2025 Year 11 Information Night

Christian Education on Purpose – providing an education that is focused on the student's holistic development which includes their academic, physical, social-emotional and spiritual development.

Vision of a Learner

Our students will become:
- Self-directed strategic producers
- Responsive communicators
- Creative, reflective investigators
- Empathetic servant leaders
- Resilient problem solvers

"*Love the Lord your God with all your heart, soul, mind and strength, and love your neighbour as yourself.*"

Mark Chapter 12

OUR VALUES ARE

CLEAR

Christlikeness is loving God with all our soul
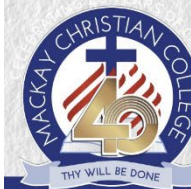
Learning is loving God with all our mind

Excellence is loving God with all our strength

Attitude is loving God with all our heart

Respect is loving your neighbour as yourself

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THY WILL BE DONE

Keys for Success, Well-being and Happiness

	Year 7 and 8		Year 9 and 10		Year 11 and 12	
Confidence	Confident in who I am and how I relate to others		Confident for Personal Growth and Service		Confident for Leadership and Facing the World	
Resilience	Resilient through change and disappointments		Resilient through challenges		Resilient through difficult circumstances	
Persistence	Giving effort to grow		Working strong through challenges		Achieving my goals through hard work and persistence	
Organised	Organised for personal development		Organised for senior study and career paths		Organised for life after school	
Getting along	Getting along with friends and peers		Developing empathy for others		Relating well to people of all ages and backgrounds	
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Focus	Appreciating Self	Appreciating Others	Taking Responsibility for Own Actions	Serving Others	Personal and Leadership Development	Leadership, Significance and Purpose

Taught through the lens of a Christian worldview

Subject Choices – Class of 2025

Year	Block 3	Block 4	Block 5	Block 6
Year 12 2025	Chemistry	Biology	Industrial Graphics	
	Trade Training Centre (Dual Pathway)	Sports & Recreation	Cert II Health Support Services	Trade Training Centre (Dual Pathway)
	Design	ICT	Legal Studies	
Year 11-12 2025	Film, TV and New Media	Modern History	Physics	Agricultural Practices
	Business Studies	Drama	Physical Education	Geography
	Hospitality Practices		Early Childhood Studies	Literature
		Trade Training Centre (Single Pathway)		Visual Arts in Practice
Year 11 2025	Biology	Sports & Recreation	Visual Arts in Practice	Industrial Graphics
	Trade Training Centre (Dual Pathway)		Trade Training Centre (Dual Pathway)	Cert III Health Services Assistance

Other Subject Choices – ISUs

- Subjects through School of Distance Education (Psychology, Accounting, Ancient History, Agricultural Science, Legal Studies, Chemistry…)
- Cert II courses
- School based apprenticeships and traineeships
- University subjects

Year 12 Assessment and Results — Applied Syllabus Subjects

- For Applied subjects, there is no external exam.
- Students will only receive a A–E final subject result on Senior Statement.

Year 12 Results — General Syllabus Subjects

- Combine school-based and external assessment to derive final subject results.

- Four assessments (3 school-based + 1 external) per subject.

- School-based assessment will generally contribute 75% to a student's final subject result; 50% in maths and science.

- Students will receive a numerical and A–E final subject result on Senior Statement.

THY WILL BE DONE

Some Changes….

- Terminology (Unit 1,2 ,3 and 4 is more important than Semester 1,2, 3 and 4)
- Senior Camp at the end of Term 4 Year 11
- Work Experience at the end of term for TTC students
- We will not have down time at the end of a term
- Unit 2 will start middle of Term 2, Unit 3 will start Week 4 in Term 4. Athletics Carnival will happen at the end of Unit 1.

Some Changes….

- Report cards will be issued at the end of a Unit not at the end of a term. Ratings for Unit 1 and 2 are separate whereas Unit 3 and 4 are paired (one result)
- QCAA requires us to report to them Satisfactory / Unsatisfactory for Units 1 and 2. Our report grades are a school based decision and stay A-E.
- We will report A-E for Units 3 and 4 (results will be provisional subject to Confirmation).

Reporting 2025

1. Interim report - start of Term 2 (approximately week 2)
2. End of Unit 1 report – Towards the end of Term 2 (approximately week 8-9)
3. End of Unit 2 report – Towards the end of Term 4 (approximately week 6-7)

Some Changes – Study Habits

- There will be an exam block at the start of term 4 Year 11 which for some subjects particularly Maths and Science will test content from the whole year. Good study and learning habits will be needed for success
  - e.g. writing a 1 page summary of notes and formula per week
  - revise work from earlier in the year as part of your homework / study program
  - make advantage of holiday time to do some revision particularly September holidays in Year 11 and 12
  - develop a deep understanding of cognitive verbs and what they mean (interpret, analyse, describe…)

QCE Requirements – A significant amount of learning

A QCE (Queensland Certificate of Education) will be awarded when a student has achieved a set amount of learning - 20 QCE points are needed

QCE Requirements – A Set pattern

At least 12 QCE points need to come from completed core courses of study (see below).

- QCAA General Subject and Applied Subjects - up to 4 QCE Credits per course
- Certificate (II) qualifications – up to 4 QCE Credits per qualification
- Certificate III and IV (includes traineeships) - up to 8 QCE credits per qualification
- School Based apprenticeships (up to 6 QCE points)

QCE Requirements – A Set Pattern

The remaining 8 credits can come from a combination of core and preparatory courses of study. These are not necessarily completed.

Core Courses
- QCAA General Subject and Applied Subjects - up to 4 QCE Credits per course
- Certificate (II) qualifications – up to 4 QCE Credits per qualification
- Certificate III and IV (includes traineeships) - up to 8 QCE credits per qualification
- School Based apprenticeships - up to 6 QCE credits

Preparatory Courses (maximum of 4 QCE points allowed)
- Cert (I) qualifications – up to 3 QCE credits

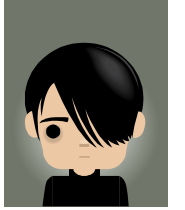# QCE Requirements – A Set Pattern

- For General Subjects and Applied Subjects the set standard is a Satisfactory completion, grade of C or better

- For VET certificates, the set standard is competency or qualification completion

- Literacy and Numeracy requirements have to be met (minimum of one Unit at a C standard or above)

Edward – School Reporting and QCE Points

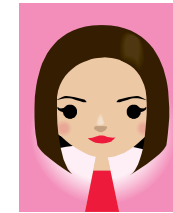| Subject	Unit 1	Unit 2	Unit 3 and 4	Total	Completed Core
English	A	C	B	4	4
Mathematical Methods	C	B	B	4	4
Biology	C	C	C	4	4
Chemistry	D	C	C	3	3
Physics	C	C	D	2	----
Specialist Mathematics	C	D		1	----
Sports and Recreation			C	2	----
Total				✓ 20	✓ 15

* Edward also has met the numeracy and literacy requirements and therefore has earned the QCE.

Tracey – School Reporting and QCE Points

Subject	Unit 1	Unit 2	Unit 3 and 4	Total	Completed Core
English	D			0	0
Essential English		B	C	3	3*
Essential Maths	C	C	B	4	4
Industrial Graphics	D	D	C	2	2
Sports and Recreation	D	C	C	3	3
TTC – Cert II Engineering Pathways				4 (completed)	4
Building and Construction Skills	D	C	C	3	3
Total				✓ **20****	✓ **19**

* Tracey achieved a satisfactory result for the Career Short Course in Year 10 Clear. This is worth 1 QCE point. Tracey will receive her QCE.

ATAR – A ranking used for University Entrance

- ATAR will be awarded to eligible students.
- An ATAR is an Australian Tertiary Admissions Rank. An ATAR is a number between 0.00 and 99.95 and ATAR's increase in increments of 0.05. ATAR's below 30 are reported as '30.00 or less'.
- ATARs are calculated by QTAC (Queensland Tertiary Admissions Centre)

ATAR Eligibility

- Students must satisfactorily complete English or Essential English (C result or better for Unit 3 and 4) to be ATAR-eligible

- English will only count if it is one of a student's best five subject results

- ATARs will be calculated from a student's best 5 subject results, only one of which may be:

  – a VET Cert III or above, or

  – an applied subject result

  – At least 4 of the results must be for General subjects

ATAR Scaling

Scaling is the process by which 'raw' subject results are adjusted to allow the results for each subject to be fairly compared with the results from any other subject for the purpose of calculating ATARs. The scaling process will adjust the raw results in each subject to take account of how well students achieve in their subjects and how difficult it is to achieve a particular result in the subject relative to achievements in all other subjects.

The Key Steps in the ATAR Calculation Process

Step 1: QCAA provides QTAC with student's subject results (Units 3 and 4 only) and completed VET qualifications.

Step 2: The subject scaling process is undertaken.

Step 3: The best five scaled subject results (from eligible inputs) are added together to create a best five Subject Aggregate.

Step 4: Students are placed in a descending order of merit based on their Best five Subject Aggregates.

Step 5: Determine how many students are to be in each of the 2000 ATAR bands (based on the Queensland Year 12 population). For example, if the Queensland Year 12 population is approximately 60,000 students then approximately 30 students will be placed in each ATAR band.

Step 6: Assign students to each ATAR band. The top 30 students are assigned ATAR 99.95, the next 30 students are assigned 99.90, and so on.

ATAR Estimator

ATAR CALCULATOR

ATAR Calculator allows you to estimate what your ATAR (Australian Tertiary Admission Rank) will be. To begin, select your state below:

VCE | **HSC** | **WACE** | **QCE** **HOW TO USE?**

ESTIMATE YOUR QCE ATAR

Latest update: 11th June 2021: The calculation algorithm has been updated to be more accurate. Calculations should still be taken as an estimate only, as some data (such as a mapping from TEA to ATAR) are unavailable. Please report any errors by emailing **calc@atarnotes.com**. QTAC does not endorse or have any involvement in any material appearing on this website.

Your Subjects

Add a subject - Start typing here!

Your results

Once you enter some data, your results will be shown here.

Academic Integrity

- Academic integrity means approaching one's academic responsibilities in an honest, moral and ethical way.

- For students, this means making sure that the work they submit is their own and that they follow ethical scholarship practices, such as referencing.

- Parents/carers and others who support students in their learning should be aware of the guidelines for academic integrity.

Examples of Academic Misconduct

Cheating

A student:

- begins to write during perusal time or continues to write after the instruction to stop writing is given
- uses unauthorised equipment or materials
- has any notation written on the body, clothing or any object brought into an assessment room
- communicates with any person other than a supervisor during an examination, e.g. through speaking, signing, electronic device or other means such as passing notes, making gestures or sharing equipment with another student.

Collusion :

When:

- more than one student works to produce a response and that response is submitted as individual work by one or multiple students
- a student assists another student to commit an act of academic misconduct
- a student gives to, or receives from, another person, a response to an assessment.

Examples of Academic Misconduct

Plagiarism

- A student completely or partially copies or alters another person's work without attribution (another person's work may include text, audio or audio-visual material, figures, tables, design, images, information or ideas).

Significant Contribution of Help:

- A student arranges for a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response

Establishing Student Authorship of Work

Teachers may:

- set an assessment task that requires each student to produce a unique response
- vary assessment tasks each year so students are unable to use other students' responses from previous years
- set aside sufficient class time for students to complete the assessment task and for teachers to monitor the development of the response.

Teachers can collect evidence during the development of responses in order to establish authorship of final responses. Teachers may:

- monitor, collect or observe progressive samples of each student's work at various stages. This process could be documented using an authentication record, checklist or photographs. Drafts are really important, not just for students to get feedback but also to help validate the authorship of student work.
- interview or consult with each student at checkpoints during the development of the response to ensure that it is based on the student's own work.

myQCE website: the gateway to the QCE system for Year 10 and 11 student

Access to QCAA Student Portal

- Students will need to register to access the Student Portal before they can log in.

- To register, they will need their 10-digit learner unique identifier (LUI). LUI's can be accessed on Parent Lounge.

- Student's initial password is day and month of birth in DDMM format. For example, if they were born on 5 August, their initial password would be 0508.

- Once registered, students can log in with the email (personal not school) and password nominated during registration.

Queensland Government | **QCAA** Queensland Curriculum & Assessment Authority

Student Portal

Noah Newt

My Details

My Learning Account

My Online Learning

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Queensland Government | **QCAA** Queensland Curriculum & Assessment Authority

My Learning Account

Expand all

✔ = Enrolled   ✖ = Not enrolled

QCAA College
Main learning provider

Registration details

Registration date	07/03/2018
Cease date	
Student ID	
Exit year	2020
Intended learning option	QCE

Enrolments

Subjects

Accounting
2020-2020 (Senior external examination)
✔ Unit 1   ✔ Unit 2   ✔ Unit 3   ✔ Unit 4

Biology
2020-2020 (Senior external examination)
✔ Unit 1   ✔ Unit 2   ✔ Unit 3   ✔ Unit 4

+ Brisbane Business & Hospitality Training Pty Ltd

Queensland
Government | **QCAA** Queensland Curriculum
& Assessment Authority

My Online Learning

Home

Academic integrity

QCAA has developed an online course to help you understand the correct way to approach assessment. It includes advice on how to maintain academic integrity and produce your best work. You should be able to complete the four-part course in about one hour.

Part 1 of 4 — What is academic integrity and why is it important?

Part 1 will help you understand the meaning of academic integrity, why it is important and who is responsible for academic integrity.

Course progress

0%

Start over   Open course

Part 2 of 4 — What is academic misconduct?

Part 2 will help you identify acts of academic misconduct and strategies to avoid acts of misconduct.

Course progress

0%

Start over   Open course

Part 3 of 4 — Effective academic practices.

Part 3 will help you understand effective academic practices and how to ensure the work you submit is your own.

Course progress

0%

Start over   Open course

Note: Course can be paused and resumed at anytime

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AARA – Access Arrangements and Reasonable Adjustments

QCAA recognises that some students have a disability, impairment and/or medical conditions, or experience other circumstances that may be a barrier to their performance in assessment. Access arrangements and reasonable adjustments (AARA) are designed to assist these students.

Principles underpinning AARA include:

- Ensuring that assessment is equitable for all students
- Students having the opportunity to demonstrate knowledge and skills
- Minimising barriers
- Planning and negotiating as early as possible with all stakeholders
- Clear and defined processes
- Consistency

AARA Eligibility

AARA (Access Arrangements for Reasonable Adjustments) are provided to minimise, as much as possible, barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment.

These barriers fall into three broad categories:

• permanent

• temporary

• intermittent

The QCAA uses broad application categories for AARA eligibility:

• cognitive

• physical

• sensory

• social/emotional

Students may also be eligible for AARA where illness and misadventure (i.e. unforeseen circumstances) or other situations may prevent students from demonstrating their learning, knowledge and skill in internal and/or external summative assessment.

Ineligibility for AARA

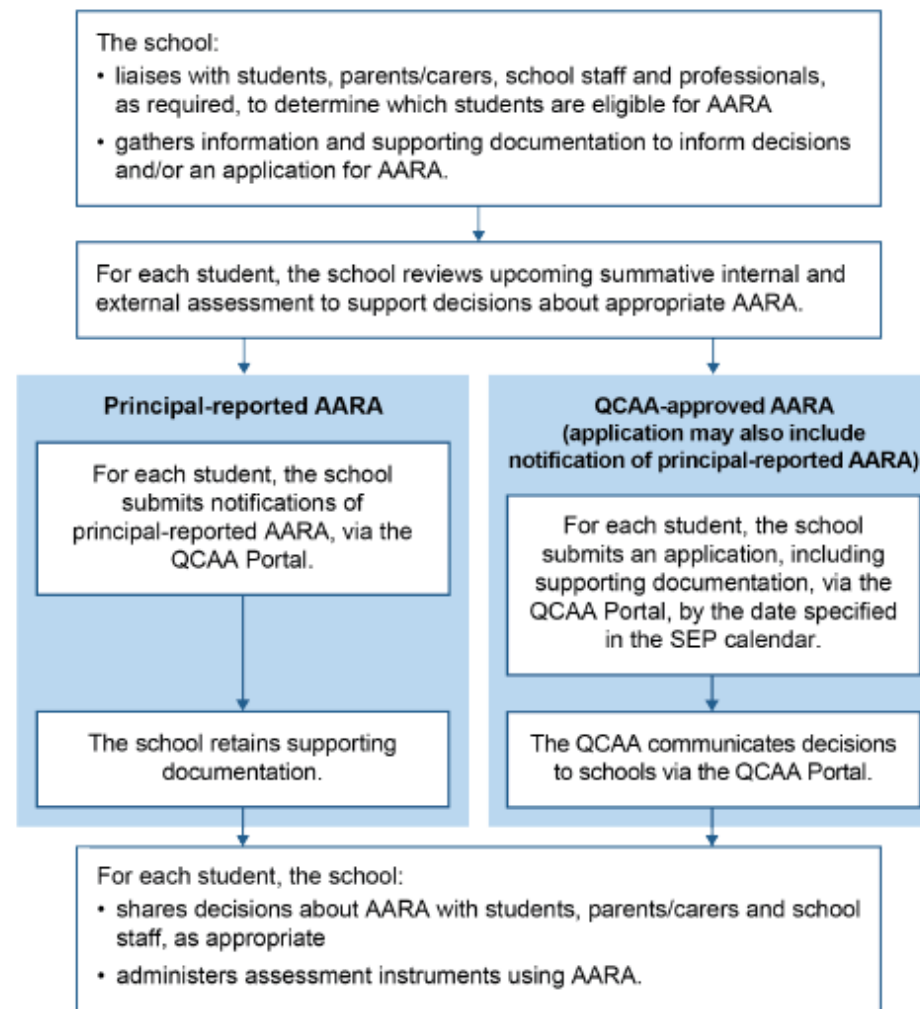Students are **not** eligible for AARA on the following grounds:

- unfamiliarity with the English language

- teacher absence or other teacher-related difficulties

- matters that the student could have avoided (e.g. misreading an examination timetable, misreading instructions in examinations)

- matters of the student's or parent's/carer's own choosing (e.g. family holidays)

AARA – Application Process

Summary of the adjustments for which schools are required to apply to the QCAA

Type of assessment	Adjustment
Summative assessment — internal examination	• extra time and/or rest breaks
Summative external assessment or Senior External Examination	• extra time and/or rest breaks • format of papers • assistance • assistive technology, including the use of a computer • a reader and/or scribe • a change of venue or request for alternate venue (changes to rooms should be recorded) • any adjustments not identified as principal-reported in the table in Section 6.4.4: Possible access arrangements and reasonable adjustments.

The school:
• liaises with students, parents/carers, school staff and professionals, as required, to determine which students are eligible for AARA
• gathers information and supporting documentation to inform decisions and/or an application for AARA.

For each student, the school reviews upcoming summative internal and external assessment to support decisions about appropriate AARA.

Principal-reported AARA

For each student, the school submits notifications of principal-reported AARA, via the QCAA Portal.

The school retains supporting documentation.

QCAA-approved AARA
(application may also include notification of principal-reported AARA)

For each student, the school submits an application, including supporting documentation, via the QCAA Portal, by the date specified in the SEP calendar.

The QCAA communicates decisions to schools via the QCAA Portal.

For each student, the school:
• shares decisions about AARA with students, parents/carers and school staff, as appropriate
• administers assessment instruments using AARA.

Examples of Principal Reported AARA

- Extension to due date
- Diabetes management
- Varied seating
- Illness or misadventure

Summary of QCAA approved AARA (Cognitive and Physical)

Summary of AARA documentation requirements

Eligibility category	Examples of possible AARA	Supporting documentation required	Currency of supporting documentation for AARA applications — Units 3 and 4	
			Summative internal assessment	Summative external assessment and SEE
Cognitive	• Computer • Extra time • Reader • Rest breaks • Scribe	• Medical report *or* EAP verification covering Unit 3 and 4 assessments • School statement	• No earlier than Year 10	• No earlier than Year 10
Physical	• Assistance • Computer • Extra time • Rest breaks	• Medical report *or* EAP verification covering Unit 3 and 4 assessments • School statement	• Long-term conditions: No earlier than Year 10 • Temporary conditions: No earlier than six months prior to the relevant assessment event	• Long-term conditions: No earlier than Year 10 • Temporary conditions: No earlier than 1 April of the assessment year. An additional, updated medical report may be required.

A QCAA approved medical report template is available on the College website https://mcc.qld.edu.au/assessment-information/

Summary of QCAA approved AARA (Sensory and Social / Emotional)

Summary of AARA documentation requirements

Eligibility category	Examples of possible AARA	Supporting documentation required	Currency of supporting documentation for AARA applications — Units 3 and 4	
			Summative internal assessment	Summative external assessment and SEE
Sensory	• Alternative format papers • Assistance • Assistive technology e.g. amplification system, magnification applications • Extra time • Individual instructions • Rest breaks	• Medical report *or* EAP verification covering Unit 3 and 4 assessments • School statement	• Long-term conditions: No earlier than Year 10 • Temporary conditions: No earlier than six months prior to the relevant assessment event	• Long-term conditions: No earlier than Year 10 • Temporary conditions: No earlier than 1 April of the assessment year
Social/ emotional	• Alternative venue • Assistance • Rest breaks	• Medical report *or* EAP verification covering Unit 3 and 4 assessments • School statement	• Anxiety and depressive conditions: No earlier than six months prior to the relevant assessment event. • Other conditions: No earlier than Year 10	• Anxiety and depressive conditions: No earlier than 1 April of the assessment year. An additional, updated medical report may be required. • Other conditions: No earlier than Year 10

A QCAA approved medical report template is available on the College website
https://mcc.qld.edu.au/assessment-information/

Illness and Misadventure

Students whose ability to attend or participate in an assessment, is adversely affected by illness or an unexpected event may be eligible for provisions for illness and misadventure. Illness and misadventure can affect a single student or a group of students.

The following principles apply:
• The illness or event is unforeseen and beyond the student's control.
• An adverse effect must be demonstrated.

Schools implement principal-reported AARA when possible, before considering an application for illness and misadventure.

Absences from Senior Exams

Students are expected to sit exams during the scheduled lesson unless there is extenuating circumstances. This may include, but is not limited to, illness and family bereavement.

If a student is away for a scheduled exam due to illness,
- a medical certificate needs to be presented by the student (or parent) to explain his / her absence. If the students do not present a medical certificate, they will not be allowed to sit the exam and therefore will not be able to receive any results for that task. This will have significant ramifications for their overall results. A QCAA approved medical report template is available on the College website https://mcc.qld.edu.au/assessment-information/.

If an exam is missed due to family bereavement,
- parents need to communicate this with the Head of Senior School or Head of Academics.

Providing relevant documentation is provided which explains a student's absence from an exam, the student will be permitted to sit the exam or an alternative exam as soon as possible when the student returns to school.

Submission of Assignments

Students are expected to submit assignments on the due date unless there is extenuating circumstances. This may include, but is not limited to, illness and family bereavement.

In cases where students are unable to meet a due date, they will:

- inform the subject teacher as soon as possible

- provide the school with relevant documentation, e.g. medical certificate

- complete and submit the College's Application for an Extension to the Due Date of an Assessment form which is available on the College website. The subject teacher will then make a recommendation to the Head of Academics who will then make a decision about whether an extension is justified. If an extension is granted , the completed form will be returned to the student with a new due date stated. The form needs to be submitted with the final copy of the assignment on or before the new due date.

All final decisions are at the Principal's discretion.