Eamon Hannan – Principal

Year 12 students are working really hard on their QCS test yesterday and today. They are well prepared and it has been good to see the serious and focused approach they have taken to this piece of assessment.

A reminder to parents that due to protected industrial action the college will not be operating normally on Thursday. There will voluntary Mathematics A tutorials for students on Thursday in the library.
- Year 11 Mathematics A will be 10:00 am to 11:00 am
- Year 12 Mathematics A will be 11:00 am to 12:00 noon.

F1 Racing
Congratulations to Mr Korneliussen and Mr Frazer and the two St Patricks College Formula 1 teams that competed in the regional competition in St Patrick’s Hall last Friday. The competition was a great success and one of our teams is now on track to the state finals in Brisbane later in the year.

Exams
Students are reminded to make sure they have the schedule for the end of semester exams. Please pay close attention to requirements for exams published inside.

Industry Placement
We have a large number of students beginning their second Industry Placement for the Year. We look forward to hearing great stories of just how well they have done in their chosen workplace. Students are reminded to attend exams in the evening as per the exam schedule. These students’ first priority is to their work placement. Thank you to Mr Cassells and Mrs Browne for their organisation.

Construction Class
Mr French’s construction class have been busy using their skills to create real world items. Students have completed an ornamental garden bridge which has all the components of a full scale bridge. They have also completed a secretarial hutch space that has all the elements of a full wall construction. Construction Skills Queensland has been great supporters of these projects.

Liturgy for Christian Brothers
Earlier this year, Catholic Education was informed by Br Vince Duggan, the Province Leader of the Christian Brothers Oceania, that a decision had been made to close the Brothers’ community in Mackay. Since 1929, the Christian Brothers have made a significant contribution to Catholic Education in Mackay and the Diocese is very proud of the legacy that has continued to grow and develop as Catholic Education in the region.
Weekend Masses

Walkerston
Saturday Vigil Mass
6:00 pm St John’s
Sunday
7:30 am Eton

Northside Cluster
Saturday Vigil Mass
6:00 pm St Joseph’s
6:00 pm St Brigid’s
Sunday
7:30 am St Brendan’s
9:00 am St Joseph’s

St Patrick’s
Saturday Vigil Mass
6:00 pm Holy Rosary
6:00 pm St Mary’s
Sunday
7:00 am St Patrick’s
7:00 am St Therese’s
9:00 am St Michael’s
9:00 am St Francis Xavier
9:30 am St Francis of Assisi
6:00 pm St Patrick’s

As a way of acknowledging and thanking the Christian Brothers for their wonderful contribution to Catholic Education in Mackay, you are invited to attend a Regional Thanksgiving Liturgy at St Patrick’s Church on Thursday September 13, commencing at 12.00 noon.

Catholic Schools Race Day
Staff and parents are invited to purchase tickets for the Catholic Schools Race Day to be held on Saturday 22 September. Tickets are available from reception.

St Patrick’s Family
We ask that you keep the Agius family in your thoughts and prayers. Ben Agius, older brother of Damien in Year 12, was tragically killed in a car accident last Thursday night. His funeral was held today.

Congratulations to Ben Barba (Senior 2006) who won the Dally M Award for 2012 last night.

Readings for this Sunday
First Reading: Isaiah 35:4-7, “… For waters shall break forth in the wilderness, and streams in the desert…” Psalm: Psalm 146:7-10, “…The LORD sets the prisoners free…” Second Reading: James 2:1-5, “…Has not God chosen those who are poor in the world to be rich in faith and heirs of the kingdom which he has promised to those who love him?” Gospel: Mark 7:31-37, “… he sighed, and said to him, “Eph’phatha,” that is, “Be opened. And his ears were opened, his tongue was released, and he spoke plainly…”

Reflection for Father’s Day
A Father’s Day Prayer
Let us praise those fathers who have striven to balance the demands of work, marriage, and children with an honest awareness of both joy and sacrifice. Let us praise those fathers who, lacking a good model for a father, have worked to become a good father.

Let us praise those fathers who by their own account were not always there for their children, but who continue to offer those children, now grown, their love and support. Let us pray for those fathers who have been wounded by the neglect and hostility of their children.

Let us praise those fathers who, despite divorce, have remained in their children’s lives. Let us praise those fathers whose children are adopted, and whose love and support has offered healing.

Let us praise those fathers who, as stepfathers, freely choose the obligation of fatherhood and earned their step children’s love and respect. Let us praise those fathers who have lost a child to death, and continue to hold the child in their heart.

Let us praise those men who have no children, but cherish the next generation as if they were their own.

Let us praise those men who have “fathered” us in their role as mentors and guides.

Let us praise those men who are about to become fathers; may they openly delight in their children.

And let us praise those fathers who have died, but live on in our memory and whose love continues to nurture us.

Kirk Loadman

Edna Galvin – Assistant to the Principal: Curriculum

QCS
The Year 12 group have worked very hard overall and are very well prepared for this week’s Queensland Core Skills Test. This test is used to provide extra data to generate the Overall Position (OP) of each student. The QCS test is designed to measure achievement on the Common Curriculum Elements (CCEs) underpinning Authority subjects, independent of specific subject content. QCS Test scores provide a measure of achievement across the curriculum and can be used as a basis for comparing different groups of students. The other measure of achievement across the curriculum for each student within a school is derived directly from Subject Achievement Indicators (SAIs). These are calculated after all assessment is finished and schools are required by the QSA to display final SAIs for every subject so that students can check their results. As quoted in the QSA document on OP calculations:
“Schools are encouraged to tell students about the importance of SAIIs. Schools are also required to display final SAIIs for every subject so that students can check that their results accord with their expectations. Students and parents/carers are encouraged to examine SAIIs and discuss any queries they may have with teachers and school administration.”

At St Patrick’s for the last 10 years we have displayed our results more than once so students and parents are sure all results are correct and appropriate.

**Year 11 – QCS 2013**
The Year 12 group now begin a series of ‘Leaving School’ activities as the QCS lesson becomes a Pastoral Care lesson. The Year 11 group now move from Pastoral Care to the beginning of study for the QCS test.

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**Bianca Johnston – Cultural Coordinator**

**Co-curricular Cultural group rehearsals:**
Over the next few weeks the co-curricular groups will be busy preparing their items for the upcoming local Mackay Eisteddfod. It is important all students attend EVERY scheduled rehearsal.

Please find below this weekly rehearsal schedule (5 – 12 September):

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Time</th>
</tr>
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<tbody>
<tr>
<td>Wednesday 5 Sept</td>
<td>HANDBELLS</td>
<td>3:15 pm – 5:30 pm</td>
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<tr>
<td>Wednesday 5 Sept</td>
<td>HANDBELL TRIO</td>
<td>Lunch (11:45 am – 12:20 pm)</td>
</tr>
<tr>
<td>Friday 7 Sept</td>
<td>RATS OF TOBRUK SINGERS</td>
<td>Morning Tea</td>
</tr>
<tr>
<td>Friday 7 Sept</td>
<td>NOVELTY</td>
<td>Lunch (PAC)</td>
</tr>
<tr>
<td>Monday 10 Sept</td>
<td>Handbell / Trio</td>
<td>Lunch</td>
</tr>
<tr>
<td>Tuesday 11 Sept</td>
<td>CHOIR</td>
<td>7:00 am</td>
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<tr>
<td>Tuesday 11 Sept</td>
<td>NOVELTY</td>
<td>Lunch</td>
</tr>
<tr>
<td>Wednesday 12 Sept</td>
<td>HANDBELLS TRIO</td>
<td>Lunch</td>
</tr>
<tr>
<td>Wednesday 12 Sept</td>
<td>HANDBELLS</td>
<td>3:15 pm – 5:30 pm</td>
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**Rats of Tobruk:**
On Friday afternoon students from the College will be attending and leading the service and music at the Rats of Tobruk Service. The service will be held at Queens Park at 5:30 pm. Singers will be required to meet staff at Queens Park by 5:15 pm. Students are required to wear full academic uniform.

**St Patrick’s College Musical Highlights Concert - Holy Trinity Church**
This Sunday, (9 September) students from the college choir, percussion ensemble, stage band and the handbell ensemble will come together to fill the Mackay Holy Trinity Church with beautiful music. Together with talented soloists, the musical students of St Patrick’s and Mercy College will highlight their achievements and efforts of 2012. This concert should not be missed! Come along and enjoy our talented students. Concert entry cost is $5.00 per adult. (Performers – free).

At the conclusion of the concert, families, friends and participating students are invited to stay back and share in a celebratory afternoon tea in the church courtyard. All performers are asked to bring along a plate of food for this celebratory afternoon tea.

**Grease is the word!**
**Mackay Musical Comedy Players Present:**
Here is Rydell High’s senior class of 1959: duck-tailed rebellious “Burger Palace Boys” and their gum-snapping, hop-shaking ‘Pink Ladies’ in pedal pushers, evoking the look and the sound of the 1950’s in this rollicking musical. Head ‘greaser’ Danny Zuko and the new (good) girl Sandy Dumbrowski try to relive the high school romance of the ‘Summer Nights’ as the rest of the gang sings and dances its way through such songs as ‘Greased Lightnin’, ‘It’s Raining On Prom Night’, ‘Born to Hand Jive’ and ‘Beauty School Dropout’ recalling the music of Buddy Holly, Little Richard and Elvis Presley that became the soundtrack of a generation.

Come along and support the local cast and band members of this MMCP production of *Grease*. We wish Lachlan Walker (Rodger) and Ms Sarah Nievandt (Ms Lynch) all the best for their lead roles.
Tickets are selling fast. Tickets are available at the Mackay Entertainment and Convention Centre.

Date: 7 and 8 September
Venue: MECC Auditorium
Prices: Adult $42, Concession $32, Group of 6+ $35, Child $19, Family $110

Exam block eisteddfod timetable:

All cultural members involved in the Eisteddfod groups must attend these compulsory rehearsals. Students are required to wear full academic uniform to these rehearsals.

<table>
<thead>
<tr>
<th>Date</th>
<th>Group</th>
<th>Time</th>
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<tbody>
<tr>
<td>Friday 14 September</td>
<td>NOVELTY</td>
<td>2:00 pm – 3:00 pm (PAC)</td>
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<tr>
<td>Monday 17 September</td>
<td>CHOIR</td>
<td>1:45 pm – 3:00 pm</td>
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<tr>
<td>Tuesday 18 September</td>
<td>NOVELTY</td>
<td>1:45 pm – 3:00 pm</td>
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<td></td>
<td>FOLK</td>
<td>3:00 pm – 3:30 pm</td>
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<tr>
<td>Wednesday 19 September</td>
<td>PERSUSSION</td>
<td>1:30 pm – 3:00 pm</td>
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<tr>
<td>Wednesday 19 September</td>
<td>HANDBELLS</td>
<td>2:00 pm – 3:30 pm</td>
</tr>
<tr>
<td>Thursday 20 September</td>
<td>STAGE BAND</td>
<td>2:00 pm – 4:00 pm</td>
</tr>
<tr>
<td>Friday 21 September</td>
<td>NOVELTY</td>
<td>1:00 pm – 2:30 pm</td>
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<tr>
<td></td>
<td>FOLK GROUP</td>
<td>2:30 pm – 3:00 pm</td>
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Edie Weiss - Guidance Counsellor

Great Northern Cleanup:
This is a great opportunity for students to do some community service! On Sunday 16 September from 8.00 am to 10.00 am we will meet on Riverside Drive (Cremorne) to help clean up the rubbish that accumulates along the bank of the river. This replaces the usual Clean Up Australia day held in March when it is often wet and very hot.

Forty Hour Famine:
Thank you to students who participated in this years Forty Hour Famine to raise money for starving children in Ethiopia. Interestingly when students were given the choice of giving up food or their mobile phones, they immediately chose the food! Please remember to bring in all money collected, and receipt books asap.

Scholarships:
Here is some more information about scholarships available for students going on to tertiary education next year. A good way to find out what is available is to search for ‘scholarships’ at individual university sites. Another good site is www.myfuture.edu.au

BMC Building My Career Scholarships (accommodation):
Current Year 12 students in the Isaac, Whitsunday and Mackay regions can now apply for the 2013 BMC Building My Career Scholarships at CQUni Mackay. The scholarships include full accommodation costs (accommodation provided at the CQUni Mackay student residence) and three meals a day for the recipient’s entire degree. There are eight scholarships to be allocated.

Students must be intending to study a NON-MINING related field such as Nursing, Teaching, Business, Medical Imaging or Chiropractics at CQUni Mackay to be eligible. Visit the website to find out more or to apply: www.cqu.edu.au/bmc

Supporting Women Scholarships:
Skills Queensland has made scholarships available for women studying agricultural science, engineering, geology or ICT at vocational and tertiary education levels in 2013. Each scholarship is valued at $5000 per annum for the length of the qualification (up to a maximum of $20,000). Applications close on 12 October 2012.

More information about the scholarship and the application process can be found at: http://www.skills.qld.gov.au/supporting-women/about.aspx

QUT Business Scholarships:
Several available....information at www.bus.qut.edu.au/study/scholarships
UQ Scholarships:
UQ is now accepting applications for the 2013 Academic Scholarship program. All high achieving students are encouraged to apply. In addition to academic merit, leadership and community service achievements are considered in the selection process.

More information and the online application form can be found at www.uq.edu.au/scholarships. Applications close 31 October 2012.

2013 UQ Sporting Scholarship:
The University of Queensland (UQ) and UQ Sport, in partnership with the Alumni Friends of The University of Queensland and The Clem Jones Group, are pleased to offer sporting scholarships to outstanding athletes enrolled at UQ each year.

Scholarship holder benefits include: financial assistance, free access to UQ sporting facilities, academic support, free education programs, access to high performance support services and access to the athlete’s lounge.

Nursing and Allied Health Scholarships:
For information on scholarships available for nursing and allied health see www.sarah.org.au and www.rcna.org.au.

QUT in the holidays:
If you are visiting Brisbane in the school holidays, you might like to have a look around QUT. For a full programme visit www.qut.edu.au/study/events

Duchesne and St. Leo’s Interviews:
Mrs Nanette Kay from Duchesne College will be here on Wednesday October 24, and Br Vince Skelly from St. Leo’s College will be here on Tuesday October 9 to conduct interviews with students who have applied for those residential colleges at UQ. Students who have not yet submitted an application should do so as soon as possible.

Brendon Brauer – Sport Coordinator

Capricornia Cricket Selection
Congratulations to Rhys McBride who has been selected in the Capricornia 19 years Cricket team that will compete at the state titles in Brisbane from October 14 - 16. Rhys was selected in this team following his strong performance at last month’s Capricornia trials that were held at Harrup Park.

Capricornia Track & Field Selection
Following last month’s Capricornia Track & Field trials, St Patrick’s College students have been selected in the Capricornia team that will now attend the state titles in Brisbane in October. The successful students and their qualifying events are listed below:

Ben Carter 17 years 200m, 100m relay
Mia Cooney 17 years 200m
Paige Glinster 17 years High Jump
Jordyn Mulherin 16 years 400m, High Jump, Long Jump, Triple Jump
Cameron Stewart 17 years 400m
Brianna Hutchinson 17 years 800m, 400m
Matthew Skaife 17 years Triple Jump, Long Jump, High Jump, Javelin
Scott Schulte 17 years Discus, Javelin, Shot Putt

Important Dates
November 9 St Patrick’s College Sports Dinner

Boys Soccer Report v Whitsunday Anglican School 30 August
The St Patricks boys’ football (soccer) faced Whitsunday Anglican School in the semi-final last week. Coach Joel was confident before the game and even happy to let the game be played at Whitsunday rather than his preferred choice of Lions Park. Despite the absence of Damian “Springy” Van Der Berg and Sean “The Ankle” Nicoll St Pat’s fielded a very strong team and had an impressive bench. Joel started with a 4-3-3 formation and it quickly paid dividends. Debutant player Charlie “Flash” coolly slotted past the Whitsunday keeper after being played through by Cameron “The Enforcer” Stewart. Charlie was then on hand to set up Brayden “Handful” Bate, who superbly finished from the edge of the penalty box.
Despite being 2-0 in front, St Pat’s, under the guidance of coach Joel showed no signs of letting up. Joel made some astute substitutions, including bringing on the fans favourite, Harry “Fitzy” Fitzgerald, who immediately entertained the crowd with some hard tackles and exciting ball skills and accurate passing. Conner “Pommy” Roulston worked well down the right hand side and tested the keeper with a rasping shot. Darragh “Irish” Keogh had an excellent game and bossed the midfield. The Enforcer dominated his opposition and showed some deft touches. When called upon Thomas “The Cat” Allen showed a safe pair of hands both from shots and crosses. St Pat’s continued pressure paid dividends when the man of the moment and season “Fitzy” beat two men on the edge of the box and smashed the ball into the top left corner of the goal giving the keeper no chance. Such an exquisite goal even drew admiration from the opposing fans. The game should have finished 4 - 0 at half time but amazingly Zekiel “Bust It” Franettovich’s excellent finish was ruled off side by the lines person.

Coach Joel gave his usual inspiring half time talk and the boys came out on fire at the start of the second half. “Handful” was living up to his name and causing all sorts of mayhem to the Whitsunday defenders. After beating several defenders he set up an excellent chance for “Bust It”, who only narrowly missed the target. “Bust It” was determined not to miss out from getting on the score sheet and after receiving the ball 40 yards out he outpaced the defence and easily beat the goalkeeper to make it 4-0.

St Pat’s continued to dominate the game. Brennan “Terrier” Tolson, who almost terrified the Whitsunday forwards in to giving up the ball, beat a couple of defenders which produced a superb save from the Whitsunday goalkeeper. Daniel “The Man” Macdonald had a shot blocked on the line. “The Cat” was called on several times and came off his line well to prevent any danger. He had by far his best game but was unable to prevent Whitsunday from scoring a consolation goal after they benefitted from a lucky rebound off the bar.
All the team played well and contributed to a fast paced, free flowing game of football. The St Pat’s team was Thomas Allen, Miki Amable, Daniel Coleman, Jayden Berardi, Brennan Tolson, Brayden Bate, Cameron Stewart, Daniel MacDonald, Darragh Keogh, Zekiel Franettovich, Charlie, Connor Roulston, Lachlan Pierpoint and Harry Fitzgerald. St Pat’s will play North Mackay State High School in the final. It will be a replay of last year’s final and the boys will be hoping for a repeat of last year’s result. Kick-off is 6:00 pm at the Virgin Stadium with all supporters welcome.

George Otero Parent Workshop

Parent Session
Date: Tuesday September 11
Venue: The Marist Centre – Emmanuel Catholic Primary School.
Time: 7.30 – 9.00 p.m.

Topic: Creating Powerful Learning Relationships
- Schools and Communities Working Together – A Partnering model of Education
- Building Powerful Learning Relationships - School Culture / Student Wellbeing / Parent Culture/
- Parent Connectedness – Growing the Capacity of Families to support Children’s Learning.

George Otero is an educational consultant who was born and raised in New Mexico. He has worked as a teacher, educator, international consultant, social entrepreneur, and author. He and his wife Susan, operate the Centre for RelationaLearning based in Santa Fe, New Mexico where he has worked for many years. He has also worked in Australia and the United Kingdom as well as the United States.

His work with schools and community leaders in transforming schools is an outgrowth of his twenty years creating and directing a multicultural community learning centre in Taos, New Mexico, attended by over 50,000 people. His approach utilises dance, play, dreaming, games, storytelling and an open inquiry process that builds community and stimulates learning and leadership.

Through his work new ways for schools and communities to secure equity, inclusion, and social justice have emerged leading to transformations in relationships. His work in transforming schools is done one at a time by clarifying the issues and problems within the context of their communities.
F1 in Schools – Friday 5 September
Term 3 2012 Year 11 & 12 Exam Timetable

Students are asked to note the exam timetable below and see Mr Gibbs for alternative times if they have an exam clash. All students are required to be in attendance at least 15 minutes before the start of the exam with all materials. All students are required in formal uniform.Exam materials must be in a clear plastic container.

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<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Year 11 Exam</th>
<th>Day</th>
<th>Time</th>
<th>Year 12 Exam</th>
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<tbody>
<tr>
<td>Friday 7 September</td>
<td>8.45am</td>
<td>11maa (120min)</td>
<td>Friday 7 September</td>
<td>8.45</td>
<td>12MAA (120min)</td>
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**Normal classes Monday to Thursday 10, 11, 12, 13 September**

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<th>Day</th>
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<th>Day</th>
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<td>Friday 14 September</td>
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<td>Friday 14 September</td>
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<td>12ENG (120min)</td>
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<td>(90min)</td>
<td>12.00</td>
<td>12LEG</td>
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<td></td>
<td>11ipt</td>
<td>(90min)</td>
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<td>12JAP (Speaking)</td>
<td>(60min indiv)</td>
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<tr>
<td>Monday 17 September</td>
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<td>Monday 17 September</td>
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<td>12MAB (120min)</td>
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<td>12.00 noon</td>
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<td>12BCT</td>
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<td>1.00pm</td>
<td>12JAP (Reading)</td>
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**Industry Placement students to complete exams 4:00 pm - 8:00 pm**

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<td>Tuesday 18 September</td>
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<td>12.00 noon</td>
<td>11jap (Writing)</td>
<td>(60min indiv)</td>
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<tr>
<td>Thursday 20 September</td>
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<td>Thurs 20 Sept</td>
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<td>12PHY (120min)</td>
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This program provides students in years 10, 11 and 12 with a $1000 scholarship to be used towards the cost of travel on a student group visit to Japan, including a 6-day home stay in Matsuura. The student group will be accompanied by two chaperones.

_Tentative itinerary and costs:_
- Depart Mackay in September School Holidays 2013
- Two nights Tokyo (including one day Tokyo Disney pass)
- Six night home-stay in Matsuura (including some time spent at school)
- Three night Kyoto (including sightseeing tours)
- Approximate net cost after deduction of scholarship $2,000.00 (based on 2012 costs - could vary).

_Benefits for students:_
- Exposure to a unique cultural experience
- Opportunity to learn new life skills and make new friends
- Opportunity to practise Japanese language skills

_To apply, students must:_
- Be currently studying or have a strong interest in Japanese
  (if studying the latest report/subject results should be submitted)
- Have a good behaviour record
- Be in years 10, 11 or 12 in 2013
- Write a 500 word essay on why you would like to visit Matsuura, our region's sister city
- On return, be prepared to provide a report to Council detailing your experiences and what you got out of the visit to Matsuura
- Be willing to participate in monthly meetings leading up to the trip (frequency may change closer to departure date)
- Provide the name (and school) of a teacher who is willing to be your referee.

All applications must be received by Friday, 19th October 2012.

_Please remember to include home postal address, home telephone number and email. Applications to be addressed to:_
_Gerard Carlyon - Director Community Services_
_Mackay Regional Council_
_P.O. Box 41, Mackay QLD 4740_
_Phone: 07 4961 9437_
The Knowledge Project
Term 3, Week 8

RELIGION
The Protestant Reformation

The greatest event of the 16th century -- indeed, the most revolutionary event -- was the Protestant Reformation. It was the Reformation that forced people to make a choice -- to be Catholic or Protestant. This was an important choice, and a choice had to be made. There was no real alternative. In the context of the religious wars of the 16th and 17th centuries, one could live or die based on such a choice.

We have to ask why something like the Reformation took place when it did. In general, dissatisfaction with the Catholic Church could be found at many levels of European society. The papacy had lost much of its spiritual influence over its people because of the increasing tendency toward secularization. In other words, popes and bishops were acting more like kings and princes than they were the spiritual guides of European men and women. And again, because so many people were now crowding into cities, the lavish homes and palaces of the Church were noticed by more and more people from all walks of life. The poor resented the wealth of the papacy and the very rich were jealous of that wealth. At the same time, the popes bought and sold high offices, and also sold indulgences. All of this led to the increasing wealth of the Church -- and this created new paths for abuses of every sort. Finally, at the local level of the town and village, the abuses continued. Some Church officials held several offices at once and lived off their income. The clergy had become lax, corrupt and immoral and the people began to take notice that the sacraments were shrouded in complacency and indifference. It was however the Church practice of selling Indulgences that constituted the trigger so to speak, of the Reformation. The sale of Indulgences had become a key fundraising activity of the Church and had authorised a German priest by the name of Johan Tetzel to sell indulgences to raise funds for the construction of St. Peter’s Basilica in Rome. The purchase of an indulgence freed the buyer from the earthly penance of a particular sin, but not the sin itself. But Tetzel’s sales pitch implied that the buyer was freed from the sin as well as the penance attached to it. Tetzel also sold people on the idea that an indulgence could be purchased for a relative in Purgatory. This meant the relative’s soul would now fly to Heaven. For Tetzel: "As soon as pennies in the money chest ring, the souls out of their Purgatory do spring."

The storm broke on October 31, 1517. On that day Luther, a German monk who was a lecturer at the university, nailed a copy of the Ninety Five Theses to the door of the Castle Church at Wittenberg. The Theses (actually 95 statements), all related to the prevalence of indulgences and Luther offered to dispute them all. The day chosen by Luther -- All Saints Day -- was important. All of Wittenberg was crowded with peasants and pilgrims who had come to the city to honour the consecration of the Church. Word of Luther’s Theses spread throughout the crowd and spurred on by Luther’s friends at the university, many people called for the translation of the Theses into German. A student copied Luther’s Latin text and then translated the document and sent it to the university press and from there it spread throughout Germany. It was the printing press itself, that allowed Luther’s message to spread so rapidly. Luther’s issues with the Church however went beyond the abuse of Indulgences and into doctrinal policies about purgatory, particular judgment, Catholic devotion to Mary, the intercession of and devotion to the saints, most of the sacraments -- especially Catholic beliefs regarding the Eucharist, mandatory clerical celibacy, including monasticism, and the authority of the Pope. Soon other reformers sprang up in neighbouring countries, like John Calvin and Zwingli in Switzerland. They however soon disagreed among themselves and divided their movement according to doctrinal differences—first between Luther and Zwingli, later between Luther and John Calvin—consequently resulting in the establishment of different and rival Protestant Churches (denominations), such as the Lutheran, the Reformed, the Puritans, and the Presbyterian.
The Boer War (1899-1902)

Soon after its acquisition by Britain during the Napoleonic wars, the southern tip of Africa had been shared between British colonies and independent republics of Dutch–Afrikaner settlers, known as Boers. In order to escape British rule many Boers had moved north and east from the Cape to settle on new lands which eventually became the Boer republics of the Orange Free State and the Transvaal. The relationship between the British and the Boers was an uneasy one, with Britain extending its control by annexing Natal in 1845. Throughout the nineteenth century tensions were often high, and in 1880–81 the two sides fought a war in which the Boers inflicted several costly defeats on the British army. Coupled with the advent of a new government in London reluctant to fight the war, this ensured that the Transvaal was able effectively to maintain its independence.

The discovery of gold and diamonds in the Boer republics in the 1880s further intensified the rivalry, particularly as British subjects flooded into the Boer territories in search of wealth. The rights of British subjects in Boer territory, British imperial ambition, and the Boer desire for to stay outside the British Empire all caused more friction, which in 1899 provoked the Boers to attack in order to forestall what they saw as an impending British conquest.

The Boers, under Paul Kruger, struck first. The Boers attacked into Cape Colony and Natal between October 1899 and January 1900. The Boers were able to successfully besiege the British garrisons in the towns of Ladysmith, Mafeking (defended by troops headed by Robert Baden-Powell) and Kimberley and inflicted three separate defeats on the British in one week, December 10 to 15, 1899. It was not until reinforcements arrived on February 14, 1900 that British troops commanded by Lord Roberts could launch counter-offences to relieve the garrisons (the relief of Mafeking on May 18, 1900 provoked riotous celebrations in England) and enabled the British to take Bloemfontein on March 13 and the Boer capital, Pretoria, on June 5. Boer units fought for two more years as guerrillas, the British, now under the command of Lord Kitchener, responded by constructing blockhouses, destroying farms and confiscating food to prevent them from falling into Boer hands and placing Boer civilians in concentration camps. The last of the Boers surrendered in May 1902 and the war ended with the Treaty of Vereeniging in the same month. The treaty ended the existence of the Transvaal and the Orange Free State as Boer republics and placed them within the British Empire.

During the later stages of the Boer War, the British pursued the policy of rounding up and isolating the Boer civilian population in concentration camps, one of the earliest uses of this method by modern powers. The conditions in the camps were very unhealthy and the food rations were meager. The wives and children of men who were still fighting were given smaller rations than others. The poor diet and inadequate hygiene led to endemic contagious diseases such as measles, typhoid and dysentery. Coupled with a shortage of medical facilities, this led to large numbers of deaths — a report after the war concluded that 27,927 Boers (of whom 22,074 were children under 16) had died of starvation, disease and exposure in the concentration camps. A British journalist, WT Stead, wrote: “Every one of these children who died as a result of the halving of their rations, thereby exerting pressure onto their family still on the battle-field, was purposefully murdered. The system of half rations stands exposed, stark and unashamedly as a cold-blooded deed of state policy employed with the purpose of ensuring the surrender of men whom we were not able to defeat on the field.” The U.S. Army uses several case studies from the Boer War to teach ethics in combat.

As part of the British Empire, the Australian colonies offered troops for the war in South Africa. Australians served in contingents raised by the six colonies or, from 1901, by the new Australian Commonwealth.

Colonial troops were valued for their ability to “shoot and ride”, and in many ways performed well in the open war on the veldt. There were significant problems, however, with the relatively poor training of Australian officers, with contingents generally arriving without having undergone much training and being sent on campaign immediately.
It is generally thought that about 16,000 Australians fought in the Boer War. A small number of Australians are known to have fought on the Boer side. Six Australians received the Victoria Cross in South Africa, and many others received other decorations. The Australians at home initially supported the war, but became disenchanted as the conflict dragged on, especially as the effects on Boer civilians became known.

**MUSIC**

**Bob Marley**

Bob Marley was the Third World’s first pop superstar. He was the man who introduced the world to the mystic power of reggae. He was a true rocker at heart, and as a songwriter, he brought the lyrical force of Bob Dylan, the personal charisma of John Lennon, and the essential vocal stylings of Smokey Robinson into one voice.

*Jann Wenner, at Marley’s 1994 posthumous introduction into the Rock and Roll Hall of Fame*

In 1999 *Time* magazine chose Bob Marley & The Wailers’ *Exodus* as the greatest album of the 20th century. In 2001, he was posthumously awarded the Grammy Lifetime Achievement Award, and a feature-length documentary about his life, *Rebel Music*, won various awards at the Grammys. Robert Nesta “Bob” Marley, (1945 –1981) was a Jamaican singer-songwriter and musician and remains the most widely known and revered performer of reggae music, and is credited with helping spread both Jamaican music and the Rastafari movement to a worldwide audience.

Marley’s music was heavily influenced by the social issues of his homeland, and he is considered to have given voice to the specific political and cultural issues of Jamaica. His best-known hits include "I Shot the Sheriff", "No Woman, No Cry", "Could You Be Loved", "Stir It Up", "Get Up Stand Up", "Jamming", "Redemption Song", "One Love" and, "Three Little Birds", as well as the posthumous releases "Buffalo Soldier" and "Iron Lion Zion". The compilation album *Legend* (1984), released three years after his death, is reggae’s best-selling album, going ten times Platinum which is also known as one Diamond in the U.S., and selling 25 million copies worldwide. A 1980 tour of the U.S. was cancelled when Marley collapsed while jogging in New York’s Central Park. It was discovered that he had developed brain, lung, and liver cancer; it killed him eight months later.

Wyclef Jean had this to say: *What separates Bob Marley from so many other great songwriters? They don’t know what it’s like for rain to seep into their house. They wouldn’t know what to do without their microwaves and stoves — to make a fire with wood and cook their fish next to the ocean. Marley came from the poverty and injustice in Jamaica, and that manifested itself in his rebel sound. The people were his inspiration. Straight up. Like John Lennon, he brought the idea that through music, empowerment and words, you can really come up with world peace. But it’s hard to compare him to other musicians, because music was just one part of what he was. He was also a humanitarian and a revolutionary. His impact on Jamaican politics was so strong, there was an assassination attempt on his life. Marley was like Moses. When Moses spoke, people moved. When Marley spoke, they moved as well. Marley almost single-handedly brought reggae to the world. When I was growing up in Haiti — where my father was a missionary and a church minister — we could barely get away with listening to Christian rock and definitely couldn’t get away with any rap. When I was 14, I slipped on "Exodus," and my dad, who didn’t speak English very well, asked me, “What’s this song about?” I told him it was biblical, and it was about movement. The minute it reached his ears — the minute Marley’s music reaches anybody’s ears — he was automatically grooving. The vibe goes straight to your brain.*
PHILOSOPHY
Moral Relativism and Dualism

Different cultures have widely different moral standards and often contrasting views about what is morally permissible. Does this mean there are no objective moral standards?

Moral relativism is the view that there is no objective truth concerning what is right and what is wrong. A common interpretation of moral relativism, regardless of the source, is the view that “ethical standards, morality, and positions of right or wrong are culturally based and therefore subject to a person’s individual choice. We can all decide what is right for ourselves. You decide what’s right for you, and I’ll decide what’s right for me. Moral relativism says, ‘It’s true for me, if I believe it.’” Essentially, nobody is objectively right or wrong. Fixed standards of value don’t exist aside from the changing whims of society and government.

Dualism designates “two parts” and is the position that the universe consists of two opposing principles -- though not limited to only two. There are variations within dualism. Moral dualism would see the opposites of good and evil. Personal dualism would deal with the human being as consisting of mind and body. There are property dualists (the mind is a property of physical matter), and substance dualists (the mind is a different substance than physical matter). Religious dualism is the belief that there are two opposite powers in the universe: good and evil. Some say that this is manifested in the biblical revelation of God versus Satan. A common representation of these opposites is known from the Taoist religion as Yin and Yang.

ART
Picasso

"Art is a lie that makes us realize truth." Pablo Picasso
Spaniard Pablo Picasso (1881-1973) was one of the greatest and most influential artists of the 20th century. He, along with George Braques, was also the creator of cubism. Picasso was a painter, sculptor, printmaker, ceramicist and stage designer, though he was best known for his painting. Picasso, who superstitiously believed that work would keep him alive, shaped the development of 20th century art for 80 of his 93 years.

Picasso seemed marked for greatness, with his sombre, worldly dark eyes appearing to study the world from an early age.
He remembered, ‘When I was a child, my mother said to me, ‘If you become a soldier you will be a general. If you become a monk you will end up as the pope.’ Instead I became a painter and wound up as Picasso.’

Picasso showed remarkable talent as a very young child, and was carefully coached by his art teacher father, whose ability he surpassed by the time he was 13. He lost all desire to do schoolwork, and instead spent school days doodling and drawing in his notebook. His teachers punished him by sending him to the ‘cells’, a form of temporary solitary confinement. However, he loved it there because he spent the time drawing.

His family moved to Barcelona so he could join the prestigious School of Fine Arts at the precocious age of 14. He soon tired of the formality and rules and began wandering the streets, observing and painting the people he saw. At 16 he attended the Royal Academy of San Fernando in Madrid. History repeated itself, so he moved back to Barcelona and fell in with a crowd of intellectuals and artists who encouraged him to break with traditional art forms and begin a lifelong process of experimentation and innovation.

Art critics typically break Picasso’s career into periods, and the first of these, his Blue Period lasted from 1901-1904. During this time he was depressed over the death of close friend Carlos Casagemas and his paintings focussed on themes of poverty, isolation and anguish.

In 1905-6 his palette lightened considerably and he entered a Rose Period during which the circus performers and clowns that would populate his paintings for the rest of his career began to appear. His passion for the beautiful model Fernande Olivier and the generous sponsorship of art dealer Ambroise Vollard helped to lighten his mood.

Picasso married twice and had four children by three women. His life was the subject of continued public scandal because of his many mistresses and (often) their age disparity.

Picasso’s output was prolific, and in the last two decades of his life he produced more work than at any other time, often producing multiple pieces on the same day. The total number of artworks he produced has been estimated at 50,000, comprising 1,885 paintings, 1,228 sculptures, 2,880 ceramics, about 12,000 drawings, many thousands of prints and numerous tapestries and rugs. He is also the most stolen artist with about 550 works listed as missing.

"If only we could pull out our brain and use only our eyes." – Pablo Picasso

**SCIENCE**

**Nuclear Fission**

Nuclear fission is the process of splitting the nucleus of an atom, thus producing two products of roughly half the mass of the original. During the process, some neutrons are released, but significantly a substantial amount of energy is also released. Nuclear fission is responsible for both nuclear weapons and nuclear power plants.

The most common element used in nuclear fission is uranium, because it is plentiful and isotopes such as U-235 are easy to split. The U-235 nucleus has the ability to capture an extra, slower, neutron which makes it unstable. For nuclear power generation the uranium needs only to be 2 to 3% U-235. However nuclear weapons require enriched uranium which is closer to 90% U-235.

So how do Nuclear fission power plants work?

A nuclear fission power plant uses the heat generated by a nuclear fission process to drive a steam turbine which generates usable...
electricity. The underlying physical process is the same for all power plant designs. What differs is the use of nuclear reaction and the way in which the nuclear reaction is controlled. This is an engineering problem which must take into account factors such as:

Control: Keeping the nuclear reaction from dying out or exploding
Safety: If something goes wrong it can be contained (some examples of failures in this area are Chernobyl, Three Mile Island and more recently Fukushima)
Refuelling: adding more nuclear fuel without stopping the reactor
Waste production: the by-products of the reaction must be manageable
Efficiency: Capture as much of the heat as possible.

Currently, there is much debate about the use of nuclear power. Its proponents argue that we have no choice but to abandon the burning of fossil fuels because of their impact on the environment and the reality that they will eventually run out (though not soon). Those who oppose nuclear power believe that it is potentially far too dangerous, as evidenced by the nuclear disasters that have already occurred. The difficulties of both controlling nuclear fission and of ensuring that nuclear reactors are cooled are major problems. In addition the radioactive waste that is generated has to be safely stored. Some people even believe it should be fired into space by rockets in order to ensure it does no harm.

Research continues into nuclear fusion plants, which have the potential to be far safer, and which were explained in a previous Knowledge project.

![Inside a nuclear power station](image)

**LITERATURE**

**Jane Austen**

Jane Austen is acknowledged as one of the great English novelists, so it is no surprise that her novels have remained in continuous print from her day to the present. Sir Walter Scott reviewed her work in 1816 and said:

*The author’s knowledge of the world, and the peculiar characters that the reader cannot fail to recognise, reminds us something of the Flemish school of painting. The subjects are not often elegant, and certainly never grand; but they are finished to nature, and with a precision which delights the reader.*

Austen’s novels explore themes such as:

The individual and society- in particular, the clash between the wants of the individual and the need to maintain a regulated society.

Freedom and constraint- the need for formal codes of behaviour and their impact on the individual

Imagination versus reason/judgement- what are the consequences of yielding to imagination, which may take the form of prejudice rather than listen to pure reason?

Love courtship and marriage- What is true love? What qualities and behaviour lead to a happy marriage?

Some critics felt that Austen’s sheltered upbringing was evident in her writing, as they believed her social comment was bland as a result of being born into a well-to-do family who did not suffer the trials of the poor or marginalised. In reality, Austen’s works critique the 18th century ‘novels of sensibility’ which were based on sentiment and the valorisation of fine principles rather than any significant action.

It is interesting to note that Austen’s family have consistently refused to divulge details of Jane’s upbringing or family life, preferring to destroy almost all of the 3 000 letters she wrote to family and friends, and by censoring the remainder.

Austen’s *Pride and Prejudice* is a tale of five sisters (The Bennets) who live in a small village and whose father despairs of finding husbands for them all. The arrival of two eligible bachelors, the charming Mr Bingley and the rather obnoxious Mr Darcy sets the scene for a serious of rollercoaster relationships. Add the foolish but well-off young clergyman Mr Collins and a group of...
young militia officers stationed nearby, and the girls suddenly have options. Making their choices forms the basis of the novel’s plot line.

Other significant novels by Austen include Lady Susan (1794), Sense and Sensibility (1811), Mansfield Park (1813), Emma (1815), Northanger Abbey (1818 posthumous), and Persuasion (1818 posthumous)

Link for electronic copy of Knowledge Project Cross Word

Knowledge Project Part 20
St Patrick’s College

Across
1. Bob Marley introduced the world to the mystic power of __ music.
5. Picasso was one of the greatest and most influential artists of the 20th century.
7. __ designates “two parts” and is the position that the universe consists of two opposing principles -- though not limited to only two.
10. Picasso showed remarkable __ as a young child and was coached by his art teacher father.
11. After the Napoleonic wars the southern tip of Africa was shared between British Colonies and independent republics of __-Afrikaner settlers known as Boers.
12. A nuclear power plant uses heat generated by nuclear reactions to drive a __ turbine which generates electricity.
15. The most common element used in nuclear reactions is __ because it is plentiful and isotopes are easy to split.
16. __ Soldier was a posthumous release of Bob Marley’s.
18. A common representation of opposite powers is from the Taoist religion as __ and Yang.
20. The __ Reformation was the most revolutionary event of the 16th Century.
21. __ Austen is acknowledged as one of the great English novelists.
22. The 95 theses of Luther related to the prevalence of __ relativism is the view that there is no objective truth concerning what is right and wrong.
24. In the later stages of the Boer War the British pursued the policy of rounding up and isolating the Boer civilian population in __ camps which was one of the first uses of this method by modern powers.

Down
2. Time magazine chose Bob Marley & The Wailers’ __ as the greatest album of the 20th century.
3. The discovery of __ and diamonds in the Boer territories in the 1880s further intensified rivalries between the British and the Boers.
4. An example of a nuclear failure.
6. Picasso’s __ was prolific throughout his life but particularly at the end.
8. The papacy had lost much of its spiritual influence over 16th century people because of the increasing tendency toward __.
9. The Reformation meant that 16th century Europeans had to make a choice to be Protestant or __.
12. Picasso was one.
13. Austen’s novels explore great themes including __ versus reason/judgement.
14. __ Luther nailed ninety-five theses to door of the Castle Church at Wittenburg.
17. As part of the British __, Australia provided soldiers who came from the six colonies to serve in the Boer War.
19. Nuclear __ is the process of splitting the nucleus of an atom to produce energy.
Knowledge Project Week 19
St Patrick's College

Solution:

K A M I N  G
F A T A L  M A A
C O A
G O S P E L
G A R T H
I N D U S T R I A L
E E B A
P R E S S
P R O L I F I C
S H I N T O
G A U G I N
O
S U N F L O W E R S
S
G V I N C E N T
R I H
A N T H R A C I T E
P E S O D
L O N G W A L L
R A N D
D T R A G E D Y
U R
2012 MACKAY CATHOLIC SCHOOL’S

Springs

Race Day

22 September 2012
1 pm – 5 pm
Ooralea Racecourse
Peak Downs Highway, Ooralea

Marquee Ticket—$50

Includes
Racecourse entry • Marquee entry
Glass of Champagne on arrival
Food • Live entertainment • Fashions on the Field
Lucky door prize
AND A GREAT TIME!

Tickets available from 16 July via the following schools:

- Mackillop Catholic Primary 4955 3600
- St Francis Xavier Catholic School 4951 1861
- Emmanuel Catholic Primary School 4942 5999
- St Joseph’s Catholic Primary School 4957 3355
- St Anne’s Catholic Primary School 4956 1534
- St Mary’s Catholic Primary School 4951 1743
- St John’s Catholic Primary School 4959 2445
- St Patrick’s College 4944 7200
- Holy Spirit College 4969 2600
- Mercy College Mackay 4969 4199

OR AT THE GATE

Join in the celebrations of the official opening of Mackay’s Ooralea Race Track!