MESSAGE FROM THE HEAD OF CAMPUS TO STUDENTS

The purpose of this guide is to provide information for intending students to be able to make an informed choice of subjects in Senior Years.

In making these choices you should consider the following:

1. Your pathway: Where do you want to be headed post year 12 – University learning, Trade learning or Work. All three pathways are valid and incredibly rewarding. None lead to a greater guarantee of success than another. The defining feature of success between a University engineering graduate, a plumbing apprentice and a Woolworth’s trainee is commitment and hard work. These determine your future rather than any inherent value in a particular pathway choice.

2. Your own interests, capabilities and talents. Direct your preferences toward what you enjoy and you will be more likely to succeed.

3. The “educational” value of a course. Education is a lifelong process. It is important not to focus exclusively on the more career-oriented subjects but to also note the considerable rewards in choosing from a reasonably wide range of disciplines such as information technology, history, literature, science, languages, art and music.

4. Your career interests. It is important that students realise what career opportunities are open to them by their selection of a subject. If you have a specific career in mind involving a tertiary course you should read carefully the appropriate sections of the booklet “Queensland Tertiary Prerequisites”. The Careers Resource Centre has copies of this booklet. These can give useful background on choice of subjects and Field Positions required entering particular courses.

Students who wish to undertake further study at a tertiary institution are not restricted to Authority subjects but it is desirable to pursue them. The pathways to tertiary education are many and varied. Students may enter university, TAFE, private colleges and the like through gaining an OP or a Rank.

The Careers and Vocational Education Advisor, Mr Darryl Nelson, is available to provide advice on course selection and the Careers Resource Centre has up-to-date resources to assist you in planning for your future career. The College offers excellent Vocational Education Courses for students wishing to enter TAFE obtain school-based apprenticeships or traineeships or enter the workforce directly after Year 12. Please see Mr Darryl Nelson to make an appointment should you or your parents wish to explore options.

You must consider all training and employment options before considering which particular course option you will select. Think about what your interests are, what you are good at and what is important to you in a job (eg variety, challenge, security, independence, money etc.). Do not limit your options. You do need to choose carefully as subject change is not always possible and may affect your ability to receive a Queensland Certificate of Education (QCE)

Mr Paul A Begg
Head of De La Salle Campus
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In the presence of God, the Southern Cross Catholic College learning community

- Seeks knowledge
- Seeks wisdom
- Seeks inspiration

Following in the footsteps of our founders, we aspire to motivate our learners to

- Be curious
- Be creative
- Be confident
- Be persistent
- Be resilient
- Be self-directed
- Be reflective
### YEAR 11 AND 12 PATHWAY OPTIONS

#### TERTIARY ENTRANCE (OP) PATHWAY

<table>
<thead>
<tr>
<th>Option</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 Authority subjects + Curriculum Enhancement OR</td>
<td></td>
</tr>
<tr>
<td>5 Authority subjects + Religion and Ethics + Curriculum Enhancement OR</td>
<td></td>
</tr>
<tr>
<td>5 Authority subjects (including Study of Religion) + Authority-registered Subject/VET school-based course/VET Certificate III course (External Provider) + Curriculum Enhancement</td>
<td>The VET Certificate III course (External Provider) option is only available to students if the course is undertaken on a Wednesday.</td>
</tr>
</tbody>
</table>

**LEADING TO**

- Queensland Certificate of Education (QCE)
  - Core Skills Test result
  - Senior Statement

**LEADING TO**

- Tertiary Entrance Statement
  - Overall Position (OP)
  - Field Position (FP)

**LEADING TO**

**CAREER OPTIONS**

- Tertiary Study
- TAFE Institutes
- Certificate & Associate Diploma Courses
- New Apprentices and Traineeships
- Other Training Institutions
- On the Job Training
- Workforce
### VOCATIONAL EDUCATION PATHWAY

<table>
<thead>
<tr>
<th>Authority-registered subjects + Curriculum Enhancement OR</th>
</tr>
</thead>
<tbody>
<tr>
<td>It will be a mandatory requirement for students who elect this option to undertake work experience or work placement every Wednesday.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5 Authority-registered Subject/VET school-based course/ VET Certificate III course (External Provider) + Curriculum Enhancement</th>
</tr>
</thead>
<tbody>
<tr>
<td>It will be a mandatory requirement for students who elect this option to undertake work experience or work placement every Wednesday.</td>
</tr>
</tbody>
</table>

#### LEADING TO

- Queensland Certificate of Education (QCE)
  - Core Skills Test result (Optional)
  - Senior Statement

#### POSSIBILITIES

- Vocational Education Qualifications
  - Rank or Notional OP

#### LEADING TO

#### CAREER OPTIONS

- Tertiary Study
- TAFE Institutes
- Certificate & Associate Diploma Courses
- New Apprentices and Traineeships
- Other Training Institutions
- On the Job Training
- Workforce
## COMBINATION PATHWAY

| Study of Religion or Religion and Ethics AND |
| English Authority or English Communication AND |
| Mathematics Authority (any level) or Prevocational Mathematics AND |
| Curriculum Enhancement |

**Plus 3 additional subjects:**
- Authority
- Authority-registered
- VET school-based course
- VET Certificate III course (External Provider)

The VET Certificate III course (External Provider) option is only available to students if the course is undertaken on a Wednesday.

### LEADING TO

**Queensland Certificate of Education (QCE)**
- Core Skills Test result (Optional)
- Senior Statement

### POSSIBILITIES

**Vocational Education Qualifications**
- Rank or Notional OP

### LEADING TO

**CAREER OPTIONS**
- Tertiary Study
- TAFE Institutes
- Certificate & Associate Diploma Courses
- New Apprentices and Traineeships
- Other Training Institutions
- On the Job Training
- Workforce
STUDENT EDUCATION PROFILE

This profile contains an overall measure of achievement based on a student’s subjects; a student’s level of achievement in each individual subject on the Senior Statement; individual results from an externally organised Core Skills Test; and Field Position assessment of a student’s achievements in specific fields of study.

The following information highlights the major possible elements of the Student Education Profile.

Queensland Certificate of Education

The QCE is Queensland’s senior schooling qualification. It is awarded to eligible students when they complete the senior phase of learning, usually at the end of Year 12. To be awarded a QCE, students need to complete a significant amount of learning, at a set standard and in a set pattern, and fulfil literacy and numeracy requirements.

Tertiary Entrance Statement

The Tertiary Entrance Statement shows an eligible student’s OP (Overall Position) and FPs (Field Positions). An OP indicates a student’s rank, based on overall achievement in Authority subjects. The student must study at least three of these subjects for all four semester and sit the QCS Test. FPs indicate a student’s rank based on overall achievements in Authority subjects in up to five fields (areas of study that emphasise particular knowledge and skills). FPs is calculated only for OP-eligible students.

Senior Statement

All students who finish Year 12 will receive a Senior Statement, regardless of whether they have met the requirements for the award of a QCE. This statement is a transcript of the learning account that records all contributing studies and results achieved.

Queensland Certificate of Individual Achievement

The Queensland Certificate of Individual Achievement (QCIA) recognises the achievements of students who undertake individualised learning programs. To be eligible, students must have impairments or difficulties in learning that are not primarily due to socioeconomic, cultural or linguistic factors.

Statement of Results

If a student leaves school or completes Year 12 without achieving a QCE, they can add to their learning account for up to seven years after leaving school. Once they become eligible, the QCIA will issue a QCE and a Statement of Results. The Statement of Results shows all contributing studies and the results achieved and, if applicable, a student’s QCS Test result.
THE QUEENSLAND CERTIFICATE OF EDUCATION

What is the QCE?

The Queensland Certificate of Education (QCE) is Queensland’s senior schooling certificate. It is awarded to eligible students when they complete the senior phase of learning, usually at the end of Year 12.

How the QCE works

The QCE offers flexibility in what, where and when learning occurs, and providing clear benefits to students, industry and employers. Students can choose from a wide range of learning options, including senior school subjects, vocational education and training, workplace and community learning, and university subject’s undertaken while at school.

To be awarded a QCE, students must demonstrate a significant amount of learning to a set standard and in a set pattern, and meet literacy and numeracy requirements. Achievements in different types of learning attract different credit values, with credit being assigned when a minimum standard of achievement is reached. Students must have at least 20 credits in the required pattern to be awarded a QCE.

Planning a QCE pathway

QCE usually starts in Year 10. A Senior Education and Training (SET) Plan is developed to map a student’s future education and/or employment goals and their QCE pathway. Learning options include senior school subject, vocational education and training, apprenticeships and traineeships, university subjects done while at school, recognised workplace learning, certificates and awards. Students choose their own QCE pathway – there are hundreds of possible course combinations.

In Year 11, students can plan their QCE pathway and track their progress towards a QCE in their learning account on the Student Connect website at www.studentconnect.qca.qld.edu.au
LEARNING OPTIONS AND CREDIT VALUES

CORE COURSES

Core courses of study are the types of courses usually undertaken by young people during the senior phase of secondary education. At least 12 credits are needed. At least one credit must come from Core studies while enrolled at a school. The following table summarises Core course options.

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>Set standard</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authority subjects or Authority-registered subjects</td>
<td>At least a Sound Level of Achievement awarded at exit per subject</td>
<td>4</td>
</tr>
<tr>
<td>Subject assessed by a Senior External Examination</td>
<td>At least a Sound Level of Achievement per subject</td>
<td>4</td>
</tr>
<tr>
<td>VET qualifications – Certificate II, III or IV (including school-based traineeships)</td>
<td>Certificate II completed</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Certificate III or IV completed</td>
<td>5, 6, 7 or 8</td>
</tr>
<tr>
<td>School-based apprenticeships (Students cannot complete the associated Certificate while at school, but may continue after exit and earn remaining credits)</td>
<td>Certificate competencies completed</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Satisfactory participation in on-the-job component (50 days in a calendar year)</td>
<td>4</td>
</tr>
<tr>
<td>Recognised non-Queensland studies</td>
<td>At least a Pass grade for each subject</td>
<td>up to 6</td>
</tr>
<tr>
<td>Recognised studies categorised as Core learning, which may include:</td>
<td>Agreed standard</td>
<td>as recognised by QCAA</td>
</tr>
<tr>
<td>• Specified International learning programs, including International Baccalaureate studies</td>
<td>At least a Pass grade for each subject</td>
<td>for each completed course</td>
</tr>
<tr>
<td>• Specified TAFE Qld Brisbane/TAFE Open Learning – Unilearn studies</td>
<td>At least a Pass grade for each subject</td>
<td>for each completed course</td>
</tr>
</tbody>
</table>

PREPARATORY COURSES

Preparatory courses of study are stepping stones to further education and training. They can contribute a maximum of 6 credits towards a QCE. The table below summarises Preparatory course options.

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>Set standard</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>VET Certificate I qualifications</td>
<td>Certificate I completed</td>
<td>for each qualification of:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 199 nominal hours or less</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 200 nominal hours or more</td>
</tr>
<tr>
<td>Employment skills development programs approved under the Vocational Education, Training and Employment Act 2000</td>
<td>Course completed and requirements met</td>
<td>maximum of 1 program can count</td>
</tr>
<tr>
<td>Literacy: A short course senior syllabus 2010</td>
<td>At least a Sound Level of Achievement</td>
<td>per course</td>
</tr>
<tr>
<td>Numeracy: A short course senior syllabus 2010</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Recognised studies categorised as Preparatory learning, which may include:</td>
<td>Agreed standard</td>
<td>as recognised by QCAA</td>
</tr>
<tr>
<td>• Re-engagement programs</td>
<td>Course completed and requirements met</td>
<td>maximum of 1 program can count</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>
ENRICHMENT COURSES

Enrichment courses of study are generally, although not exclusively, offered by organisations other than those offering Core or Preparatory courses of study. In addition to VET qualification certificates, the QCAA recognises some accredited non-qualification VET courses, provided they meet specific conditions. A maximum of 8 credits from Enrichment courses can contribute towards the QCE. The following table summarises Enrichment course options.

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>Set standard</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authority extension subjects¹</td>
<td>At least a Sound Level of Achievement per subject</td>
<td>2</td>
</tr>
<tr>
<td>Career Development: A short course senior syllabus 2010</td>
<td>At least a Sound Level of Achievement</td>
<td>1</td>
</tr>
<tr>
<td>Recognised studies categorised as Enrichment learning, which may include:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Accredited VET courses</td>
<td>Agreed standard</td>
<td>as recognised by QCAA</td>
</tr>
<tr>
<td>• Specified awards and certificates</td>
<td>Pass Agreed standard</td>
<td>as recognised by QCAA</td>
</tr>
<tr>
<td>• Learning projects: Workplace, Community, Self-directed</td>
<td>Satisfactory</td>
<td>as recognised by QCAA</td>
</tr>
<tr>
<td>• Specified school-based courses (non-QCAA)</td>
<td>Pass grade as defined by the recognised course</td>
<td>as recognised by QCAA</td>
</tr>
<tr>
<td>• Specified structured workplace and community learning programs</td>
<td>Agreed standard</td>
<td>as recognised by QCAA</td>
</tr>
</tbody>
</table>


² Currently the only accredited VEET course recognised by the QCAA is 30953QLD Course in Aircraft Maintenance Engineering for Senior School Students. The completed course contributes 4 credits.

ADVANCED COURSES

Advanced courses of study go beyond the scope and depth of what is considered senior schooling. They must be undertaken while the student is enrolled at a school to contribute towards the award of a QCE. A maximum of 8 credits from advanced courses can contribute towards the QCE. The following table summarises advanced course options.

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>Set standard</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>One or two semester university subjects completed by a young person as part of a school program</td>
<td>Pass one semester subject two semester subject</td>
<td>2 4</td>
</tr>
<tr>
<td>VET Diplomas or Advanced Diploma courses undertaken by a person while enrolled at a school</td>
<td>Competencies demonstrated (1 per competency) up to</td>
<td>8</td>
</tr>
<tr>
<td>Recognised studies categorised as Advanced learning, including specified studies in categories:</td>
<td>Agreed standard</td>
<td>as recognised by QCAA</td>
</tr>
<tr>
<td>• awards and certificates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• international learning programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• structured workplace and community learning programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• school-based courses (non-QCAA)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**LITERACY AND NUMERACY REQUIREMENTS**

A QCE is awarded to a person who, in addition to achieving 20 credits in the required pattern of learning, has met the requirements for literacy and numeracy. The table below lists options for meeting those requirements.

<table>
<thead>
<tr>
<th>Literacy</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students can meet QCE literacy requirements by satisfying any one of these options:</td>
<td>Students can meet QCE numeracy requirements by satisfying any one of these options:</td>
</tr>
<tr>
<td>At least a Sound Level of Achievement in one semester of one of these subjects:</td>
<td>At least a Sound Level of Achievement in one semester of one of these subjects:</td>
</tr>
<tr>
<td>• English</td>
<td>• Mathematics A</td>
</tr>
<tr>
<td>• English Extension</td>
<td>• Mathematics B</td>
</tr>
<tr>
<td>• English Communication</td>
<td>• Mathematics C</td>
</tr>
<tr>
<td>• English for ESL Learners</td>
<td>• Prevocational Mathematics</td>
</tr>
<tr>
<td>At least a Sound Level of Achievement in English assessed by a Senior External Examination</td>
<td>At least a Sound Level of Achievement in Mathematics A or Mathematics B assessed by a Senior External Examination</td>
</tr>
<tr>
<td>At least a Sound Level of Achievement in the short course in literacy developed by the QCAA</td>
<td>At least a Sound Level of Achievement in the short course in numeracy developed by the QCAA</td>
</tr>
<tr>
<td>At least a Pass grade in a literacy course recognised by the QCAA</td>
<td>At least a pass grade in a numeracy course recognised by the QCAA</td>
</tr>
<tr>
<td>At least a C on the Queensland Core Skills Test</td>
<td>At least a C on the Queensland Core Skills Test</td>
</tr>
</tbody>
</table>
OVERALL POSITION (OP)

Obtaining an Overall Position (OP) is the usual pathway for Year 12 students to gain tertiary entrance, but many other options are available to those wishing to pursue further studies.

What is the Overall Position (OP)?

An OP is a student’s state-wide rank based on overall achievement in QCAA-approved subjects. It indicates how well the student has done in comparison to all other OP-eligible students in Queensland.

Students are placed in one of 25 OP bands from 1 (highest) to 25 (lowest). The approximate distribution of students across the bands is shown below. In order to achieve an OP1, a student’s achievement must be in the top 2% of OP-eligible students in Queensland.

Approximate distribution of students across OP bands

- Band 1 - about 2% of students
- Bands 2 to 6 - about 19% of students
- Bands 7 to 21 - about 73% of students
- Bands 22 to 24 - about 5% of students
- Band 25 - about 1% of students

How are Overall Positions calculated?

1. Within each school, the student’s level of achievement (VHAs etc.) form the basis for a rank order which shows each student’s performance relative to that of the others in each subject. (Subject Achievement Indicators - SAIs)
2. These student rankings in each subject are scaled by use of the QCS Test so as to establish equivalence across subjects, with each school. (Scaled SAIs)
3. The best of the scaled subject rankings (equivalent to 20 units of study) are averaged to give a measure of the student’s overall achievement **within the school**.
4. Students’ averages are then scaled a second time, again using the group means of the Queensland Core Skills Test, so as to establish equivalence of students’ results **across schools**.
5. This gives a measure of overall achievement for each student, compared with all others in the State.

This measure is stated as an Overall Position on a rank of 25 bands, 1 through 25, with the first band signifying achievement at the top level. Overall Position (OP) will be the main selection indicator for university course entry because it is considered the best measure of overall achievement at school and provides comparability within the State.
This dispels some common myths about OPs.

**Myth 1: Students with 5 or more VHAs and an ‘A’ on the QCS Test automatically get an OP1**

Levels of Achievement cover fairly broad ranges of achievement. Not all students awarded Very High Achievements (VHAs) are at the same standard. Some students may be at the top of the VHA range, while others may be doing just well enough to get a VHA. In addition, Levels of Achievement in different subjects do not represent equivalent standards.

To be awarded an OP1, students must be in the top 2% of all students in Queensland. There are many more students with 5 VHAs than there are OP1s.

**Myth 2: Students with 5 SAIs of 400 will get an OP1**

Not necessarily. In fact, usually not. An SAI of 400 only indicates that the student was the school's highest achieving student in that particular subject. This student may not be the best student overall in the school, nor among the top 2% of students in Queensland overall.

**Myth 3: To get an OP1, it’s better to study some subject than others**

All subjects are treated equally in the calculation of OPs. Any apparent inequality is the result of scaling, which takes into account the different overall capabilities of students in different subject groups and schools. To get a good OP, students must be ahead of strong competition. If the competition is not strong in some subjects, then a student needs to be a long way ahead of the other students to achieve a good OP.

It is possible to obtain an OP1 from any combination of subjects. However, students need to perform much better than other students in subjects where the competition is weak. An OP1 student must perform at the level of the top 2% of students in the state.

**Myth 4: High achievers in a low-achieving group can’t get a good OP**

A student who wants a good OP must demonstrate outstanding achievement. In a low-achieving group, this outstanding achievement would be reflected in a large gap between the SAI of that student and the SAIs of other students.

**Myth 5: There is a bias in favour of certain schools**

The procedures followed for the calculation of OPs are exactly the same for students in every school. What a student needs to consider when comparing OPs is where they are place, by their teachers, against what kind of competition. This applies whatever school a student attends.

Students, not schools, are awarded OPs. However, schools are not random collections of students. The quality, application and performance of students is unevenly distributed, so different performances at different schools is to be expected.
OP MYTHS (cont ... )

Myth 6: Students in a small group or a small school are disadvantaged

The QCAA has special procedures in place for small groups and small schools to ensure that this doesn’t occur. SAIs are assigned differently, and the scaling processes are adjusted to make sure that Ops reflect students’ performance fairly.

Myth 7: Students who do poorly on the QCS Test can’t get a good OP

It is important to realise that the QCS Test results are used in the scaling procedures only to determine where the group fits on the baseline scale. What matters for the individual students are their SAIs. A student’s individual QCS Test result contributes to the group results for each of their subject-groups and their school-group. QCS Test data are used to provide scaling parameters for different subject-groups and for the whole cohort of OP-eligible students at a student’s school. The individual student’s QCS Test result contributes to that group data.

In determining the scaling parameters, the QCAA checks to see whether any student has QCS Test results which seem quite different from their within-school performance – as might be the case if a high-achieving student were sick on one or both days of the QCS Test and did not perform as well as expected. The contribution of the QCS Test data of these students is down-weighted so that these unusual results will not distort the group’s mean and spread on the test.

Source: www.qcaa.qld.edu.au

FIELD POSITIONS (FPs)

What are FPs?

FPs are additional rank orders that supplement an OP. The term ‘field’ refers to areas of emphasis in the senior curriculum. FPs are used by tertiary institutions to help differentiate between students with the same OP, for example when the number of eligible applicants exceeds the number of places for a course. A student may receive up to five FPs, depending on their subject choices. FPs are reported in 10 bands, from one (the highest) to 10 (the lowest) in the following fields:

- Field A – extended written expression involving complex analysis and synthesis of ideas
- Field B – short written communication involving reading, comprehension and expression in English or a foreign language
- Field C – basic numeracy involving simple calculations and graphical and tabular interpretation
- Field D – solving complex problems involving mathematical symbols and abstractions
- Field E – substantial practical performance involving physical or creative arts or expressive skills

Subject weights

When calculating FPs, the QCAA uses Subject Achievement Indicators (SAIs) for the subjects that contribute to a particular field. Subjects do not contribute equally to FPs, and some subjects do not contribute any weight to some fields. The extent to which a subject contributes to each FP depends on that subject’s ‘weight’. Subject weights change every year as syllabuses are updated. The subjects weights table used should correspond with the year the student is expected to exit Year 12.
This table is for use by students completing (Qld) Year 12 in 2018:

<table>
<thead>
<tr>
<th>Syllabus</th>
<th>Year</th>
<th>Field A</th>
<th>Field B</th>
<th>Field C</th>
<th>Field D</th>
<th>Field E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>2010</td>
<td>3</td>
<td>3</td>
<td>5</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Ancient History</td>
<td>2004</td>
<td>5</td>
<td>4</td>
<td>2</td>
<td>N/A</td>
<td>3</td>
</tr>
<tr>
<td>Biology</td>
<td>2004</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Business Communication and Technologies</td>
<td>2012</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry</td>
<td>2007</td>
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</table>
QUEENSLAND CORE SKILL TEST (QCS TEST)

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.

A student's individual QCS Test result is not used on its own in the calculation of their OP - instead, group results are used as part of the statistical scaling processes. A student's individual result on the QCS Test (from A to E) is reported on the student's Senior Statement or Statement of Results.

What is the Queensland Core Skills Test?

The Queensland Core Skills Test (QCS Test) is designed to assess the commonalities of the Senior Curriculum and tests skills, concepts and abilities rather than content.

The Common Curriculum Elements are a set of generic skills that students work with across their subjects so they are preparing for the test all the time and in every subject; Students master these skills from P-12; therefore the real preparation for the test goes on all the time and in every subject.

In Years 11 and 12 there is more concerted focus on preparing for the QCS Test and each teacher will emphasise the core skills relevant to their subject throughout the two years.

The Queensland Core Skills (QCS) Test is:
- a common statewide test for Queensland Year 12 students
- an achievement test – not an intelligence test or an aptitude test
- grounded in the Queensland senior curriculum
- accessible to all Queensland students in the year they receive their Senior Statement regardless of individual differences in subject choice.

The test itself is divided into three tasks:
1. Writing Task
2. Short Answer
3. Multiple Choice

The QCS Test is designed to assess student's abilities to:
- write at length (to achieve purpose, control structure, use the conventions of written language)
- comprehend (facts, literal meanings, inferences, casual and other relationships)
- calculate (exactly and approximately)
- communicate (using appropriate words, phrases, sentences),
- interpret (instructions, descriptive prose, expressive prose, graphs, tables, maps, photographs, symbolic representations),
- select relevant information from the irrelevant
- judge (make approximations, assess probabilities)
- evaluate (arguments, relevance, appropriateness, worth)
- reason logically (when drawing conclusions, identifying logical inconsistencies and redundant information)
- recognise patterns (pictorial, diagrammatic, symbolic, linguistic, thematic)
- solve problems (expressed pictorially, diagrammatically, verbally, symbolically)

This will test the central skills taught at school and individual results will be reported on a 5-point scale on the Senior Statement. The Queensland Core Skills Test will be made public after the students have sat for it. The QCS Test aims to examine student's broad intellectual abilities, not specific content from single subject areas and will be reported as an individual result. Universities will NOT normally use the QCS Test result for standard selection and admission purposes.
PROCEDURES FOR TAFE APPLICATIONS AT SCCC

NB: Students undertaking an OP Pathway or Combination Pathway can only complete TAFE courses that are offered on a Wednesday.

During the SET Planning process and Subject Selection for Year 11 2017 subjects, Year 10 students will have the opportunity to apply for courses in the TAFE Brisbane, Schools’ Program. These courses are subsidised by the Queensland Government and afford students the opportunity to do Certificate III level courses whilst they are still at school, at a fraction of the cost of doing the same courses after Year 12 at TAFE and with Private Providers.

Students normally receive a BNIT Schools’ Program Guide as part of the information that goes to students and parents before they make subject selections for Year 11. If students are interested in a particular course they should discuss the suitability of completing the course during Years 11 and 12 at their SET Plan interview. Sometimes the teacher conducting the interview may suggest a course if they think it might be appropriate for the student.

If students wish to apply for a course, they complete a TAFE Parent/Guardian Consent Form available from the Careers and Vocational Education Office and return before the due date. This form is submitted by the school and serves as an application form for the course. Sometimes courses are withdrawn by TAFE if not enough students apply. Most courses also require a Student Questionnaire to be completed before students are offered a place in the course. Some students can be placed on waiting lists if there are too many applicants.

Particular factors to take into account when looking at possible TAFE courses are the course cost (some are still quite expensive) and the campus at which it is being offered, because transport is an important consideration for families. Another important factor is the day. If the course is offered on a Wednesday, students will miss up to four lessons which can be crucial if the student is pursuing an OP bound course.

If the course is offered on a day other than Monday or Wednesday, the Non-OP student is likely to be missing a double lesson in at least two subjects. Missed lessons are the responsibility of the student to catch up. Students should establish a routine with their teachers to ensure they find out what they have missed.

Difficulties with regard to the timetabling of TAFE courses are impossible for the school to avoid, as TAFE timetables are done well in advance of school timetables. Students are also required to enrol in the TAFE courses at their own cost, in December 2016, well before individual student timetables at school are known.

Once students are offered a place in a TAFE course they are sent an Enrolment Form and information to their home address. It is their responsibility to pay the enrolment fees before the due date. If enrolment fees are not paid in time, places in the course can be allocated to other students. For last minute enrolments in January and February, enrolment forms are sent by the TAFE directly to the Careers and Vocational Education office.

The Careers and Vocational Education Office is in constant communication with the TAFE Schools’ Program. If there are any queries that students or parents have in relation to courses or enrolments, the school can gain responses very quickly. If students or parents have difficulties with regard to the school timetable in relation to TAFE courses, these concerns need to be addressed by the Assistant Principal - Curriculum. The Careers and Vocational Education Program Leader can only recommend timetable changes; students must see the Assistant Principal - Curriculum to effect any change to their timetable.
## CONTACTS AT SCCC

The Assistant Principal – Curriculum is responsible for the subject selection process. If you wish to access information or advice please contact administration on (07)3480 3600.

For specific advice about particular subject areas, please contact the Curriculum Leaders directly. The Pastoral Leader is also available to assist students in making appropriate choices. Career guidance is readily available from the Careers and Vocational Education Advisor. Parents are encouraged to be a part of career guidance interviews wherever possible.

## CAMPUS CONTACTS

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head of De La Salle Campus</td>
<td>Paul Begg</td>
<td><a href="mailto:pbegg@bne.catholic.edu.au">pbegg@bne.catholic.edu.au</a></td>
</tr>
<tr>
<td>Deputy Head of Campus</td>
<td>Mandy Sullivan</td>
<td><a href="mailto:msullivan@bne.catholic.edu.au">msullivan@bne.catholic.edu.au</a></td>
</tr>
<tr>
<td>Assistant Principal - Curriculum</td>
<td>Jason Spiteri</td>
<td><a href="mailto:jspiteri@bne.catholic.edu.au">jspiteri@bne.catholic.edu.au</a></td>
</tr>
<tr>
<td>Assistant Principal - Religious Education</td>
<td>Phillip McGreevy</td>
<td><a href="mailto:pmcgreevy@bne.catholic.edu.au">pmcgreevy@bne.catholic.edu.au</a></td>
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<tr>
<td>Pastoral Team Leader</td>
<td>Niecia Freeman</td>
<td><a href="mailto:nfreeman@bne.catholic.edu.au">nfreeman@bne.catholic.edu.au</a></td>
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<tr>
<td>Pastoral Team Leader - Delany</td>
<td>Ryan O’Connor</td>
<td><a href="mailto:ryan.oconnor@bne.catholic.edu.au">ryan.oconnor@bne.catholic.edu.au</a></td>
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<tr>
<td>Pastoral Team Leader - Frawley</td>
<td>Lyn Croft</td>
<td><a href="mailto:ljcroft@bne.catholic.edu.au">ljcroft@bne.catholic.edu.au</a></td>
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<tr>
<td>Pastoral Team Leader – La Salle</td>
<td>Tim Bermingham</td>
<td><a href="mailto:tbermingham@bne.catholic.edu.au">tbermingham@bne.catholic.edu.au</a></td>
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<tr>
<td>Pastoral Team Leader - MacKillop</td>
<td>Grant Shepherd</td>
<td><a href="mailto:gshepherd@bne.catholic.edu.au">gshepherd@bne.catholic.edu.au</a></td>
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<tr>
<td>Careers &amp;Vocational Education Advisor</td>
<td>Darryl Nelson</td>
<td><a href="mailto:dnelson@bne.catholic.edu.au">dnelson@bne.catholic.edu.au</a></td>
</tr>
</tbody>
</table>
SUBJECT CONTACTS

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Curriculum Leader: Humanities and Social Sciences
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Curriculum Leader: Technology
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Curriculum Leader: The Arts
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Curriculum Leader: Inclusive Education
Mary Bower  
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CHOOSING YOUR SUBJECTS

This section has been compiled to help students make informed decisions about their course of study for the Senior Phase of Learning.

The selection process requires students to make a number of key decisions that will be important for their future. In making choices, you should consider subjects:

Which you enjoy
Which you are good at
Which reflect your interest, abilities, skill level and academic application
Which meet the needs or demands of your intended pathway
Which keep your options open, and
Which develop your skills, knowledge and attitudes which will be useful throughout your life.

Consider your ability and interests

Ask for help!

Find out about career pathways

Complete your SET Plan

Consider the subjects and courses that you need

Keep your options open

Consider the subjects and courses offered by the College and other providers

Ask for help!
OP PATHWAY

If you have chosen to select an OP pathway with five (5), six (6) or seven (7) Authority Subjects your options are:

- 6 OP subjects plus Curriculum Enhancement
- 5 OP subjects plus RAE and Curriculum Enhancement
- 5 OP subjects including SOR, plus Authority-registered course/VET course and Curriculum Enhancement
- 6 OP subjects plus RAE
- 6 OP subjects including SOR, plus Authority-registered course/VET course
  1 reserve subjects must be selected.

NON-OP PATHWAY

If you have chosen to select a Non-OP pathway seven (7) Authority-registered course/VET course your options are:

- 6 Authority-registered course/VET course and Curriculum Enhancement
  1 reserve subjects must be selected.

COMBINATION PATHWAY

If you have chosen to select a Combination pathway seven (7) Authority Subjects/ Authority-registered course/VET course your options are:

- English Communication or English
- Prevocational Mathematics or Mathematics A, B or C
- Study of Religion or Religion and Ethics
- Plus 3 additional courses from the Authority Subjects/Authority-registered course/VET course options and Curriculum Enhancement.
  1 reserve subject must be selected.

*Please note:* Outside VET courses can only be studied on a Wednesday.
## SENIOR LEARNING AREAS

<table>
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<tr>
<th>LEARNING AREA</th>
<th>AUTHORITY SUBJECTS (OP)</th>
<th>AUTHORITY REGISTERED SUBJECTS (NON OP)</th>
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<td>English, English for ESL Learners</td>
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<td>Aquatic Practices</td>
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<td>Ancient History, Legal Studies</td>
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<td>Certificate II in Engineering Pathways</td>
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<td>Visual Art</td>
<td>Visual Art</td>
<td>Visual Arts in Practice</td>
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The Authority-Registered subjects may appear on the Senior Statement issued by the Queensland Curriculum and Assessment Authority. **These subjects will also contribute towards a student’s rank** if the student is OP ineligible.

**Please note the following points carefully:**

- Information contained in this subject selection guide is subject to change, without notice.
- Subjects listed may not be offered in 2017 due to student demand or College capacity to deliver.
- Some subjects / courses will carry additional levies.
AUTHORITY SUBJECTS

The following Authority subjects will be offered:

Accounting
Ancient History
Biology
Business Communication and Technologies
Chemistry
Drama
English
English for ESL Learners
Graphics
Home Economics
Information Technology Systems
Japanese
Legal Studies
Marine Science
Mathematics A
Mathematics B
Mathematics C
Physical Education
Physics
Study of Religion
Visual Art
Course Overview
If we were to ask physicians to name the central purpose of their profession, it’s likely they all would answer, ‘To save lives’. If we asked scientists the same question, they would probably respond, ‘To make new discoveries’. If we asked educators, they would say, ‘To teach the next generation’. What would happen if we asked the same question of executives, entrepreneurs, managers, stockbrokers, consultants and others whose careers fall under the umbrella of ‘business’? It’s likely that there would be no consensus among them about the purpose for their profession. Some might believe their purpose is to maximise shareholder profit; some might cite a service to community; others might emphasise their personal goals and interests. Whatever their response, it is a world of excitement and intrigue.

Accounting is designed for students in the senior phase of learning who have a special interest in business studies and in the management of financial resources. The course is designed not only to provide a foundation in the discipline of Accounting, but also to prepare students for further education, training and employment.

Course Outline
Accounting is a two year course which is organised around core and electives grouped under recording and controls and reporting and decision making. During the course students will study the principles of double entry accounting, accrual accounting and accounting for the GST, accounting packages, control of the major financial elements of a business – cash, credit transactions, inventories and non-current assets and the preparation, interpretation and analysis of accounting reports.

Students who successfully complete Year 11 Accounting may enrol in first year University Accounting through QUT. This is optional, however, students in previous years who have completed this unit, highly recommend taking up this option. Much of this subject is covered in the senior Accounting course; the students are given a taste of University study and credit towards a Business or related degree while incurring no cost for this study.

Assessment

Year 11 Semester 1
Core Studies
written practical assessment

Year 11 Semester 2
Accounting for Cash, Accounting for Non-Current Assets, Budgeting (spreadsheeting)
written practical assessment; interpretation and evaluation practical assessment

Year 12 Semester 1
Cash Flow Statements, Accrual Accounting, Analysis of Accounting Reports (spreadsheeting)
practical assessment; practical assessment supervised written; practical assessment supervised written examination

Year 12 Semester 2
Internal Controls, Integrated Accounting Package, Managerial Decision Making or Accounting for Inventories
extended response; practical assessment; practical assessment
Course Overview
In Ancient History, as in our everyday lives, people ask meaningful questions, collect evidence, sift through it, analyse and evaluate it, to produce satisfactory answers to problems of living. These answers provide a context for our own lives and establish a range of values that shape our attitudes, beliefs and behaviours.

Through the study of Ancient History, students can understand why the world is the way it is. The process of change and continuity become evident.

Students develop their understanding through critical inquiry, debate and reflection and by empathising with the views of others. The main approach to learning is student inquiry. Students are actually involved in locating, interpreting, analysing and evaluating historical sources, both primary and secondary.

Course Outline
A variety of themes may be explored. These are selected from the following studies: archaeology; conflict; political structures; everyday lives of people; power; funerary practices; religion; arts; philosophy, pharaonic power in Egypt; bureaucratic control in China; changing practices in society and government in the Greek world; political centris in Rome; government and religion in India; Palaeolithic and Neolithic societies; influence of groups in ancient societies; personalities in history; continuity and change in Indigenous Australia; Europe in transition; regional change; technologies, innovations and invention and school based themes.

These themes offer a choice of inquiry topics. An inquiry topic is an in-depth, inquiry based study of a particular topic within a theme. These will be examined together with a number of background, comparative and linking studies.

Assessment
Assessment is criteria based. The criteria used are: planning and using an historical research process; forming historical knowledge through critical inquiry and communicating historical knowledge. Assessment tasks will include: test essays in response to sources; research assignments in response to inquiry questions; short response tests; response to stimulus test and multimodal presentations.
**Course Overview**

Biology is concerned with the study of the phenomenon of life. It involves the studies of the origin, development, function and evolution of living organs, systems and the consequences of intervention in those systems. The study of Biology provides students with opportunities to: gain insight into the scientific method of investigating problems pertaining to the living world; experience the processes of Science, which lead to the discovery of new knowledge and/or technology; develop a deeper understanding and an enhanced aesthetic appreciation of the living world.

Understandings are developed in terms of concepts inherent in Biology principles including: survival of species which is dependent on individuals staying alive long enough to reproduce; interrelationship between in structure and functions at every level of organisation in the living world; appreciation of uniqueness of each level of organisation in the living world and the continual interaction of structure and function between these levels; realisation that continuity and change occur at all organisational levels in the living world; changes may be cyclical or directional; the continuity of life is a balance between all the change processes.

The Biology course takes into consideration the needs of individuals and class groups as well as students’ prior experience and conceptualisation. The units developed have taken into account the local area so as to provide greater relevance to our students. Students will be able to apply concepts learnt in class to real life situations.

**Course Outline**

Biology students participate in a wide range of activities to develop their knowledge and problem solving ability and capability.

The course places considerable emphasis upon practical work conducted within the laboratory and in the field. To fulfil syllabus requirements of 10 hours of field study and to reinforce understanding of Biology key concepts and phenomenon, field work is integrated with the study. During the course, students attend either; a compulsory four day field studies camp to Stradbroke Island or a similar venue with the Marine Studies students, or two single day field trips to Mudjimba Beach and Nudgee Beach Environmental Centre with the Marine Science students. The camp/field trips are usually held towards the end of second term in Year 12.

**Assessment**

The assessment techniques are diverse integrating students’ learning experiences. The exit achievement level in Biology is based on the continuous assessment of student performance on the dimensions of: understanding biology (UB), investigating biology (IB), and evaluating biological issues (EBI).

To fulfil the QCAA syllabus requirements, there are three assessment categories: extended response task; written task; extended experimental investigation.
Course Overview
Business Communication and Technologies offers students opportunities to engage with and understand a range of business administrative practices through real-life situations and simulations. The course is designed to provide a foundation in the study of business and to prepare students for further education, training, and employment. Business Communication and Technologies fosters intellectual, social and moral development by encouraging students to think critically about the role and ethical responsibilities of business in society.

Course Outline
Business Communication and Technologies encompasses theoretical and practical aspects of business in contexts students will encounter throughout their lives. The underpinning practices of Business Communication and Technologies are integral to all business relationships and dealings and shape the development of students’ knowledge and skills.

Business Communication and Technologies is designed to equip students with: the skills and procedures to efficiently manipulate a range of technologies and to present information to a standard required by business and tertiary institutions; the attributes and skills necessary for effective written and non-written communication; competence in the preparation of financial information; an understanding of the range of issues that influence business in a variety of contexts; an appreciation of workplace ethics, safety, and environmental issues; enhanced employability and preparation for life-long learning.

Assessment

Year 11 Semester 1
*Business Environments/Workplace Health, Safety and Sustainability*
Supervised Written Examination; short written; extended written; Extended response - multimodal

Year 11 Semester 2
*Organisation and Work Teams/Events Administration*
Supervised Written examination; short written; extended written response; Research assignment - Multimodal presentation

Year 12 Semester 1
*International Business/Managing People*
Research assignment – Multimodal presentation; Supervised written examination - extended written response; Supervised written examination – extended written response

Year 12 Semester 2
*Social Media/Financial Administration*
Research report – unsupervised; Supervised written examination; extended written response
CHEMISTRY

Course Overview
Chemistry is the study of the composition of substances and the changes they undergo. It is central to understanding the phenomena of the reactions of matter. Chemistry therefore provides a link with other branches of natural science.

Knowledge of Chemistry can assist students in understanding and interpreting many experiences in their everyday surroundings. Chemistry is intimately involved in the extractive, refining and manufacturing industries, which provides our food and clothing. There are a variety of careers available for Chemists including developing new products, such as medicines or cosmetics and finding methods to reduce pollution. A knowledge of Chemistry assists in the study of applied sciences in medical science, microbiology, agricultural science, food technology, veterinary science, pharmacy, engineering and teaching.

Chemistry is concerned with the study of atoms, acids, bases, metals, non-metals, metalloids and their interactions; energy changes and rates of reactions; chemical bonding; nuclear chemistry, electrochemistry and organic chemistry. Generally the course places a strong emphasis on understanding concepts, rather than learning content. Practical work is an integral component of this course.

Course Outline
Chemistry students participate in a wide range of practical and theoretical learning experiences to develop their knowledge and ability to solve problems.

During the course, students are exposed to a variety of learning experiences both in the classroom, laboratory and in organisations where what is learnt in the class could be put into context. Chemistry students visit the North Pine water treatment plant. The manipulative skills of the students are tested during the Royal Australian Chemical Institute Titrations competition.

Assessment
For each of the two years of study of senior Chemistry, there are three Supervised Assessments, one Extended Experimental Investigation and one Extended Response Task. The development of student’s manipulative skills occur throughout the two-year course.
Course Overview
Drama is not simply a subject, but also a method...a learning tool. Furthermore, it is one of the key ways in which children gain an understanding of themselves and others (Neelands, 1992).

Drama is a dynamic art form that has been used to entertain, challenge, educate, understand, record and celebrate events all over the world for thousands of years. Studying Drama provides students with opportunities to create drama, to communicate ideas to an audience and to reflect on and evaluate drama.

This encourages and promotes: communication and interpersonal skills, the ability to work and negotiate with others; problem-solving; empathy; critical thinking; creativity and cultural engagement. Students can apply these invaluable skills to a significant variety of further study areas and careers within the Arts and beyond.

Course Outline
Drama consists of three distinct dimensions requiring students to form, present and respond to Drama. Students practically and theoretically examine and workshop play texts, directors, theorists, actors and playwrights from traditional to contemporary theatrical forms and styles from Australia and around the world.

To further develop their own dramatic work students participate in excursions to view live theatre and are also provided the opportunity to work along highly skilled visiting theatre artists within the classroom. Both of these activities are covered by the subject levy.

YEAR 11

HOME GROWN REALITIES
Realism; Contemporary Aboriginal and Torres Strait Islander Theatre forms; – Australian Gothic Theatre
Forming –script writing individual/practical
Responding – analytical response to live performance; individual/written
Presenting – performance of scripted text; group/practical

MURDER MAYHEM MYSTERY
Greek or Shakespearean Tragedy and Physical Theatre
Presenting – physical theatre performance; group/practical
Responding – analytical response to live performance; individual/written
Forming – demonstrating a devised concept; individual/practical

YEAR 12

WAR, POLITICS AND ART
Epic Theatre
Forming – demonstrating a devised concept; individual/practical
Responding – analytical response to live performance; individual/written
Presenting – performance of scripted text; group/practical

ABSURDITIES
Absurdism
Presenting – performance of scripted text; group/practical
MAINSTAGE
Responding – analytical response to live performance; individual/written

HORIZONS
One Person Show
Forming – scriptwriting; individual/written
Course Overview

Through the examination of texts such as novels, plays, films, poetry, advertisements, magazine and newspaper articles, biographies, autobiographies and short stories, students will gain insight into how shared understandings about our culture are transmitted and how, through selecting some information and omitting other information, texts are deliberately constructed to position the reader/viewer to react in a particular way.

Students also explore how their unique experiences, attitudes, values and beliefs affect their interpretation of any of these texts. Meaning is made when the author’s intentions meet the reader/viewer’s interpretation.

The principles that lie behind teaching and learning within the English & Languages Department at Southern Cross Catholic College draw understandings from a range of approaches, which provide students with opportunities to develop an understanding of how the world around them is represented in texts.

As students study the increasingly demanding texts that senior English requires, they will be encouraged to contemplate, imagine, appreciate, reflect, make decisions, hypothesise, speculate, experiment, analyse and evaluate in order to enhance their ability to think, use languages and make meaning. Students will also learn to reflect on ways of being in the world, shape their identities, develop meaningful relationships with others and express their ideas and feelings as well as gain pleasure from texts while developing understandings of the power of texts to influence and tell the stories of a culture and promote shared understandings. Students are encouraged to develop understandings that texts store, transmit, reproduce, negotiate or challenge assumptions, values and attitudes available in the culture.

Students learn by working with language and texts. Learning experiences in English are designed to cater for the diverse range of learning styles, interests and abilities of senior students. They may include: guest speakers; real life contexts; workshops and conferencing; simulated contexts e.g. improvisations; experts e.g. tutorial sessions by other teachers, writers in residence; individual, small group and whole class activities which encourage students to talk, to discuss, to be articulate and to be effective communicators.

A Sound Achievement or better in English is a pre-requisite for most University courses and, as such, it is advisable that English be selected by any student doing an OP course who is intending to do tertiary studies at University.

If English is selected, students will also need to achieve a Sound Level of Achievement or better for at least one semester to be eligible for the Queensland Certificate of Education (QCE). Students develop their ability to understand and construct various texts and the language within these texts. Students are empowered as they become aware of how texts influence, shape and reflect our world.

Course Outline

Students examine a range of texts through an exploration of key discourses within society. When addressing these discourses, students identify dominant attitudes, values and beliefs and how texts assert this dominance.

The key discourses studied in Year 11 include:
- Adolescents – students explore how adolescents are portrayed in various texts especially the media, novels and some poetry.
- Place – students explore personal identity and how the places we come from and the places we live impact this sense of self, particularly through novels, film and poetry.

The key discourses studies in Year 12 include:
- Thought – students explore how thoughts easily become deeds and these deeds can lead to injustice as represented in relation to race, gender and class. Representations of justice in Shakespearean plays, the media and classic novels are examined.
- Future – students study novels, film and poetry to gain insight into how the future is portrayed, highlighting the similarities/difference between futuristic representation in both fictional and non-fictional texts.
Assessment

Assessment in Senior English is criterion-based and is designed to help students to demonstrate achievement in the objectives of the syllabus. These objectives are: knowledge and understanding of texts in their contexts (the ability to interpret texts and construct their own texts); knowledge and understanding of textual features (through reading, viewing, writing, shaping, listening and speaking/signing, developing specific and detailed knowledge of how language systems work – written, visual, spoken/signed, nonverbal and auditory); knowledge and application of the constructedness of texts (developing and applying knowledge of the ways in which texts are selectively constructed and read).

Assessment is both written and spoken and care is taken to achieve a balance between both modes. Provision is made for variation between examinations, essays, teacher assisted assessment, and individual assignments. Conferencing with teachers is also important in the student’s editing of his/her work to achieve a finished product and to develop language use and appreciation.

In Year 12, students complete three written tasks and three spoken tasks. Written tasks include responses to literature, imaginative texts produced by students and persuasive or reflective texts. Spoken assessment tasks may include seminars, panel discussions, debates and addresses designed for public audience.
Course Overview
English for ESL is a subject specifically designed for students for whom English is a second or other language. It gives students the listening, speaking, reading and writing skills required to function in situations and communities where English is used. The subject specifically teaches about the English language through Attitudes and Values, Knowledge About Language, Cognitive Processes and Communication Skills.

Course Outline
The subject provides students with the skills required to become competent users of written and spoken English in social, community, economic and academic contexts and as such can be used as a stepping stone to employment or university for students whose first language is not English. It also assists students in accessing cultural thought processes in Western language and literature.

Students are exposed to a range of texts, both traditional texts, such as Shakespeare’s *Romeo and Juliet* and modern texts, including Australian texts such as *Looking for Alibrandi*. Students are specifically taught language features, grammar and use of technology. The key areas of study are Language for Academic Learning, Language of Literature and Language of the Media. They develop key skills such as research skills, writing skills and speaking and listening skills.

The units of study across the four semesters include English for Academic Purposes, Australian Identity, Literature – Yesterday and Today and the Advertising Code.

Assessment
Students are assessed in a variety of modes but with an emphasis on realistic tasks that provide them with the skills necessary to function at an academic level.
Course Overview
A course of study in Graphics will establish a basis for further education and employment in the fields of graphic design, industrial design, built environment design (architecture, landscape architecture and interior design), engineering, urban and regional planning, surveying and spatial sciences, and building paraprofessionals.

Course Outline
As you study Graphics, you will develop innovative solutions to design problems by applying a Design Process. You will communicate your design processes and your solutions by utilising a range of graphical representations. These graphical representations will include: sketches and freehand drawings; technical graphical representations in 2-D and 3-D formats; spatial cognition and visualisation; utilise existing and emerging technologies to produce digital graphical products and apply industry conventions where applicable. You will develop design solutions for a range of audiences from commercial to domestic contexts.

You will formulate design ideas and solutions using the Design Factors, which include: user-centred design; elements and principles of design; graphic technologies; legal responsibilities; design strategies; project management; sustainability and materials.

You will plan and produce graphical representations in simulated real-world contexts. To do this, you will interpret, generate and create visual communications for particular purposes and audiences. You will then make judgments and justify decisions about the graphical representations you produce.

Assessment
Assessment in Graphics gives you opportunities to demonstrate the three domains of: knowledge and understanding, analysis and application, and synthesis and evaluation applicable to solving design problems and representing ideas and solutions graphically. In Graphics, assessment instruments include design folios and examinations.

Design folios record the design process you have used to solve a design problem. These folios will contain some written information, but will mostly consist of graphical representations of your ideas and solutions.

YEAR 11
Term 1 - Industrial Design Folio.
Term 2 - Built Environment Folio
Term 3 - Graphic Design Folio, Graphics Exam (2 hrs)
Term 4 - Folio of own choice research and design.

YEAR 12
Term 1 - Term 1- Industrial Design Folio
Term 2 - Built Environment Folio
Term 3 - Graphic Design Folio, Graphics Exam (2 hrs)
Term 4 - Folio of own choice research and design

Examinations will mostly require you to sketch and draw ideas and solutions in response to small design problems or aspects of larger ones.
**Course Overview**
The belief that today’s actions and attitudes determine present and future wellbeing is central to Home Economics. Home Economics is concerned with the development of deep understandings about the reciprocal impacts that capabilities, choices and priorities of individuals, families, government and non-government organisations and local and global communities have on each other’s wellbeing.

**Course Outline**
The content bases upon which Home Economics education draws include: clothing; consumerism; community services; design; families; fashion; food; food science; health; human development; living environments; management; nutrition and textiles.

**Assessment**

**Year 11**

**Semester 1**
*Nutrition and Food in Modern Australian Society*
Supervised Written Assessment – multiple choice questions and short response text (knowledge and understanding and aspects of reasoning processes)
Product Assessment – response to a design challenge, process journal, product (knowledge and understanding and practical performance)
Research Assessment – response to an issue; analytical exposition; essay (knowledge and understanding and reasoning processes)

**Semester 2**
*Textiles and Fashion in Modern Australian Society*
Research Assessment - response to an issue; analytical exposition; essay (knowledge and understanding and reasoning processes)
Product Assessment – response to a design challenge; process journal and product (knowledge and understanding and practical performance)

**Year 12**

**Semester 1**
*Nutrition throughout the Lifecycle*
Supervised Written Assessment – multiple choice questions and short response text (knowledge and understanding and aspects of reasoning processes)
Product Assessment – response to a design challenge; process journal and product (knowledge and understanding and practical performance)

*Creative Expression through Textiles*
Product Assessment – response to a design challenge; process journal and product (knowledge and understanding, reasoning processes and practical performance)

**Semester 2**
*Individuals, Families and Communities in Modern Australian Society*
Research Assessment – response to an issue; analytical exposition and essay (knowledge and understanding and reasoning processes)
Product Assessment – response to a design challenge; process journal and product (knowledge and understanding and practical performance)
Course Overview
Information Technology Systems is a practical discipline that helps prepare students to meet the frequent and rapid change in the area of Information Technology and to be responsive to emerging technologies and trends. Information Technology involves the use of technologies that allow people to manipulate and share information in various forms (text, graphics, sound, animation, apps) and the range of technological devices that perform these functions.

Course Outline
Information Technology Systems provides student with the knowledge, skills, processes and understandings of the systems that support Information Technology. These systems include those that support the development of information (documents or websites) and those that support technology (computers or networks). The course develops a fluency in Information Technology that is more comprehensive than Information Technology literacy alone. Fluency with Information Technology allows students to focus their studies through: complex problem solving; emphasising management skills (for detailed projects); working individually and in teams; communicating effectively; developing productive relationships with clients; considering the social and ethical issues related to their student.

Assessment

Year 11

Semester 1
*Robotics and the Engineering Design Process*
*Designed Engineering project & Written design journal*
*Animation for Web Applications –Adobe Flash*
Practical Task – Flash animations

Semester 2
*Graphic Design- Adobe Fireworks/Illustrator/Photoshop*
Graphic Design Theory
Oral presentation – graphic design brief
Minor Project - graphic design folio

Year 12

Semester 1
*Programming for Game Design*
Practical task – programming for 2D games
*Introduction to Network Fundamentals*
Theory Project – Network Solution
Examination – network fundamentals

Semester 2
*Mobile Applications Development/Ethical Investigations*
Developing Android Applications – Action Scripting and Web Based development applications
Written response – social and ethical issues magazine article
Recommended Prior Study
Students would need to complete four consecutive semesters of Japanese in Years 9 and 10 in order to enter the course.

Course Overview
A well rounded general education includes the study of languages. Second language learners broaden their outlook and develop an informed world view. From this comes a deeper cross cultural understanding with members of our own multicultural society and people in other countries.

The acquisition of the Japanese language and the knowledge of Japanese culture via that language are relevant in today’s society, which has become increasingly aware of Australia’s (geographically) Asian position and the need to acquire Asia-related skills.

Course Outline
By the end of Year 12, the learner should be able to communicate needs and opinions and converse within the limits of the functions studied. This study will provide a basis for further work in the language that may lead to vocational opportunities.

Assessment
Students are assessed equally in Listening, Speaking, Reading and Writing across a range of topics including Travel Planning, Part time Jobs, the Environment, Hobbies and Interests, Student Exchange and Education. They are given the opportunity to listen to and read authentic materials in Japanese, write and type Japanese in realistic contexts and speak on topics of interest.

Typically, students are given authentic tasks for assessment, including the comprehension and composition of emails, letters, forms, brochures, speeches, conversations, diaries, articles and interviews.
**Course Overview**

Legal Studies is an excellent subject for anyone who aspires to a career in law, the police force, business, or in fact, any career path. Many people assume it is a difficult course of study with large numbers of cases to memorise, but this is not the case.

Legal Studies focuses on legal awareness. There is an emphasis on studies of legal issues arising out of common social situations and community matters, and the resulting consequences for the individual and society. The subject has been designed for students who, whatever their post-school destinations, wish to develop understandings, skills, abilities and attitudes about legal situations and issues so as to be better able to participate in the social processes of their communities.

Like any social science subject, Legal Studies is a way of discovering how the world works, by focusing on the laws which bind it together.

Students who study Legal Studies are better equipped than most of the adult population when it comes to understanding their rights and responsibilities under the law. Obviously any knowledge of the law will be of benefit to anyone who wants to have an advantage in society, but students who are considering law or justice studies at University find Legal Studies gives them a head start over their fellow students in the first year of those courses.

Staying out of trouble with the law is one of the great benefits. Avoiding being ripped off or conned is another huge benefit.

**Course Outline**

Topics include: the legal system; crime and society; civil obligations; rights and responsibilities; the role of law in society; family - how does the law impact upon the environment; consumers - how does the law regulate consumer transactions and technology - how does the law keep pace with technological developments.

Students need to be involved in a wide range of learning activities to achieve the aims and objectives of this course. Together with many of the more traditional teaching and learning activities, students will be involved in activities that include case studies, mock trials, debates and discussions, interviews and polls, community investigations, field trips, statistical analyses, simulation activities, guest speakers and audio-visual presentations. These will often relate to particular issues and situations in local communities involving real life experiences.

**Assessment**

A wide range of assessment techniques are used to determine the relationships between student achievement and the exit dimensions of the course. Assessment techniques will possibly include short answer tests, essays, assignments, practical exercises, real or simulated problem solving, seminar and media presentations, as well as reports on field experiences.
Course Overview
The Marine environment forms an integral part of all our lives from food, employment and transport to holiday and leisure activities. Marine Science aims to educate people to fully appreciate and wisely utilise this valuable resource. We all have an obligation to contribute positively to society’s decision making processes, to ensure that the delicate balances in the environment are preserved and that there is a future to look forward to.

Course Outline
The underlying theme throughout the two year course will be Humans and the Marine Environment and the various aspects of the course will be developed around this. A selection of the following topics will be studied: oceanography; coastal development and its impacts on the marine environment; coral reef ecosystems; coral bleaching; fisheries management and aquaculture; coast and estuarine ecology; marine park and resource management; weather and tides; the impact of science, technology and society and local aspects of the marine environment.

The course will include practical work such as snorkelling, boating and first aid. However, due to the nature of the course and the amount of theory involved, most of the practical work will be undertaken during excursions and whilst on camp. The course will expose the students to a variety of basic skills but in order to achieve well they will be expected to develop their skills and expertise beyond this basic level. Students will be expected to attend a field studies camp each year. Students will also be required to attend a variety of excursions throughout the two year course.

Costs
The course involves considerable expense to cover such items as equipment, excursions, transport and various certifications. Therefore, the students will be levied each term to cover the expenses. An individual set of snorkelling gear needs to be purchased for approximately $100 at the beginning of Year 11, unless the student can supply his or her own snorkelling gear. The total costs (including camps, but excluding snorkelling gear) will be approximately $900 for Year 11 and $600 for Year 12. As far as possible these costs will be spread over the year to minimise impact. These costs are subject to change following the printing of this guide.

Assessment
There will be an examination at the end of each section of work as well as assignments that need to be completed throughout the course. Camps and practical exercises are an integral and mandatory aspect of this subject. As a result, students will receive no credit if they do not participate.
Course Overview
Mathematics A emphasises the development of positive attitudes towards the student’s involvement in Mathematics. This development is encouraged through the use of relevant personal and work-related learning experiences. If Mathematics A is selected, students will need to achieve a Sound Level of Achievement or better for at least one semester to be eligible for the Queensland Certificate of Education (QCE).

The core of Mathematics A focuses on 3 strands – Financial Mathematics, Applied Geometry and Statistics and Probability. This course is intended for students who do not intend to pursue careers that require the study of Mathematics at an advanced level. The study of Mathematics A provides a basis for employment or for tertiary study in fields as diverse as fitting and turning, carpentry, economics, surveying, nursing, tourism, hospitality, administration, psychology, design and navigation.

Mathematics is an integral part of a general education. It can enhance our understanding of our world and the quality of our participation in a rapidly changing society. In recent times, both in response to and as an influence on the changes in society, Mathematics has changed dramatically. Mathematics, in all its aspects, is valuable to people individually and collectively, providing important tools which can be used at the personal, civic and vocational level.

Course Outline
The development of this subject will follow a spiralling curriculum, that is, topics taught in Semester 1 in Year 11 will be developed further in subsequent semesters. As students progress and each strand is re-visited and an increasing level of Mathematical maturity is encouraged.

Some of the skills taught are: recognising when problems are suitable for mathematical analysis and solution, being aware of the uncertain nature of their world and being able to use mathematics to assist in making informed decisions in life-related situations, being aware of the diverse applications of Mathematics; comprehending mathematical information which is presented in a variety of forms and communicating mathematical information in a variety of ways.

The topics covered during the course of Senior Years Learning are: elements of applied geometry, linking two and three dimensions, managing money 1 & 2, data collection and presentation, exploring and understanding data, maps and compasses (navigation) and operation research (networks and queuing theory).

Students should expect homework almost every night. Three hours of home study per week is a minimum requirement. Students need their graphics calculator from Year 10 and other specified resources for particular topics.

Assessment
A system of continuous assessment will be used. A range of assessment techniques, including written tests, assignments and projects requiring research or problem solving, will be employed and a variety of implementation conditions will be utilised.

In each semester, students will complete one assignment and two examinations. Three criteria are applied to student performance: Communication and Justification, Knowledge and Procedures, Modelling and Problem Solving.
Course Overview
Mathematics B covers different concepts to those studied in Mathematics A. Students are introduced to Mathematical procedures which involve the application of Algebra and are expected to develop skills in problem solving and modelling in life-related situations, using these procedures.

The purpose of Mathematics B is to encourage students to develop positive attitudes towards mathematics by an approach involving problem solving and applications. Students will be encouraged to work systematically and logically, and to communicate with and about Mathematics. Mathematics B is designed to raise the level of competence in the Mathematics required for intelligent citizenship, to increase students’ confidence in using Mathematics to solve problems and to provide the basis for further studies. Some university courses in Science or Engineering require a Sound Level of Achievement in Mathematics B over 4 semesters.

Mathematics is an integral part of a general education. It can enhance our understanding of our world and the quality of our participation in a rapidly changing society. In recent times, both in response to and as an influence on the changes in society, Mathematics has changed dramatically. Mathematics, in all its aspects, is valuable to people individually and collectively, providing important tools which can be used at the personal, civic and vocational level.

Course Outline
The development of this subject will follow a spiralling curriculum, that is, topics taught in Semester 1 in Year 11 will be developed further in subsequent semesters. As students progress and each strand is re-visited and an increasing level of Mathematical maturity is encouraged and expected.

Some of the skills taught are: recognising when problems are suitable for mathematical analysis and solution; being aware of the uncertain nature of their world and being able to use mathematics to assist in making informed decisions in life related situations; being able to manage their financial affairs in an informed way; being able to visualise and represent spatial relationships in both two and three dimensions and being able to use appropriately selected mathematical instruments.

Topics covered during the course of Senior Years Learning are: introduction to functions; rates of change; periodic functions and their applications; exponential functions and their applications; introduction to integration; applied statistical analysis and optimisation using derivatives.

Students can expect homework every night. Three hours of home study per week is a minimum requirement. Students need their graphics calculator from Year 10 and other specified resources for particular topics.

Assessment
A system of continuous assessment will be used. A range of assessment techniques, including written tests, assignments and projects requiring research or problem solving, will be employed and a variety of implementation conditions will be utilised.

In each semester, students will complete one assignment and two examinations. Three criteria are applied to student performance: Communication and Justification; Knowledge and Procedure; Modelling and Problem Solving.
Mathematics C

Course Overview
To study Mathematics C a student must also enrol in Mathematics B. Mathematics C is sometimes slightly more difficult. It is often more satisfying to the Mathematics student because of its bias towards the practical application of Mathematics. It will give students the opportunity to extend their knowledge into new areas and hence will provide an excellent preparation for the further study of Mathematics in a wide variety of fields.

This course is designed for those students who enjoy success with Mathematics, who have a genuine interest in Mathematics and who have a positive attitude towards it and confidence in its use. The additional rigour and structure of the Mathematics required will equip students with valuable thinking skills which will serve them in more general contexts. Mathematics C is therefore a highly desirable choice for many students and their achievement in both Mathematics B and C can be much higher as a result.

Students are given the opportunity to extend their mathematical knowledge into new areas and hence Mathematics C will provide students with an excellent preparation for the further study of Mathematics in a wide variety of fields.

Course Outline
The development of this subject will follow a spiralling concept, that is, topics taught in Semester 1 in Year 11 will be developed further in subsequent semesters.

Some of the skills taught are: recognising when problems are suitable for mathematical analysis and solution; being aware of the uncertain nature of their world and being able to use Mathematics to assist in making informed decisions in life related situations; being able to recognise functional dependencies; being aware of the wide range of vocations in which Mathematics C has a role and being aware of the contribution of Mathematics in society.

Topics covered during the course of Senior Years Learning are: introduction to groups; real and complex number systems; structures and patterns; matrices and applications; vectors and applications; dynamics; conics and calculus.

Students can expect homework most nights. Three hours of home study per week is a minimum requirement. Students need their laptop, graphics calculator from Year 10 and other specified resources for particular topics.

Assessment
A system of continuous assessment will be used. A range of assessment techniques, including written tests, assignments and projects requiring research or problem solving, will be employed and a variety of implementation conditions will be utilised.

In each semester, students will complete one assignment and two examinations. Three criteria are applied to student performance: Communication and Justification; Knowledge and Procedures; Modelling and Problem Solving.
Course Overview
In Physical Education, physical activity serves as both a source of content and data and the medium for learning. Learning is based in engagement in physical activity with students involved in closely integrated written, oral, physical and other learning experiences explored through the study of selected physical activities. By learning in, about and through physical activity, students become intelligent performers and physically educated. Students develop skills and understandings that allow them to contribute in an informed and critical way to varied physical activity contexts and roles.

Learning is developed in complexity and sophistication over the course, with the development of student abilities across the general objectives that reflect the depth of their skill acquisitions as well as developing psychological, biomechanical, physiological and sociological and sociological concepts within and across physical activities. As students study increasingly complex and sophisticated subject matter they are encouraged to further develop as self-directed, interdependent and independent learners.

Course Outline

Year 11

**Semester 1**
*Learning Physical Skills*
Volleyball – students evaluate their level of skill acquisition based on various factors that may have impacted on their performance
*Processes and Effects of Training and Exercise*
Netball – students evaluate their position suitability based on various fitness tests; linked with subject matter including fitness components, energy systems and training principles

**Semester 2**
*Sport and Physical Activity in Australian Society*
Dance – this unit explores factors which affect one’s participation in sport; individually focused, students will evaluate factors that have affected their own participation in sport
*Applying Biomechanics to Sport*
Biathlon – students explore biomechanical principles pertinent to swimming (fluid mechanics); evaluate how an understanding of biomechanics can improve their efficiency in the water

Year 12

**Semester 1**
*The Body’s Response to Physical Activity*
Netball – students explore immediate and long term effects of training and its limitations
*Structural and Institutional influences on Equity and Sports Participation*
Dance – students explore structural and institutional influences that have affected their participation in dance

**Semester 2**
*Psychology of Performance*
Volleyball – students explore a variety of psychological concepts; evaluate which concepts have particularly affected their performance
*Designing and Evaluating Training Programs*
Biathlon – students will plan, implement and evaluate a training program that meets their personal needs and requirements of the biathlon event
Assessment

Learning Physical Skills – continuous assessment, multimodal presentation
Processes and Effects of Training and Exercise – continuous assessment, essay under examination conditions
Sport and Physical Activity in Australian Society – continuous assessment, feature article
Applying Biomechanics to Sport – continuous, multimodal presentation
The Body's Response to Physical Activity – continuous assessment, extended written response under examination conditions
Psychology of Performance – continuous assessment, multimodal presentation
Designing and Evaluating Training Programs – continuous assessment, research report

Training Camp Experiences – Gold Coast Titans and Gold Coast Suns

Year 11 and 12 Physical Education students embark on a training camp to either the Gold Coast Titans or Gold Coast Suns. The purpose of the 3 day camp is for students to see the professional side of sport and experience some intense training. The camp is centred on the Suns and Titans on alternate years, so students are not repeating the same camp. Experiences included are: training facility and stadium tour; meeting the players; watching their game; training session run by the players’ development team and additional sessions by physical education staff at Runaway Bay Sports Super Centre. Students have fun while living and breathing everything sport and training has to offer on an elite level.
Course Overview
The study of Physics provides opportunities for students to study matter and energy, their interaction with each other and an understanding necessary for adaptation in our rapidly changing technological environment. The study provides skills that allow the measurement of matter, its motion and understanding of the energies causing the motion to occur. Knowledge of Physics and its application has enhanced living standards through power tools, transportation, communication, kitchen and home appliances, medical instruments and educational materials.

Physics provides knowledge for the study of careers like engineering, medicine, nursing, architecture, aviation, medicine, etc. It is also a prerequisite for a number of science-based tertiary courses.

Physics is a study of the Laws of Nature. The development of Physics as an area of study is the result of our collective curiosity as we seek to discover and understand the cause – effect relationships (the Natural Laws) which govern our universe. The topics covered in Physics are motion, momentum and energy, thermal physics, light and waves, electricity and magnetism, quantum and nuclear physics.

Course Outline
Where possible, the theory is based on practical work. If a particular topic cannot be sufficiently covered in the laboratory, videos, computer programs or handouts are used along with the text book to help facilitate understanding of the topic. Class discussions and problem solving sessions are also an essential part of the Physics course.

Assessment
A mixture of diagnostic, formative and summative assessments are employed throughout the course. Diagnostic/formative testing shall be done in class time upon completion of a unit of work.

The assessments in Physics involve: Knowledge and Conceptual Understanding (KCU); Investigative Processes (IP) and Evaluating and Concluding (EC). To provide opportunities for students to show their knowledge and skills in each of these learning areas, there are Supervised Assessments (SA), Extended Experimental Investigations (EEI) and Extended Response Tasks (ERT).
STUDY OF RELIGION

Course Overview
The Study of Religion helps students to:

- Understand and appreciate the purpose, meaning and significance of religion in the lives of individuals and communities
- Investigate patterns of belief, religious traditions and the ways in which these contribute to shaping and interpreting people’s lives and experiences
- Respect and appreciate the beliefs, attitudes and values of others while retaining one’s own beliefs and values
- Understand that religions are dynamic and living, not static, with transformative power for their adherents
- Value the study of world religions and the phenomena of religion, and evaluate critically religions and religious traditions

The course provides the opportunity for young people to develop academic skills, which will be beneficial across other academic courses.

Course Outline
The Study of Religion helps students to:

- Understand and appreciate the purpose, meaning and significance of religion in the lives of individuals and communities
- Investigate patterns of belief, religious traditions and the ways in which these contribute to shaping and interpreting people’s lives and experiences
- Respect and appreciate the beliefs, attitudes and values of others while retaining one’s own beliefs and values
- Understand that religions are dynamic and living, not static, with transformative power for their adherents
- Value the study of world religions and the phenomena of religion, and evaluate critically religions and religious traditions

The course provides the opportunity for young people to develop academic skills, which will be beneficial across other academic courses.

Assessment
Over the two years, students will be required to complete 10 pieces of assessment. These will take a variety of forms: research assignments presented in written and multimodal format; response to stimulus tasks; essay exams; ethnographic studies.
VISUAL ART

Course Overview

“The Arts are fundamental resources through which the world is viewed, meaning is created and the mind is developed.”
Elliot W Eisner, Professor of education and Art, Stanford University, 1997.

Visual Art is a powerfully persuasive means students use to make images and objects, communicating aesthetic meaning and understanding from informed perspectives. In a world of increasing communication technologies, knowledge and understanding of how meanings are constructed and read is fundamental to becoming a critical consumer and/or producer of artworks. In Visual Art students engage with a range of concepts and learning experiences, allowing them to work through challenging ideas and perspectives related to identity, psychology, spirituality, geography, history, culture, politics, technology and philosophy, to better understand themselves and their place within the world. Visual Art also prepares young people for a future in the workforce by requiring them to seek creative solutions to complex design problems, think divergently and use higher order learning skills. At a time when creativity is greatly sought by industry, this subject significantly contributes to the design and manufacture of images and objects needed for living. Visual communication is the most dominant mode in a mediatised world, and young people need to make sense of it and be discriminating.

Course Outline

Visual Art involves two key general objectives, Making and Appraising, which are assessed by three dimensions: visual literacy; application; appraising. The general objectives relate to the creative thinking, critical analysis and problem-solving processes involved in producing, displaying and appreciating artworks. The senior course of study fosters the acquisition of knowledge, the development of positive attitudes and the exploration of values, experiences and feelings. Each unit generally includes a Making and Appraising task. To further develop their work, students will have the opportunity to meet professional artists, engage in workshops and visit art galleries. Both of these activities are covered by the subject levy. Students are required to consider their audience and methods of display as they prepare their work for our Cultural Showcase and various exhibition opportunities throughout the year.

Year 11

Offers diversification utilising a range of concepts and media across three units:
Identity – Me Myself and I: 2D media including drawing, painting and printmaking.
Scapes – Environmental and Urban: 3D media including construction, sculpture and installation.
Technology – Social Comment: Digital media such as video, sound and photography.

Year 12

Offers opportunities for specialisation. Students select their own focus and media, engaging in individualised, independent consultation and mentoring with their teacher. The course in Year 12 is divided into three units:
Human Condition – Relationships
Human Condition – Social Concerns
Extension Study - students extend on a previous body of work.

Assessment

Assessment is completed and marked individually, whereby students are primarily involved in communicating ideas and information. Making involves planning and organising activities, as well as collecting, analysing and organising information to solve visual problems. Students use various technologies and, to a lesser extent, mathematical ideas and techniques when exploring media areas. In Appraising, communication of ideas and information about artworks involves planning, collecting, organising and analysing information.
The following Authority Registered subjects will be offered:

Aquatic Practices
English Communication
Prevocational Mathematics
Religion and Ethics
Visual Arts in Practice
**AQUATIC PRACTICES**

**Course Overview**
This course is designed for students who wish to gain employment in the broad range of marine industries as well as gaining useful life skills in practical areas. It provides the basic requirements for students wishing to crew vessels or work in support sectors of the marine industry. This course introduces students to numerous practical situations to improve skills, confidence and safety.

**Course Outline**
Topics include: skin diving (snorkelling); weather and tides; boating (power); propulsion systems; maintaining equipment; basic navigation; survive at sea; fight and extinguish fires on a small vessel; safe working on board vessels; manoeuvre domestic vessels less than 12 metres; plan and navigate a short voyage; provide first aid; transmit and receive information by marine radio; environmental considerations in small vessels; coastal studies; culture; seafood preparation; fishing and zoning; marine pests and threats; employment

**Costs**
Levies will apply to this course, due to its highly practical nature. An individual set of diving gear needs to be purchased at the beginning of Year 11, unless the student can supply his or her own snorkelling gear. The total costs (including camps, but excluding snorkelling gear) will be approximately $900 for Year 11 and $650 for Year 12. As far as possible these costs will be spread over the year to minimise impact. These costs are subject to change following the printing of this guide.

**Assessment:**
Assessment is competency-based within each module with ongoing skill assessment, multiple choice short answer tests as well as some assignment work.
Course Overview

Effective communication is integral to our society. Technology, the influences of globalisation and the restructured workplace require students to be able to interpret, construct and make judgements about meanings in texts in preparation for lifelong learning.

English Communication can establish a basis for students’ further learning as well as developing essential communication skills to enhance employment opportunities. It also offers students opportunities, within the contexts of work, community and leisure, to use language to perform tasks, use technology, express identity, and interact with groups, organisations and the community. It focuses on developing students’ understanding and use of language systems to communicate effectively.

Students will be involved in learning experiences that allow them to develop their interpersonal skills, to learn and function in various situations, and to acquire specific knowledge and skills relevant to future life and further training and employment.

English Communication is a Study Area Specification (SAS) that is designed to prepare students to effectively understand and use many forms of communication in the wider world. Throughout the program of study, students develop the communication skills that enable them to function effectively in the contexts of work, community and leisure.

At least one semester of study where a Sound Achievement or better is awarded will be necessary for students to be eligible for the QCE as this provides evidence of students’ literacy.

From a vocational perspective, English Communication develops the practical skills of communication in the workplace. Students explore a range of career options and are given the opportunity to develop the skills that will allow them to gain employment in their chosen field and to successfully communicate in the workplace.

Course Outline

Over the four semesters of the course, students study 12 units relating to either work, community, leisure or a combination of the three. All units are designed to build students’ written and spoken communication skills while developing their understanding of a range of texts.

In Years 11 and 12 the units studied include: Teenfest - The Right Job for Me; Know Your Rights; Mind Your Own Business. Students will complete a variety of written and spoken tasks in real life contexts for particular purposes and audiences.

Assessment

Assessment will be conducted in both individual and group situations. A wide range of tasks are used to determine a student’s level of achievement. Assessment techniques may include: observation of student skills; practical work; oral presentations; written tasks; folio presentations and real-life projects.
Course Overview
Prevocational Mathematics is designed to help students improve their numeracy by building their confidence and success in making meaning of mathematics. It assists students in learning the skills they need to use mathematics efficiently and critically to make informed decisions in their daily lives.

If Prevocational Mathematics is selected, students will need to achieve a Sound Level of Achievement or better for at least one semester to be eligible for the Queensland Certificate of Education (QCE).

Students intending further study beyond school in trade or business studies at a TAFE College should give consideration to this subject. It is intended to be less rigorous than studies in Mathematics A, B or C, however, it is not a soft option Mathematics course. As well as most Vocational education students, some OP eligible students may choose Prevocational Mathematics as their preferred Mathematics subject.

Course Outline
Students will be required to successfully complete all five topics in order to achieve a Sound Achievement. These topics are: number (study area core); measurement; data; finance; location and time.

The intention of the Study Area Specification is that topics be studied, not as stand-alone, but in combination and contexts that are meaningful to students. The topics may be revisited in different contexts during the course.

Students will continue to use their graphics calculator.

Assessment
Students are assessed in three criteria: Knowing; Applying; Explaining.

There are 4 types of assessment instruments, including practical activities, reports and folios per semester.
Course Overview
This course is based on Brisbane Catholic Education Modules with an emphasis on practical and everyday applications that allow students to see how religion can contribute to their own spirituality. As such, a significant constituent is self-paced work using technology to enhance learner engagement.

The activities of this subject are designed to help students:
- develop religious and ethical attitudes and behaviours required for effective participation in the community
- think critically, creatively and constructively about their future roles and responsibilities locally and globally
- appreciate the influence that ethical and religious people have on the development of a sense of purpose and personal integrity
- recognise and reflect on the personal, relational and spiritual dimension of religion and ethical experience

Course Outline
Over the two year course of study the following topics are addressed:
Year 11
- Social Justice
- Peace and conflict
- Religions of the World
- Good and Evil

Year 12
- Ethics and morality
- Heroes and Role Models
- Spirituality
- Meaning and purpose

Assessment
This course has been developed to enable students in very practical ways to enhance their understanding of how issues of religion and ethics can make a meaningful contribution to the development of their own spirituality. Throughout the course, students will be required to complete a variety of assessment tasks. These include
- Journal responses to issues raised in film, visual and written text and discussion
- Concept maps which explore the depth and range of topics covered
- Photographic essays, PowerPoints
- Short answer responses to religious and ethical issues
- Multimodal presentations
Course Overview
In Visual Arts in Practice students are given a plethora of opportunities to explore different roles within creative industries so that they may understand the various careers available whilst also gaining job specific skills. By taking on some practitioner’s roles, students are exposed to authentic arts industry practices in which they learn to view the world through different perspectives and experiment with different ways of sharing ideas and feelings through the creation of arts works. To do this, students learn about aesthetic codes and symbol systems and use their senses as a means of understanding and responding to their own and others’ arts works.

The Visual Arts in Practice study plan examines a range of creative industries, teaches specific job skills as well as lifelong learning skills. Students learn about workplace health and safety issues, effective work practices and arts administration that lead to the acquisition of the industry skills needed by a beginner practitioner. Preparation for the workplace is further enhanced through fostering a positive work ethic, teamwork, and project management skills. In developing their skills and understanding of how to communicate ideas of personal importance, students are able to gain confidence, self-esteem and understand the value of their contribution to the social and cultural lives of their school and local community. In so doing, students develop a positive attitude to learning and are encouraged to maintain their arts interests in life-long pursuits beyond school.

Course Outline
Visual Arts in Practice assesses three key areas, knowing and understanding, applying and analysing, and creating and evaluating. These assessable areas relate to the planning, time management, independence, skills and processes, and workplace health and safety requirements involved in creating arts works. This particular study plan focuses on both fine arts and design areas. To further develop their work, students will have the opportunity to meet professional artists, engage in workshops and excursions that will provide connected industry-based learning. Each of these activities are covered by the subject levy. Students also gain the experience of preparing their work for our Cultural Showcase and various exhibition opportunities throughout the year.

Year 11
2D Media Studies: drawing and mixed media techniques, skills and processes. Folio work.
Realism to Abstraction: exploration of painting techniques, photography and understanding of painting styles. Resolution of a painting based on identity.
Zine: investigate the design, layout and composition of Arts focused magazines and also the Year Book. Development of cover art and an Arts focused publication.
Sculpture: experiment with clay building and surface techniques. Resolved sculpture/s.

Year 12
Product Design, Creation and Advertising: design an Artist Shop, the products and advertising material. Pop-up shop at the Cultural Showcase.
Sculpture: development of a ceramic concept and resolution of major sculpture.
Community Arts Project: conceptual development; proposal for a community arts project.
Community Arts Project: artwork realisation; creating a product for public display as part of the Community Arts Project.

Assessment
Assessment at times may involve group work, however all assessment is marked individually. Safety, independence, specialised skills and time management are considerations of the assessment criteria. A substantial amount of work is folio based whereby students are able to demonstrate the creation and development of individualised ideas and how they are resolved into either fine arts or design based products. These folios are valuable examples of students’ abilities, which, for some courses of study can be presented to gain vocational and tertiary entry.
VET SUBJECTS

The following VET subjects will be offered:

Certificate III in Business
Certificate I in Construction
Certificate II in Engineering Pathways – this certificate to be run outside of school hours by an External Provider and is subject to RTO approval
Certificate III in Fitness
Certificate II in Hospitality
Certificate II in Information, Digital Media and Technology
QCE Credit Value: 8 on completion at the end of Year 12

Course Overview
BSB30115 Certificate III in Business gives students knowledge and understanding of the administrative requirements of the business world and provides them with a range of practical skills – technical, personal and interpersonal – necessary for efficient operation within a business service environment. Students will receive a direct pathway into Certificate IV in Business if desired.

Course Outline
Students deliver projects and services within their school community. These may include: fundraising projects, health promotion programs and community events.

Assessment
Topics studied in Year 11 are: Introduction to the Business Services Industries; innovation; critical and creative thinking; leadership; innovation and teamwork; e-Learning; work schedules; organising priorities; personal development; workplace health and safety; customer service.

Topics studied in Year 12 are: customer service; business proposal; products and services; promotional material; deliver and monitor a service; customer satisfaction; business proposal; promotional material; micro/small business; identifying business opportunities; personal profiling; financial literacy – Be MoneySmart.

Units of Competency

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBCRT301</td>
<td>Develop and extend critical and creative thinking skills</td>
</tr>
<tr>
<td>BSBINN301</td>
<td>Promote innovation in a team environment</td>
</tr>
<tr>
<td>BSBFLM312</td>
<td>Contribute to team effectiveness</td>
</tr>
<tr>
<td>BSBLED301</td>
<td>Undertake e-learning</td>
</tr>
<tr>
<td>BSBWOR301</td>
<td>Organise personal work priorities and development</td>
</tr>
<tr>
<td>BSBWHS302</td>
<td>Apply knowledge of WHS legislation in the workplace</td>
</tr>
<tr>
<td>BSBWHS303</td>
<td>Participate in WHS hazard identification, risk assessment and risk control</td>
</tr>
<tr>
<td>BSBCUS301</td>
<td>Deliver and monitor a service to customers</td>
</tr>
<tr>
<td>BSBPRO301</td>
<td>Recommend products and services</td>
</tr>
<tr>
<td>BSBWRT301</td>
<td>Write simple documents</td>
</tr>
<tr>
<td>BSBITU306</td>
<td>Design and produce business documents</td>
</tr>
<tr>
<td>BSBSMB201</td>
<td>Identify suitability for micro business</td>
</tr>
<tr>
<td>BSBSPM302</td>
<td>Develop a micro business proposal</td>
</tr>
<tr>
<td>FNSFLT301</td>
<td>Be MoneySmart</td>
</tr>
</tbody>
</table>
QCE Credit Value: 8 on completion at the end of Year 12

Course Overview
BSB30113 Certificate III in Business gives students knowledge and understanding of the administrative requirements of the business world and provides them with a range of practical skills – technical, personal and interpersonal – necessary for efficient operation within a business service environment. Students will receive a direct pathway into Certificate IV in Business if desired.

Course Outline
Students deliver projects and services within their school community. These may include: fundraising projects, health promotion programs and community events.

Assessment
Topics studied in Year 11 are: Introduction to the Business Services Industries; innovation; critical and creative thinking; leadership; innovation and teamwork; e-Learning; work schedules; organising priorities; personal development; workplace health and safety; customer service.

Topics studied in Year 12 are: customer service; business proposal; products and services; promotional material; deliver and monitor a service; customer satisfaction; business proposal; promotional material; micro/small business; identifying business opportunities; personal profiling; financial literacy – Be MoneySmart.

Units of Competency

BSBCRT301 Develop and extend critical and creative thinking skills
BSBINN301 Promote innovation in a team environment
BSBFLM312 Contribute to team effectiveness
BSBLED301 Undertake e-learning
BSBWOR301 Organise personal work priorities and development
BSBWHS302 Apply knowledge of WHS legislation in the workplace
BSBWHS303 Participate in WHS hazard identification, risk assessment and risk control
BSBCUS301 Deliver and monitor a service to customers
BSBPRO301 Recommend products and services
BSBWRT301 Write simple documents
BSBITU306 Design and produce business documents
BSBSMB201 Identify suitability for micro business
BSBSMB302 Develop a micro business proposal
FNSFLT301 Be MoneySmart
QCE Credit Value - 3 on completion at the end of Year 12

Course Overview
CPC10111 Certificate I in Construction is a great foundation for a career in the Construction Industry and is designed for those students who wish to gain employment in this industry. Competencies gained in this subject can be an advantage to people during their apprenticeship training. Successful completion of this subject over years 11 and 12 will give students a Certificate I in Construction CPC10111. The school, within this certificate, will run a safety induction course which is compulsory for anyone to enter a worksite. This Certificate course is competency based and therefore no levels of achievement will be awarded for the semester reports. Certificate results will appear on the Senior Statement and will receive updated results at various times. Students will gain knowledge of key terms used within this specific area and will: gain knowledge of subject specific key terms; learn how to read and interpret drawings; experiment with various materials and techniques; analyse and evaluate practical processes.

Course Outline
This qualification is based on the units of competency listed below. To achieve the qualification students must achieve competency in 11 units, which consists of 8 core units and 3 electives. The electives may change to offer our students the best opportunities at the time of delivery.

Southern Cross Catholic College will enter a partnership with an external provider to deliver the Certificate I in Construction. This provider will offer real connections between the school and the Construction Industry. The private provider will offer assistance in the delivery of the units which will give our students the opportunity to work alongside a qualified tradesman and gain invaluable real life experience. Students will also be encouraged and assisted to find work placement within the industry to build on the skills learnt within this course to better equip them on their pathway to employment.

Assessment
On successful completion of Year 12, students will gain the nationally recognised CPC10111 Certificate I in Construction.

Units of Competency

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</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>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>CPCCOH51001A</td>
<td>Work safely in the construction industry</td>
</tr>
<tr>
<td>CPCCOH52001A</td>
<td>Apply OHS requirements, policies and procedures in the construction industry</td>
</tr>
<tr>
<td>CPCCCVE1011A</td>
<td>Undertake a basic construction project</td>
</tr>
<tr>
<td>CPCCCM1014A</td>
<td>Conduct workplace communication</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>
CERTIFICATE II IN ENGINEERING PATHWAYS 11MEM20413

QCE Credit Value: 4 on completion at the end of Year 12

Prerequisites
MEM20413 Certificate II in Engineering Pathways - Students must be eligible for VETiS funding. Students who are currently enrolled in, considering or completed a School-Based Traineeship or similar may be ineligible for this course. Students will be assessed for eligibility prior to confirmation of enrolment. Students are eligible to complete one VETiS funded qualification whilst at school. For information about VETiS eligibility please contact us or access the Queensland Government VETiS Fact Sheet at https://training.qld.gov.au/site/providers/Documents/funded/vetis-fact-sheet.pdf

Students who are not eligible for VETiS funding may access the program on a fee-paying basis under a payment program. Contact info@formulastudent.edu.au for further information.

Course Overview
This course will be offered outside of school hours, eg. Wednesday 3.30PM to 7.30PM, starting in June of Year 11 and finishing in June of Year 12. It is to assist students to access VETiS funding while completing Authority Subject in school hours.

A course of study in Engineering comprising of:
• A mandatory study area core unit of work, integrated throughout the course of study.
• A specified number of units of study, as prescribed by the particular strand or strands chosen, integrated throughout the course of study.

This Engineering course has been designed as a project-based or activity-based course of study with the emphasis on using current industry practice and safe technological processes to complete tasks through the fabrication and construction of a Formula High School® race car in a workshop or simulated workplace environment. Projects and practical activities set the context within which the key elements of the course are delivered and provide the means for the consolidation and application of skills and knowledge.

Skills taught are authentic and credible. Students are instructed by the trainers and/or carry out blended learning utilising video instruction to gain an understanding of the task plus underpinning knowledge and skill of what is required as an outcome.

The student is assigned a task to manufacture, and the steps required to achieve the outcome. The component manufacture is broken down into the various step by step work tasks. The course is designed to develop knowledge and skills within the engineering and manufacturing industry, from the language used to the processes and methods and the quality assurances around building an item for consumer usage.

This course of study is flexible in order to accommodate new and emerging technologies in the manufacturing industries and the wide range of interests and abilities of the students who study it.

Units of Competency
Core
MEM13014A Apply principle of OH&S in the work environment
MEMPE005A Develop a career plan for the engineering and manufacturing industry
MEMPE006A Undertake a basic engineering project
MSAENV272B Participate in environmentally sustainable work practices

Elective
MEM16006A Organise and communicate information
MEM6008A Interact with computer technology
MEM18001C Use hand tools
MEM18002B Use power tools/hand held operations
MEMPE001A Use engineering workshop machines
MEMPE002A Use electric welding machines
MEMPE004A Use fabrication equipment
MSAPMUSP106A Work in a team
Assessment
Assessment is carried out taking into account the clustered nature of training and assessment, through observable behaviour assessment by the teacher and questioning either by the trainer or through assessment quizzes. For a student to be assessed as competent in a unit of competency, they must be assessed over time on multiple occasions for each of the performance criteria within a unit of competency. Students have multiple opportunities for assessment due to the nature of assessment. If however it is deemed that the student has had multiple opportunities and is still not able to achieve competency, then the student is determined to be not competent.

Safety in the workplace is an important aspect of the course and will be evident in student projects and assessment. Safety glasses must be worn at all times in the workshop. Students must wear steel cap shoes/work boots and supplied PPEs at all times in the workshop. Overalls or long sleeved shirt and trousers will be required for all welding activities. Failure to do so will see them unable to enter the workshop.

Formula Student RTO 41124 Disclaimer
All information contained is accurate at the time of publication. Cost structure may change at discretion of external RTO.
CERTIFICATE III IN FITNESS - YEAR 11 2017
(supersedes SIS30313)

QCE Credit Value – 8 on completion at the end of Year 12

Course Overview
Binnacle’s SIS30315 Certificate III in Fitness ‘Sport in Schools’ program is offered to students wishing to: seek skills and an entry-level qualification for the fitness and sport industries; and use the qualification as an articulation into a higher certification (Certificate IV in Fitness or University e.g. Bachelor of Sport & Exercise Science. Upon successful completion, students are certified with 8 QCE credits: Certificate III in Fitness.

Course Outline
The topics studied in Year 11 are: sport, fitness and recreation industry; health and safety in fitness; fitness equipment use and maintenance; risk analysis; customer service; anatomy and physiology; personal work schedules; community fitness programs; health assessments and fitness programs; client screening and health assessments; instructing clients; meeting client needs; first aid qualification.

The topics studied in Year 12 are: nutrition; specific population; circuit training sessions; supervising gym programs; fitness advice; nutrition; anatomy and physiology; specific populations; customised gym programs; risk assessment; CPR certificate.

Assessment
Assessment and training will be conducted at the school. Under supervision, students will conduct a range of fitness programs. Students will undertake work experience outside of their timetabled subject to deliver a range of fitness activities to members of the school community (students, teachers and staff). Students will work in the school’s gym facility with authentic clients. Evidence contributing towards competency will be collected throughout the program forming the basis to assess competency in a holistic approach that integrates a range of competencies.

Units of Competency:
- HLTWHS001 Participate in workplace health and safety
- SISXIND001 Work effectively in sport, fitness and recreation environment
- SISXFAC001 Maintain equipment for activities
- BSBRSK401 Identify risk and apply risk management processes
- SISCCS001A Provide quality service
- SISSSPT303A Conduct basic warm-up and cool-down programs
- SISFFIT001 Provide health screening and fitness orientation
- SISFFIT002 Recognise and apply exercise considerations for specific populations
- SISFFIT003 Instruct fitness programs
- SISFFIT005 Provide health eating information
- SISFFIT006 Conduct fitness appraisals
- SISFFIT004 Incorporate anatomy and physiology principles into fitness programming
- SISFIT011 Deliver approved community fitness programs
- SISFIT014 Instruct exercise to older clients
- HLTAID001 Provide cardiopulmonary resuscitation
- HLTAID003 Provide first aid
QCE Credit Value – 8 on completion at the end of Year 12

Course Overview
Binnacle’s SIS30313 Certificate III in Fitness ‘Sport in Schools’ program is offered to students wishing to: seek skills and an entry-level qualification for the fitness and sport industries; and use the qualification as an articulation into a higher certification (Certificate IV in Fitness or University e.g. Bachelor of Sport & Exercise Science. Upon successful completion, students are certified with 8 QCE credits: Certificate III in Fitness.

Course Outline
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The topics studied in Year 12 are: nutrition; specific population; circuit training sessions; supervising gym programs; fitness advice; nutrition; anatomy and physiology; specific populations; customised gym programs; risk assessment; CPR certificate.

Assessment
Assessment and training will be conducted at the school. Under supervision, students will conduct a range of fitness programs. Students will undertake work experience outside of their timetabled subject to deliver a range of fitness activities to members of the school community (students, teachers and staff). Students will work in the school’s gym facility with authentic clients. Evidence contributing towards competency will be collected throughout the program forming the basis to assess competency in a holistic approach that integrates a range of competencies.

SISXOHS101A Follow occupational health and safety policies
SISXIND101A Work effectively in a sport and recreation environment
SISXFAC207 Maintain sport, fitness and recreation equipment for activities
SISXRSK301A Undertake risk analysis of activities
SISFFIT302A Provide quality service in the fitness industry
SISFFIT301A Provide fitness orientation and health screening
SISFFIT306A Provide healthy eating information to clients in accordance with recommended guidelines
SISFFIT305A Apply anatomy and physiology principles in a fitness context
SISFFIT303A Develop and apply an awareness of specific populations to exercise delivery
HLTAID003 Provide first aid
SISFFIT307A Undertake client health assessment
SISFFIT308A Plan and deliver gym programs
SISFFIT304A Instruct and monitor fitness programs
SISFFIT311A Deliver approved community fitness programs
BSBWOR301B Organise personal work priorities and development
QCE Credit Value - 4 on completion at the end of Year 12

Course Overview
Certificate II in Hospitality is a great foundation for a career in the Hospitality Industry. It provides students with the basic operational knowledge and practical work skills to perform a variety of food and beverage activities in a wide scope of hospitality related positions. An essential requirement of the Certificate II is for students to complete on-site work experience (60hrs) over the two-year course of study. This may include part-time, paid, or unpaid work. Work placement allows students to gain knowledge directly with those working in the industry. It provides opportunities for students to be involved in realistic situations that will allow them to apply the foundation skills and knowledge they have learnt during the course.

The course is very practical in nature. All assessment is competency-based. This is the process of collecting evidence and making judgements on whether or not the student can consistently demonstrate knowledge and skills and the application of that knowledge and skill to the standard performance required in the workplace. Assessment techniques may include: practical tasks; projects; short writing tasks; oral presentations; teacher observations. Students will be given more than one attempt at completing a unit of competency, if necessary.

Course Outline
The units of work studied in Year 11 are Welcome to Hospitality and the Customer
Weekly Observations and workplace simulations
Practical Function Assessment (High Tea) – response to function criteria; work diary; planning; costing and product
Practical Function Assessment (Creating a Healthy Lunchbox) – response to function criteria; work diary; planning; costing and product
Practical Assessment (Mystery Box)
Theory Competency Units (Theory quizzes)

The units of work studied in Year 12 are The Formal Dinner and Creating and Entertaining
Weekly Observations and workplace simulations
Practical Function (3 Course Dinner) – response to function criteria; work diary; planning; costing and product
Catering on a Budget
Practical Function (Tapas, Canapés and Mocktails) – response to function criteria; work diary; planning; costing and product
Theory Competency Units (Theory quizzes)

Assessment
On successful completion of Year 12, students will gain the nationally recognised SIT20213 Certificate II in Hospitality. Please note the competencies are currently being reviewed so slight changes may occur.

Units of Competency:
- BSBWOR203 Work effectively with others
- SITHIND201 Source and use information on the hospitality industry
- SITHIND202 Use hospitality skills effectively
- SITXCOM201 Show social and cultural sensitivity
- SITXCCS202 Interact with customers
- SITXWHIS101 Participate in safe work practices
- SITXFSA101 Use hygienic practices for food safety
- SITHCCC102 Prepare simple dishes
- SITHCCC103 Prepare sandwiches
- SITHFAB201 Provide responsible service of alcohol
- SITHFAB203 Prepare and serve non-alcoholic beverages
- SITHFAB204 Prepare and serve espresso coffee
QCE Credit Value - 4 on completion at the end of Year 12

Course Overview
ICA30111 Certificate II in Information Digital Media and Technology provides the foundation skills and knowledge for an individual to be an effective ICT user or employee. Students will be given the opportunity to enrol in Certificate III in Information Digital Media and Technology (ICA30111) through the TAFE in Schools’ Program.

Even if not directly using computers, all individuals in society are affected in some way by their use within the organisations with which they interact. People need to understand the reasons for using computers and their potential for misuse, and to be able to recognise when to use a computer-based application. Students need to be able to make decisions about the effective, legal, ethical and aesthetic use of technology. For the student, this qualification provides a foundation in general computing and employment skills that enable participation in any industry.

Course Outline
This qualification is based on units of competency selected. To achieve the qualification, students must achieve competence in 14 units of competency chosen to be covered over the two year course of study. These consist of 7 core units and 7 elective units.

Competencies may include: operate a personal computer; use computer operating systems and hardware; operate application software packages; integrate commercial computing packages; apply basic communication skills; apply problem solving techniques to routine IT malfunctions; maintain IT system integrity; capture a digital image; use digital literacy skills to access the internet; install software application and interact with ICT clients.

Assessment
The course is very practical in nature. All assessment is competency-based. This is the process of collecting evidence and making judgements on whether or not the student can consistently demonstrate knowledge and skills and the application of that knowledge and skill to the standard performance required in the workplace. Assessment techniques may include: practical tasks; projects; short writing tasks; oral presentations; teacher observations. Students will be given more than one attempt at completing a unit of competency, if necessary.

Units of Competency
- CUFDIG303A Produce and prepare photo images
- ICAICT204 Operate a digital media technology package
- ICAICT203 Operate application software packages
- ICAICT202 Work and communicate effectively in an IT environment
- ICAICT201 Use computer operating systems and hardware
- CUFSOU204A Perform basic sound editing
- CUFPPOS201A Perform basic vision and sound editing
- ICAWEB201 Use social media tools for collaboration and engagement
- BSBWHS201A Participate in OHS processes
- ICAICT207 Integrate commercial computing packages
- ICAICT205 Design basic organisational documents using computing packages
- ICASAS209 Connect and use a home-based local wireless network
- BSBSUS201 Participate in environmentally sustainable work practices