St Columban’s College

Senior Phase of Learning

2015
Subject Handbook

'Every Student
Every Success'
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From the Principal

Dear Student

You are entering your final phase of school based learning. Much thought and experience has gone into preparing this booklet for your benefit. Make use of this booklet and of the people around you - parents, older siblings, teachers and career counsellors to make appropriate decisions for yourself. I hope that you are able to make decisions that will situate you in the best place to succeed and discover your strengths and abilities.

This comprehensive document allows you to access the pathway most suited to your talents and dreams, inclusive of seeking an entry to University or further study, becoming Work Ready at the end of your Queensland Certificate of Education, completing a school based Traineeship/Apprenticeship or pursuing a sporting pathway, or a combination of these. All are possible if you seek the wisdom of support personnel. Combining academic and vocational pathways provides a wonderful platform to enhance choices and opportunities.

Years 11 and 12 may be among the most challenging, rewarding and exciting years of your life. You will discover new directions along the way to your Queensland Certificate of Education at St Columban’s which will include:

- Much higher academic demands in each subject area
- Increased freedom to manage your own learning
- A higher expectation on you to contribute to College life
- Relationships between you and staff becoming much more adult to adult, with implied responsibilities
- More demands on your time making it important to balance study, work and play.

Our “Partnership of Excellence” is paramount to successful outcomes. I would like to remind students and parents of their contractual obligations. The challenge is for you to set your goals and work hard to achieve them.

The journey will be in your hands. We are all here to help you in your choices, but ultimately it is up to you. May you be blessed in the decisions you face and in the rich experiences, and challenges, ahead of you.

Ann Rebgetz
Principal
The College Process

The process of subject selection for Year 10 students who are proceeding into Year 11 in 2015 is as follows:

1. **Subject selection forms - subject selections will take place during the SET Plan interview.**

2. Subject selection forms will be scanned by the Assistant Principal Senior Phase.

3. Each student will be enrolled for 7 subjects (only 6 Authority as a maximum) which will include:
   - * Study of Religion or Religion and Ethics and/or Youth Ministry
   - * English or English Communication
   - * Mathematics A, Mathematics B or Prevocational Mathematics

4. Students unable to be placed in three of their four choices will be assigned three of the four option preferences. Where this is not possible, students will be interviewed by the Assistant Principal Senior Phase to ascertain new selections.

5. A printout will be forwarded to parents and students for final confirmation – early Term 4.

6. Rank can be gained through a number of pathways as detailed on page 6.

7. Mentor Academy Program (MAP) is for students who meet criteria of high level aptitude/aspirations in their chosen field. Students accepted into MAP will only be required to choose 6 subjects or as negotiated with the MAP Coordinator.
Am I an OP Student or a Rank Student?

Can I go to University?

Absolutely!!

To find out how - Read more

OP Eligible Students

Selection for tertiary study, except in some cases where alternative selection methods are used (such as interview or audition), is based on your academic results as shown in the Student Education Profile.

To be considered for admission on the basis of an overall position you must have:
- reached the achievement level required in the necessary prerequisite subjects; and
- obtained an Overall Position (OP)

Step A
If you have satisfied the prerequisites and obtained an OP, you are considered for entry to your selected tertiary course in order of OP — remember that OP band 1 is the highest and will therefore be considered before OP band 2, and so on.

All applicants who fall into an OP band above the minimum cut-off point for a particular course will be offered a place in that course (see the following 'Selection example' table).

Step B
If there are more applicants than places available for a course (as the selection example shows), then selection is based on one or more Field Positions, starting with the Primary field. This happens at the OP cut-off.

Step C
In rare cases, even after Field Positions have been considered, it can happen that more information is needed to differentiate between students applying to courses that are highly competitive.

In these instances a further step may be used. Depending on the institution, this could include using any of the following: level of achievement in prerequisite subjects, school reports or additional information supplied by the applicant, the Australian Tertiary Admission Rank (ATAR), or individual results from the Queensland Core Skills Test.
Selection example

The following table is a fictional example representing students who, say, want to study Law at ‘Roma University’. There are 150 places available (that is the Course Quota) and 225 students competing for places in the course. Twenty-five applicants have an OP 1, 100 have an OP 2, and a further 100 have an OP 3. Based on this scenario, the table shows how students are actually selected. It also shows at what point, and how, Field Positions become very important in selecting students to courses.

<table>
<thead>
<tr>
<th>No. of Applicants within an OP Band</th>
<th>No. of offers made</th>
<th>Course Quota = 150</th>
</tr>
</thead>
<tbody>
<tr>
<td>OP 1 25 applicants</td>
<td>25 offers made</td>
<td>Cumulative total = 25</td>
</tr>
<tr>
<td>OP 2 100 applicants</td>
<td>100 offers made</td>
<td>Cumulative total = 125</td>
</tr>
<tr>
<td>OP 3 100 applicants</td>
<td>25 offers made</td>
<td>Cumulative total = 150 — Quota filled</td>
</tr>
<tr>
<td></td>
<td>based on applicants’ field positions</td>
<td></td>
</tr>
<tr>
<td>Field Positions are used in selection, see ‘Use of Field Positions’ below</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total applicants = 225  Total offers made = 150

Use of Field Positions

In section, Course Entry Requirements, you will notice that the final two columns in the table are headed: Fields used for Selection within OP. These are the columns that indicate which fields will be used for selection to particular courses when the number of applicants in the OP cut-off band is too large for all candidates to be selected. Also, see page 4 of the QTAC Handbook for information regarding Field Positions.

The first of the two Field Position columns shows the Primary that is the first field to be used for ‘finer’ selection of candidates with the same OPs. The second column, showing the Secondary field, will be used only if the first field is not fine enough (see examples below).

Example 1

**Fields used for Selection within OP**

<table>
<thead>
<tr>
<th>Primary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>C</td>
</tr>
</tbody>
</table>

Using example 1, your Field Position result in Field B will be considered before your Field Position result in Field C. Following from this, applicants with a Field Position of 1 in Field B will be selected before those with a Field Position of 2 in Field B, and so on.

If looking at the Primary field does not prove to be fine enough then your results in the Secondary column, in this case Field C, will be considered next. Once again, a Field Position of 1 in Field C will be considered before a Field Position of 2 in Field C, and so on.

In example 2, two possible fields (Field A or B) are used as alternative Primary selectors. And in this case, for someone who has a Field Position of 1 in Field A and a Field Position of 2 in B, the Primary selector used would be Field A, that is, the better of the two. If this is not fine enough, then the Secondary field, in this case C, would be used.

Example 2

<table>
<thead>
<tr>
<th>Primary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>A or B</td>
<td>C</td>
</tr>
</tbody>
</table>

Applicants in this situation are selected on the Primary field in which they achieved the better result. Remember that applicants who fall into higher OP bands, that is in OP bands above the minimum cut-off for a particular course, will be made offers regardless of their results in the relevant Field Positions, as long as they have the necessary prerequisites.
OP Ineligible Students

Students who complete Year 12 but do not qualify for an OP may still be eligible to apply through QTAC for courses. These students will be allocated a QTAC Selection Rank on the basis of results in their best 20 semester units of Authority and Authority-registered subjects and VET units of competency/modules recorded on the Senior Statement and, if available, their results in the Qld Core Skills (QCS) Test.

A poor result in the QCS does not have a negative effect on a student’s selection rank, as it can only be used to moderate the rank upwards.

Points to note:

- Undertaking an OP ineligible Senior secondary school program may make it difficult and in some cases impossible to achieve the high ranks necessary for entry to very competitive tertiary courses.
- Students completing Year 12 with fewer than 20 semester units of Authority and Authority-registered subjects and VET units of competency/modules will still be eligible for a QTAC Selection Rank but it will be less competitive than if they completed 20 units.
- Students not undertaking the Standard tertiary pathway, ie being eligible for an Overall Position, may not be considered for tertiary entry interstate and should contact the relevant institution.

OP Ineligible students must also satisfy any prerequisites listed, in order to be considered for a course.

Other Roads to Tertiary Study

Year 12 students with qualifications such as certificates, music qualifications, etc, apply to QTAC in the same way as other Year 12 students, but they must ensure they supply full copies of qualifications that are not listed on the Senior Statement. These qualifications will be assessed according to the individual tertiary institutions’ policies. Various Year 12 pathways to tertiary study are shown on the following diagram.

Where it is suitable, tertiary institutions may assess an applicant on a portfolio of work, an audition or an interview. Applicants in this category would normally be applying for entry to skills-based courses such as art, music, and dance.

Most institutions also have special admissions schemes to assist applicants in special circumstances gain entry to tertiary courses. For example, there are access and equity schemes, regional preference schemes, and Aboriginal and Torres Strait Islander schemes. Further, some institutions have schemes where applicants receive bonus ranks if they passed specified subjects at school, such as languages other than English, or Mathematics C. For more information on these schemes visit the QTAC website or contact the institutions directly.

Applicants who believe they have suffered disadvantage in their academic performance for reasons beyond their control (eg relating to equality of opportunity, disability and health, or on compassionate grounds) may request special consideration in their QTAC application. Should these circumstances arise, please speak with your school guidance officer in the first instance as they may be able to provide assistance while you are still studying.
The Diagram below show how different qualifications/pathways can lead to tertiary study

### Most Common Additional Qualifications Presented by Year 12 Students

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>QTAC Selection Rank*</th>
<th>Approximate Equivalent OP</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMEB Grade 7 or 8</td>
<td>84</td>
<td>9</td>
</tr>
<tr>
<td>AMEB Associateship</td>
<td>85</td>
<td>8</td>
</tr>
<tr>
<td>Completed AQF Certificate III</td>
<td>68</td>
<td>15</td>
</tr>
<tr>
<td>Completed AQF Certificate IV</td>
<td>74</td>
<td>13</td>
</tr>
<tr>
<td>Bachelor Level FTE = 0.25</td>
<td>various</td>
<td></td>
</tr>
</tbody>
</table>

* Ranks may change from year to year.
Guidelines for Choosing Senior Subjects

It is important to choose senior subjects carefully as your decisions may affect not only the types of careers you can follow later, but also your success at school and feelings about school as well. Even though there are many factors to consider, choosing your course of study can be made easier if you go about the task calmly and logically, and follow a set of planned steps.

Overall Plan

As an overall plan you are advised to choose subjects:

- You enjoy
- In which you have achieved good results
- Which reflect your interests and abilities
- Which help you reach your career and employment goals
- Which will develop skills, knowledge and attitudes useful throughout your life.

These are quite general points, so it is wise to look in more detail at the guidelines outlined below.

Guidelines

1. Career pathways

It is helpful if you have a few career ideas in mind before choosing subjects. You will also need to be aware of the various pathways you can take to obtain the skills, knowledge and qualifications you will need to get a job in the career areas in which you are interested.

The following resources are available:

- My Future Website: [www.myfuture.edu.au](http://www.myfuture.edu.au) provides a wealth of information about career planning, education and training, and the employment in Australia.
- The Job Guide (Qld) provides information on occupations and subjects needed for particular occupations and courses.
- OZJAC is a career information database which provides the most up-to-date information on courses and this is available on the network.
- Other career information, such as brochures from industry groups shows the various pathways to jobs within these industries.
- The Tertiary Prerequisites 2017 book, provided by QTAC, provides advanced information on subjects required for entry to university and TAFE advanced diploma and diploma courses.
- Students will be given a Learner Unique Identifier (LUI) number from the College which will give them access to the QCAA Student Connect website that provides valuable information regarding career information and access to their personal and enrolment details.
- Our College Website contains a wealth of information that might assist parents and students in selecting Senior Subjects.
2. Subjects offered by the College

The College will offer the following types of subjects:

**Authority Subjects**
- These subjects, approved by the Queensland Curriculum & Assessment Authority (QCAA), are offered statewide in Queensland secondary schools and colleges. Achievements in these subjects are recorded in the Senior Certificate and are used in the calculation of OP’s and Selection Ranks.
- Students who do not achieve a ‘C’ Standard in a related Year 10 subject may find Authority Subjects in Year 11 and 12 difficult. Certain subjects will have prerequisites.
- Your Overall Position (OP) is dependent on how well you achieve in your subjects. You need to choose subjects in which you have most chance of doing well.
- Many Authority Subjects may be taken in Year 11 without prior study of similar subjects in Year 10.
- To attempt subjects such as Mathematics B, Mathematics C, a ‘B’ Standard in Extension Mathematics is required. Chemistry, Physics, Italian and Dance requires students to have some successful background study in related Year 10 subjects.

**Authority Registered Subjects (Study Area Specifications)**
Authority Registered subjects are those devised from QCAA Study Area Specifications (SASs) or developed by the College for which a study plan or work program is accredited. Achievements in these subjects are recorded on the Queensland Certificate of Education. They are not used in the calculation of an OP but may be used for Selection Ranks. Authority Registered Subjects/SASs emphasise practical skills and knowledge relevant to specific industries and/or provide experience in topic related contexts.

Subjects as follows:
- Creative Arts (Visual Art Studies)
- English Communication
- Industrial Technology
- Pre vocational Mathematics
- Recreation Studies
- Religion and Ethics

**Vocational Education and Training (VET)**
Student achievement in subjects with vocational competencies receives credit towards qualifications recognised nationally within the Australian Qualification Training Framework (AQTF).

In 2015 these subjects (and their vocational outcomes) which are offered are:
- Business Certificate III
- Christian Ministry & Theology Certificate III - Youth Ministry
- Construction Certificate I
- Creative Industries Certificate II - Media
- Early Childhood Education and Care Certificate III
- Fitness Certificate III
- Fitness Certificate IV
- Hairdressing 1 Certificate II
- Hairdressing 2 Headstart to Certificate III
- Hospitality Certificate II – Food and Beverage Focus
- Hospitality Certificate II – Kitchen Operations
- Information Technology Certificate II
- Sampling and Measurement Certificate II - Science
- Tourism Certificate II
- Workplace Practices Certificate II

Before commencement of courses, students will receive information relating to –
- Recognition of Prior Learning (RPL) for skills (learning) gained through other courses of study and/or
- Experience in relevant areas of endeavour
- Mutual Recognition arrangements
- Course Content and Assessment requirements and
- Appeals and Grievance processes related to the course
Recorded Subjects
A Recorded subject is a subject other than an Authority Subject, Authority Registered subject, offered by a school or other educational institution approved by the QCAA. Recorded subjects can be either approved TAFE subjects or qualifications from specialist accredited agencies, e.g. in music, dance and speech and drama (AMEB, Trinity College London etc.) Recorded subjects are not used for calculating OP’s or Selection Ranks but may be entered on the Queensland Certificate of Education.

3. Subject Details
- Take these steps to ensure you understand the content and requirements of each subject
- Read subject descriptions and course outlines in this booklet.
- Listen carefully to input by College Subject Coordinators and teachers.
- Listen carefully to subject selection talks.
- Talk to students (e.g. older students) who are already studying the subject.

4. Choose a combination of subjects that suits your needs and abilities

Traps to avoid
- Do not select subjects simply because someone has told you that they “help you get good results and give you a better chance of getting into university or getting a better OP”.
- Try not to be influenced by suggestions that you should or should not choose a particular subject because a friend / brother / sister either liked or disliked it or the teacher when they studied it.

Vocational education
Consider taking subjects with vocational education modules embedded in them if:
- You are interested in a particular subject because it relates to or could provide a pathway to a career that attracts you
- Success in the subject may give you advanced standing (credit) in a higher level course in which you are interested.
Explanation of Terms

- **Advanced standing** refers to the credit granted to a student towards an accredited course or training program on the basis of previous study, experience or competencies held.

- **Articulation** is the process used to progress from one level of qualification to another.

- The **Australian Qualifications Training Framework (AQTF)** shows all the qualifications issued in post compulsory education in Australia and how these qualifications relate to each other.

- **Competencies** are the knowledge and skills a person must have to do a specific job or to gain a specific AQF qualification.

- **Credit transfer** recognises previous formal study or training based on documented evidence of achievement. For instance, modules assessed as competent in an Authority Subject or SAS may attract credit for a subject in a TAFE diploma. (See also *Advanced Standing* above).

- **Field Positions (FPs)** rank students on their achievements in up to five fields. These are dimensions of study that emphasise particular knowledge and skills. FP scores are used for tertiary entrance only when there is a need to select students from within the same OP band.

- **ILO**: Individual Learning Outcome

- **LUI**: Learner's Unique Identifier

- **Overall Position (OP)**: score indicates students’ rank order position in the State reported in bands from 1 (highest) to 25.

- **Prerequisite**: A subject or qualification required for eligibility for entry to a particular course of study or employment.

- **QCE**: Queensland Certificate of Education.

- **Queensland Core Skills (QCS) Test** is conducted over 2 days in 3rd term for Year 12 students. To be eligible for an OP and FPs you must sit the QCS Test. If you are not eligible for an OP or FPs the test is voluntary. For students not eligible for an OP, sitting the test may improve their Selection Rank.

- **Queensland Curriculum & Assessment Authority (QCAA) – formally Queensland Studies Authority (QCAA)**: This body approves subject syllabi for Years 11/12, accredits school work programs and issues Senior Certificates that records students’ achievements. The QCAA also administers the Queensland Core Skills Test (QCST), which is used to scale students’ results when calculating OPs (Overall Positions) and FPs (Field Positions) for tertiary entrance.

- **Queensland Tertiary Admissions Centre Ltd (QTAC)** acts on behalf of universities and TAFE institutes to publish course information and requirements, to provide application materials and to receive and process applications.

- **Rank**: a QTAC selection score allocated to students not eligible for an OP, based on their results recorded on the Senior Certificate. Used mainly for those students to be considered for entry to TAFE and university diploma courses (as distinct from bachelor or degree courses)

- **Recognition of prior learning** (RPL) is the process used to assess the competencies a person has gained from past experience and training. RPL is a form of assessment and each person is treated individually. (See also *Advanced Standing and Credit Transfer*, above).

- **Recommended (or desirable) subjects** are not essential, but are likely to make future courses easier to follow.

- **Recorded Subjects** are those subjects, other than Authority Subjects or Authority Registered subjects offered by an educational institution approved by the QCAA e.g. AMEB music and speech results.

- **Selection Ranks** are calculated for tertiary applicants who are not school leavers or are senior students not eligible for an OP. For senior students who are not eligible for an OP, the Selection Rank is determined by achievements recorded on the Senior Certificate, the Queensland Core Skills Test and other criteria.

- **SET Plan**: Student Education and Training Plan

- **VET**: Vocational Education and Training

- **Voc Ed**: Vocational Education
Learning Framework

St Columban’s College Learning Frameworks

These Frameworks make explicit the core purposes of St Columban’s as a Catholic College in educating and equipping students with distinctive qualities that enable them to contribute to our ever-changing global context in a meaningful and positive way.

At St Columban’s College, we:

- Form persons of spirit who actively explore our personal relationship with God, celebrate our uniqueness and live a life of moral integrity
- Educate persons of tradition who recognise the importance of honouring and learning from the past, live authentically in the present and engage transformatively with the future
- Build persons of community who live in quality relationships amongst all members of the school, parish and wider community, make individual contributions, honour diversity and live in a just and inclusive manner
- Utilise Literacy for Life strategies in all aspects of the College community life to enhance a student's chances of being a literate and informed citizen
- Provide a supportive College environment where all students are able to develop in a socially responsible, equitable and respectful manner
- Enhance a student’s employability skills through their development as life-long learners who demonstrate self management and interpersonal skills, initiative and resilience
- Provide structured learning opportunities that enable all students to actively acquire knowledge and demonstrate that knowledge in a clear, skilful, accurate and articulate manner
- Foster student engagement in creative and critical thinking tasks which extend their knowledge and equip them with learning that has value beyond school
- Promote collaborative and empathetic learning where students work and think interdependently, value and support one another’s individual differences and experience positive, constructive and respectful feedback from their teachers and peers
- Develop reflective, self-directed learners who are confident, responsible, reliable, persistent and independent
- Provide learning environments that are student centred, flexible, adaptable, supportive and inspirational and which effectively integrate innovative pedagogical practices, including technology
- Promote and support the acquisition of professional learning by staff which extends their knowledge and skills in teaching, learning and subject specific material
- Recognise staff professionalism which is characterised by continuous collaborative learning (through professional conversations and connected learning teams), reflection, passion and personal growth

St C - engaged in transforming learners of Spirit, Tradition and Community
### Senior Subject Information

<table>
<thead>
<tr>
<th>Subject</th>
<th>Recommended Pre-requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>‘C’ Standard in English &amp; Mathematics; Year 10 Business an advantage</td>
</tr>
<tr>
<td>Ancient History</td>
<td>‘B’ Standard in a Year 10 Humanities Subject &amp;/or English</td>
</tr>
<tr>
<td>Biology</td>
<td>‘C’ Standard in Science &amp; English required</td>
</tr>
<tr>
<td>Business Certificate III</td>
<td>‘B’ Standard in English; Year 10 Business an advantage</td>
</tr>
<tr>
<td>Business Management</td>
<td>‘C’ Year 10 English recommended</td>
</tr>
<tr>
<td>Chemistry</td>
<td>‘C’ Year 10 English recommended</td>
</tr>
<tr>
<td>Construction Certificate I</td>
<td>‘C’ Standard in Science and a ‘B’ Standard in Mathematics</td>
</tr>
<tr>
<td>Creative Industries (Media) Certificate II</td>
<td>Study or Year 10 Metal work or Woodwork beneficial</td>
</tr>
<tr>
<td>Dance</td>
<td>‘C’ Standard in English; Study of Junior or Year 10 Dance beneficial</td>
</tr>
<tr>
<td>Drama</td>
<td>‘C’ Standard in English; Study of Year 9 or 10 Drama beneficial</td>
</tr>
<tr>
<td>Early Childhood Education and Care Certificate III</td>
<td>‘C’ Standard in English</td>
</tr>
<tr>
<td>Economics</td>
<td>‘C’ Standard in English; Year 10 Business an advantage</td>
</tr>
<tr>
<td>English</td>
<td>‘C’ Standard in Year 10 English</td>
</tr>
<tr>
<td>English Communication</td>
<td>/</td>
</tr>
<tr>
<td>Film, Television and New Media</td>
<td>‘C’ Standard in English; Study of Year 9 or 10 Drama beneficial</td>
</tr>
<tr>
<td>Fitness Certificate III</td>
<td>‘C’ Standard in English; ‘C’ Standard in HPE recommended</td>
</tr>
<tr>
<td>Fitness Certificate IV</td>
<td>Successful completion of all requirements of Fitness Certificate III</td>
</tr>
<tr>
<td>Geography</td>
<td>‘B’ Standard in a Year 10 History or Geography &amp;/or English</td>
</tr>
<tr>
<td>Graphics</td>
<td>‘B’ Standard in Year 10 Graphics</td>
</tr>
<tr>
<td>Health Studies</td>
<td>‘C’ Standard in English; ‘C’ Standard in HPE recommended</td>
</tr>
<tr>
<td>Home Economics</td>
<td>‘C’ Standard in Year 10 English; Study of Year 9 or 10 Home Economics beneficial</td>
</tr>
<tr>
<td>Hairdressing 1 Certificate II</td>
<td>‘C’ Standard in English</td>
</tr>
<tr>
<td>Hairdressing 2 Headstart to Certificate III</td>
<td>Successful completion of Hairdressing 1 Certificate II</td>
</tr>
<tr>
<td>Hospitality Certificate II - Food &amp; Beverage</td>
<td>Study of Year 10 Introduction to Hospitality beneficial</td>
</tr>
<tr>
<td>Hospitality Certificate II – Kitchen Operations</td>
<td>Study of Year 10 Introduction to Hospitality beneficial</td>
</tr>
<tr>
<td>Industrial Technology</td>
<td>Successful completion of Introduction to Technology Studies or Certificate I in Furnishing</td>
</tr>
<tr>
<td>Information Technology Systems</td>
<td>Year 10 Business beneficial</td>
</tr>
<tr>
<td>Italian</td>
<td>‘B’ Standard in Year 10 Italian</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>‘B’ Standard in a Year 10 Humanities Subject &amp;/or English</td>
</tr>
<tr>
<td>Mathematics A</td>
<td>‘C’ Standard in Year 10 Mathematics</td>
</tr>
<tr>
<td>Mathematics B</td>
<td>‘B’ Standard in Year 10 Extension Mathematics</td>
</tr>
<tr>
<td>Mathematics C</td>
<td>‘B’ Standard in Year 10 Extension Mathematics</td>
</tr>
<tr>
<td>Modern History</td>
<td>‘B’ Standard in a Year 10 Humanities Subject &amp;/or English</td>
</tr>
<tr>
<td>Music</td>
<td>Study of Year 9 or 10 Music; Musical background beneficial</td>
</tr>
<tr>
<td>Music Extension</td>
<td>B standard in Year 11 Music; Concurrent enrolment in Year 12 Music</td>
</tr>
<tr>
<td>Physical Education</td>
<td>‘C’ Standard in English; ‘C’ Standard in HPE recommended</td>
</tr>
<tr>
<td>Physics</td>
<td>‘C’ Standard in Year 10 Science &amp; Mathematics Extension</td>
</tr>
<tr>
<td>Pre-Vocational Mathematics</td>
<td>/</td>
</tr>
<tr>
<td>Recreation Studies</td>
<td>‘C’ Standard in English, HPE or Fitness recommended</td>
</tr>
<tr>
<td>Religion and Ethics</td>
<td>‘C’ Standard in English and Religion</td>
</tr>
<tr>
<td>Sampling &amp; Measurement Certificate II</td>
<td>/</td>
</tr>
<tr>
<td>Study of Religion</td>
<td>‘B’ Standard in English and Religion</td>
</tr>
<tr>
<td>Technology Studies</td>
<td>Successful completion of Introduction to Technology Studies</td>
</tr>
<tr>
<td>Tourism Certificate II</td>
<td>‘C’ Standard in a Year 10 Humanities Subject &amp;/or English</td>
</tr>
<tr>
<td>Visual Art</td>
<td>‘C’ Standard in English; Study of Year 9 or 10 Visual Art beneficial</td>
</tr>
<tr>
<td>Visual Art Studies</td>
<td>Study of Year 10 Visual Art beneficial</td>
</tr>
<tr>
<td>Workplace Practices Certificate II</td>
<td>‘C’ Standard in English beneficial</td>
</tr>
<tr>
<td>Youth Ministry - Certificate III Christian Ministry &amp; Theology</td>
<td>‘C’ Standard in English and Religion</td>
</tr>
</tbody>
</table>

Authority Subject | Authority Registered Subject (Non OP) | Vet Subject
Accounting

Recommended Standard of Entry

There are **NO** prerequisite subjects for Accounting. Year 10 Business, though **not** a prerequisite, would be beneficial to student progress. It is recommended students have achieved at least a ‘C’ Standard in Year 10 English and Mathematics.

Why study Accounting?

**Students have the opportunity to:**

- gain a foundation in the discipline of accounting
- develop numeracy, effective communication and logical reasoning skills
- prepare for further education, training and employment
- use accounting information to make effective decisions
- develop financial skills in managing financial resources on a business and personal level
- become independent learners
- use new technologies
- participate more effectively and responsibly in a changing business environment
- utilise the College’s **strong links with QUT’s Caboolture Campus** *(attend mock lectures)*
- participate in university ‘Headstart’ programs, which assist in gaining entry to universities, receive course credit (conditions apply), and reinforce subject knowledge.

What is studied?

The course is organised around core and electives grouped under:

- Recording and Controls
- Reporting and Decision making

Specific content is listed below

### Year 11 Course Outline

<table>
<thead>
<tr>
<th>Sem 1</th>
<th>Year 12 Course Outline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Studies 1</td>
<td>Budgeting - spreadsheets</td>
</tr>
<tr>
<td>Internal Controls</td>
<td>Accounting for non-current assets</td>
</tr>
<tr>
<td>Accounting for cash</td>
<td>Accrual accounting-spreadsheets</td>
</tr>
<tr>
<td>Personal financing &amp; investing</td>
<td>Integrated accounting package</td>
</tr>
<tr>
<td>Core Studies 2</td>
<td>Analysis of accounting financial reports</td>
</tr>
<tr>
<td>Accounting for inventories</td>
<td>Cash flow statement</td>
</tr>
</tbody>
</table>

### How are students assessed?

Students are assessed on the following criteria:

- Knowledge and procedural practices
- Interpretation and evaluation
- Applied practical processes

Assessment methods may include short and/or extended responses and the demonstration of practical accounting processes, research assignments, projects, letters of advice and business reports, non-written presentations such as multimedia and seminar presentations.

### Career Pathways

Accounting can lead to a range of careers including book keeping, accounting, finance and auditing for example. They may become self-employed or gain employment in: small business or large corporations; public or private sector; profit or not-for-profit organisation; local, national or international firms.
Ancient History

Recommended Standard of Entry
There are NO prerequisite subjects for Ancient History. It is suggested that students have achieved at least a ‘B’ Standard in Year 10 English.

Why study Ancient History?
- To understand how the modern world has been influenced by the peoples and achievements of the distant past.
- A study of early peoples and cultures can lead to an understanding of the processes that have shaped today’s world, their causes, and the roles people have played in those processes.
- To develop the processes of critical inquiry, debate, reflection and empathetic engagement with the standpoint of others.
- To practice and develop skills applicable to future tertiary studies and later life, including communication and research skills.
- To provide opportunities to extend capabilities in the Common Curriculum Elements.
- Ancient History is rich in wonderful stories of human endeavour, achievement and disaster. The history of humankind from the very earliest times is part of everyone’s heritage and the study of Ancient History ensures that this heritage is not lost.

What is studied?
Ancient History offers students an extensive range of themes and topics: specific geographical regions and civilisations; society and government; power, conflict, religion, the arts, and everyday life. The Ancient History course also includes the study of the Medieval period.
Over a two year course students study from a selection of themes including:

Year 11 Course Outline
- The Power of the Pharaohs
- Greek Democracy
- Conflict in Greece – Persia, Athens, Sparta
- Ancient Religions
- Ancient Technologies & Innovations

Year 12 Course Outline
- Power in Roman Republic
- The Roman Empire
- Important Individuals – Augustus, Alexander, Boudicca
- Medieval Europe
- The Arts – Drama, Architecture, Art

How are students assessed?
Assessment in Ancient History is designed to help students demonstrate achievement in three criteria. The criteria are: Planning and using a historical research process, Forming knowledge through critical inquiry, and Communicating historical knowledge. A range of assessment techniques is used including essay tests, research assignments, multi-modal oral presentations, short response tests and response to stimulus tests.

Career Pathways
Many professions and occupations value people who have the ability to research and investigate issues and develop and express reasoned opinions, the study of Ancient History helps develop these important attributes.

Studies in numerous tertiary courses and future employment are greatly aided by knowledge of history and the skills developed through its study. These include: advertising, archaeology, anthropology, art, commerce, creative industries, economics, education, English, geography, government, history, industrial relations, journalism, law, media studies, music, psychology, public relations, the public service, the travel industry, social work and research work in a variety of fields.

Requirements
An integral part of the study of History is an expertise with research. Excursions provide access to research and museum facilities such as The State Library of Queensland, The University of Queensland Library and The Antiquities Museum. An Archaeological dig at the Abbey Museum may also be undertaken.
Biology

Recommended Standard of Entry
Students must have achieved a ‘C’ Standard in Year 10 Science and English. Interest in scientific basis of life is recommended.

Why study Biology?
- As the world becomes more complex with technology, economics, politics and planet change, it is vital that students are equipped with the skills to cope with the dynamic nature of these changes in their lives and to appreciate what has come before them in time as well as what is to come in the future.
- To gain insight into the scientific manner of investigating problems pertaining to the living world.
- To experience the processes of science, which lead to the discovery of new knowledge.
- To develop a deeper understanding and an enhanced aesthetic appreciation of the living world.

What is studied?
Biology is the study of the natural systems of the living world. It involves the study of living systems or organisms, their interactions with the world around them and the processes that occur internally within them. Biology uses the tools of other sciences and mathematics to arrive at an understanding of life and as a result, is an extremely varied field of study. Participation in Biology enables students to engage in analytical, critical and creative scientific thinking and to apply their knowledge in practical situations. This will enable them to participate as informed and responsible citizens in decision-making processes, which will affect the living world both now and in the future.

Year 11 Course Outline
- Term 1: Life and its origins
- Term 2: Diversity of Life
- Term 3: Cell Biology
- Term 4: Animal & Plant Physiology

Year 12 Course Outline
- Term 1: Continuity of Life: Reproduction
- Term 2: Genetics & Evolution
- Term 3: Environmental Science/Ecology
- Term 4: Human Impact on the Environment

How are students assessed?
Three dimensions of study
- Understanding Biology
- Investigating Biology
- Evaluating Biological Issues
Multimedia Presentation
Persuasive Essay - exam
Field Trip Report
Extended Experimental Investigation
Other extended end of term/semester exams and essays

Career Pathways
General Biological Science Field including Lab work and Research
Physiotherapy, Medicine, Radiography, Nursing, Vet Science, Medical Technology, Secondary Science
Teacher, Physical Education Teacher

Requirements
Students participate in a field trip, which costs between $250 and $300 (may be subject to change).
Business Management

Authority Subject

Recommended Standard of Entry

There are NO prerequisite subjects for Business Management. Year 10 Business, though not a prerequisite, would be beneficial to student progress. A minimum ‘C’ Standard in Year 10 English is recommended.

Why study Business Management?

Students have the opportunity to:
- develop an appreciation of issues challenging business organisations and managers locally, nationally and globally
- develop skills in key business practices including innovation, entrepreneurial creativity, strategic planning, management, marketing and information and communication technologies
- make informed and rational decisions relating to business management
- develop an understanding of how stakeholders interact with business organisations and the impact and outcomes of these relationships
- gain the knowledge, understanding and skills to contribute to the development of an enterprising culture in Australia
- utilise the College’s strong links with QUT’s Caboolture Campus (attend mock lectures)
- participate in university ‘Headstart’ programs, which assist in gaining entry to universities, receive course credit (conditions apply), and reinforce subject knowledge
- gain a useful introduction to Tertiary Business Studies

What is studied?
- The important role that managers play in businesses that vary in size and nature
- The main functions of business including marketing, operations, human resources and finance
- Learning and application of knowledge through case studies in authentic local, national and global business contexts
- Business ethics and social responsibility
- Management strategies and recommendations that impact on business outcomes
- All of the topics covered in Business Management directly reflect the major streams offered in tertiary and TAFE Business and Commerce courses.

Course Outline

There are six areas of study in Business Management: Management practices
- Marketing management
- Operations management
- Human resources management
- Financial management
- Business development
How are students assessed?

Students are assessed on the following criteria:

- knowledge and understanding of business management
- applying and analysing management strategies
- evaluating and communicating management strategies

A wide range of assessment techniques are used including:

- short and open-ended response items
- response to stimulus materials
- research and project work
- report writing
- journals/log books
- oral presentations

Career Pathways

Either as employees, consumers or citizens all students will interact with business organisations in their lives. Studying Business Management can establish a basis for further education and employment in the fields of small-to-medium enterprise, business management, human resource management, financial management, commerce, marketing and operations management and corporate systems management.
Chemistry

Recommended Standard of Entry
Strong grounding in Science and Mathematics
Students must have achieved a ‘C’ Standard in Year 10 Science and a ‘B’ Standard in Year 10 Mathematics Extension.

Why study Chemistry?
- The study of Chemistry engages students and teachers in an exciting and dynamic investigation of the material world.
- Chemistry helps us to understand the links between the macroscopic properties of the world and the subatomic particles and forces that account for these properties.
- The application of Chemistry enables us to make sense of the physical world and could provide the key to our continuing survival.
- The knowledge and skills developed in Chemistry studies are a requirement of many vocations that require knowledge of the chemical processes involved in nature.
- A study of chemistry immerses students in both practical and contextual aspects of the discipline, through working scientifically and enacting scientific enquiry, investigation and experiments.

What is studied?
Chemistry is the study of the materials of which everything is made (earth and water, fire and air, mice and ...) and the nature of behaviour of these materials. The aim of the course is to develop in students the skills necessary for taking a scientific problem and observing, recording, classifying, predicting, hypothesising and developing a generalisation of the nature of the matter. The College’s Work Program for Chemistry is developed to meet the requirements of the QCAA’s 2007 Chemistry Syllabus. The course is structured around the two organising themes of “Structure” and “Reactions”. These themes are used to organise the key concepts and key ideas, which are progressively developed over the course of study through a variety of units of work.

Year 11 Course Outline
- Term 1: Materials - Living in a world of Materials
- Term 2: Water - A Unique Substance
- Term 3: Energy - Energy and Transport
- Term 4: Air (Gases) - Something we all Need

Year 12 Course Outline
- Term 1: Equilibrium and Acids - Chemistry of Swimming Pools
- Term 2: Oxidation and Reduction - Shipwrecks and Salvage
- Term 3: Organics and Oils - Oils, the Origins of Organics
- Term 4: Forensic Analysis - Why We Know What's There

How are students assessed?
Assessment in Chemistry is in the form of:
- 1 Extended Experimental Investigation done in each of Year 11(Wine Chemistry) and Year 12 (Corrosion)
- 1 Extended Research Task done in each of Year 11 and 12
- 3 Supervised Assessments (formal exams) each year

Career Pathways
Tertiary education such as: Industrial Chemistry, Medicine, Pharmacy, Vet Science and Nursing.
Working as an industrial chemical engineer, food technologist, pharmacist, geologist, environmental engineer, medical scientist, forensic scientist, research assistant in Labs or Universities, Secondary School Science Teacher.
Dance

Recommended Standard of Entry

Students should have achieved a ‘C’ Standard in Year 10 English and will need to have studied Junior Dance for at least one semester. Partaking in Year 10 Dance is a desirable prerequisite.

Why study Dance?

The Dance program is able to cater for all students learning needs by offering visual, aural and kinaesthetic pathways to learn or present information. Students are more responsive and likely to succeed when they are able to process information in a manner that suits their individual learning style.

Senior Dance aims to:

- Extend students’ knowledge of dance through challenging performance, appreciation and choreography tasks
- Develop higher order thinking skills, self-regulation, confidence, dance knowledge, historical and contemporary knowledge
- Integrate technology
- Develop interdependent and independent learners

What is studied?

Dance involves choreography, performance and appreciation, tasks/work. Choreography is the creation of dance works while appreciation involves responding to professional and peers movement, and performance usually involves the presentation of the teachers’ choreography or an adapted repertoire. Students will learn the history, social implications and aesthetic nature of each Dance genre studied.

<table>
<thead>
<tr>
<th>Year 11 Course Outline</th>
<th>Year 12 Course Outline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>Term 1</td>
</tr>
<tr>
<td>Musical Theatre</td>
<td>Ritual/ Cultural Dance</td>
</tr>
<tr>
<td>Term 2</td>
<td>The Evolution of Ballet</td>
</tr>
<tr>
<td>The Evolution of Ballet</td>
<td>Dance in the Circus</td>
</tr>
<tr>
<td>Term 3</td>
<td>Contemporary</td>
</tr>
<tr>
<td>Contemporary</td>
<td>Dance on film</td>
</tr>
<tr>
<td>Term 4</td>
<td>Popular Dance</td>
</tr>
<tr>
<td>Popular Dance</td>
<td>Contemporary, Personal Extension</td>
</tr>
</tbody>
</table>

How are students assessed?

Students will be assessed in the areas of choreography, performance and appreciation in relation to the genre specific area of study.

- Semester 1 & 2 assessment is Formative
- Semester 3 & 4 assessment is Summative

Career Pathways

Students will develop the skills necessary in all professions such as confidence and computer literacy.

Although specific professions related to Dance may include:
- Administrator/Manager
- Choreographer/Choreologist
- Dance
- Designer
- Hospitality
- Journalist
- Lighting/Sound technician
- Makeup artist
- Massage Therapist
- Multi-media Artist
- Natural Medicine Practitioner
- Physiotherapist
- Public relations
- Sales and marketing
- Social Worker
- Sound Technician
- Stage Hand
- Stage Manager
- Teacher/Lecturer
- Workplace Trainer
- Youth/Community Arts worker.

Requirements

Students are required to wear a dance uniform consisting of a St Columban’s shirt and dance pants.
Recommended Standard of Entry

There are no prerequisite subjects for Senior School Drama however prior experience in Year 9 or Year 10 Drama or private Speech and Drama would be beneficial. An adequate level of literacy skills is also necessary. A minimum result of ‘C’ in Year 10 English is advisable to meet the written requirements of the Year 11 and 12 course of study.

Why study Drama?

- Engaging in drama promotes imagination, critical and creative thinking, problem solving, cultural engagement and communication, and provides opportunities to share ideas with others through informal and formal performances.
- Students engage in learning experiences that integrate oral, kinaesthetic and visual communication to create aesthetic and artistic meaning.
- Engaging with drama in all its manifestations provides opportunities to experience, understand and communicate different perspectives on the world.

What is studied?

Drama is a unique art form that re-presents and re-enacts experiences, ideas, stories and emotions. In the subject Drama, students have opportunities to learn about a range of forms and styles of the dramatic art form and gain understandings of human experience in different cultures, times and places. Drama connects students to creative, technical and other cognitive processes and provides opportunities for them to imagine and explore beliefs, feelings, behaviours and relationships across many situations and contexts.

<table>
<thead>
<tr>
<th>Year 11 Course Outline</th>
<th>Year 12 Course Outline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1 Realism and Australian Gothic Theatre</td>
<td>Theatre of the Absurd</td>
</tr>
<tr>
<td>Term 2 Cinematic Theatre</td>
<td>Theatre for Young People</td>
</tr>
<tr>
<td>Term 3 Physical Theatre</td>
<td>Contemporary Performance Practices</td>
</tr>
<tr>
<td>Term 4 Greek Theatre</td>
<td>Arts Industry Practices</td>
</tr>
</tbody>
</table>

How are students assessed?

Three dimensions are used to assess student achievement in Drama:

- Forming - making creative dramatic works.
- Presenting - planning and rehearsing performances to an audience.
- Responding - interpreting, analysing, reflecting and evaluating dramatic action.

Career Pathways

A course of study in Drama can establish a basis for further education and employment in the fields of:

- theatre, the broader arts industry, and in education.
- careers in which it is important to understand different social and cultural perspectives on a variety of subjects and issues.
- careers that require the communication of meaning in imaginative, aesthetic and artistic ways.

Requirements

A commitment to attendance and participation is necessary.
Economics

There are NO prerequisite subjects for Economics. Year 10 Business although not a prerequisite, would enhance students’ progress. A minimum ‘B’ Standard in English is suggested.

Why study Economics?

Students have the opportunity to:
- gain the ability to make decisions on a wide variety of economic problems of personal, local, state, national and international significance.
- utilise an enquiry approach model to develop ‘economic literacy’
- develop an increased awareness of the economic environment in which we live and the economic forces that act upon our lives.
- develop an understanding of the impact of economic decision making and the relevance of economics to them as individuals.
- develop skills to understand and discuss current economic issues objectively and rationally with emphasis on the Australian economy.
- utilise the College’s strong links with QUT’s Caboolture Campus (attend mock lectures)
- participate in university ‘Headstart’ programs, which assist in gaining entry to universities, receive course credit (conditions apply), and reinforce subject knowledge.
- gain key employment skills, participate effectively and contribute to economic decision making.

What is studied?

- **Economics is essentially a study of how to use scarce resources in the best way possible.**
- This course stresses the desirability of having students understand the significance of economic events as well as the implications of individual, business and government economic decision making.
- The course emphasises the application of economic skills and concepts to the problems and issues facing Australian society.
- Four core topics and between five to seven electives are studied over the two years.

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Year 11 Course Outline</th>
<th>Semester 2</th>
<th>Year 12 Course Outline</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Markets and models</td>
<td></td>
<td>International economics</td>
</tr>
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<td></td>
<td>Population</td>
<td></td>
<td>Globalisation &amp; trade</td>
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<td></td>
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<td></td>
<td>Systems &amp; development</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Contemporary macro economic management</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Environment</td>
</tr>
</tbody>
</table>

How are students assessed?

Students are assessed on:
- knowledge and understanding
- investigation
- synthesis and evaluation
- attitudes and values

Assessment techniques in Economics include:
- supervised written assessment
- research assessment

Career Pathways

Studies in Economics provide students with knowledge and skills that are relevant for living in a modern society and useful for a range of careers including those in government, commerce, industry and education. 

**Economics is a mandatory subject in tertiary business and commerce degrees.**
English

Authority Subject

Recommended Standard of Entry

Students entering into English in the Senior School should be achieving at least a ‘C’ Standard at the completion of Year 10, but are advised that the Standard of Authority English in Year 11 and 12 is determined by the QCAA panel in English and is compared to English students throughout the State.

Why study English?

Senior English is designed to help students learn about language and texts in a variety of social, cultural and historical contexts. It aims to develop the skills of writing, speaking, reading, listening and viewing. The course begins with an introduction to the skills needed to cope with the workload of Senior English. It ends with a comprehensive look at the individual and society; the ways and means for the students to make a smooth transition mainly from school to tertiary study. English offers students opportunities to enjoy language and be empowered as purposeful creative and critical language users who understand how texts can convey and transform personal and cultural perspectives.

What is studied?

Year 11

The content of Year 11 is based around two broad themes: Youth Identity and Australian Identity.

Semester 1 introduces the theme Youth Identity. Students will relate their personal journeys and will study a variety of texts, novels, poetry, short stories, reflective writing and films that illustrate the theme.

Semester 2 introduces the theme Australian Identity. This unit will focus on an exploration of the Australian stereotypes, our convict and pioneering heritage and the aboriginal and migrant experience, in the construction of our national identity, through texts, including novels, fiction and non-fiction, the media, film, poetry and short stories.

Year 12

Year 12 English continues the analysis of literature and the broadening of writing and speaking genres. Semester 3 students will examine the theme Truth, Power and Justice. This unit will focus on an exploration of the distribution of power within society, with its inherent cultural attitudes, values and beliefs, through texts, including novels, fiction and non-fiction, the media, film and poetry.

The Semester 4 theme is The Individual's Role in Society. Students will focus on an exploration of the role and the responsibility of the individual in the society in which they live, through texts, including novels, fiction and non-fiction, the media, film and poetry.

How are students assessed?

In Years 11 and 12, students will be required to complete 3-4 written tasks of approximately 600–1,000 words in length and 2 spoken tasks (including individual and group presentations). Both written and spoken tasks will be completed under a variety of conditions (i.e. full exam supervision or school / home assignments) and provide a balance of creative (literary) and informative/analytical (non-literary) genres. Students will be assessed on their knowledge and understanding of the construction of texts, the use of texts and their knowledge of textual features.

Career Pathways

English is an everyday experience. In order to communicate effectively and to articulate views and opinions, students need to be competent in English. A Sound Achievement or higher in English is now a prerequisite for the majority of courses at tertiary institutions. Specific English related careers include Journalist; Lawyer; Writer; Teacher; Librarian; Diplomat; Speech Therapist; Business Manager.
Recommended Standard of Entry

There are no prerequisite subjects for Film, Television & New Media however prior experience in Year 9 or Year 10 Drama would be beneficial. An adequate level of literacy skills is also necessary. A minimum result of ‘C’ in Year 10 English is advisable to meet the written requirements of the Year 11 and 12 course of study.

Why study Film, Television and New Media?

- Engaging with our primary sources of information and entertainment enable students explore important channels for education and cultural exchange.
- Critical literacy skills, used within the techniques and processes of moving-image media production and use, enable students to think, question, create and communicate by designing, producing and critiquing film, television and new media products.
- Moving-image media enable us to understand and express ourselves as Australian and global citizens, consumers, workers and imaginative beings.

What is studied?

While working individually or in groups, students solve problems, use various technologies, plan and organise activities, and collect and analyse information about moving-image media production and use. Technologies will be used to create meaning with a consideration of the representations of people, places, events, ideas, and emotions. Skills associated with shaping products for audiences and institutions will be explored through an awareness and manipulation of specific codes and conventions.

<table>
<thead>
<tr>
<th>Year 11 Course Outline</th>
<th>Year 12 Course Outline</th>
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</thead>
<tbody>
<tr>
<td>Term 1 Advertising Industry Practices</td>
<td>Australian Film Production</td>
</tr>
<tr>
<td>Term 2 Documentary Film</td>
<td>Film, TV and New Media Classification</td>
</tr>
<tr>
<td>Term 3 Soap Opera</td>
<td>Promotional Media</td>
</tr>
<tr>
<td>Term 4 Hollywood Blockbusters</td>
<td>Cult Classics</td>
</tr>
</tbody>
</table>

How are students assessed?

Three dimensions are used to assess student achievement in Film, Television & New Media:

- Design - creating proposals for products using preproduction formats.
- Production - creating products for an audience using production practices.
- Critique - interpreting, analysing, reflecting and evaluating products and their contexts of production and use

Career Pathways

A course of study in Film, Television & New Media can establish a basis for further education and employment in the fields of:

- media production, the broader arts industry, and in education
- careers that require the communication of meaning in imaginative, aesthetic and artistic ways

Requirements

A commitment to attendance and participation is necessary.
Geography

Recommended Standard of Entry
There are NO prerequisite subjects for studying Geography. It is suggested that students have achieved at least a ‘C’ Standard in Year 10 English.

Why study Geography?
- Geography helps develop many skills valued by employers (such as good communication skills, numeracy and literacy skills and the ability to work as a member of a team).
- Geography helps students develop decision making and problem solving skills which will become useful in many aspects of life beyond school.
- Geography prepares students well for the Core Skills Test as it covers 38 of the Common Curriculum Elements.
- Geography provides students with an insight into the world beyond South-East Queensland.
- Geography provides students with the opportunity to observe real world examples of many concepts studied in class through fieldwork and excursions.
- Geography provides students with the opportunity to experience tasks relevant to careers that utilise geographic skills using information and computer technologies and spatial technologies.

What is studied?
Senior Geography is a two year course which exposes students to a range of physical and human geographical concepts, theories and patterns. Theoretical and conceptual knowledge is developed extensively through case studies, field work and relevant tasks. Through the emphasis on content, processes, skills and values that Geography promotes, students will be able to better explore, understand and evaluate the social and environmental dimensions of the world.

Year 11 Course Outline
- Term 1: Unit 1: Responding to Natural Hazards
- Term 2: Unit 2: Managing Catchments
- Term 3: Unit 3: Sustaining Communities
- Term 4: Unit 4: Connecting People and Places

Year 12 Course Outline
- Unit 5: Living with Climate Change
- Unit 6: Sustaining Biodiversity
- Unit 7: Feeding the World’s People
- Unit 8: Exploring the Geography of Disease

How are students assessed?
Students are assessed through a variety of assessment instruments which allow them to showcase their abilities in tasks or situations involving relevant work in geographic related fields. Assessment instruments include:
- Knowledge Tests
- Stimulus Essays
- Field Reports (based on primary data)
- Practical Exercises

Career Pathways
A range of employment opportunities exist for students who undertake Senior Geography (with or without further education), some jobs include:
- Geographer
- Real Estate Agent
- Teacher
- Cartographer
- Agricultural Scientist
- Meteorologist
- Park Ranger
- Town Planner
- Journalist
- Tour Guide
- Mining Engineer
- Trade Analyst
- Geologist
- GIS Officer
- Foreign Affairs Officer
- Civil Engineer
- Geophysicist
- Forester
- Travel Consultant
- Botanist

Requirements
An integral part of Geography is attendance at fieldwork, both one-day excursions and longer camp experiences. There may be costs associated with field excursions, camps.
Graphics

A successful completion of Year 10 Graphics is advantageous to students entering Senior Graphics.

Why study Graphics?

To develop skills in:
- Interpreting, generating and creating graphical communication
- Planning and production in simulated real-world contexts
- Making judgments and justifying decisions to achieve clear communication
- Standards and conventions that make graphics an international language
- Computer aided graphical production in both 2D and 3D

What is studied?

<table>
<thead>
<tr>
<th>Time (weeks)</th>
<th>Year 11 Course Outline</th>
<th>Time (weeks)</th>
<th>Year 12 Course Outline</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Industrial Design Graphics</td>
<td>12</td>
<td>Industrial Design Graphics</td>
</tr>
<tr>
<td>12</td>
<td>Built Environment Design</td>
<td>14</td>
<td>Built Environment Design</td>
</tr>
<tr>
<td>10</td>
<td>Graphic Design</td>
<td>6</td>
<td>Graphic Design</td>
</tr>
</tbody>
</table>

How are students assessed?

This is done under three general criteria namely:
- Knowledge and Understanding
- Analysis and Application
- Synthesis and Evaluation

While using a range of techniques which would include:
- Extended Response Exam – a written exam to assess all three criteria
- Design Folio – a folio of drawings to assess all three criteria

All assessment items are relevant to the contextual unit being studied at the time.

Career Pathways

The career pathways that rely on an understanding of Graphics include:

Requirements

- An interest in producing precise and accurate work
- An ability to solve problems and research solutions
- An ability to document developing ideas
- An interest in working with computer technologies (2D & 3D CAD)
- An ability to be self-motivated to complete tasks
- An interest and pride in producing “professional” work
- An interest in discovering “how things work”
Health Education

Recommended Standard of Entry
Students should receive a ‘C’ Standard in Year 10 English. Year 10 Health and Physical Education completed to a ‘C’ Standard is recommended.

Why study Health Education?
- Through the study of Health Education students develop a belief that through their own personal actions they can achieve better health for themselves or for others.
- Health Education helps students solve problems and make decisions about changes needed for their own health and for the health of their community.

What is studied?
Students of Health Education will be involved in the exploration of health issues that develop the knowledge and skills necessary to become active in improving health for themselves and others. Health issues are studied using an inquiry approach that involves defining and exploring the issues, planning for socially just maintenance or change, and reflecting on the issues.

Students will be involved in a wide range of learning experiences to achieve the aims and objectives of the subject such as case studies, excursions to suitable venues, guest speakers, collection and interpretation of newspaper and magazine articles, and various forms of research including the use of computers. The course places an emphasis on students accessing health information and resources in their local area.

<table>
<thead>
<tr>
<th>Year 11 Course Outline</th>
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</thead>
<tbody>
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<td>Term 1</td>
<td>Term 1</td>
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<tr>
<td>Personal Health (Body Image)</td>
<td>Community Health (Organ Donation)</td>
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<tr>
<td>Term 2</td>
<td>Term 2</td>
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<tr>
<td>Personal Health (Diet &amp; Nutrition)</td>
<td>Environmental Health (Road Trauma)</td>
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<td>Term 3</td>
<td>Term 3</td>
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<tr>
<td>Peer Health (Substance Abuse)</td>
<td>Health of specific populations (Disabled Sport)</td>
</tr>
<tr>
<td>Term 4</td>
<td>Term 4</td>
</tr>
<tr>
<td>Family Health (Technology &amp; The Family)</td>
<td>Health of specific populations (School Leavers)</td>
</tr>
</tbody>
</table>

How students are assessed?
A wide range of assessment techniques are used including integrated presentations, research tasks, essays, non-written presentations and responses to stimuli. The achievement level awarded will be based on student performance in the three exit criteria of:
- knowledge and understanding
- application and analysis
- synthesis and evaluation

Career Pathways
Health Education provides an excellent foundation for future careers in health areas such as health promotion, public health administration, nursing, medicine, nutrition and dietetics, occupational health and safety, environmental health and allied health professions.

Requirements
The cost of all equipment and outings is included in the annual subject levy – to be advised.
Home Economics

**Recommended Standard of Entry**

The study of Home Economics in Years 9 and/or 10 is highly desirable, however not mandatory. It would be an advantage for students to have achieved a ‘C’ level of achievement in Year 10 English. Students should be highly motivated and able to learn independently.

Home economics is a dynamic subject that constantly responds to changes in society to provide a course that is relevant and important to all students.

**What is studied?**

The course of study is built around the underpinning theme of the well-being of individuals, families and community, and encompasses the broad areas of food and nutrition, interpersonal relationships and psychology, and textile/fashion studies. The subject incorporates an informed, action-oriented approach that encourages young people to think critically, analyse information and solve problems. Participating in a course of study derived from Home Economics provides students with a learning environment that promotes social awareness, critical and creative thinking, through practical and theoretical engagement to produce quality products. Home Economics provides a continuing pathway for those students who have enjoyed and succeeded in Home Economics at the Middle Phase level.

The course is organised into four units of study:

- Sustainable fashion and textiles
- Nutrition for the individual
- Food Technology

**How are students assessed?**

During the course, students' performances will be assessed using three dimensions. Dimensions for assessment are:

- Knowledge and Understanding
- Reasoning and communicating process
- Performance and products

These will be assessed through a combination of tasks such as supervised written assessments, research tasks and design challenges

**Career Pathways**

Home Economics will cater for many different career possibilities. The Human Relationships components provide an excellent background for students whose prospective careers will entail dealing with other people e.g. Tourism, Human Movements, Social work, Management, Hospitality, Teaching and other professional careers. Nutrition studies are most helpful to health careers such as Nursing, Teaching, Food technology and Dietetics. Textile studies may lead to further studies and career in design, sales, fashion, clothing or furnishings manufacture.

**Requirements**

While cooking ingredients will be provided through the levies, the subject will require students to plan and organise their own cooking requirements for some of the practical activities. All fabric for textile activities must be supplied by the student.
Information Technology Systems

Recommended Standard of Entry
There are NO prerequisites to study ITS. Year 10 Business though not a prerequisite, would be beneficial to student progress.

Why study Information Technology Systems?
Information technology (IT) is an area characterised by frequent and rapid change. It presents particular challenges for Australian society, especially the need to respond to emerging technologies and trends. The subject Information Technology Systems (ITS) is a practical discipline which prepares students to meet these rapid changes and to respond to emerging technologies and trends.

Information Technology Systems develops a fluency in information technology that is more comprehensive than information technology literacy alone. ITS goes further to develop the notion of IT fluency — the ability to adapt to changes in technology and to independently learn and use new technologies as they arise throughout one's lifetime. Fluency with IT allows students to focus their studies through complex problem solving and detailed projects which emphasise management skills, the ability to work individually and in teams, effective communication, the development of productive relationships with clients, and consideration of the social and ethical issues related to their studies.

What is studied?
The two-year course covers a blend of the following five elements

- Theory and techniques
- Problem-solving process
- Project management
- Client relationships
- Social and ethical issues

The elements are studied within the contexts:

- Animation
- Web design
- Multimedia
- Interactive media
- Graphic manipulation

How are students assessed?
A wide range of assessment techniques are used including practical exercises, journals, projects, writing tasks, oral presentations and tests.

Career Pathways
This subject may lead to employment in such areas as IT support, graphic and multimedia manipulation, or tertiary study in the fields of multimedia design, games design, website design and animation.
Italian

Recommended Standard of Entry
It is suggested that students have achieved a ‘B’ Standard in Year 10 Italian.

Why study Italian?
- Students of Italian gain access to cultural traditions and creative influences that have a profound and direct effect on Australia and the world. After English, Italian is the most widely spoken language in Australia.
- Italian is one of the easiest languages for English speakers to learn, as Italian and English are related, in pronunciation, grammar, spelling, alphabet, and vocabulary.
- Learning additional languages widens horizons, broadens cognitive experience and cultural perspective and develops communication and intercultural understanding.
- Italy is a popular destination for Australian travellers. The ability to communicate in Italian enriches the travel experience by fulfilling practical needs and opening up opportunities for interaction with Italian people.
- It also provides opportunities to study abroad, and to travel and live in parts of the world that would not have been possible without the local language.

What is studied?

Year 11 – Year A
- Unit 1: Il mondo intorno a me – My World: me, my friends, my family, my country
- Unit 2: Andiamo in vacanze – Let’s go on holidays: Travel arrangements & destinations
- Unit 3: Il bel pianeta - Environmental issues in Australia and Italy
- Unit 4: L’era della tecnologia – Technology in Australia and Italy

Year 12 – Year B
- Unit 5: I tesori della vita – Italy’s contribution to the world of language and arts.
- Unit 6: La vita moderna – A teenager in today’s world
- Unit 7: In città
- Unit 8: Il nostro futuro – The world of work, study, future plans
- Unit 9: Ali Italiani in Australia – The experience and contributions of Italian migrants to Australia.

Learning a language requires meaningful and realistic situations, including listening to radio broadcasts, television programs, webcasts and podcasts, viewing videos and films, communicating with students in other schools and countries, holding debates or discussions, reading cartoons, short stories, poems and song lyrics and participating in internet forums.

How are students assessed?
By the conclusion of the course, students should be able to communicate in Italian. Languages are assessed by listening, reading, speaking and writing. A range of assessment techniques is used including conversations and interviews, writing letters, emails and articles as well as short answer and response to stimulus tests.

Career Pathways
Many professions and occupations value people who have the critical and creative thinking processes, cognitive flexibility and problem solving abilities that the study of a Language helps develop. Australia’s significant trade links with Italy and the EU mean that proficiency in Italian is an advantage in commerce and business. A significant number of Italian companies have branches in Australia, providing employment opportunities for Australians with skills in Italian. Competent speakers of Italian are also needed in the areas of tourism, social services, trade relations, foreign affairs, international banking, finance, music, literature, journalism, cuisine, catering, hospitality, engineering, architecture, education, technology, textiles, fashion and design.

Requirements
Participation in excursions and local language immersion experiences are an integral part of the course.
Legal Studies

Recommended Standard of Entry
There are **NO** prerequisite subjects for Legal Studies. It is suggested that students have achieved at least a ‘B’ Standard in Year 10 English.

Why study Legal Studies?
Legal Studies focuses on “legal awareness”. Students who pursue this course will acquire an informed appreciation of our legal system and develop competencies, attitudes and values, which should enhance their awareness and ability to participate as more informed, supportive and active members of society. For those students interested in pursuing law at a tertiary level, this course will provide an excellent foundation.

What is studied?
The Course is organised around six sections over two years of study.

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<td>Term 1</td>
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<tr>
<td>The Legal System</td>
<td>The Legal System</td>
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<td>Term 2</td>
<td>Term 2</td>
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<tr>
<td>Crime and Society</td>
<td>Crime and Society</td>
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<td>Term 3</td>
<td>Term 3</td>
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<tr>
<td>Civil Obligations - Civil Wrongs</td>
<td>Civil Obligations - Civil Wrongs</td>
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<tr>
<td>Term 4</td>
<td>Term 4</td>
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<tr>
<td>Civil Obligations - Agreements</td>
<td>Civil Obligations - Agreements</td>
</tr>
</tbody>
</table>

How are students assessed?
A variety of assessment techniques will be used to determine the relationships between student achievement and the exit criteria of the course. These criteria are: knowledge and understanding of legal concepts, investigation of legal issues encountered in society, evaluation of legal outcomes on society and communication and research skills. Assessment techniques include short-answer tests, research assignments, essays, reports and non-written presentations.

Career Pathways
This course may assist in the further study of law at tertiary institutions. It will also be relevant to those aspiring to a range of related careers such as solicitor, barrister, police officer, clerk of the court, probation officer, prison officer, legal secretary and those aspiring to a career in the business sector.

However, the primary aim of Legal Studies is to ensure that the ordinary person has a working knowledge of the legal situations that will affect their lives. The intention of the course is to provide students with a knowledge of their legal rights and obligations as private citizens, where and when to seek legal advice and how to contribute as informed members of society to critical discussions affecting our legal and social institutions. Many of the research and evaluative skills that are developed will help in any tertiary studies.

Requirements
An integral part of Legal Studies is a firsthand view of our Court System and expertise with research. Excursions include a visit to the Magistrates or Supreme Courts and to the University of Queensland Law Library.
Mathematics A

**Recommended Standard of Entry**
Students should have consistently demonstrated a ‘C’ Standard or better in Year 10 Mathematics before commencing studies in Mathematics A.

**Why study Mathematics A?**
Mathematics pervades so many aspects of daily life that a sound knowledge is essential for informed citizenship.

Mathematics A emphasises:
- the development of positive attitudes towards the student’s involvement in mathematics
- knowledge and skills of computation, estimation and measurement
- a capacity to interpret and analyse information presented in a variety of forms
- the ability to make judgments based on evidence and reasoning
- a capacity to justify and communicate results in a variety of forms

**What is studied?**
Over the two year course students will study the following topics:
- Financial mathematics
- Applied geometry
- Statistics and probability
- Maps and compasses - Navigation
- Operations research - Networks and queuing

**How are students assessed?**
Assessment each semester is by a minimum of two exams and one assignment or project.

**Career Pathways**
**Mathematics A** is a recommended precursor to further study and training in the technical trades such as toolmaking, sheet-metal working, fitting and turning, carpentry and plumbing, auto mechanics, tourism and hospitality, and administrative and managerial employment in a wide range of industries. It is also suitable as a precursor to tertiary studies in subjects with moderate demand in mathematics. Many employers today want students to have studied a Mathematics subject at senior level and use ability in Mathematics as an indication of a potential employee's analytical reasoning ability.

**Requirements**
Students will require a **scientific calculator**, exercise books A4 96p and general stationary requirements. Text will be provided via text hire scheme and students will also have access to an electronic copy of the text.
Mathematics B

Recommended Standard of Entry
Students should have consistently demonstrated a ‘B’ Standard or better in the Year 10 Extension Mathematics course before commencing studies in Mathematics B.

Why study Mathematics B?
Mathematics is an integral part of a general education. It enhances an understanding of the world and the quality of participation in a rapidly changing society. It is a truly international system for the communication of ideas and concepts.
Mathematics B emphasises:
- knowledge and skills in advanced computation and algebraic methods and procedures
- mathematical modelling and problem-solving strategies and skills
- the capacity to justify mathematical arguments and make decisions
- the capacity to communicate about mathematics in a variety of forms
- an awareness of the diverse applications of mathematics
- the ability to comprehend mathematical information which is presented in a variety of forms
- the ability to be able to benefit from the availability of a wide range of technologies
- the ability to be able to choose and use mathematical instruments appropriately

What is studied?
Over the two year course students will study the following topics:
- Introduction to functions
- Rates of change
- Periodic functions and applications
- Exponential and logarithmic functions and applications
- Optimisation
- Introduction to integration
- Applied statistical analysis.

How are students assessed?
Assessment each Semester is by a minimum of two exams and one assignment or project.

Career Pathways
Mathematics B is a recommended precursor to tertiary studies in subjects with high demand in mathematics. It is recommended for students wishing to pursue further study and training at tertiary level in areas such as:
- mathematics and science education, natural and physical sciences, especially physics and chemistry
- medical and health sciences, including human biology, biomedical, nanoscience and forensics
- engineering sciences, avionics, chemical, civil, communications, electrical, mechanical
- information technology and computer science

Requirements
The syllabus requires the use of technology in the form of Graphics Calculator, thus this maths subject has a $200 (approx.) levy to cover the cost of this equipment. This is ordered and supplied to the students in term 1 Year 11. There is no refund for this calculator.

Students will also require exercise books A4 96p, general stationary requirements. Text will be provided via text hire scheme and students will also have access to an electronic copy of the text and other resources.
Mathematics C

**Recommended Standard of Entry**

Students should have consistently demonstrated a ‘B’ Standard or better in the Year 10 Extension Mathematics course and must also select Mathematics B before commencing studies in Mathematics C.

**Why study Mathematics C?**

Mathematics C is a companion subject to Mathematics B. It aims to extend the competency and confidence of students in mathematics beyond the scope of Mathematics B, to build on and combine many of the concepts introduced in Mathematics B (in particular in the study of vectors, matrices and calculus).

**What is studied?**

Over the two year course students will study the following topics:

- **Core topics**
  - Introduction to groups
  - Real and complex number systems
  - Matrices and applications
  - Vectors and applications
  - Calculus
  - Structures and patterns

- **Option topics (two of)**
  - Linear programming
  - Conics
  - Dynamics
  - Introduction to number theory
  - Introductory modelling with probability

**How are students assessed?**

Assessment each Semester is by a minimum of two exams and one assignment or project.

**Career Pathways**

Mathematics C provides additional preparation for tertiary studies in subjects with high demand in mathematics such as Engineering, Science degrees, Physio, Pharmacy.

**Requirements**

Students will require a Graphics calculator, *(this is included in the levy for the Mathematics B course)* exercise books A4 96p, general stationary requirements. Text will be provided via text hire scheme and students will also have access to an electronic copy of the text and other resources.
Mentor Academy Program
Mentoring students to fulfill potential in academics, sports and cultural pursuits

Why choose the Mentor Academy Program?

Students choosing to participate in the Mentor Academy Program (MAP) will be mentored by an experienced and motivated teacher who will assist students in combining their chosen field of sports, academics or cultural pursuits with their senior studies. The MAP will run as a full subject on the students' timetable. Participants will benefit from dedicated mentoring, guidance and support to assist their journey through senior schooling at the College. The class will be of a flexible nature that will allow students to utilise their school time to manage their commitments to their academic studies along with their area of excellence. The MAP students will be mentored through programs which will enhance their time management and stress management skills and resilience, along with future development of their potential. Students will also use the class time to maintain their academic studies which will place less time demands on students outside of school hours.

The subject is best suited to students who have a particular aptitude, and are striving for excellence in their chosen field, which requires them to spend considerable hours outside of school time nurturing their talents. For eg: aspiring musicians/actors, aspiring sports persons or students combining school and tertiary studies. The MAP teacher will create a support network for students and act as a link between the Family and the College to ensure that students’ academic potential is reached while striving to reach their potential in their chosen area.

The MAP teacher will also monitor students who choose to complete Year 11 and 12 over three years as they combine schooling with their academic, sporting or cultural pursuits. The MAP subject will lighten the academic time demands of students and provide them with direct mentoring from a skilled and experienced staff member.

Recommended Standard of Entry

Students must apply for acceptance into the Mentor Academy Program subject and must be able to demonstrate that they would benefit from guidance and greater flexibility, and meet criteria of high level aptitude/aspirations in combining their education and pursuit of excellence.
Modern History

Recommended Standard of Entry
There are NO prerequisite subjects for Modern History. It is suggested that students have achieved at least a ‘B’ Standard in Year 10 English.

Why study Modern History?
- To understand why our modern world is the way it is.
- To investigate the processes of change and continuity that have shaped today’s world and the roles people have played in those processes.
- To gain an understanding between our needs and interests and a range of historical topics, events and people.
- To identify our place in time and our cultural heritage.
- To develop the processes of critical inquiry, debate, reflection, decision-making and empathy.
- To practise and develop skills applicable to future tertiary studies and later life, including communication and research skills.
- To provide opportunities to extend capabilities in the Common Curriculum Elements.

What is studied?
Modern History offers students an extensive range of themes and topics. The subject focuses predominantly on the 20th Century and later, and includes topics from a range of time periods and geographical contexts. People and events from Europe, Australia, Asia, Africa and the Americas are studied, as are concepts such as conflict, power, change and cooperation. Historical study is based on inquiry and students are actively involved in locating, interpreting, analysing and evaluating historical sources.

Over the two year course students study from a selection of themes including:

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<tr>
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<tbody>
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<td>World War II - Nazi Germany</td>
<td>Capitalism and Communism</td>
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<tr>
<td>Whitlam and the Dismissal</td>
<td>The Cold War</td>
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<tr>
<td>East Timor Independence</td>
<td>Progressive Movements</td>
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<tr>
<td>Imperialism, Nationalism &amp; Colonialism</td>
<td>Civil and Human Rights</td>
</tr>
</tbody>
</table>

How are students assessed?
Assessment in Modern History is designed to help students demonstrate achievement in three criteria:
- Planning and using a historical research process
- Forming knowledge through critical inquiry
- Communicating historical knowledge.

A range of assessment techniques is used including short response and response to stimulus tests, essay tests, research assignments, and multi-modal presentations.

Career Pathways
Many professions and occupations value people who have the ability to research and investigate issues and develop and express reasoned opinions. The study of Modern History helps develop these important attributes. Studies in numerous tertiary courses and future employment are greatly aided by knowledge of history and the skills developed through its study. These include: advertising, archaeology, anthropology, art, commerce, creative industries, economics, education, geography, government, history, industrial relations, journalism, law, media studies, music, psychology, public relations, the public service, the travel industry, social work and research work in a variety of fields.

Requirements
An integral part of the study of History is an expertise with research. Excursions provide access to research facilities such as The State Library of Queensland and the University of Queensland Library.
Music

It is recommended that students who study Senior Music should have some musical background whether it be classical or contemporary. Students who choose this subject should have some ability on an instrument or voice and have studied a Junior Music elective at some stage over the past three years.

Why study Music?

Music is an important part of everyday life serving self-expressive, celebratory, social, cultural, political and educational roles. A study of music helps you understand and heighten the enjoyment of the arts in your life and value the music heritage of a range of cultures.

Studying music helps develop a confident expression of your creativity and individuality through composing and performing music to communicate feelings, thoughts and ideas, whether at home or in the wider community.

What is studied?

This course caters for students with a range of musical backgrounds, abilities and interests. You will become an adaptable and innovative problem-solver, make informed decisions and, as an inquirer, develop an ability to deconstruct and critically evaluate. You are also encouraged to become adept in using various music-related technologies.

<table>
<thead>
<tr>
<th>Term 1</th>
<th>The Purpose of Music</th>
<th>Year 11 Course Outline</th>
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<tbody>
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<td>Term 2</td>
<td>The Purpose of Music</td>
<td>Year 12 Course Outline</td>
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<tr>
<td>Term 3</td>
<td>I Love Rock n Roll: Put Another Dime in the Jukebox</td>
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<tr>
<td>Term 4</td>
<td>Traditions</td>
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</tbody>
</table>

How are students assessed?

Students will be assessed in three areas twice in 1 year:

- Analysing Repertoire
- Composition
- Performance

Senior Music students complete only six (6) pieces of assessment in one year. All assessment in Year 11 is Formative. All assessment in Year 12 is Summative.

Career Pathways

Career Pathways for Music include:

- Professional Musician
- Composer (Popular Industry, Film & TV etc)
- Audio Engineer
- Music critic or journalist
- Music Educator (Primary, Secondary, Tertiary)
- Musical Therapist
- Record Producer
- Musicologist
- Musical Director
- Vocal coach
- Conductor
Music Extension (Year 12 Only)  

**Recommended Standard of Entry**

This subject is only studied in Year 12 and therefore replaces another subject studied in Year 11. The requirement for entry is concurrent enrolment in Year 12 Senior Music. Students must also be achieving a HA Standard at the completion of Year 11 Music. An audition and interview is necessary to determine the student’s potential for success in this course.

**Why study Music Extension?**

The aim of the Year 12 Extension Music course is to provide the opportunity for students who demonstrate talent in music to further develop their musical abilities by undertaking a course of study at a more challenging and exacting level than that offered by the parent Senior Music course.

**What is studied?**

Students undertaking the Music Extension course will choose one of the following disciplines to specialise in:

- **Composition**
  Students are encouraged to compose in the style or genre that allows them to best display their emerging skills as a composer. The emphasis in this specialisation should be on how students manipulate musical elements to create works that demonstrate cohesion and a secure understanding of the capabilities of their selected sound sources.

- **Musicology**
  Musicology tasks enable students to present evidence-based findings that may contribute original thinking to the field, critique, or challenges accepted thinking, or develop fresh perspectives. They will be based on detailed, accurate, informed and thorough research, analysis and synthesis of evidence from music sources.

- **Performance**
  Students may perform as instrumentalists, vocalists or conductors or any combination of these. Performances may be solo and/or ensemble. Over the course of study, students may be assessed on more than one instrument. Performance choices should allow students to best meet the exit Standards. Where students choose to accompany themselves, both musical roles will be assessed as a unified performance.

The Extension Music program incorporates three compulsory dimensions:

- Investigating
- Realising (Developing)
- Realising (Expressing)

**How are students assessed?**

Students will be required to complete one Investigating task and two Realising tasks, the focus of which will be determined by their chosen specialisation. On completion of the course of study, an exit grade will be awarded for each student in each of the dimensions.

**Year 12 Course Outline - Assessment**

Semester 1  **Realising Task**: Minor Solo Public Performance, composition or Musicology research task

Semester 2  **Investigating Task**: Analytical essay or Multimedia presentation

  **Realising Task**: Major Solo Public Performance, composition or Musicology research task
Physical Education

Recommended Standard of Entry

Completion of Year 10 English at a ‘C’ Standard is recommended. Year 10 Health and Physical Education completed to a ‘C’ Standard is recommended.

Why study Physical Education?

- Physical Education involves students learning in, about and through physical activity.
- Study will focus on factors that influence individual and team performances and wider social attitudes to physical activity.
- Students will be able to acquire knowledge, skills and understandings of themselves and others as performers and participants.

What is studied?

Students study four physical activities over the course with equal time and emphasis given to each activity. These activities will be used to develop knowledge in the areas of learning physical skills, physiology and training and sociology.

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<td>Term 1</td>
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<tr>
<td>Energy Systems in Volleyball</td>
<td>Psychology in Netball</td>
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<tr>
<td>Term 2</td>
<td>Term 2</td>
</tr>
<tr>
<td>Skill Acquisition in Athletics</td>
<td>Media and Touch Football</td>
</tr>
<tr>
<td>Term 3</td>
<td>Term 3</td>
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<tr>
<td>Participation in Touch Football</td>
<td>Training for Athletics</td>
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<tr>
<td>Term 4</td>
<td>Term 4</td>
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<tr>
<td>Training in Netball</td>
<td>Biomechanics in Volleyball</td>
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</tbody>
</table>

How are students assessed?

Each term students will have to complete written and practical tasks to show their knowledge in the assessable criteria of:

- Acquiring
- Applying
- Evaluating

Written assessments include exams, essays and research reports. Practical assessment involves the performance of drills and games in the particular activity.

Career Pathways

Physical Education is an area of study that would increase the knowledge and understanding of students interested in careers including exercise physiology, nutrition, occupational therapy, physiotherapy, psychology, coaching, sports medicine, education, sport science.

Requirements

Students will be required to have regular access to their sports uniform. The cost of all equipment and outings is included in the annual subject levy – to be advised.
Physics

Recommended Standard of Entry
A strong grounding in Science and Mathematics
Students must have achieved a ‘C’ Standard in Year 10 Science and Mathematics Extension

Why study Physics?
- The study of Physics provides students with a means of enhancing their understanding of the natural and technological world around them, a way of achieving useful knowledge and skills and it’s a stepping stone for further study in many science related fields.
- An understanding of Physics adds to and refines the development of scientific literacy in students.

What is studied?
Physics is a fundamental science in that its principles are used to varying extents in other science disciplines. It is very much a quantitative science, thus mathematics (particularly Mathematics B) plays a critical role in expressing the relationships within and between natural phenomena studied. The subject matter of Physics is derived from the key concepts and key ideas, which are progressively developed over the course of study through six to eight units of work.
The key concepts are organized under the headings of:
- Forces
- Energy
- Motion

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<td><strong>Term 2</strong></td>
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<tr>
<td>Cars - Speed and safety</td>
<td>Discovering the Solar System</td>
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<tr>
<td><strong>Term 3</strong></td>
<td><strong>Term 4</strong></td>
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<tr>
<td>Amusement Park Physics</td>
<td>Visiting the Reef</td>
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<tr>
<td>Physics in Sport</td>
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<tr>
<td><strong>Term 5</strong></td>
<td><strong>Term 6</strong></td>
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<tr>
<td><strong>Term 7</strong></td>
<td><strong>Term 8</strong></td>
</tr>
</tbody>
</table>

How are students assessed?
- Supervised exams
- Extended experimental investigations
- Extended research tasks

These are carried out in Year 11 on a Formative basis, with the Year 12 assessment being Summative.

Career Pathways
Engineering of all kinds, Secondary Science Teacher, Applied Electrical Fields
Professional studies in Science, Medicine, Pharmacy, Physiotherapy, Radiography etc.
Study of Religion

Recommended Standard of Entry
For success in Study of Religion, students should have obtained a ‘B’ Standard in English and Religion in Year 10.

Why study Study of Religion?
Religion is an important part of everyday life serving; celebratory, social, cultural, political and educational roles.
A study of religion helps **you**
- To understand and heighten the enjoyment of meaning in your life and value the religious heritage of a range of cultures.
- To develop an understanding of the causes and processes of change and continuity that have shaped today’s world, and to recognise the role that religion plays in it.
- Become an adaptable and innovative analyser, make informed decisions and, as an inquirer, develop an ability to deconstruct and critically evaluate cultural contexts.
- To enter into critical dialogue about religious perspectives.

What is studied?
There are three core components that are integrated throughout the course that include:
- Australian Religious perspectives
- World Religions
- Nature and Significance of Religion.

Five Topics are then studied that focus the core components into specific fields of study.

**Course Outline**
- Unit 1 Rituals
- Unit 2 Religion / State Relationships
- Unit 3 Sacred Texts
- Unit 4 Religious Values and Ethics

How are students assessed?
Students are assessed using a variety of test instruments that are designed to measure the students’ ability to accumulate knowledge, evaluate information and to research and communicate effectively, some techniques include;

- **Extended Written Response** – research assignment and supervised essay
- **Multimodal Presentation** – linked to ethnographic investigation
- **Response to Stimulus** – research assignment

Career Pathways
Students are advantaged by an extended understanding of the ways that various societies have evolved and currently structure themselves. Fostering a global perspective advantage students who pursue careers in law, education, sociology, psychology, diplomacy and journalism are advantaged by fostering a global perspective. Study of Religion also fosters critical thinking skills and research skills that assist in a variety of study areas and careers.
Technology Studies

Recommended Standard of Entry
It is suggested that students have completed Introduction to Technology Studies to a satisfactory level.

Why study Technology Studies?
To develop skills in:
- Investigating the nature and function of available resources
- Application of inquiry, design and problem solving processes
- Manufacturing products that solve technological problems
- Creativity and innovation
- Applying practical skills associated with tools and equipment

What is studied?

<table>
<thead>
<tr>
<th>Year 11 Course Outline</th>
<th>Year 12 Course Outline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1  Project and Appraisal</td>
<td>Open design – individual (proposal, project &amp; appraisal)</td>
</tr>
<tr>
<td>Term 2  Proposal and Project</td>
<td>Investigative Analysis</td>
</tr>
<tr>
<td>Term 3  Investigative Analysis</td>
<td>Open design – community (proposal, project/prototype &amp; appraisal)</td>
</tr>
<tr>
<td>Term 4  Project and Appraisal</td>
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</tbody>
</table>

How are students assessed?
Students are assessed across the three criteria of “Knowledge and Application”, “Reasoning Processes” and “Production” using combinations of the following techniques:

- **Research Assignments** – a detailed investigative analysis or extended writing task
- **Design Folios** – a complete investigation using the design process of an existing problem, need or opportunity with possible solutions, drawings and personal reflections.
- **Design Project** – (encompasses three stages: project proposal and development, project design realisation and project appraisal) - the completion or production of an engineered product, prototype or model to solve the problem investigated in the design folios

Career Pathways
The knowledge and skills learnt in Technology Studies are directly transferable to any of the following occupational areas:
- Building and Construction Service professions (Architecture, surveying and engineering)
- Industrial Design
- Environmental Design
- Manufacturing Design

Requirements
- An interest in solving problems with creativity and innovation
- An ability to investigate and research to find solutions to problems
- An ability to meticulously record findings
- Good practical (manufacturing) skills
- An understanding of computers and related software (Graphics)
Recommended Standard of Entry
There are no prerequisite subjects for Senior School Visual Art however prior experience in Year 9 or Year 10 Visual Art would be beneficial. An adequate level of literacy skills is also necessary. A minimum result of ‘C’ in Year 10 English is advisable to meet the written requirements of the Year 11 and 12 course of study.

Why study Visual Art?
Visual Art is a powerful and pervasive means which 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 art works. Visual Art 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 to articulate an informed and individualised aesthetic.

What is studied?
On their personal journey of exploration and expression, Visual Art students engage with a range of concepts and related learning experiences. Students also develop linguistic and non-linguistic skills and knowledge’s through using diverse media and current/emerging technologies. Visual art uses an inquiry learning model, enabling multi-modal thinking and individual responses through researching, developing, resolving and reflecting. In making artworks, students define and solve visual problems by using visual language and expression, experimenting and applying media to communicate thoughts, feelings, ideas, experiences and observations. In appraising artworks, students investigate artistic expression and critically analyse artworks within diverse contexts. An integral part of all the units is the completion of a Visual Art Journal, which is also assessed.

Year 11 and 12 Course Outline
Making and appraising tasks based on the concepts:
- My Place
- Our World
- Perceptions
- Art as Social Comment

How are students assessed?
Students will be assessed in the areas of:
- Making (making folios and body of works)
- Appraising (written/spoken assignments) demonstrating an understanding of visual literacy application and appraising assessment criteria
- Semester 1 & 2 assessment is formative
- Semester 3 & 4 assessment is summative

Career Pathways
A course of study in Visual Art can establish a basis for further education and employment in the fields of: Architecture, photography, interior design, landscape design, teaching, sign-writing, cartooning, illustrating, fashion design, jewellery, arts administrators, event organising, graphic design, etc.
Creative Arts
(Visual Art Studies)

Recommended Standard of Entry
Students who choose Visual Arts Studies should have an interest in making images and objects, a good ability to communicate visually and possess effective time management skills. The study of Visual Art to Year 10 level is desirable, but not essential.

Why study Visual Art Studies?
Visual Art Studies provides students with the opportunity to develop the necessary skills in a range of Fine Art disciplines. Students learn how to operate technology suitable to the discipline and develop knowledge of workplace health and safety issues. Students gain experience in the recording, preservation and presentation of artworks. They learn how to work in a collaborative studio environment.

What is studied?
Visual Art Studies differs from Visual Art in that the focus is on practical work rather than theory based study. Students become aware of how artworks relate to social contexts, appreciate the potential of arts making to communicate meanings, enjoy and value their own and others’ artworks and develop confidence to communicate through artworks in an informed manner.

Year 11 and 12 Course Outline
Making tasks based on the concepts:
- My Many Faces
- The World I Live In
- Trash and Treasure
- Pages and Pages

How are students assessed?
Students will be assessed in the areas of:
- Exploring
- Knowing
- Expressing

An integral part of all the units is the completion of a Visual Art Journal, which is also assessed.

Career Pathways
Visual Arts Studies can establish a basis for further education and employment in the fields of: architecture, photography, interior design, landscape design, teaching, sign-writing, cartooning, illustrating, fashion design, jewellery, curating, arts administrating, events organising, graphic art, floristry, colour consulting etc.
English Communication

Recommended Standard of Entry
There are no pre-requisites for entry into this course. It is recommended to students who do not attain a ‘C’ Standard in Year 10 English or who struggled to do so.

Why study English Communication?
English Communication aims to develop:

- a sense of individual and cultural identity
- self-confidence as speaker/signer, writer and reader
- a respect for other people and an appreciation of Australia’s heritage
- an appreciation of language as used in different texts and in various forms
- a desire to communicate appropriately and effectively using non-discriminatory language
- strategies to plan and work as a member of a group and to accept responsibility for Standards
- a desire to engage in life-long learning

What is studied?
These are some sample units of work that may be completed so that students understand and use language effectively in the contexts of work, community and leisure.
A typical program could include:

<table>
<thead>
<tr>
<th>Year 11 Course Outline</th>
<th>Year 12 Course Outline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>Term 2</td>
</tr>
<tr>
<td>World of Music</td>
<td>Extreme Sport</td>
</tr>
<tr>
<td>Term 3</td>
<td>Term 4</td>
</tr>
<tr>
<td>Youth Issues</td>
<td>Buying your first car</td>
</tr>
<tr>
<td>Term 4</td>
<td>Term 5</td>
</tr>
<tr>
<td>Codes of Behaviour</td>
<td>Issues in Society</td>
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<tr>
<td></td>
<td>Protected By Law</td>
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<td></td>
<td>Conflict Resolution</td>
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</tbody>
</table>

How are students assessed?
Students complete a variety of written and spoken tasks for particular purposes and audiences, including: Reports, personal reflections, logs, brochures, work related documents, response to stimuli, PowerPoint presentations, role plays, interviews, discussions.

Career Pathways
The course aims to establish a basis for lifelong learning and the development of communication skills that enhance future employment and training opportunities.
Industrial Technology Studies

Authority Registered Subject

Recommended Standard of Entry

It is suggested that students have completed either the Introduction to Technology Studies or Certificate I in Furnishing to a satisfactory level.

Why study Industrial Technology Studies?

- To further enhance manufacturing skills in both Wood and Metal Work
- To develop skills in using wood and metal machinery
- To understand and apply the industrial design process
- To research and understand industrial manufacturing processes

What is studied?

<table>
<thead>
<tr>
<th>Year 11 Course Outline</th>
<th>Year 12 Course Outline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td>Investigation metal</td>
</tr>
<tr>
<td>Working with wood</td>
<td>Producing with wood</td>
</tr>
<tr>
<td>Semester 2</td>
<td></td>
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<tr>
<td>Experimenting with Metal</td>
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</tr>
</tbody>
</table>

How are students assessed?

Students are assessed in Content, Applied Process and Practical Skills using combinations of:

- Theory and process exams
- Design Folios
- Class Projects
- Student logbooks

Career Pathways

The knowledge and skills learnt in Manufacturing are directly transferable to any of the following occupational areas:

- Engineering (Civil, Mechanical, Electrical, Bio-medical etc)
- Architecture, Building and Construction
- Engineering and Building related trades
- Industrial Design and many others

Requirements

- An interest in developing practical skills
- An interest in developing a knowledge of industrial processes
- An ability to apply design concepts into project manufacture
- An ability to be self-motivated and be able to work independently
- An ability to apply safe work practices in a workshop environment
Pre-Vocational Mathematics

Recommended Standard of Entry
While there is no minimum entry requirement this course is designed to accommodate those students who were challenged by the Mathematics in Year 10.

Why study Pre Vocational Mathematics?
Mathematics is an integral part of a general education. It can enhance understanding of our world and the quality of our participation in a rapidly changing society. Mathematics pervades so many aspects of daily life that a sound knowledge is essential for informed citizenship.
Pre-vocational Mathematics is a subject designed to give students an opportunity to build confidence and success in handling mathematics in workplace and everyday contexts.

What is studied?
A course of study is comprised of five topics grouped into three categories according to the purposes and functions of using mathematics. These categories are:
- Interpreting Society relates to interpreting and reflecting on numerical and graphical information of relevance to self, work or community.
- Personal Organisation relates to the numeracy requirements for personal matters involving money, time and travel.
- Practical Purposes relates to the physical world in terms of designing, making and measurement.

Depending upon the interest of the student a typical program may be:

<table>
<thead>
<tr>
<th>Year 11 Course Outline</th>
<th>Year 12 Course Outline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1 Spending Money</td>
<td>Buying and running a car</td>
</tr>
<tr>
<td>Term 2 Truth about bottled water</td>
<td>Travelling overseas</td>
</tr>
<tr>
<td>Term 3 Budgeting</td>
<td>Making a 3d model</td>
</tr>
<tr>
<td>Term 4 Travelling and design</td>
<td>Health, exercise design</td>
</tr>
</tbody>
</table>

How are students assessed?
Assessment will consist of a variety of types e.g. practical tasks, short answer tests, written reports etc. On exit the students will achieve a level of achievement.

Career Pathway
As mathematics is a core discipline this course has a vocational relevance and a relevance to the interaction of the person with general citizenship.

On successful completion of Pre-Vocational Mathematics, students are expected to be able to:
- Improve their preparedness for entry to work, apprenticeships, traineeships and further study by developing employability through numeracy skills
- Possess a range of skills, attitudes and knowledge which will assist them in roles not specifically related to employment i.e. as a citizen in general
- Carry out a range of mathematical techniques and operations applicable to vocational and industry areas
- Demonstrate increased confidence in using mathematics to solve real-life problems
Recreation Studies

Recommended Standard of Entry

A recognised commitment and a willingness to learn about the recreation industry, as well as an ability to organise and facilitate recreational activities. It is recommended that students achieve a ‘C’ Standard in English and, Health and Physical Education or Fitness in Year 10.

Why study Recreation Studies?

The Recreation Studies course is based upon the skills and knowledge required to lead an active lifestyle, be a part or organised recreational activities and groups, as well as the recreation and fitness industry in general.

- Students will gain knowledge in all fitness related areas with a particular focus on a chosen activity per term.
- Students gain an opportunity to participate in a range of physical activities and sport, while developing knowledge and skills necessary in that sport.
- Students will develop their interpersonal skills, to learn and function in varied situations, and to acquire specific knowledge and skills related to further training and employment in the recreation industry.

What is studied?

It is the aim of the subject to give the student the full understanding of the leisure and fitness industries, coaching and officiating experience and development of skills through a range of physical activities. At the completion of the course, students will have enough experience to be able to efficiently train themselves and others, as well as being able to play a further role in the community.

How are students assessed?

Students will undertake assessment across both theory and practical components that follow the objectives of the course, namely Acquiring, Applying and Evaluating. A level of achievement is awarded based on the Standards associated with these criteria.

Career Pathways

Recreation Studies provides an introduction for future careers in the recreation industry. This ever increasing industry is providing many opportunities in areas such as personal training, strength and conditioning, recreation management, human movement studies, nutrition and dietetics. Successful completion of the course can provide the opportunity for coaching and officiating jobs.

Requirements

Students will be required to have regular access to their sports uniform. The cost of all equipment and outings is included in the annual subject levy.
Religion and Ethics

Authority Registered Subject

Recommended Standard of Entry
For success in Religion and Ethics, students should have achieved a ‘C’ Standard in English and Religion in Year 10.

Why study Religion and Ethics?
Religion is an important part of everyday life serving, celebratory, social, cultural, political and educational roles. Religion and Ethics helps you:
- To appreciate the tradition that provides the educational context
- To understand and heighten the enjoyment of meaning in your life and value the religious heritage of a range of cultures
- To develop an understanding of the causes and processes of change that have shaped today’s world, and to recognise the role that religion plays in it
- Become an adaptable and questioning citizen of society, who can make informed decisions
- To enter into dialogue about religious perspectives

What is studied?
There are three core components that are integrated throughout the course that include: personal, relational and spiritual dimensions. Eight topics are then studied that focus the core components into specific fields of study.

<table>
<thead>
<tr>
<th>Year 11 Course Outline</th>
<th>Year 12 Course Outline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1 The Australian Scene</td>
<td>Religions of the World</td>
</tr>
<tr>
<td>Term 2 Sacred Stories</td>
<td>Ethics and Morality</td>
</tr>
<tr>
<td>Term 3 Spirituality and Ritual</td>
<td>Social Justice</td>
</tr>
<tr>
<td>Term 4 Good and Evil</td>
<td>Heroes and Role models</td>
</tr>
</tbody>
</table>

How are students assessed?
Students are assessed using a variety of test instruments that are designed to measure the students’ ability to accumulate knowledge, process information and to communicate effectively, some of the techniques include;
- Multimodal Presentations (e.g. imovie, PowerPoint, Photo story, Collage and webpage/ibook)
- Response to Stimulus – test conditions
- Written Response - 600 words

Career Pathways
Students are advantaged by an extended understanding of the ways that various societies have evolved and currently structure themselves. Employers expect employees to have a strong set of ethics and the ability to make decisions based on communal expectation. Students are advantaged by fostering a global perspective.
Certificate III in Business

Recommended Standard of Entry
Year 10 Business (which provides the opportunity to attain a Certificate I in Business), though not a prerequisite, would be highly beneficial to student progress. A ‘B’ Standard in Year 10 English is recommended.

Why study a Certificate III in Business?
Completion of a Certificate III in Business gains a guaranteed rank (this rank score varies from year to year). Certificate III qualifications are highly recognised and valued in industry.

Gain:
- knowledge and understanding of business environments
- skills required for effective participation in the workforce and as active and informed citizens
- an awareness and appreciation of the importance of working in teams, effective communication, organisational and interpersonal skills
- the ability to effectively apply a range of business technologies
- an awareness of their individual abilities, to foster personal growth, self-reliance and a sense of personal worth and esteem
- an awareness of moral, ethical and social responsibility in personal and business contexts
- the knowledge, skills and attitudes necessary to participate as valued members of society and which enhance employability, enjoyment of life, preparedness for further studies and lifelong learning

What is studied?
BSB30112 Certificate III in Business

Units of Competency are as follows:
- BSBWHS302A: Apply knowledge of WHS legislation in the workplace
- BSBITU203A: Communicate electronically
- BSBFLM312C: Contribute to team effectiveness
- BSBITU302A: Create electronic presentations
- BSBITU303A: Design and produce text documents
- BSBITU304A: Produce spreadsheets
- BSBFLM303C: Contribute to effective workplace relationships
- BSBWOR301B: Organise personal work requirements and priorities
- BSDIV301A: Work effectively with diversity
- BSBITU306A: Design and produce business documents
- BSBWRT301A: Write simple documents
- FNSACC301A: Process financial transactions and extract interim reports

Career Pathways
Further studies (eg Certificate IV or Diploma in Business), traineeships and varied employment opportunities
Certificate III in Early Childhood Education and Care

CHC30113

The course will be delivered at St Columban’s College in partnership with Registered Training Organisation – *My Other Mum Training College*.

**Recommended Standard of Entry**

There are no pre-requisites for this course however a ‘C’ Standard of literacy is desirable for those students wanting to achieve employment in an early childhood setting.

**Why study Childcare?**

- Full certificate course – gain Certificate III in Early Childhood Education while at school
- Competency based assessment
- Develop valuable job skills which could lead to part-time or full-time employment
- Develop skills and knowledge associated with care of children and providing a service
- Develop an awareness of children and their needs
- Investigate employment possibilities in the early childhood field

**What is studied?**

The Industry recognised CHC30113 – Certificate III in Early Childhood Education and Care has been incorporated throughout the course. Students must successfully complete 15 modules including a First Aid Qualification over a two year period. Students have the opportunity over this two year course to fast track their Certificate III to undertake further studies and gain their diploma.

Over the course of the two years, students will be required to undertake work placement in an early childhood setting. Note: The full Certificate III must be completed to gain 8 credit points towards the QCE. Students who progress towards their diploma will achieve further QCE points.

**CHC30113 Certificate III in Early Childhood Education and Care**

**Units of Competency are as follows:**

**Core**

- CHCCS400C Work within a relevant legal and ethical framework
- CHCECE001 Develop cultural competence
- CHCECE002 Ensure the health and safety of children
- CHCECE003 Provide care for children
- CHCECE004 Promote and provide healthy food and drinks
- CHCECE005 Provide care for babies and toddlers
- CHCECE007 Develop positive and respectful relationships with children
- CHCECE009 Use an approved learning framework to guide practice
- CHCECE010 Support the holistic development of children in early childhood
- CHCECE011 Provide experiences to support children’s play and learning
- CHCECE013 Use information about children to inform practice
- CHCPRT001 Identify and respond to children and young people at risk
- HLTAID004 Provide an emergency first aid response in an education and care setting
- HLTWHS001 Participate in work health and safety
- HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people

**Electives**

- CHCORG303C Participate effectively in the work environment
- CHCPRT003 Work effectively with families to care for young people and children in care
- HLTHIR403 Work effectively with culturally diverse clients and co-workers
How are students assessed?

Students are assessed through structured work placement, theory activities, verbal questioning and simulated class activities. This course is practically orientated and caters for all students. Assessment is competency based.

Career Pathways

This subject is directly linked to employment in the early childhood field. Students who successfully complete the Certificate III are qualified to legally work in a childcare setting in Queensland. The successful completion of this course will provide students with a variety of pathways including:

- Home based childcare provider
- Leader and Room Assistant in a childcare centre
- Nanny
- Assistant in Early Childhood setting (Kindergarten and pre-school to Year 3)
- Enhanced tertiary options in early childhood and primary education.

Requirements

To be successful in this subject, students must be keenly interested in children, as well as have a strong work ethic required in this service industry. They must be able to work hygienically and safely as part of a team. There is a compulsory Industry work placement requirement, which will be completed over a two-year period. Students will be required to wear a uniform in work placement times. Equipment for class activities will be supplied from the levies in most cases. A levy of approximately $500 is charged for this two-year course.

PLEASE NOTE:  

*As we utilise an outside organisation for this course, refunds cannot be made once enrolment has been processed.*
Construction

Certificate I in Construction  CPC10111

Recommended Standard of Entry
It is highly recommended that students entering this course have completed either Woodwork and or Metalwork at Year 10 level. This qualification is suited to learners with no previous connection to the Construction Industry.

Why study Construction?
This qualification provides an introduction to the Construction Industry.

What is studied?
- Occupational Health and Safety
- Industrial and Work Organisation Structure
- Communication skills
- Work planning
- Basic use of tools

CPC10111  Certificate I in Construction

Units of Competency are as follows:
- CPCCCM1012A  Work effectively and sustainably in the construction industry
- CPCCCM1013A  Plan and organise work
- CPCCCM1014A  Conduct workplace communication
- CPCCCM2001A  Read and interpret plans and specifications
- CPCCCM2005B  Use construction tools and equipment
- CPCCVE1011A  Undertake a basic construction project
- CPCCOHS1001A  Work safely in the construction industry
- CPCCOHS2001A  Apply OHS requirements, policies and procedures in the construction industry
- CPCCCM1011A  Undertake basic estimation and costing
- CPCCCM1015A  Carry out measurements and calculations
- CPCCVE1002B  Undertake a basic computer design project

How are students assessed?
Students are assessed on competency of the units studied using a variety of projects, folio work and verbal questioning/observation.

Career Pathways
Skills achieved will assist in successfully undertaking a Certificate II pre-vocational program or job outcome qualification, or will facilitate entry into an Australian Apprenticeship. The knowledge and skills learnt in Construction are directly transferable to any of the following occupational areas:
- Engineering (Civil, Mechanical, Electrical, Bio-medical etc)
- Architecture, Building and Construction
- Engineering and Building related trades
- Industrial Design and many others

Requirements
The construction industry strongly affirms that training and assessment leading to recognition of skills must be undertaken in a real or very closely simulated workplace environment. A substantial period of work placement is recommended to ensure the unit outcomes are met.
Creative Industries

Certificate II Creative Industries (Media)  CUF20107

Recommended Standard of Entry
There are no pre-requisites for this course however a Sound level of Literacy is desirable.

Why study Creative Industries?
This certificate course is designed to provide students with the general skills and capabilities to participate in the area of Creative Industries. Assessment is competency-based and there is a strong focus on the development of practical skills. This course would be suitable for students interested in pursuing the development of skills in the areas of Drama, Set and Prop Construction, Audio Visual and Media.

What is studied?
CUF20107  Certificate II Creative Industries (Media)

Units of Competency are as follows:

Core Units:
CUFIND201A  Develop and apply creative arts industry knowledge
BSBCRT101A  Apply critical thinking techniques
CUSOHS301A  Follow occupational health and safety procedures
BSBWOR203A  Work effectively with others

Elective Units:
CUEPRP03B  Apply a general knowledge of props construction
CUFPRP201A  Repair, maintain and alter props
CUFLGT101A  Apply a general knowledge of lighting to work activities
ICAU2006B  Operate computing packages

How are students assessed?
Students will undertake competency-based assessment. Evidence towards achievement of the qualification will be collected through observation in practical activities, oral questioning, and written exercises. Work experience in the Creative Industries area is highly recommended for this course.

Career Pathways
This qualification allows learners to develop skills and knowledge to prepare them for work, or for further study in this area. Further study options are to continue to Certificate III in Media. Examples of job roles that include these skills are Community theatre production assistant and community television production assistant.
Certificate III in Fitness  

The course will be delivered at St Columban’s College in partnership with Registered Training Organisation - College of Health and Fitness.

Recommended Standard of Entry

Students should have achieved a ‘C’ Standard in Year 10 English and a ‘C’ Standard is recommended for Year 10 Health and Physical Education or Sport and Recreation.

Why study Fitness?

The Fitness course is based on the modules and competencies of study included in the Certificate III in Fitness Course (through the Australian Sport and Fitness Council).

- Students will gain knowledge in all fitness related areas with a particular focus on sport.
- Students gain an opportunity to participate in physical activity and sport, while developing knowledge and skills necessary in Sport and the Fitness Industry.
- Students will develop their interpersonal skills, to learn and function in varied situations, and to acquire specific knowledge and skills related to further training and employment in the Fitness Industry.

Mid-year there will be an opportunity for up to 8 students to apply for a Traineeship to complete the on-the-job training required to complete the full Certificate IV qualification (through the Australian Sport and Fitness Council). The Certificate III in Fitness is the entry level qualification required to work in the fitness industry.

What is studied?

The Fitness Course will be conducted in modules including exercise science, nutrition, orientation and fitness assessment, fitness programming, equipment maintenance, strength and conditioning, advanced first aid, gym instructing, requirements of specific populations, leadership in sport and recreation, Occupational Health and Safety, Sport and Recreation Law, process client complaints and operating computing packages.

SIS30310 Certificate III in Fitness

Units of Competency are as follows:

- SISFIT301A Provide fitness orientation and health screening
- SISFIT302A Provide quality service in the fitness industry
- SISFIT303A Develop and apply an awareness of specific populations to exercise delivery
- SISFIT305A Apply anatomy and physiology principles in a fitness context
- SISFIT306A Provide healthy eating information to clients in accordance with recommended guidelines
- SISXFAC201A Maintain sport and recreation equipment for activities
- SISXIND101A Work effectively in sport and recreation environments
- SISXOHS101A Follow occupational health and safety policies
- SISXRSK301A Undertake risk analysis of activities
- HLTFA301B Apply First Aid
- SISFIT304A Instruct and monitor fitness programs
- SISFIT307A Undertake client health assessment
- SISFIT308A Plan and deliver gym programs
- SISXCAI309A Facilitate groups
How are students assessed?

Students will undertake competency-based assessment towards the achievement of the Certificate including gathering evidence and making judgements on whether the student can consistently demonstrate knowledge and skill, and the application of that knowledge and skill to the Standard of performance required in the workplace.

Career Pathways

Fitness provides a foundation for future careers in teaching, personal training, strength and conditioning, recreation management, human movement studies, nutrition and dietetics. Successful completion of the traineeship can provide the opportunity for direct access to some of these careers and university courses.

Requirements

The cost of all coursework (including First Aid), equipment and outings is included in the annual subject levy – to be advised.

PLEASE NOTE:  
As we utilise an outside organisation for this course,  
a refund cannot be made once enrolment has been processed.
Certificate IV in Fitness

SIS40210

The course will be delivered at St Columban’s College in partnership with Registered Training Organisation - College of Health and Fitness.

Recommended Standard of Entry

The successful completion of all modules and requirements in the Certificate III in Fitness is required before students can enrol in Certificate IV.

Why study Fitness Cert IV?

The Fitness course is based on the modules and competencies of study included in the Certificate IV in Fitness Course (through the Australian Sport and Fitness Council):

- Students will gain knowledge in all fitness related areas with a particular focus on sport.
- Students gain an opportunity to participate in physical activity and sport, while developing knowledge and skills necessary in Sport and the Fitness Industry.
- Students will develop their interpersonal skills, to learn and function in varied situations, and to acquire specific knowledge and skills related to further training and employment in the Fitness Industry.
- The Certificate IV in Fitness is the entry level qualification required to work as a personal trainer in the fitness industry.

What is studied?

The Fitness Course will be conducted in modules including exercise science, nutrition, orientation and fitness assessment, fitness programming, equipment maintenance, strength and conditioning, advanced first aid, gym instructing, requirements of specific populations, leadership in sport and recreation, Occupational Health and Safety, Sport and Recreation Law, process client complaints, Team Development and operating computing packages.

SIS40210 Certificate IV in Fitness

Units of Competency are as follows:

BSBSMB401A Establish legal and risk management requirements of small business
BSBSMB403A Market the small business
BSBSMB404A Undertake small business planning
SISFFIT415A Work collaboratively with medical and allied health professionals
SISFFIT416A Apply motivational psychology to provide guidance on exercise behaviour and change to meet health and fitness goals
SISFFIT417A Undertake long term exercise programming
SISFFIT418A Undertake appraisals of functional movement
SISFFIT419A Apply exercise science principles to planning exercise
SISFFIT420A Plan and deliver exercise programs to support desired body composition outcomes
SISFFIT421A Plan and deliver personal training
SISFFIT314A Plan and deliver exercise to older clients with managed conditions
SISFFIT313A Plan and deliver exercise to apparently healthy children and adolescents
CHCIC301D Interact effectively with children
How are students assessed?

Students will undertake competency-based assessment towards the achievement of the Certificate including gathering evidence and making judgements on whether the student can consistently demonstrate knowledge and skill, and the application of that knowledge and skill to the Standard of performance required in the workplace.

Career Pathways

Fitness provides qualification to begin working in personal training and strength and conditioning. It also provides a foundation for future careers in teaching, recreation management, human movement studies, nutrition and dietetics. Successful completion of the traineeship can provide the opportunity for direct access to some of these careers and university courses.

Requirements

The cost of all coursework (including First Aid), equipment and outings is included in the annual subject levy – to be advised.

**PLEASE NOTE:**

As we utilise an outside organisation for this course, refunds cannot be made once enrolment has been processed.
Certificate II in Hairdressing  
SIH20111

The course will be delivered in the St Columban's College Trade Training Centre ‘Sion’ Hairdressing Salon.

Recommended Standard of Entry
There are no pre-requisites for this course however a sound level of Literacy is desirable.

Why study Hairdressing?
- First step to a career in the hairdressing industry or in associated retail areas
- The program offers practical work combined with vocational placement
- Students will train in a simulated environment in the College Hairdressing Salon in the College Trade Training Centre.
- Successful completion of this certificate will assist towards a Certificate III in Hairdressing (trade qualification).

What is studied?
This course will be delivered one day a week for 2 semesters. Students receive basic training in health, hygiene, communication, greeting clients, shampooing skills, scalp treatments, braiding, blow drying and reception duties. 13 units of competency must be completed – 8 core and 5 elective units.

SIH20111: Certificate II in Hairdressing

Units of Competency are as follows:
- SIHHIND202A: Develop hairdressing industry knowledge
- SIHHIND201A: Maintain and organise tools, equipment and work areas
- SIHHOH5201A: Apply salon safety procedures
- SIHHBAS201A: Perform shampoo and basin treatment services
- SIHHCCS201A: Greet and prepare clients for salon services
- SIRXCOM001A: Communicate in the workplace
- BSBSUS201A: Participate in environmentally sustainable work practices
- SIBXCCS201A: Conduct financial transactions
- SIHHHDS201A: Dry hair to shape
- SIHHHDS202A: Apply hair braiding techniques
- SIHHBAS202A: Perform head, neck and shoulder massage
- SIRXIND001A: Work effectively in a retail environment
- SIHHCLS201A: Apply hair colour products

How are students assessed?
This is a practical based course and students will undertake competency-based assessment. Evidence will be gathered by trainer observation during simulated practical activities, practical client days, oral questioning, folio task activities and third party reports from work placements.

Career Pathways
To obtain trade qualifications a Certificate III level as an apprentice hairdresser would be the next pathway. Apprentice hairdressers undertake routine tasks in the initial stages, assisting senior hairdressers with client preparation, shampooing, application and removal of simple hairdressing treatments, and sterilization and maintenance of equipment. As apprentices gain experience they carry out more complex tasks under supervision. Hairdressers may be employed in women’s, men’s or uni-sex hair salons.

Requirements
Students are required to source a suitable vocational placement, separate to class times. A total of 50 – 100 hours of vocational placement is required for the program. Dress code is black and white clothing, suitable to hairdressing industry Standards. It is a workplace health and safety requirement to wear fully enclosed rubber soled shoes. Students will be required to purchase a hairdressing equipment kit from the College, which will be approximately $160. The list will be provided closer to the start date. A levy of approximately $600 will be required for the course.
Hairdressing 2

Headstart to Certificate III in Hairdressing

The course will be delivered in the St Columban’s College Trade Training Centre Hairdressing Salon in partnership with Registered Training Organisation Matters in Gray.

**Prerequisite**
Successful Completion of SIH20111: Certificate II in Hairdressing

**Why study Headstart to Cert III Hairdressing?**
- This course provides a continuing pathway for those who have completed Cert II Hairdressing and wish to add to their skill and knowledge base in this industry
- Next step to a career in the hairdressing industry
- The program offers practical work combined with vocational placement
- Students will train in a simulated environment in the College Hairdressing Salon in the College Trade Training Centre
- Successful completion of these competencies will advantage students who wish to gain an apprenticeship in Hairdressing (trade qualification).

**What is studied?**
This course will be delivered one day a week for 2 semesters. The course comprises 6 core competencies from SIH30111 – Cert III in Hairdressing and successful completion of these competencies will lead to a Statement of Attainment. With credit transfers from Cert II competencies this comprises 40% of the Cert III qualification. This will give students a head-start in applying for a hairdressing apprenticeship, should they wish to follow this pathway. The training builds on the Cert II competencies in reflecting on the role of individuals employed as hairdressers working as part of a team in a hairdressing environment. It will reinforce the skills of communicating in the workplace, consulting with clients, selling products and services, and applying a range of technical hairdressing services on clients.

**Units of Competency are as follows:**

- SIBXCCS202A: Provide service to clients
- SIHHHCCS302A: Perform a full client consultation
- SIHHHCS301A: Design haircut structures
- SIHHHCS303A: Design and apply short to medium length hair design finishes
- SIHHHHC302A: Apply one length or solid haircut structures
- SIHHHSC302A: Identify and treat hair scalp conditions

**How are students assessed?**
This is a practical based course and students will undertake competency-based assessment. Evidence will be gathered by trainer observation during simulated practical activities, practical client days, oral questioning, folio task activities and third party reports from work placements.

**Requirements**
Students are required to source a suitable vocational placement, separate to class times. A total of 50 – 100 hours of vocational placement is required for the program. Dress code is black and white clothing, suitable to hairdressing industry Standards. It is a workplace health and safety requirement to wear fully enclosed rubber soled shoes. Students will be required to purchase a Cert III competency hairdressing equipment kit from the College, which will be approximately $1650. A levy of approximately $600 will be required for the course.
Certificate II in Hospitality (Food and Beverage Focus)  SIT20212

Recommended Standard of Entry

It is recommended, but not essential, that students have successfully studied the Year 10 unit Introduction to Hospitality

Why study Hospitality?

- Full certificate course – gain Certificate II in Hospitality while at school
- Competency based assessment
- Develop valuable job skills which could lead to part-time or full-time employment
- Develop skills and knowledge associated with food preparation and service
- Develop teamwork and enterprise skills
- Develop an awareness of hospitality and catering as an industry
- Investigate employment possibilities in the hospitality industry

What is studied?

The national SIT12 Tourism, Travel and Hospitality Training Package core modules have been incorporated throughout this course. Six core modules and six electives, which include the bar modules, must be successfully completed to gain SIT20213: Certificate II in Hospitality. This certificate is designed to reflect the role of hospitality employees who perform a range of activities and functions requiring basic operational knowledge and practical skills. In Year 12 students will complete their Responsible service of Alcohol certificate.

SIT20212  Certificate II in Hospitality

Units of Competency are as follows:

Core:
BSBWOR203B  Work effectively with others
SITHIND201  Source and use information on the hospitality industry
SITHIND202  Use hospitality skills effectively
SITXCCS202  Interact with customers
SITXFSA101  Use hygienic practices for food safety
SITXWHS101  Participate in safe work practices

Electives:
SITHFAB204  Prepare and serve espresso coffee
SITHFAB101  Clean and tidy bar areas
SITHFAB201  Provide responsible service of alcohol
SITHFAB202  Operate a bar
SITHFAB206  Serve food and beverage
SITXFIN201  Process financial transactions
### Year 11 Course Outline

Term 1  
**Hygiene and Safety in the Hospitality Industry**

Term 2  
**Café Culture** –  
Prepare and serve espresso coffee.

Term 3  
**Service of Food and Beverage to Customers**

Term 4  
**Menu planning and small function operation**

### Year 12 Course Outline

Term 1  
**Customer relations, and Interpersonal skills involved in running a Bar – Responsible service of alcohol**

Term 2  
**Preparing and Serving a variety of beverages**

Term 3  
**Apply Hospitality Skills in the Workplace**

Term 4  
**Large scale catering enterprises**

### How are students assessed?

- Practical work
- Functions
- Excursion and industry visits
- Observation and verbal questioning

All assessment is Competency Based

### Career Pathways

This subject is directly linked to the attitudes and skills required to enter the Hospitality Industry. This could be as a full-time career choice in Food Preparation, Food Service, Bar Operations or Housekeeping and Front Office Operations. The subject provides a Certificate Level, which will advantage those students who are seeking part-time work now and in the future within the Hospitality sector.

### Requirements

To be successful in this subject, students must be keenly interested in food and beverage preparation and service, as well as have a strong work ethic required in this service industry. They must be able to work hygienically and safely as part of a team. To gain the practical competencies in this course, students must be prepared to work out of class time at various College functions.

There is a compulsory Hospitality Industry work placement requirement, which will be one week in Year 11 and one week in Year 12.

Students will be required to wear a catering uniform in practical cookery lessons. Ingredients for class cookery will be supplied from the levies in most cases. Black and white waiting uniform may be required for some of the evening functions throughout the course. A levy is charged for this subject.

**Please Note: Students ARE able to undertake both Hospitality options.**
Hospitality

Certificate II in Kitchen Operations  SIT20312
(Kitchen skills focus)

Recommended Standard of Entry

It is recommended, but not essential, that students have successfully studied the Year 10 unit Introduction to Hospitality

Why study Hospitality?

- Full certificate course – gain Certificate II in Hospitality (Kitchen Operations) while at school
- Competency based assessment
- Develop valuable job skills which could lead to part-time or full-time employment
- Develop skills and knowledge associated with food preparation and food service
- Develop teamwork and enterprise skills
- Develop an awareness of hospitality and catering as an industry
- Investigate employment possibilities in the hospitality industry

What is studied?

The national SIT12 Tourism, Travel and Hospitality Training Package core modules have been incorporated throughout this course. Eight core modules and six electives, which, must be successfully completed to gain SIT20312: Certificate II in Kitchen Operations. This certificate is designed to reflect the role of hospitality employees who perform a range of activities and functions requiring basic operational knowledge and practical skills in a defined area.

Note: The full Certificate II must be completed to gain four credit points towards the QCE.

SIT20312  Certificate II in Kitchen Operations

Units of Competency are as follows:

Core

- BSBWOR203B  Work effectively with others
- SITXFS1A01  Use hygienic practices for food safety
- SITXWHS101  Participate in safe work practices
- SITHCCC101  Use food preparation equipment
- SITHCCC201  Produce dishes using basic methods of cookery
- SITHCCC207  Use cookery skills effectively
- SITHKOP101  Clean kitchen premises and equipment
- SITXINV202  Maintain the quality of perishable supplies

Electives

- BSBSUS201A  Participate in environmentally sustainable work practices
- BSBCMM201A  Communicate in the workplace
- SITHCCC102  Prepare simple dishes
- SITHCCC103  Prepare sandwiches
- SITHCCC202  Produce appetisers and salads
- BSBWOR203B  Work effectively with others
How are students assessed?

- Practical work
- Functions
- Excursion and industry visits
- Observation and verbal questioning

Career Pathways

This subject is directly linked to the attitudes and skills required to enter the Hospitality Industry. This could be as a full-time career choice in Food Preparation. The subject provides a Certificate Level, which will advantage those students who are seeking part-time work now and in the future within the Hospitality sector.

Requirements

To be successful in this subject, students must be keenly interested in food and beverage preparation, as well as have a strong work ethic required in this service industry. They must be able to work hygienically and safely as part of a team. To gain the practical competencies in this course, students must be prepared to work out of class time at evening College functions. Students are required to complete mandatory work placement in year 11 and 12.

Students will be required to wear a catering uniform in practical cookery lessons. Ingredients for class cookery will be supplied from the levies in most cases. A subject levy will be charged for this course.

Please Note: Students ARE able to undertake both Hospitality options.
Certificate II in Sampling & Measurement (Science)  

MSL20109

Science Subject for students looking for a non-OP Science option

Why study Sampling and Measurement

This course develops basic skills and knowledge for a career start in laboratory work through a combination of classroom lessons, practical activities and continuous assessment. This course contains some theory but is mostly a practical subject involving laboratory work.

This qualification covers the skills and knowledge required to perform a range of sampling and measurement as part of laboratory, production or field operations in the construction, manufacturing, resources and environmental industry sectors.

What is studied?

Semester 1 – Working in a Laboratory
  Local Industry
Semester 2 – Horticulture
  Food Technology
Semester 3 – Water Chemistry
  Environmental Studies
Semester 4 - Health and Lifestyle
  Forensic Science

MSL20109: Certificate II in Sampling and Measurement

Units of Competency are as follows:

Core units

MSAENV272B: Participate in environmentally sustainable work practices
MSL912001A: Work within a laboratory/field workplace (induction)
MSL922001A: Record and present data
MSL943002A: Participate in laboratory/field workplace safety

Elective units

MSL952001A: Collect routine site samples
MSL972001A: Conduct routine site measurements
MSL973001A: Perform basic tests
MSL973002A: Prepare working solutions
HLTFA301C: Apply first aid (this includes HLTCPR201B – perform CPR)

How are students assessed?

This is a competency based course and students will undertake competency-based assessment. Evidence will be gathered by trainer observation during practical activities, oral questioning, and theory activities.

Career Pathways

This qualification offers entry-level training for sampling and measurement skills across a range of industries. Employment outcomes include samplers and testers, production personnel, plant operators, production operators, field assistants, drivers, sample couriers, and many others. Industries which require sampling and measurement skills include Pathology, Agriculture, Food Sciences, Mining, Forensics, DPI technicians, Aquaculture, University or school laboratory technician, Water quality testing, Soil Sciences, Primary teaching.
Tourism

Certificate II in Tourism

SIT20112

Recommended Standard of Entry

There are NO prerequisite subjects for Tourism. A ‘C’ Standard in Year 10 English or Geography would be an advantage.

Why study Tourism?

The tourism industry is one of Australia’s fastest growing industries and has assumed increasing importance in Australian society as a source of expanding employment opportunities.

St Columban’s College is situated in one of Australia’s key tourist destinations for both domestic and international travellers, that is, South East Queensland. The Certificate II in Tourism is offered to take full advantage of our position.

The Certificate II in Tourism is a nationally accredited course, part of the Tourism, Travel and Hospitality Training Package. A completed Certificate II in Tourism will provide valuable credits towards the Queensland Certificate of Education and is a rank or non-OP subject. The Certificate II in Tourism course will be taught over the 2 years of senior schooling (Years 11 & 12).

What is studied?

Tourism is designed to provide students with a variety of intellectual, technical, operational and workplace skills required in the Tourism industry. It also enables students to gain an understanding of the role of the tourism industry and the structure, scope and operation of the related tourism sectors of travel, hospitality and visitor services. The Certificate II in Tourism is very flexible and is designed to meet a broad range of basic tourism industry skill requirements including; communication, teamwork, problem solving, initiative, enterprise, planning, organisation, and self-management.

The national SIT20112 Tourism, Hospitality and Events training package core modules have been incorporated throughout the course. Students must successfully complete the four core units and seven elective units to be awarded SIT20112 Certificate II in Tourism.

SIT20112 Certificate II in Tourism

Units of Competency are as follows

Core Units

- SITIND201: Source and use information on the tourism and travel industry
- SITXCCS202: Interact with customers
- SITXCOM201: Show social and cultural sensitivity
- SITXWHS101: Participate in safe work practices

Elective units

- SITTXCCS201: Provide visitor information
- SITXCOM101: Source and present information
- SITXCOM202: Provide a briefing or scripted commentary
- SITXCOM101: Source and present information
- SITTGDE306: Research and share general information on Australian indigenous cultures
- SITTTSLSL301: Provide advice on international destinations
- SITTTSLSL302: Provide advice on Australian destinations
Over the 2 years of the course the student’s will study the units of competencies, which will be incorporated into the following course structure and topics.

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<thead>
<tr>
<th>Semester</th>
<th>Course Topic</th>
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</thead>
<tbody>
<tr>
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<td>Semester 2</td>
<td>Domestic Tourism</td>
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<td>Semester 3</td>
<td>International Tourism</td>
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<tr>
<td>Semester 4</td>
<td>Special Events</td>
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</tbody>
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**How are students assessed?**

Assessment for the Certificate II in Tourism will be related to real life industry situations and is based on the consistent demonstration of competencies. A variety of assessment techniques will be used including but not limited to; portfolios, observations, written responses, role-plays etc. As this subject is a recognised VET course all assessment is Competency based.

**Career Pathways**

Students completing the Certificate II in Tourism are able to go onto further study in tourism at TAFE and/or to work in a number of tourism enterprises. The types of enterprises to which this qualification may apply include retail travel agencies, tour wholesalers, tour operators (e.g. camping, boat cruises etc), attractions, cultural and heritage sites etc.

**Requirements**

An integral part of Tourism is field trips to various tourism workplaces and venues in the South East Queensland region. Also required is involvement in College events such as the College Open Day, which is scheduled in the College calendar. There may be costs associated with field excursions, and work experience. Students will be required to be dressed in College Tourism Shirt and black pants when involved in College events.
Workplace Practices

Certificate II in Workplace Practices

Recommended Standard of Entry
There are no pre-requisites for this course however a sound level of Literacy is desirable.

Why study Workplace Practices?
Workplace Practices is a good option for students who need to develop job skills to enter the workforce.
This course maximises young people’s employability potential by equipping them with knowledge, skills, generic and specific competencies that enable them to:
- meet the demands of the workplace as a proficient ‘worker’
- work effectively in a team
- contribute to safe work systems by complying consistently with workplace health and safety Standards to ensure own safety and the safety of others
- establish and maintain harmonious, cooperative and productive working relationships with all people in the workplace
- apply a practical understanding of Standard or routine workplace policies, procedures and to meet employee industrial obligations
- meet workplace requirements for personal presentation and appropriate behavior
- to plan and manage own skills development and employment options planning

What is studied?

30981QLD Certificate II in Workplace Practices

Units of Competency are as follows:
BSBCMM201A Communicate in the workplace
BSBIND201A Work effectively in a business environment
BSBOHS201A Participate in OHS processes
GENENP201C Undertake an individual or team enterprise project
GENJAS201C Manage personal employment options
GENPCD201C Manage career planning and further options
GENSWL201C Participate in structured workplace learning 2

How are students assessed?
Students will undertake competency-based assessment towards the achievement of the Certificate including gathering evidence and making judgements on whether the student can consistently demonstrate knowledge and skill, and the application of that knowledge and skill to the Standard of performance required in the workplace. A period of work placement is required for this subject.

The assessment will be project based and may include verbal questioning, observation while completing practical activities, journal reports, and third party reports from employers in the workplace.

Career Pathways
This qualification is relevant to all career pathways.
Youth Ministry

Certificate III Christian Ministry and Theology  30771QLD

The course will be delivered at St Columban’s College in partnership with Registered Training Organisation - Institute of Faith Education.

Recommended Standard of Entry

Students should have achieved a ‘C’ Standard in Year 10 English and Religious Education.

Why study Youth Ministry?

The Certificate III in Christian Ministry and Theology (CMT) course will be taught over the 2 years of senior schooling (Years 11 & 12) under the subject title of Youth Ministry and involves preparing Retreats for other students such as Year 9s. The Certificate III in Christian Ministry and Theology (CMT) is a nationally accredited course, which provides valuable credits towards the Queensland Certificate of Education and can lead to a rank score with an equivalent OP of 14 –15 if the course material is completed competently.

Who should study Youth Ministry?

This course is best suited to those who would like to take on a service role in the College community either formally (e.g. House Captains, Committee Chairs etc) or informally, as well as those who take an active role in their local parish and/or community. It would also be of interest to those who would like the ability to maximise their OP score at the end of Year 12.

What is studied?

The Certificate III in CMT has the overarching purpose of enabling the students to do theology and ministry at an elementary level. It is designed

- to develop the student’s skills of studying and discussing Christian Theology;
- to encourage students to apply theological principles in their personal life and their local community and the world (Christian Ministry).

The students will learn through a range of activities and readings that engage them with the course material and provide opportunities to develop skills in Catholic Youth Ministry and then apply these skills in the College and wider community. Much of the course will be a mixture of theory and practical application, as the students are engaged in Youth Ministry in the College community. Examples of practical application may take the form of, but not limited to; planning and running retreats, prayer services, the annual Easter Liturgy, being involved in the local Parish, immersion experiences etc.

A major requirement of students in the Youth Ministry course will be their involvement and leadership within the College and wider community by being involved in the practical components of the course listed above in the ‘What is studied?’ section.
CMT30771 Certificate III in Christian Ministry and Theology

Units of Competency are as follows:

- CMT001: Identify how Christian Scripture, life and practice are understood today
- CMT002: Identifies theological data
- CMT003: Identifies a range of information within a theological theme or issue
- CMT004: Identifies new theological insights
- CMT005: Identifies theological knowledge in relation to the Christian way of life
- CMT006: Communicates theology in everyday language
- BSBCRT301A: Develop and extend critical thinking skills
- CHCEDS314A: Work effectively in an education team

Over the 2 years of the course the student’s will study the 8 units of competencies, which are incorporated into the following course structure and topics.

Semester 1: Module 1 – Belonging
- CMT003: Celebration and Prayer
- BSBCRT301A: BSBCRT301A
- CHCEDS314A: CHCEDS314A

Semester 2: Module 2 – The Story
- CMT001: Scripture
- CMT002: Scripture

Semester 3: Module 3 – Choices
- CMT005: Morality
- CMT006: Morality

Semester 4: Module 4 – The Edge
- CMT004: Beliefs

How are students assessed?
Assessment will take the form of a portfolio of work and participation. The portfolios will be used to assess the student’s proficiency in the competencies taught in the course and participation will assess the student’s skills and abilities in Catholic Youth Ministry. Students must complete all modules and units of competencies to achieve the Certificate III.

Career Pathways
The Certificate III in CMT may prompt the students to undertake further studies in Youth Ministry, Religious Education or Theology at the Australian Catholic University. The course will be of additional interest to students considering a career in Catholic education, since successful completion of the Certificate III will contribute credit towards accreditation to teach Religious Education in Catholic schools.

Requirements
There will be an extra levy attached to this subject.

PLEASE NOTE:
Students who undertake Youth Ministry do not have to choose either Religion & Ethics (Rank) or Study of Religion (OP) as their RE component will now be covered by the Certificate III in CMT. However, students may wish to also undertake Study of Religion as part of their OP subject choices.

PLEASE NOTE:
As we utilise an outside organisation for this course, refunds cannot be made once enrolment has been processed.
CST

Spirit Tradition Community