physical activities that promote health, participation and performance in physical activity. This subject is designed to prepare students for Senior Health and Physical Education.

**ADVENTURE CHALLENGE**

Year 10 Adventure Challenge focuses on physical activities designed to challenge them physiologically, behaviourally and socially in diverse contexts and environments. It is expected that students will participate in movement challenges (as individuals and in teams or groups), recreational activities and navigational challenges in natural and outdoor settings.

Access to specialised College facilities, equipment and relevant teacher expertise will engage students in activities such as mountain biking, trail running and kayaking.

**FOOD & NUTRITION**

Students will study the production, processing consumption and marketing of food and the nature of food and human nutrition through a problem solving process. The focus of this specialist area is on the wellbeing of individuals, families and communities. Students will improve their cooking skills and increase their confidence in the kitchen while preparing healthy nutritional meals.

Students considering studying Food and Nutrition as part of their Senior pathways should consider this subject.
SCIENCE

In Year 10 students have a choice of 4 strands of Science - Biology, Chemistry, Physics or Science in Practice.

Students will undertake two, one semester long units throughout Year 10. This will provide a taste of various fields in preparation for Year 11 selections. Students who are considering selecting Physics or Chemistry in Year 11 and 12 should select these as top choices in their selection. This will help prepare these students to maximise success in these subjects. The focus of these subjects are as follows:

BIOLOGY
Biology is the science about life. Students will learn about various topics such as reproduction, genetics, diseases & global systems such as weather and biodiversity. Students wanting to pursue a career in health or primary teaching should consider Biology as one of their choices.

CHEMISTRY
Chemistry looks at how things work and interact. In Year 10 students will learn more about atomic structure and why this is important, the periodic table, how and why chemicals interact and react, and equations to solve real life problems. Students wanting to study any science or have a career in health upon completing school should consider Chemistry as one of their choices.

PHYSICS
Physics is the study of matter and energy. Students in Physics will learn more about motion, forces & energy and could include topics such as robotics or flights. Students wanting to pursue engineering or science should consider Physics as one of their choices.

SCIENCE IN PRACTICE
A practical subject that looks at science for the workplace, energy and sustainability that will provide an understanding about how science effects our everyday life. This subject is designed for students who do not consider a science as one their future subject choices or for students who love to see the science behind everyday things.
VISUAL ARTS
Visual Arts explores a range of 2D, 3D and digital media in the development of minor and major works. Students will gain knowledge and understanding by analysing, interpreting and responding to concepts in artworks. They also learn about and use knowledge, skills, techniques, processes, materials and technologies to explore art practices and make artworks that communicate ideas and intentions.

This subject will prepare students to undertake Visual Art or Design and Technology subjects in Year 11 and 12.

MULTIMEDIA
Multimedia seeks to encourage and challenge students to be resilient problem solvers and creative, reflective producers of digital media content. This subject aims to bring together many digital technologies available to us, to investigate real world applications of digital and print media through the problem-solving process.

Students participating in this subject will focus on – Graphic Design and Design Principles; Gaming and Interactive Media; Different forms of Digital Storytelling; Photography; Image Manipulation; Video & Audio production skills.

DRAMA
Drama is an exciting course that develops students’ performance and the theoretical skills and gives students opportunities to explore their role within an ensemble and study the stages of technical production.

Students will study performance expression and design elements within a variety of artistic styles. Students will have an opportunity to explore the expressive capacity of their voice and physical movement to create dramatic meaning for an audience. This will prepare students for Drama in Year 11 & 12.

MUSIC
Students will have opportunity to develop performance, composition and musical understanding in preparation for music subjects on offer in Year 11 & 12. This is achieved through exploring a variety of music styles and techniques.

Students can focus on developing their potential in their preferred area of musical expertise.
INDUSTRIAL TECHNOLOGIES

Students will use and test their imagination in Industrial Technology. This subject provides the opportunity to create solutions through design using Computer Aided Drafting (CAD) and Computer Aided Manufacturing (CAM) and then utilise a range of materials, tools, machines and processes to produce quality outcomes. Industrial Technology will cover skills learnt in Woodwork, Metalwork and Graphics. Students undertaking this course may be considering design, technology or other practical subjects in the Trade Training Centre as part of their Senior Learning Pathway.

DESIGN TECHNOLOGY

Students will design, fabricate and test ideas that use new technology. They will use the knowledge and skills to create model vehicles for the F1 in Schools Technology challenge or the 4x4 in Schools challenge and see what it takes to make it in these industries. You will create and design robots that are scaled versions of robots capable of complex tasks. You will learn about coding a pocket sized computer to control a motor and lights, then add electronic circuits for bling. Design Technology will lead to Senior subjects such as Design and Digital Technologies and supports learning in Physics.

AGRICULTURE

Students will use practical skills and knowledge learnt by applying them to different aspects of Agriculture. This subject provides the opportunity to learn about goat and sheep production, chemical applications and horse husbandry concepts. It will prepare them to undertake either Agricultural Science or a Certificate II in Rural Operations at Senior level by equipping them with a brief introduction to the level of learning required for Senior. Agriculture studies complements many other subjects and therefore, students may choose this subject if it interests them.
21ST CENTURY SKILLS FRAMEWORK

- Critical Thinking
  - Analytical thinking
  - Problem solving
  - Decision making
  - Reasoning
  - Reflecting and evaluating
  - Intellectual flexibility

- Creative Thinking
  - Innovation
  - Initiative and enterprise
  - Curiosity and imagination
  - Creativity
  - Generating and applying new ideas
  - Identifying alternatives
  - Seeing and making new links

- Communication
  - Effective oral and written communication
  - Using language, symbols and texts
  - Communicating ideas effectively with diverse audiences

- Collaboration & Teamwork
  - Relating to others (interacting with others)
  - Recognising and using diverse perspectives
  - Participating and contributing
  - Community connections

- Personal & Social Skills
  - Adaptability/flexibility
  - Management (self, career, time, planning and organising)
  - Character (resilience, mindfulness, open and fair-mindedness, self-awareness)
  - Leadership
  - Citizenship
  - Cultural awareness

- ICT Skills
  - Operations and concepts
  - Accessing and analysing information
  - Being productive users of technology
  - Digital citizenship
Welcome to the most demanding and the most enriching two years of English – ever! Throughout these two years, you’ll ascend to the dizzying heights of linguistic sophistication; you’ll build on and consolidate your understanding of genre, textual features and meaning; you’ll foster cultural, personal, aesthetic and technological understandings through engaging with a range of authors and their works including Jane Austen, Arthur Miller, Robert Bolt and William Shakespeare. In the process you’ll thoroughly equip yourself for the wider world that awaits you after school is over. Prepare yourself for the adventure!

Career Opportunities
- The Arts (Humanities/English/Classics)
- Law
- Journalism
- Social Work
- Writing
- Film & Television
- Travel
- Public Relations
- Marketing
- Librarian

“The past is prologue...”
The Mathematics A course is of a less abstract nature than the Mathematics B course with a greater emphasis on the use of mathematics in everyday society. The study of Mathematics A will provide a pathway to a number of rewarding careers including some requiring Tertiary qualifications.

**Career Opportunities**

Some of these career opportunities include:
- Nursing
- Teaching
- Business and Accounting
- Trades
- Tourism and Hospitality
- Administrative Positions
- Creative Industries
- Information Technology

In the Mathematics A course relevant and life-related learning experiences will be used to assist students develop their mathematical skills, knowledge and understanding.
In the Mathematics B course, students will solve problems in both real life and abstract contexts. Examples include: finding the times at which the depth of water in a river is 5.5 metres, determining the time of death of a person, calculating the rate of change of the concentration of a drug in the blood, determining the minimum monthly payment needed to pay off a loan, and calculating the maximum height reached by a projectile.

The study of Mathematics B will provide a pathway to a number of rewarding and exciting careers including many requiring Tertiary qualifications.

Students who study Mathematics B in Year 11, should have achieved at least a C standard in Prep Mathematics B in Year 10. To be successful in Mathematics B, students will need to consistently work hard over the duration of the course.

Career Opportunities

- Engineering
- Medicine and Health Sciences
- Teaching
- Vet Science
- Mathematics
- Accounting
- Computer programming
- Science
The study of Mathematics C will give students the opportunity to extend their mathematical knowledge into new areas and will provide an excellent preparation for further study of Mathematics in a wide variety of fields.

Students study this subject through the School of Distance Education. Regular submission of assignments and exams is required. It is a consistent and demanding workload but there are substantial rewards for those students who are prepared to embrace this challenge. Students will be equipped with valuable problem solving skills which will be a great benefit to them in their further studies, future careers and everyday lives.

The study of Mathematics C will provide a pathway to a number of rewarding careers including many requiring Tertiary qualifications.

Students who study Mathematics C in Year 11, should have achieved at least a C+ standard in Prep Mathematics B in Year 10.

Career Opportunities
• Engineering
• Aviation
• Medicine and Health Sciences
• Teaching
• Mathematics
• Computer programming
Legal Studies focuses on enhancing students ability to recognising diverse legal situations and issues that arise in their everyday lives. Students can develop the confidence to approach Australia’s legal framework and appreciate the relationship between social and legal structures. Through inquiry, analysis, examination and problem solving, students can constructively question and contribute to the improvement of laws and legal process which may benefit themselves and the community now and in the future.

Legal Studies should promote students to make constructive judgments and informed commentaries on the law, its system and processes, from practical and critical social perspectives. Students examine and justify their own opinions and attitudes to legal and social issues needing resolution, preparing them to participate in society as active and informed citizens.

Career Opportunities
Legal Studies is invaluable in helping students prepare for tertiary study and opens doors to employment in such diverse areas as:

- Law Firms
- Police Service
- Government Organisations
- Court System
- Journalism
- Social Planning
- Social Welfare
Simulating the role of a Business Manager by working in partnerships, small groups and teams you will participate in practical and authentic business ventures or assessment tasks. You will learn and develop innovative and creative communication and management strategies which are essential for Business Managers.

Explore key concepts relating to: management practices, marketing management, operations management, human resource management, finance management, business development.

Career Opportunities
- Business Management
- Human Resource Management
- Financial Management
- Commerce
- Marketing and Operations Management
- Corporate Systems Management

Be creative and innovative as you learn how businesses (international small-to-medium enterprise and not-for-profit) are managed by exploring the main functions of businesses and the ways that these functions work together to achieve business goals in relevant contexts.
Physics is about how to make things move, fly through the air, collide with something, bounce, rebound, go right through, spark, glow, or switch on & off without touching it. You need to like recording numbers and drawing graphs to work out how you can make something go faster, higher or longer. You also need to be good at Mathematics to do well in Physics because you need to do calculations to find speeds and forces and voltages from your experimental results. Physics will also improve your ability to work together in a team to design, carry out and analyse experiments.

Career Opportunities
- Technician
- Engineer
- Science Teacher
- Aviation (Pilot, Navigator, Engineer)
- Rocket Science
- Robotics
- Micro Electronics
If calculating how much Vitamin C is in your orange juice excites you, then choose Chemistry. Chemistry will challenge you. It will require a strong commitment to study. This is because the university course and profession you choose will have similar demands and expectations of excellence.

If the teacher says “you can’t taste this” then you are most likely in a Chemistry class. If you love the thought of mixing chemicals in a well planned way and saying “that’s interesting” when the person beside you collapses, then Chemistry is for you.

Career Opportunities
People who became:
- Doctors
- Dentists
- Nurses
- Pharmacists
- Vets
- Health Care
- Engineers
- Science Teachers

all did Chemistry at school to get them started.
Biologists are fascinated by how things live and die, and how they are beautifully designed by God to live in specific places with unique needs. If you are also curious about how your body works or why environmentalists get so passionate they chain themselves to trees, then Biology will be a good fit for you. The Year 11 course deals mainly with environmental issues with field work and excursions.

The Year 12 course is focused mainly on human physiology, genetics and origins. Issues are discussed from both a biological and ethical viewpoint.

Career Opportunities
- Any Health Care profession
- Environmental Engineers
- Marine Biologists
- Biology Teachers
Physical Education is an action packed subject for those who enjoy sports and want to learn more about the underlying skills required to improve not only your performance but also those of others.

It involves the study of physical activity and engages students as intelligent performers, learning in, about and through physical activity. Physical Education focuses on the complexity of and interrelationships among psychological, biomechanical, physiological and sociological factors which influence individual and team physical performances, and wider social attitudes to physical activity.

A range of topics are explored and a variety of assessment types are used. There is both a practical and theoretical component to each topic to provide a broad base of knowledge and skill development.

These assessment types include exams, reports and seminars along practical analysis.

Career Opportunities
- Teacher
- Sports Administrator
- Emergency Services
- Physiotherapist
- Coach
- Sportsperson
- Fitness Centre Manager
- Defence Forces
If you are interested in fashion, textiles, food, nutrition and sustainable living, Home Economics is a subject that may interest you. It is a field of study which offers you opportunities to discover and further develop your critical and creative capabilities that enhance individual and family wellbeing.

You will be able to use the skills you learn in your personal and professional life. Home Economics provides the education to assist not only individuals but also governments and communities to make better choices to enhance lifestyle.

Students will undertake a variety of units over the two year course, each semester a different practical component will be assessed. Students will need to complete a practical assessment in both the textiles and food nutrition units each year along with a theoretical component.

Career Opportunities
- Health Promotion
- Design and Innovation
- Textiles
- Food and Nutrition advisory services
- Food Styling
- Food Technology
- Hospitality
- Consumerism
- Dietetics
- Fashion Designer
Senior Visual Art is a course of study aiming to promote critical, cultural and aesthetic understandings through participation in the processes involved in the whole Visual Art experience.

Senior Visual Art encourages students to:

- Make and appraise artworks with confidence and individuality
- Define and solve problems with the flexibility to negotiate and consider a variety of solutions and processes
- Select, explore, manipulate and exploit the potential of materials, techniques, processes and technologies
- Evolve a personal aesthetic
- Develop personal perspectives relating to social, community, cultural, economic, political, environmental and vocational visual art contexts

- Make informed judgements and justify positions when determining the aesthetic value of artworks
- Value and develop an interest in diverse philosophies and methodologies. Understand the diverse role of art workers in cultures past and present, including multicultural Australia

Career Opportunities

- Interactive Media
- Public Relations
- Environmental Graphics
- Advertising
- Book Publishing
- Secondary Teaching
- Film Production
- Exhibition Design
- Television
- Newspapers
- Printers
- Marketing
- Graphic Design
- Freelance Artist
APPLIED LEARNING SUBJECTS
The content is functional and you’ll have an opportunity to harness your oral and written skills. It is designed to improve your potential to effectively participate in fundamental life roles, those related to work, to personal and community life, and to leisure and recreation. In short, you’ll learn to communicate effectively – to say what you mean, and to be understood.

Students will develop abilities to compose and comprehend English language texts which:

- Provide enjoyment e.g. films, television, radio, drama, prose, fiction and biographies, magazines, song lyrics and poems;
- Are directly related to workplace competencies e.g. business letters, directories, manuals, schedules and compendiums; and,
- Provide information and opinion on matters of current community and national interest e.g. newspapers, magazines, documentaries and non-fictional prose.

Career Opportunities

- Film & Television
- Travel
- Public Relations
- Marketing Officer
- Armed Forces
- Librarian
- Secretary
- Social Worker
- Most trade areas
A student’s grasp of mathematical concepts, proficiency in basic skills and ability to apply these to various life-related contexts carries significant ramifications for successful performance in vocational as well as leisure pursuits. The study of Prevocational Mathematics provides students with a relevant and practical foundation for life after school.

The Prevocational Mathematics course caters for students who have struggled with the academic rigour of Mathematics in previous years. The learning activities are focused on practical and real life applications. Students have the opportunity to attain vital workplace knowledge and skills which enhance employability.

Career Opportunities
The study of Prevocational Mathematics will provide a pathway to a number of rewarding careers including:
- Small Business
- Trade Areas
- Hairdressing
- Hospitality
- Receptionist
Recreation Studies provides a unique opportunity to experience the challenge and fun of active participation in physical activity while developing beneficial vocational and life skills.

You will undertake a number of different recreational pursuits and through these develop new skills and understanding relating to physical, social and community aspects of recreation. There will be a range of assessment activities along with a practical component for each unit. The theory discussed will enhance and support the practical activities undertaken as part of the course.

Career Opportunities
- Park Manager
- Tourism Industry
- Outdoor Education Instructor
- Outdoor Education Program
- Sports Administration
- Recreation Officer
- Fitness Instructor
This subject is aimed at students who do not need Art as a prerequisite to tertiary studies, but wish to pursue it for self employment or as a leisure related activity.

Topics currently studied include:
- Photography
- Drawing
- Mosaic
- Painting
- Design
- Communication

These topics will be done over a four semester period.

Assessments:
- Production Folio
- Resource book
- Oral presentation

Career Opportunities
- Advertising
- Television
- Book Publishing
- Newspapers
- Graphic Design
- Marketing
- Environmental Graphics

- Public Relations
- Printers
- Interactive Media
- Exhibition Design
- Film Production
Music in Practice is a practical course which requires some previous instrumental and theory knowledge.

This subject requires a positive attitude, a commitment to regular practise and creativity. Students will still learn the fundamental elements of Music so that they can deconstruct repertoire, perform and compose songs.

Students will be assessed through a range of practical and compositional tasks. These include performance, analysis and the writing of music.

Career Opportunities
- Retail
- Part time or Full time Performer
- Record Producer/Artist
- Musician/Session Musician
- Technical Crew/Road Crew
- Songwriter/Composer
- Music Teacher
- Worship Team Leader
- Studio Technician
- Private Instrumental Teacher
- Musicologist
Industrial Graphics is a subject for people who want to develop their graphical communication skills both in freehand sketching and computer aided drafting (CAD).

You will develop your ability to develop and share ideas and design concepts with others. You will develop the knowledge and skill required to produce drawings and information with enough detail to allow the manufacture of the product you have drawn.

What will you learn?
You will use information to produce formal CAD drawings in both 2D and 3D formats to acceptable industry standard and conventions. You will manipulate the information you have gathered and developed into formats that will allow it to be passed to an end user for the manufacture or construction of a product. You will work in both engineering and construction environments.

How will you learn?
You will learn by doing. You will develop your knowledge and skill by undertaking a number of real world drafting challenges in a range of contexts for a variety of end users. The diversity of learning activities in Industrial Graphics will cater to the range of learning styles.

Career Opportunities
- Builder
- Engineering
- Carpenter
- Electrician
- Boilermaker
- Draftsperson
- Interior Designer
- Landscape Designer
This course is designed for all students to gain confidence and nationally recognised skills in the agricultural sector.

Certificate II in Rural Operations is run in partnership with Rural Training Queensland (RTO Code 31258). Students will develop attributes such as self-reliance, responsibility, teamwork and problem solving.

This qualification is studied over the two year period Year 11 & 12 course during their timetabled lessons as well as some excursions off site. Throughout the course students study and develop skills in a variety of rural industry competencies.

See Appendix 1.3 for list of competencies

Agricultural Career Opportunities:
- Farm Management
- Farm hand/Station hand
- Rural Retail/finance/transport industries
- Vet Nursing
- Animal Handling
- Machinery Operation and Maintenance
- Chemical Applications
- Rural Property Investment
TRADE TRAINING CENTRE

The Mackay Christian College Trade Training Centre (MCCTTC) is an exciting facility that provides opportunity for students who enjoy practical learning and have a desire to learn more about the Construction and Engineering Industries.

Trade Pathway
The MCCTTC Trade Pathway program is focused on three core aspects: work readiness, safety and employability. This program is specifically tailored to meet the current needs of industry and to equip and prepare students for their preferred career choice.

Students who wish to participate in this program will need to select CPC1011 Certificate I in Construction, MEM20413 Certificate II in Engineering Pathways along with Graphics or Industrial Graphics. Students are then able to choose any subject on the remaining elective line. Students who choose to participate in this program will be expected to be at school and working by 7:00am when specified and to take full advantage of mandatory work placement opportunities at local companies, businesses and organisations.

Individuals who choose to apply to become a Trade Pathway student will need to attend an interview with a parent/s or guardian. This is to ensure that the participant and their parent/s or guardian are fully aware of the processes and expectations of the TTC program.

Single Pathway
MCCTTC also offers a single pathway option to those students who are not necessarily seeking a job in the trade industry but want to learn some practical skills or those who are hoping to study in one of these fields at university after school.

You can select either the CPC1011 Certificate I in Construction or MEM20413 Certificate II in Engineering Pathways. Students undertaking these Certificates are encouraged to choose a Graphics subject to support this option. Students who choose to participate in this program will be expected to be at school and working by 7:00am when specified.

Individuals who choose to apply to become a Single Pathway student will need to apply through the normal subject selection process and are required to attend an interview with a parent/s or guardian. This is to ensure that the participant and their parent/s or guardian are fully aware of program outlines, processes, and expectations.
The CPC1011 Certificate I in Construction provides you with a range of foundational knowledge and skills to give you a head start in the Building and Construction Industry.

While undertaking this qualification you will have access to industry standard equipment and tools. Our Trade Training Centre has open plan workshop facilities where short term and long-term projects are undertaken in alignment with current Workplace Health and Safety requirements.

Our teachers and trainers are equipped with broad industry experience and are qualified with knowledge and trade skills. They will mentor and guide you in a range of basic construction skills, processes and practices. You will learn individually and collaboratively in a team to complete projects both within the workshop and on live projects.

See Appendix 1.1 for list of competencies

This course will require you to produce a portfolio of work displaying evidence of project development, knowledge and skill acquisition as well as proof of your adherence to safe work practices.

Possible Career Opportunities
- Bricklayer
- Carpenter
- Cabinet Maker
- Plant Operator
- Scaffolder
- Building Surveyor
- Safety Manager
- Estimator
- Plasterer
- Electrician
- Plumber
- Builder

Mackay Christian College
Trade Training Centre
RTO Code: 30471
This course is designed for students interested in engineering or related working environments. The skills and concepts embedded within this course of study aims to teach participants the base knowledge needed to gain an apprenticeship or employment in mechanical, industrial and production engineering environments, as well as providing insight into the varied engineering contexts.

While undertaking this qualification you will have access to industry standard engineering equipment and tools. Our Trade Training Centre has open plan workshop facilities where short term and long-term projects are undertaken in alignment with current Workplace Health and Safety requirements.

See Appendix 1.2 for list of competencies

Our teachers and trainers are equipped with broad industry experience and are qualified with knowledge and trade skills. They will mentor and guide you into becoming proficient in a range of basic engineering skills, processes and practices. This course will require you to produce a portfolio of work displaying evidence of project development, knowledge and skill acquisition as well as proof of your adherence to safe work practices.

Possible Career Opportunities
- Boilermaker
- Fitter and Turner
- Technicians and Trades Workers
- Metal Fabricator
- Machinist
- Heavy Vehicle Mechanic
- Light Vehicle Mechanic
PLANS
HELP WITH YOUR PLAN

Sometimes you may need a little help with your plan. You can...

Make an appointment to see someone

• Head of Teaching and Learning or Learning Pathways Coordinator regarding subject choices, OP, University, TAFE, other associated information

• Director of Trade Training regarding Trade Training Centre entry

• Year Level Coordinator / House Family Coordinator regarding personal management issues such as stress, time management, study habits

These people can help you with subject choices, OP information, QCE, University and TAFE course information and information about scholarships, visa/international students. Your Year Level Coordinator can help you work out personal management issues to do with organisation, stress, improving study habits etc.

Find out more information

The Student Connect site has a broad range of career and other information for Queensland students and is where students can logon to see what is in their learning accounts. This site is the location where students can find OP and QCS results when they are released online.

https://www.qcaa.qld.edu.au/
The Queensland Curriculum and Assessment Authority is the organisation that issues Senior qualifications in Queensland. This site contains information about subjects, OPs, QCS and range of other information like the changes to Senior Education.

www.qtac.edu.au
The Queensland Tertiary Admissions Centre sorts student applications to Universities and TAFEs. You can find out about past cut offs to courses and other information here.

www.australianapprenticeships.gov.au
How apprenticeships work.

The job guide provides a wide range of information about jobs and careers and includes information about job outlooks.

www.myfuture.edu.au
Explore skills and interests and develop a job plan.
The QCS Test contributes information for the calculation of Overall Positions (OPs) and Field Positions (FPs), which are used to rank students for tertiary entrance. The QCS Test does not test particular knowledge of specific Year 12 subjects. It tests the Core Curriculum Elements (CCE), a set of generic skills identified in the Queensland senior curriculum. The test assumes that candidates have basic levels of general knowledge and vocabulary and a Year 10 knowledge of Mathematical operations. The CCEs tested in the QCS test are listed in the table below along with the way they are grouped in assessing student’s skills in the QCS test.

<table>
<thead>
<tr>
<th>COMPREHEND AND COLLECT</th>
<th>STRUCTURE AND SEQUENCE</th>
<th>ANALYSE, ASSESS AND CONCLUDE</th>
<th>CREATE AND PRESENT</th>
<th>APPLY TECHNIQUES AND PROCEDURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbs</td>
<td>Verbs</td>
<td>Verbs</td>
<td>Verbs</td>
<td>Verbs</td>
</tr>
<tr>
<td>recognises</td>
<td>structure written</td>
<td>deduce</td>
<td>write at length</td>
<td>calculate</td>
</tr>
<tr>
<td>recall/remember</td>
<td>text and mathematical</td>
<td>infer</td>
<td>WT</td>
<td>estimate</td>
</tr>
<tr>
<td>interpret (words,</td>
<td>arguments</td>
<td>interpollate</td>
<td>produce written</td>
<td>approximate</td>
</tr>
<tr>
<td>symbols, pictures,</td>
<td></td>
<td>extrapolate</td>
<td>text (summarise,</td>
<td>substitute</td>
</tr>
<tr>
<td>illustrations, tables,</td>
<td></td>
<td>hypothetise</td>
<td>explain, expound)</td>
<td>substitute</td>
</tr>
<tr>
<td>diagrams, maps, graphs</td>
<td></td>
<td>criticise</td>
<td>produce pictures,</td>
<td>progress to answer</td>
</tr>
<tr>
<td>identify; feel</td>
<td>compare/contrast</td>
<td>analyse</td>
<td>diagrams, graphs,</td>
<td></td>
</tr>
<tr>
<td>translate</td>
<td>classify</td>
<td>synthesise</td>
<td>tables</td>
<td></td>
</tr>
<tr>
<td>find; search/locate</td>
<td>interrelate</td>
<td>judge/evaluate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>list; record</td>
<td>apply strategies to</td>
<td>justify</td>
<td></td>
<td></td>
</tr>
<tr>
<td>observe; measure</td>
<td>trial and test</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 2 3 12 13 53 57</td>
<td>1 21 22 29 30 31 36</td>
<td>32 33 34 35 41 42 43 44 45 48</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 5 6 28 51 55</td>
<td></td>
<td>32 33 34 35 41 42 43 44 45 48</td>
<td></td>
<td></td>
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<tr>
<td>7</td>
<td></td>
<td>32 33 34 35 41 42 43 44 45 48</td>
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<td>2 52</td>
<td></td>
<td>32 33 34 35 41 42 43 44 45 48</td>
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<td>12 13</td>
<td></td>
<td>32 33 34 35 41 42 43 44 45 48</td>
<td></td>
<td></td>
</tr>
<tr>
<td>53 57</td>
<td></td>
<td>32 33 34 35 41 42 43 44 45 48</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Desirable features for A-standard

- comprehends facts and literal meanings over a wide range of material
- extracts information (from styles such as poetry, prose, instructional text, cartoons, diagrams, tables, graphs, symbolic text), clarifies it, transforms and elucidates it to display meaning
- selects/sorts relevant, subtle and/or obscure information from a wide range of materials and then sequences it logically and organises it systematically
- discerns complex patterns and relationships from styles such as verbal, pictorial, tabular, graphical and symbolic text
- deduces and induces subtle causal and other relationships between factors from interrelated material
- identifies the essence and suitably evaluates the worth of multifaceted, complex arguments, verbal and mathematical
- draws conclusions through evaluation of a wide range of material thus:
- evaluates explicit and implicit assumptions, distinguishes factors, evinces and assesses principles, predicts conclusions
- considers many possibilities from a wide range of complicated material in making sound judgments
- demonstrates a confident and flexible proficiency with written language, a skilled and effective control of structure, and a consistent ability to develop a relevant central idea clearly and sensitively
- writes effectively and accurately
- produces clear, coherent and accurate information of the highest visual appeal
- determines and uses appropriate techniques for making exact and approximate calculations
- solves problems involving a number of pieces of information
The following skills are the ones that employer groups said that they looked for in employees. This list was accessed from the Employability Skills for the Future Report 2002, at:

You can use this list to keep track of the skills you are learning. Write down times when you have shown these skills either at school or at home. This then becomes a great start to your CV.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Element - (facets of the skill that employers identified as important, noting that the mix and priority of these facets would vary from job to job)</th>
<th>Some evidence or events where you have demonstrated these skills</th>
</tr>
</thead>
</table>
| **Communication**<br>that contributes to productive and harmonious relations between employees and customers | • Listening and understanding  
• Speaking clearly and directly  
• Writing to the needs of the audience  
• Negotiating responsively  
• Reading independently  
• Empathising  
• Using numeracy effectively  
• Understanding the needs of internal and external customers  
• Persuading effectively  
• Establishing and using networks  
• Being assertive  
• Sharing information  
• Speaking and writing in languages other than English | |
| **Teamwork**<br>that contributes to productive working relationships and outcomes | • Working with people of different ages, gender, race, religion or political persuasion  
• Working as an individual and as a member of a team  
• Knowing how to define a role as part of a team  
• Applying teamwork skills to a range of situations, eg. futures planning, crisis problem solving  
• Identifying the strengths of team members  
• Coaching, mentoring and giving feedback | |
| **Problem solving**<br>that contributes to productive outcomes | • Developing creative, innovative solutions  
• Developing practical solutions  
• Showing independence and initiative in identifying problems and solving them  
• Solving problems in teams  
• Applying a range of strategies to problem solving  
• Using mathematics including budgeting and financial management to solve problems  
• Applying problem-solving strategies across a range of areas  
• Testing assumptions taking the context of data and circumstances into account  
• Resolving customer concerns in relation to complex project issues | |
<table>
<thead>
<tr>
<th>Skill</th>
<th>Element - (facets of the skill that employers identified as important, noting that the mix and priority of these facets would vary from job to job)</th>
<th>Some evidence or events where you have demonstrated these skills</th>
</tr>
</thead>
</table>
| Initiative and enterprise that contribute to innovative outcomes | • Adapting to new situations  
• Developing a strategic, creative, long-term vision  
• Being creative  
• Identifying opportunities not obvious to others  
• Translating ideas into action  
• Generating a range of options  
• Initiating innovative solutions | |
| Planning and organising that contribute to long term and short term strategic planning | • Managing time and priorities – setting timelines, coordinating tasks for self and with others  
• Being resourceful  
• Taking initiative and making decisions  
• Adapting resource allocations to cope with contingencies  
• Establishing clear project goals and deliverables  
• Allocating people and other resources to tasks  
• Planning the use of resources including time management  
• Participating in continuous improvement and planning processes  
• Developing a vision and a proactive plan to accompany it  
• Predicting – weighing up risk, evaluating alternatives and applying evaluation criteria  
• Collecting, analysing and organising information  
• Understanding basic business systems and their relationships | |
| Self-management that contributes to employee satisfaction and growth | • Having a personal vision and goals  
• Evaluating and monitoring own performance  
• Having knowledge and confidence in own ideas and vision  
• Articulating own ideas and vision  
• Taking responsibility | |
| Learning that contributes to ongoing improvement and expansion in employee and company operations and outcomes | • Managing own learning  
• Contributing to the learning community at the workplace  
• Using a range of mediums to learn – mentoring, peer support, networking, information technology (IT), courses  
• Applying learning to ‘technical’ issues (eg. learning about products) and ‘people’ issues (eg. interpersonal and cultural aspects of work)  
• Having enthusiasm for ongoing learning  
• Being willing to learn in any setting – on and off the job  
• Being open to new ideas and techniques  
• Being prepared to invest time and effort in learning new skills  
• Acknowledging the need to learn in order to accommodate change | |
| Technology that contributes to effective execution of tasks | • Having a range of basic IT skills  
• Applying IT as a management tool  
• Using IT to organise data  
• Being willing to learn new IT skills  
• Having the occupational health and safety knowledge to apply technology  
• Having the appropriate physical capacity | |
## 1.0 LIST OF COMPETENCIES

**CPC10111 CERTIFICATE I in CONSTRUCTION**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPCCCM1012A</td>
<td>Work effectively and sustainably in the construction industry</td>
</tr>
<tr>
<td>CPCCCM1013A</td>
<td>Plan and organise work</td>
</tr>
<tr>
<td>CPCCCM1014A</td>
<td>Conduct workplace communication</td>
</tr>
<tr>
<td>CPCCCM2001A</td>
<td>Read and interpret plans and specifications</td>
</tr>
<tr>
<td>CPCCCM2005A</td>
<td>Use construction tools and equipment</td>
</tr>
<tr>
<td>CPCCVE1011A</td>
<td>Work safely in the construction industry</td>
</tr>
<tr>
<td>CPCC0HS2001A</td>
<td>Apply OHS requirements, policies and procedures in the construction industry</td>
</tr>
<tr>
<td>CPCCCM1015A</td>
<td>Carry out measurements and calculations</td>
</tr>
<tr>
<td>CPCCCM2004A</td>
<td>Handle construction materials</td>
</tr>
<tr>
<td>CPCCCM2006A</td>
<td>Apply basic levelling procedures</td>
</tr>
</tbody>
</table>

## 1.1 LIST OF COMPETENCIES

**MEM20413 CERTIFICATE II IN ENGINEERING PATHWAYS**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEM13014A</td>
<td>Apply principles of OH&amp;S in the work environment</td>
</tr>
<tr>
<td>MEMPE005A</td>
<td>Develop a career plan for the engineering and manufacturing industry</td>
</tr>
<tr>
<td>MEMPE006A</td>
<td>Undertake basic engineering projects</td>
</tr>
<tr>
<td>MSAENV272B</td>
<td>Participate in environmentally sustainable work practices</td>
</tr>
<tr>
<td>MEM16006A</td>
<td>Organise and communicate information</td>
</tr>
<tr>
<td>MEM16008A</td>
<td>Interact with computing technology</td>
</tr>
<tr>
<td>MEM18001C</td>
<td>Use hand tools</td>
</tr>
<tr>
<td>MEME18002B</td>
<td>Use power tools/hand operations</td>
</tr>
<tr>
<td>MEMPE001A</td>
<td>Use engineering workshop workshop machines</td>
</tr>
<tr>
<td>MEMPE002A</td>
<td>Use electric welding machines</td>
</tr>
<tr>
<td>MEMPE003A</td>
<td>Use oxy-acetylene and soldering equipment</td>
</tr>
<tr>
<td>MSAPCI101A</td>
<td>Adapt to work in industry</td>
</tr>
</tbody>
</table>
### 1.2 LIST OF COMPETENCIES
#### AHC21216 CERTIFICATE II IN RURAL OPERATIONS

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCWHS201</td>
<td>Participate in work health and safety processes</td>
</tr>
<tr>
<td>AHCWRK209</td>
<td>Participate in environmentally sustainable work practices</td>
</tr>
<tr>
<td>AHCWRK204</td>
<td>Work effectively in the industry</td>
</tr>
<tr>
<td>AHCPHT201</td>
<td>Plant horticultural crops</td>
</tr>
<tr>
<td>AHCMOM202</td>
<td>Operate tractors</td>
</tr>
<tr>
<td>AHCIRG202A</td>
<td>Assist with operation of pressurised irrigation</td>
</tr>
<tr>
<td>AHCCHM201</td>
<td>Apply chemicals under supervision</td>
</tr>
<tr>
<td>AHCPMG201</td>
<td>Treat weeds</td>
</tr>
<tr>
<td>AHCINF202</td>
<td>Install, maintain and repair farm fencing</td>
</tr>
<tr>
<td>AHCLSK204</td>
<td>Carry out regular livestock observation</td>
</tr>
<tr>
<td>AHCLSK207</td>
<td>Load and unload livestock</td>
</tr>
<tr>
<td>AHCLSK206</td>
<td>Identify and mark livestock</td>
</tr>
<tr>
<td>AHCLSK211</td>
<td>Provide feed for livestock</td>
</tr>
<tr>
<td>AHC SOL202</td>
<td>Assist with soil or growing media sampling and testing</td>
</tr>
<tr>
<td>AHCWRK207</td>
<td>Collect and record production data</td>
</tr>
</tbody>
</table>

*Units and course structure may vary from the above, depending on available resources.*