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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
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 2018 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 OPs 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 the 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**

Authority Registered subjects are those devised from QCAA Study Area Specifications 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 emphasise practical skills and knowledge relevant to specific industries and/or provide experience in topic related contexts.

Subjects as:
- Drama Studies
- English Communication
- Industrial Technology Studies
- Pre vocational Mathematics
- Recreation Studies
- Religion and Ethics
- Visual Art Studies

**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 2016 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
- Dance Certificate II
- Early Childhood Education and Care Certificate III
- Fitness Certificate III
- Fitness Certificate IV
- Hairdressing I Certificate II
- Hairdressing 2 - Headstart to Hairdressing Certificate III
- Hospitality Certificate II – Food and Beverage Focus
- Hospitality Certificate II – Kitchen Operations
- Information Technology Certificate II
- Sampling and Measurement Certificate II – Science
- Sport and Recreation Certificate III
- 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 Specification, 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.
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<td>Ancient History</td>
<td>'B' standard in a Year 10 Humanities Subject &amp;/or English</td>
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<td>Biology</td>
<td>'C' standard in Science &amp; English required</td>
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<td>Business Certificate III</td>
<td>'B' Standard in English; Year 10 Business an advantage</td>
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<td>Business Management</td>
<td>'C' Year 10 English recommended</td>
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<td>Chemistry</td>
<td>'C' standard in Science and a 'B' standard in Mathematics</td>
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<td>Construction Certificate I</td>
<td>Study or Year 10 Metal work or Woodwork beneficial</td>
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<td>Creative Industries (Media) Certificate II</td>
<td>'C' Standard in English</td>
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<td>Dance</td>
<td>'C' standard in English; Study of Junior or Year 10 Dance beneficial</td>
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<td>Dance Certificate I</td>
<td>The Study of Year 10 Dance is desirable, but not essential</td>
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<td>Drama</td>
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<td>Drama in Practice</td>
<td>'C' standard in English; Study of Year 9 or 10 Drama beneficial</td>
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<td>'C' Standard in English; Study of Year 9 or 10 Drama beneficial</td>
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<td>Fitness Certificate III</td>
<td>'C' Standard in English; 'C' standard in HPE recommended</td>
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<td>Fitness Certificate IV</td>
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<td>'B' standard in a Year 10 History or Geography &amp;/or English</td>
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<td>Graphics</td>
<td>'B' standard in Year 10 Graphics</td>
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<td>Health Studies</td>
<td>'C' Standard in English, 'C' standard in HPE recommended</td>
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<td>Home Economics</td>
<td>'C' Standard in Year 10 English; Study of Year 9 or 10 Home Economics beneficial</td>
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<td>Hospitality Certificate II - Food &amp; Beverage</td>
<td>Study of Year 10 Introduction to Hospitality beneficial</td>
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<td>Hairdressing 2 Headstart to Certificate III</td>
<td>Successful completion of Hairdressing 1 Certificate II</td>
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<td>Hospitality Certificate II – Kitchen Operations</td>
<td>Study of Year 10 Introduction to Hospitality beneficial</td>
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<td>Industrial Technology</td>
<td>Successful completion of Introduction to Technology Studies or Certificate I in Furnishing</td>
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<tr>
<td>Information Technology Systems</td>
<td>Year 10 Business beneficial</td>
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<td>Italian</td>
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<td>Legal Studies</td>
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<td>Study of Religion</td>
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<td>Successful completion of Introduction to Technology Studies</td>
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<td>Tourism Certificate II</td>
<td>'C' standard in a Year 10 Humanities Subject &amp;/or English</td>
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<td>'C' Standard in English; Study of Year 9 or 10 Visual Art beneficial</td>
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<td>'C' standard in English and Religion</td>
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**Authority Subject**  **Authority Registered Subject (Non OP)**  **Vet Subject**
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 ‘B’ 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

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<td>Accounting for inventories</td>
<td>Cash flow statement</td>
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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.
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**
- Greek Democracy
- Conflict in Greece – Persia, Athens, Sparta
- Important Individuals – Augustus, Alexander, Boudicca
- Ancient Religions

**Year 12 Course Outline**
- The Rise and Fall of Roman Republic
- The Roman Empire
- Medieval Europe
- The Arts – Drama, Architecture, Art
- Ancient Technologies & Innovations

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
- Communicating historical knowledge.

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

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.

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<td>Term 4  Animal &amp; Plant Physiology</td>
<td>Human Impact on the Environment</td>
</tr>
</tbody>
</table>

How are students assessed?

Three dimensions of study are:
- Understanding Biology
- Investigating Biology
- Evaluating Biological Issues

A range of assessment techniques is used including:
- Multimedia Presentation
- Persuasive Essay - exam
- Field Trip Report
- Extended Experimental Investigation
- Other extended end of term/semester exams and essays

Requirements

Students participate in a field trip, which costs between $250 and $300 (may be subject to change).
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
- participate in university ‘Headstart’ programs, which assist in gaining entry to universities, receive course credit (conditions apply), and reinforce subject knowledge
- Participation in the Australian Business Week (ABW) competition which gives students a practical opportunity to manage a business through an online simulation whilst competing against other schools. A Satisfactory achievement in ABW contributes 1 point towards a students’ QCE in Year 12
- 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
- oral presentations
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.

<table>
<thead>
<tr>
<th>Year 11 Course Outline</th>
<th>Year 12 Course Outline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1 Materials - Living in a world of Materials</td>
<td>Equilibrium and Acids - Chemistry of Swimming Pools</td>
</tr>
<tr>
<td>Term 2 Water - A Unique Substance</td>
<td>Oxidation and Reduction - Shipwrecks and Salvage</td>
</tr>
<tr>
<td>Term 3 Organics – Wine Chemistry Energy - Energy and Transport</td>
<td>Organics and Oils - Oils, the Origins of Organics</td>
</tr>
<tr>
<td>Term 4 Air (Gases) - Something we all need</td>
<td>Forensic Analysis - Why We Know What’s There</td>
</tr>
</tbody>
</table>

How are students assessed?

Assessment in Chemistry is in the form of:

- 1 Extended Experimental Investigation Year 11 - Wine Chemistry
- 1 Extended Experimental Investigation Year 12 - Corrosion
- 1 Extended Research Task done in each of Year 11 and 12
- 3 Supervised Assessments (formal exams) each year
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.

**Year 11 Course Outline**

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Musical Theatre</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 2</td>
<td>The Evolution of Ballet</td>
</tr>
<tr>
<td>Term 3</td>
<td>Contemporary</td>
</tr>
<tr>
<td>Term 4</td>
<td>Popular Dance</td>
</tr>
</tbody>
</table>

**Year 12 Course Outline**

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Ritual/ Cultural Dance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 2</td>
<td>Dance in the Circus</td>
</tr>
<tr>
<td>Term 3</td>
<td>Dance on film</td>
</tr>
<tr>
<td>Term 4</td>
<td>Contemporary, Personal Extension</td>
</tr>
</tbody>
</table>

**How are students assessed?**

Students will be assessed in relation to the genre specific area of study within the areas of:
- Choreography
- Performance
- Appreciation
- Semester 1 & 2 assessment is Formative
- Semester 3 & 4 assessment is Summative

**Requirements**

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

Recommended Standard of Entry
There are no prerequisite subjects for Senior 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.

Requirements
A commitment to attendance and participation is necessary.
Economics

Recommended Standard of Entry

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

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>Year 11 Course Outline</th>
<th>Year 12 Course Outline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Markets and models</td>
<td>Markets and models</td>
</tr>
<tr>
<td>Population</td>
<td>Population</td>
</tr>
<tr>
<td>Stock Market</td>
<td>Stock Market</td>
</tr>
<tr>
<td>Contemporary micro economic issues</td>
<td>Contemporary micro economic issues</td>
</tr>
<tr>
<td>Income &amp; wealth distribution</td>
<td>Income &amp; wealth distribution</td>
</tr>
<tr>
<td>International economics</td>
<td>International economics</td>
</tr>
<tr>
<td>Globalisation &amp; trade</td>
<td>Globalisation &amp; trade</td>
</tr>
<tr>
<td>Systems &amp; development</td>
<td>Systems &amp; development</td>
</tr>
<tr>
<td>Contemporary macro economic management</td>
<td>Contemporary macro economic management</td>
</tr>
<tr>
<td>Environment</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
English

**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
- 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
- their knowledge of textual features
Film, Television & New Media

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>
</tr>
</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

Requirements
A commitment to attendance and participation is necessary.
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 transferable skills valued by employers (such as good communication skills, analytical, evaluative 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.

<table>
<thead>
<tr>
<th>Year 11 Course Outline</th>
<th>Year 12 Course Outline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>Unit 1: Responding to Natural Hazards</td>
</tr>
<tr>
<td>Term 2</td>
<td>Unit 2: Managing Catchments</td>
</tr>
<tr>
<td>Term 3</td>
<td>Unit 3: Sustaining Communities</td>
</tr>
<tr>
<td>Term 4</td>
<td>Unit 4: Connecting People and Places</td>
</tr>
</tbody>
</table>

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

Requirements

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

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 Authority Subject

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>
<th>Year 12 Course Outline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>Term 4</td>
</tr>
<tr>
<td>Personal Health (Body Image)</td>
<td>Family Health (Technology &amp; The Family)</td>
</tr>
<tr>
<td>Term 2</td>
<td>Term 3</td>
</tr>
<tr>
<td>Personal Health (Diet &amp; Nutrition)</td>
<td>Peer Health (Substance Abuse)</td>
</tr>
<tr>
<td>Term 3</td>
<td>Term 4</td>
</tr>
<tr>
<td>Peer Health (Substance Abuse)</td>
<td>Health of specific populations (Disabled Sport)</td>
</tr>
<tr>
<td>Term 4</td>
<td>Term 5</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
Home Economics

**Recommended Standard of Entry**

The study of Health and Living Technologies 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 Health and Living Technologies at the Middle Phase level.

**Course Outline**

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
- design challenges

**Requirements**

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.
Recommended Standard of Entry
There are NO prerequisites to study Information Technology Systems (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
- Exams
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: Gli 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.

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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<thead>
<tr>
<th>Year 11 Course Outline</th>
<th>Year 12 Course Outline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1 The Legal System</td>
<td>Independent Study</td>
</tr>
<tr>
<td>Term 2 Crime and the Law</td>
<td>Family and the Law</td>
</tr>
<tr>
<td>Term 3 Crime, Technology and the Law</td>
<td>Human Rights and the Law</td>
</tr>
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<td></td>
<td>International Law</td>
</tr>
<tr>
<td>Term 4 Civil Obligations</td>
<td>Law in a Changing Society</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
- communication and research skills

Assessment techniques include:
- short-answer tests
- research assignments
- essays
- reports
- non-written presentations

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
- one assignment or project

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

Authority Subject

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.

Requirements

The syllabus requires the use of technology in the form of a Graphics Calculator, the College recommends purchasing through the College as we bulk order which enables us to buy them cheaper. Details of the process and cost $200 (approx.) will be given at the start of next year.

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.

Students must also select Mathematics B before commencing studies in Mathematics C. 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.

Requirements
Students will require a Graphics calculator, (this will already have been purchased 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

What is the Mentor Academy Program?

The Mentor Academy Program at St Columban’s College is designed to assist students in accomplishing all their goals (academic and beyond). Here at St Columban’s we understand that the demands of a 21st Century student can be tough and that managing time and workloads can be stressful.

The Mentor Academy Program has been designed to support and encourage students in managing both areas of their life to ensure that these elite students achieve their goals.

What MAP can do for YOU!

The Mentor Academy Program Coordinator assists students to:

- Devise and implement study timetables (manage time commitments specifically around exam time)
- Provide links to assistance with classwork (accelerating prior to absences or catch up lessons after returning to school)
- Plan for assignments (or put you in touch with the right people to do so)
- Manage assessment deadlines (especially if there are upcoming absences that may impact on exam or assignment dates)
- Micromanage student daily lives
- Build a personal profile within the College and local community

Student Responsibilities:

The St Columban’s Mentor Academy Program will only work for students as much as they allow it too. To get the most from the program and the assistance being offered, there are a few responsibilities that students must adhere to:

Please see MAP terms and conditions on following page.

‘Together everyone achieves more’

Recommended Standard of Entry

Fill out the MAP application form (available from Mrs Tredrea) to apply for acceptance into the Mentor Academy Program. Students must be able to demonstrate that they would benefit from extra guidance and greater flexibility, and meet the criteria of high-level aptitude/aspirations in combining their education and pursuit of excellence.
MAP Student Terms and Conditions

Students are required to:

- Attend all MAP functions, including MAP orientation sessions
- Maintain up to date performance achievements and information via correspondence with MAP coordinator
- Make yourselves known as MAP students to your teachers at the beginning of each semester
- Notify your teachers and the MAP coordinator at the beginning of the term of any expected competitions that will require time away from school
- Respond to communications from the MAP Coordinator at all times

Students are requested to:

- Represent St Columban’s as a MAP Student Ambassador from time to time
- Provide a high resolution photograph of themselves in their chosen discipline that can be used online or in print publications by the College
- Participate and promote St Columban’s College and our Cocurricular programs where possible

As a member of the MAP Program, I agree to the following conditions:

- I will provide the MAP coordinator with current, accurate information and supporting documentation
- I am aware that the MAP Program supports academic success, and ensure students have the appropriate assistance for their academic studies whilst honouring their commitments and time schedules as an elite student
- I will not abuse the support and privileges provided to me as a MAP student
- I am aware that it is my responsibility to notify the MAP Coordinator of any changes in my extracurricular program that may affect my status as a MAP student
- I am aware that it is my responsibility to keep my details up-to-date

NOTE: Failure to comply with the conditions laid out in this agreement may result in invalidation of your MAP placement at St Columban’s.
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:

<table>
<thead>
<tr>
<th>Year 11 Course Outline</th>
<th>Year 12 Course Outline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Story of a Nation - Nazi Germany or USA</td>
<td>The Nation in Revolution: USSR or China</td>
</tr>
<tr>
<td>Whitlam and the Dismissal</td>
<td>The Cold War</td>
</tr>
<tr>
<td>Imperialism</td>
<td>Progressive Movements</td>
</tr>
<tr>
<td>East Timor Independence</td>
<td>Historical Controversies</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
- multi-modal presentations

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

**Recommended Standard of Entry**

It is recommended that students who study Senior Music should have some musical background whether it be classical or contemporary. Students should 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>Year 11 Course Outline</th>
<th>Year 12 Course Outline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1  The Purpose of Music</td>
<td>Musical Innovators</td>
</tr>
<tr>
<td>Term 2  The Purpose of Music</td>
<td>Musical Innovators</td>
</tr>
<tr>
<td>Term 3  I Love Rock n Roll: Put Another Dime in the Jukebox</td>
<td>Music in the Theatre</td>
</tr>
<tr>
<td>Term 4  Traditions</td>
<td>The Musician</td>
</tr>
</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.

**Requirements**

Students who choose this subject should have some ability on an instrument or voice.
Music Extension (Year 12 Only)

Recommended Standard of Entry
This subject is only studied in Year 12.
The requirement for entry is concurrent enrolment in Year 12 Senior 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**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Realising Task</th>
<th>Investigating Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Minor Solo Public Performance, composition or Musicology research task</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Analytical essay or Multimedia presentation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Major Solo Public Performance, composition or Musicology research task</td>
<td></td>
</tr>
</tbody>
</table>
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.

<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>Energy Systems in Volleyball</td>
<td>Psychology in Netball</td>
</tr>
<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>
</tr>
<tr>
<td>Participation in Touch Football</td>
<td>Training for Athletics</td>
</tr>
<tr>
<td>Term 4</td>
<td>Term 4</td>
</tr>
<tr>
<td>Training in Netball</td>
<td>Biomechanics in Volleyball</td>
</tr>
</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
- Research reports

Practical assessment involves the performance of drills and games in each particular activity.

Requirements
Students will be required to have regular access to their sports uniform.
Physics

**Authority Subject**

**Recommended Standard of Entry**

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

**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 organised under the headings of:

- Forces
- Energy
- Motion

<table>
<thead>
<tr>
<th>Year 11 Course Outline</th>
<th>Year 12 Course Outline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1 Cars - Speed and safety</td>
<td>Physics in the home</td>
</tr>
<tr>
<td>Term 2 Discovering the Solar System</td>
<td>Electronic devices</td>
</tr>
<tr>
<td>Term 3 Amusement Park Physics</td>
<td>Medical Physics</td>
</tr>
<tr>
<td>Term 4 Visiting the Reef</td>
<td>The search for understanding – classical to quantum</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
- Year 12 on a Summative basis
Study of Religion

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

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
Technology Studies

**Authority Subject**

**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</td>
<td>Term 1</td>
</tr>
<tr>
<td>Project and Appraisal</td>
<td>Proposal and Project</td>
</tr>
<tr>
<td>Term 2</td>
<td>Term 3</td>
</tr>
<tr>
<td>Proposal and Project</td>
<td>Investigative Analysis</td>
</tr>
<tr>
<td>Term 3</td>
<td>Term 4</td>
</tr>
<tr>
<td>Investigative Analysis</td>
<td>Open design – community (proposal, project/prototype &amp; appraisal)</td>
</tr>
<tr>
<td>Term 4</td>
<td>Term 4</td>
</tr>
<tr>
<td>Project and Appraisal</td>
<td>Open design – individual (proposal, project &amp; appraisal)</td>
</tr>
</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

**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)
Visual Art

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
Drama Studies

Recommended Standard of Entry
There are no prerequisite subjects for Drama in Practice however prior experience in Year 9 or Year 10 Drama is beneficial. To ensure success in the course, a sound level of achievement in English is important.

Why study Drama in Practice?
- Students will gain practical experience in a number of onstage and offstage roles, including actor/performer, designer, scriptwriter, director, stage technician, publicity manager and stage manager.
- Students explore and engage in activities that develop creative and technical skills in communicating meaning to an audience.
- Students identify and follow creative and technical processes from conception to realisation, developing problem-solving skills, fostering cooperation and creativity, and gaining confidence and self-esteem.

What is studied?
Students participate in eight units over the two year course which focus on a range of practical projects:

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Western theatre</td>
<td>Community theatre project</td>
</tr>
<tr>
<td>Production 1 (scripted)</td>
<td>Technical design and production</td>
</tr>
<tr>
<td>World theatre</td>
<td>Production 2 (devised)</td>
</tr>
<tr>
<td>Event management</td>
<td>Acting for film and television</td>
</tr>
</tbody>
</table>

How are students assessed?
Three dimensions are used to assess student achievement:
- Knowing and understanding – students identify and interpret meaning
- Applying and analysing – students communicate and analyse meaning
- Creating and evaluating – students shape and critique meaning

Career Pathways
A course of study in Drama in Practice can establish a basis for further education and employment in the fields of:
- theatre, the broader arts industry, and in education
- careers that require creativity and innovation, communicating meaning in imaginative, aesthetic and/or artistic ways
- careers in which it is important to understand different social and cultural perspectives on a variety of subjects and issues

Requirements
A commitment to attendance and participation.
English Communication

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: World of Music</td>
<td>Codes of Behaviour</td>
</tr>
<tr>
<td>Term 2: Extreme Sport</td>
<td>Issues in Society</td>
</tr>
<tr>
<td>Term 3: Youth Issues</td>
<td>Protected By Law</td>
</tr>
<tr>
<td>Term 4: Buying your first car</td>
<td>Conflict Resolution</td>
</tr>
</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
Industrial Technology Studies  

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>Semester 2</td>
</tr>
<tr>
<td>Working with wood</td>
<td>Experimenting with metal</td>
</tr>
<tr>
<td>Investigating metal</td>
<td>Producing with wood</td>
</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

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

Why study Pre Vocational Mathematics?

This course is designed to accommodate those students who were challenged by the Mathematics in Year 10. 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</td>
<td>Term 2</td>
</tr>
<tr>
<td>Spending Money</td>
<td>Truth about bottled water</td>
</tr>
<tr>
<td>Term 3</td>
<td>Term 4</td>
</tr>
<tr>
<td>Budgeting</td>
<td>Travelling and design</td>
</tr>
<tr>
<td>Term 4</td>
<td></td>
</tr>
<tr>
<td>Travelling and design</td>
<td>Health, exercise design</td>
</tr>
</tbody>
</table>

How are students assessed?

Assessment will consist of a variety of:

- practical tasks
- short answer tests
- written reports
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 of organised recreational activities and groups, as well as the recreation and fitness industry in general.

Students will have the opportunity to:

- gain knowledge in all fitness related areas with a particular focus on a chosen activity per term.
- participate in a range of physical activities and sport, while developing knowledge and skills necessary in that sport.
- 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
- Evaluating

A level of achievement is awarded based on the Standards associated with these criteria.

Requirements

Students will be required to have regular access to their sports uniform.
Religion and Ethics

Authority Registered Subject

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

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  Peace and Conflict</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
Visual Art Studies

Authority Registered Subject

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.

Requirements
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.
Certificate III in Business

The Registered Training Organisation is St Columban’s College - 30351

Course Costing: $90 per year

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 ‘C’ Standard in Year 10 English is recommended.

Why study a Certificate III in Business?

Certificate III qualifications are highly recognised and valued in industry. A successful completion of a Certificate III in Business gains a guaranteed rank which varies from year to year.

Students have the opportunity to 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

BSB30115  Certificate III in Business

Course Outline

Units of Competency are as follows:

BSBWHS302  Apply knowledge of WHS legislation in the workplace
BSBITU203  Communicate electronically
BSBFLM312  Contribute to team effectiveness
BSBITU302  Create electronic presentations
BSBITU303  Design and produce text documents
BSBITU304  Produce spreadsheets
BSBFLM303  Contribute to effective workplace relationships
BSBWOR301  Organise personal work requirements and priorities
BSBDIV301  Work effectively with diversity
BSBITU306  Design and produce business documents
BSBWRT301  Write simple documents
FNSACC301  Process financial transactions and extract interim reports

How are students assessed?

Assessment is Competency based.

Students are assessed through:

- Projects
- Observations
- Folio Work
- Oral questioning

Students must successfully complete all Modules and Units of Competencies to achieve the Certificate III.
Certificate III in Early Childhood Education and Care

CHC30113

The Registered Training Organisation is Cairns Training Academy - 30857
Course Costing: $890

PLEASE NOTE: This payment is non-refundable once the enrolment has been processed

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
- 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. All Modules must be successfully completed to be awarded the Certificate III.

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
HLT WHS001 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?
Assessment is Competency based.
Students are assessed through:
  ▪ structured work placement of approximately 120 hours
  ▪ theory activities
  ▪ verbal questioning
  ▪ simulated class activities
This course is practically orientated and caters for all students.

Students must successfully complete all Modules and Units of Competencies to achieve the Certificate III.

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 during work placement times. Equipment for class activities will be supplied from the levies in most cases.

Refund Policy:
As we utilise an outside organisation for this course, refunds cannot be made once enrolment has been processed.
Certificate III Christian Ministry and Theology 10432NAT

This course for senior secondary students has been developed by the Institute of Faith Education (IFE), and they are the Registered Training Organisation - 31402 in the Archdiocese of Brisbane.

Course Costing: $200 per Module - with a total of 4 Modules over the course (to be paid in full on commencement of the course)

PLEASE NOTE: This payment is non-refundable once the enrolment has been processed.

Recommended Standard of Entry

A ‘C’ in Year 10 English would be an important element in the successful completion of this qualification. Sound comprehension skills as well as verbal and writing skills are required to address the requirements of assessment.

Why study Youth Ministry?

Certificate III in Christian Ministry and Theology is a nationally accredited qualification, which has been developed in the context of Catholic Education in Queensland. This course offers a foundation that will be of particular value for pathways into careers in the Catholic sector including Healthcare, Education, Teaching and Childcare. This course is usually delivered over the senior years of schooling (Year 11 and 12) and consists of four self-contained modules.

Credit Points toward the QCE

Successful completion of this course currently contributes:

- eight (8) points towards the Queensland Certificate of Education (Correct as at November 2014)
- a Tertiary Entrance Rank of 68 or an equivalent to an OP 15 (OP equivalence will vary each year)

Certificate III in Christian Ministry and Theology provides an alternative pathway to tertiary study. This can be an important safety net for OP students and an excellent outcome for OP-ineligible students. (Source: QTAC Tertiary Prerequisites for study commencing 2015.)

Students will also gain valuable employability skills

- Students will prepare themselves for life choices they will make outside of school
- Students will gain skills in connecting with different people from all walks of life
- Students will gain a deeper understanding of the spiritual and religious influences in the world
What is studied?

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Semester 1</th>
<th>Year 12</th>
<th>Semester 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1 – <em>Spirituality Today</em></td>
<td>This module explores what is meant by spirituality. It explores the relationship between spirituality and religion. Spirituality here is used to denote all practices that engage with God. This topic provides an entry-point for considering all aspects of Catholicism.</td>
<td>Module 3 – <em>Choices</em></td>
<td>In this module students are introduced to ethics and Catholic social justice teaching. Current moral/ethical issues and case studies provide the opportunity to reflect on the choices we make and how these impact on life. Students learn to make connections between beliefs and their application to life.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Semester 2</th>
<th>Year 12</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 2 – <em>The Story</em></td>
<td>In this module students gain an overview of the Scriptures, and learn skills for biblical interpretation. There are opportunities to dig deep into the texts and to explore how they are used today.</td>
<td>Module 4 – <em>The Edge</em></td>
<td>This module provides an opportunity for students to reflect on their life journey and to explore further the nature of God as well as their own beliefs. The module also explores the questions of evil and suffering.</td>
</tr>
</tbody>
</table>

**10432NAT Certificate III Christian Ministry and Theology**

**Units of Competency are as follows:**

- CMTTTHE301A Identify how Christian Scripture, life and practice are understood today
- CMTTTHE302A Identify theological data
- CMTTTHE303A Identify a range of information within a theological theme or issue
- CMTTTHE304A Identify new theological insights
- CMTMIN301A Identify theological knowledge in relation to the Christian way of life
- CMTMIN302A Communicate theology in everyday language
- BSBCRT301A Develop and extend critical and creative thinking skills
- CHCEDS314B Work effectively in an education team

**How are students assessed?**

As a vocational education training course assessment is competency based. Students learn through a variety of activities including discussions, team activities, multi-media activities, presentations and creative learning tasks. A portfolio of student work is submitted for assessment upon completion of each module.

Students must successfully complete all Modules and Units of Competencies to achieve the Certificate III.

**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.

**Refund Policy:**

As we utilise an outside organisation for this course, refunds cannot be made once enrolment has been processed.
Certificate I in Construction  
CPC10111

The Registered Training Organisation is St Columban's College - 30351  
Course Costing: $410

Recommended Standard of Entry
It is highly recommended that students entering this course have completed either Furnishing Certificate I and/or Introduction to Industrial Technology 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
- CPCCCM2004A Handle construction materials
- CPCCCM2006B Apply levelling procedures

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

Students must successfully complete all Modules and Units of Competencies to achieve the Certificate I.

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

The Registered Training Organisation is St Columban's College - 30351
Course Costing: $180

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
- CUFCAM201A  Assist with a basic camera shoot
- CUFLGT101A  Apply a general knowledge of lighting to work activities
- ICAU2006B  Operate Application Software 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
- written exercises

Work experience in the Creative Industries area is highly recommended for this course.

Students must successfully complete all Modules and Units of Competencies to achieve the Certificate II.
Dance

Certificate II in Dance

The Registered Training Organisation is St Columban’s College - 30351
Course Costing: $200 per year

Why study Dance?

This qualification allows learners to develop basic skills and knowledge to prepare for work in the live performance industry. This qualification can also lead to non-dance based qualifications in this Industry: Management, Technical services, Production Design and Teaching.

South East Queensland is one of Australia’s growing Arts and Dance precincts. The artistic importance of Dance in Australian society is increasing and therefore is a source of expanding employment opportunities for students.

The Certificate II in Dance is a nationally accredited course, part of the Live Performance and Entertainment Training Package. A completed Certificate II in Dance (offered in Year 11 and 12) may lead to further qualifications in later years: Certificate III, Certificate IV in Dance, Certificate IV, Diploma and Advanced Diploma.

What is studied?

Dance is designed to provide students with a variety of artistic, intellectual, technical and workplace skills required in the Dance and performance industry. The Certificate II in Dance is very flexible and is designed to meet a broad range of dance, live performance and entertainment industry skill requirements including; dance technique, safe dance practice, application of knowledge, communication, understanding of cultural identity, teamwork, problem solving, initiative, planning, organisation, and self-management.

The national CUA Live Performance and Entertainment Training Package core modules have been incorporated throughout the course. Students must successfully complete the seven core units and three elective units to be awarded CUA20111 Certificate II in Dance. Credit will be given for the core units studied in CUA10111 Certificate I in Dance.

CUA20111 Certificate II in Dance

Units of Competency are as follows:

Core Units:
- CUFIND201A: Develop and apply creative arts industry knowledge
- BSBWOR203B: Work effectively with others
- CUADAN201: Develop basic dance techniques
- CUADAN202: Incorporate artistic expression into basic dance performances
- CUAPRF201: Prepare for performances
- CUAWHS201: Develop a basic level of physical condition for dance performance
- CUAWHS101: Follow safe dance practices

Elective units:
- CUADAN205: Perform basic contemporary dance technique
- CUADAN209: Perform basic cultural Dance Technique
- CUADAN208: Develop foundation street dance technique
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.

- **Semester 1**: Musical Theatre and The Evolution of Ballet/Ballet in Society
- **Semester 2**: Australian Contemporary and Popular Dance
- **Semester 3**: Indigenous/Ritual/Cultural Dance and Dance in the Circus
- **Semester 4**: Contemporary and Medea

**How are students assessed?**

Assessment for the Certificate II in Dance 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.

**Students must successfully complete all Modules and Units of Competencies to achieve the Certificate II.**

**Requirements**

An integral part of Dance is field trips to various workplaces and venues in the South East Queensland region as well as interaction with Artists.

Also required is involvement in College events such as the College Open Day, Dance Night and Arts Evening, which are 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 Dance shirt and black pants when involved in College events.
Certificate III in Fitness SIS30313
The Registered Training Organisation is College of Health and Fitness – 30798
Course Costing: $550

PLEASE NOTE: This payment is non-refundable once the enrolment has been processed

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.

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 work on gaining 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 work on developing 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 fulfil 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.

SIS30313 Certificate III in Fitness
Units of Competency are as follows:
- SISXOHS101A Follow occupational health and safety policies
- SISXRSK301A Undertake risk analysis of activities
- SISFFIT301A Provide fitness orientation and health screening
- SISFFIT302A Provide quality service in the fitness industry
- SISFFIT303A Develop and apply an awareness of specific populations to exercise delivery
- SISFFIT305A Apply anatomy and physiology principles in a fitness context
- SISFFIT306A Provide healthy eating information to clients in accordance with recommended guidelines
- SISXFAC207 Maintain sport, fitness and recreation equipment for activities
- SISXIND101A Work effectively in sport and recreation environments
- SISFFIT304A Instruct and monitor fitness programs
- SISFFIT307A Undertake client health assessment
- SISFFIT308A Plan and deliver gym programs
- SISFFIT311A Deliver approved community fitness programs
- SISFFIT312A Plan and deliver an endurance training program
- HLTAID003 Apply First Aid
How are students assessed?
Students will undertake competency-based assessment towards the achievement of the Certificate including:

- gathering evidence
- making judgements on whether the student can consistently demonstrate knowledge and skill
- application of the knowledge and skill to the Standard of performance required in the workplace

Students must successfully complete all Modules and Units of Competencies to achieve the Certificate III.

Requirements
The cost of all coursework, First Aid course (RTO – Royal Life Saving Society QLD – 5431), equipment and outings is included in the annual subject levy – to be advised.

Refund Policy:  
As we utilise an outside organisation for this course, refunds cannot be made once enrolment has been processed.
Certificate IV in Fitness  
SIS40210

The Registered Training Organisation is College of Health and Fitness – 30798

Course Costing: $550

PLEASE NOTE: This payment is non-refundable once the enrolment has been processed

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
SISSSTC301A Instruct strength and conditioning techniques
SISSSTC402A Develop strength and conditioning programs
How are students assessed?

Students will undertake competency-based assessment towards the achievement of the Certificate including:

- gathering evidence
- making judgements on whether the student can consistently demonstrate knowledge and skill
- application of the knowledge and skill to the Standard of performance required in the workplace

**Students must successfully complete all Modules and Units of Competencies to achieve the Certificate IV.**

Requirements

The cost of all coursework, First Aid course (RTO – Royal Life Saving Society QLD – 5431), equipment and outings is included in the annual subject levy – to be advised.

Refund Policy:

*As we utilise an outside organisation for this course, refunds cannot be made once enrolment has been processed.*
Hairdressing 1  VET subject

Certificate II in Hairdressing  
SIH20111

The Registered Training Organisation is St Columban’s College - 30351

Course Costing: $700

Recommended Standard of Entry

There are no pre-requisites for this course however a ‘C’ Standard 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 Sion, the Hairdressing Salon in the College Trade Training Centre
- Successful completion of this certificate may 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 successfully completed – 8 core and 5 elective units to attain the Certificate II in Hairdressing.

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
SIHHOHS201A: 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.

Students must successfully complete all Modules and Units of Competencies to achieve the Certificate II.

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 cost approximately $170. The list will be provided closer to the start date.
Certificate III in Hairdressing SIH30111

The Registered Training Organisation is Matters in Gray - 1685

Course Costing: $700

PLEASE NOTE: This payment is non-refundable once the enrolment has been processed

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
- Successful completion may provide a stepping stone to a career in Hairdressing (trade qualification)
- The program offers practical work combined with vocational placement
- Students will train in Sion, the College Hairdressing Salon in the Trade Training Centre

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 on successful completion of these competencies, a Statement of Attainment will be issued. With credit transfers from Cert II competencies this comprises 40% of the Cert III qualification. This provides a pathway to applying for a hairdressing apprenticeship, should they wish to follow this career. The training strongly emphasizes employability and 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.

SIH30111: Certificate III in Hairdressing

Units of Competency are as follows:

SIBXCCS202A: Provide service to clients
SIHHCCS302A: Perform a full client consultation
SIHHHCS301A: Design haircut structures
SIHHHCS303A: Design and apply short to medium length hair design finishes
SIHHHSC302A: 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 $170.

Refund Policy:

Any refunds for this Certificate course costs for withdrawal from this course must be sought directly from the provider – Matters in Gray, once St Columban’s College has been invoiced for the student enrolment. For enrolment with this external provider, their Refund Policy applies.
Certificate II in Hospitality  
(Food and Beverage Focus)  
SIT20213

The Registered Training Organisation will be St Columban’s College - 30351

Course Costing: $ 530

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
- 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.

Note: All Modules must be successfully completed to achieve Certificate II and gain four credit points towards the QCE.

SIT20213 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
- SITXCOM201 Show social and cultural sensitivity
- SITXCCS202 Interact with customers
- SITXFSA101 Use hygienic practices for food safety
- SITXWH5101 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
- SITXFIN201 Process financial transactions
### Year 11 Course Outline

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Hygiene and Safety in the Hospitality Industry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 2</td>
<td>Café Culture – Prepare and serve espresso coffee.</td>
</tr>
<tr>
<td>Term 3</td>
<td>Service of Food and Beverage to Customers</td>
</tr>
<tr>
<td>Term 4</td>
<td>Menu planning and small function operation</td>
</tr>
</tbody>
</table>

### Year 12 Course Outline

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Customer relations, and Interpersonal skills involved in running a Bar – Responsible service of alcohol.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 2</td>
<td>Preparing and Serving a variety of beverages</td>
</tr>
<tr>
<td>Term 3</td>
<td>Apply Hospitality Skills in the Workplace</td>
</tr>
<tr>
<td>Term 4</td>
<td>Large scale catering enterprises</td>
</tr>
</tbody>
</table>

### How are students assessed?

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

All assessment is Competency Based

**Students must successfully complete all Modules and Units of Competencies to achieve the Certificate II.**

### 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.

**Please Note: Students ARE able to undertake both Hospitality options.**
Certificate II in Kitchen Operations  

*(Kitchen skills focus)*

The Registered Training Organisation will be St Columban’s College - 30351

Course Costing: $560

**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
- 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: All Modules must be successfully completed to achieve Certificate II and gain four credit points towards the QCE.

**SIT20312 Certificate II in Kitchen Operations**

Units of Competency are as follows:

**Core**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWOR203B</td>
<td>Work effectively with others</td>
</tr>
<tr>
<td>SITXFSA101</td>
<td>Use hygienic practices for food safety</td>
</tr>
<tr>
<td>SITXWHS101</td>
<td>Participate in safe work practices</td>
</tr>
<tr>
<td>SITHCCC101</td>
<td>Use food preparation equipment</td>
</tr>
<tr>
<td>SITHCCC201</td>
<td>Produce dishes using basic methods of cookery</td>
</tr>
<tr>
<td>SITHCCC207</td>
<td>Use cookery skills effectively</td>
</tr>
<tr>
<td>SITHKOP101</td>
<td>Clean kitchen premises and equipment</td>
</tr>
<tr>
<td>SITXINV202</td>
<td>Maintain the quality of perishable supplies</td>
</tr>
</tbody>
</table>

**Electives**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBCM201A</td>
<td>Communicate in the workplace</td>
</tr>
<tr>
<td>SITFAB203</td>
<td>Prepare and serve non-alcoholic beverages</td>
</tr>
<tr>
<td>SITHCCC102</td>
<td>Prepare simple dishes</td>
</tr>
<tr>
<td>SITHCCC103</td>
<td>Prepare sandwiches</td>
</tr>
<tr>
<td>SITHCCC202</td>
<td>Produce appetisers and salads</td>
</tr>
<tr>
<td>SITHIND201</td>
<td>Source and use information on the Hospitality industry</td>
</tr>
</tbody>
</table>
How are students assessed?

- Simulated training
- Café placement and practical function work.
- Excursion and industry visits
- Observation and verbal questioning
- Industry placement

All assessment is Competency Based

**Students must successfully complete all Modules and Units of Competencies to achieve the Certificate II.**

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 various College functions.

Students are required to complete mandatory work placement within the College environment and with our industry partners 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.**
Sampling and Measurement

Certificate II in Sampling & Measurement  MSL20109 (Science)
The Registered Training Organisation will be St Columban’s College - 30351
Course Costing: $600 per year

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

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. This course contains some theory but is mostly a practical subject involving laboratory work.

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
MSL913001A  Communicate with other people

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.

Students must successfully complete all Modules and Units of Competencies to achieve the Certificate II.
Certificate III in Sport and Recreation  SIS30513

The Registered Training Organisation will be Binnacle Training – 31319
Course Costing: $TBA
PLEASE NOTE: This payment is non-refundable once the enrolment has been processed

Recommended Standard of Entry

Students who have been successful in the application process of the Elite Sports Academy are eligible to enrol in the Certificate III in Sport and Recreation.

Why study Sport and Recreation?

The Sport and Recreation course is based on the modules and competencies of study included in the Certificate III in Sport and Recreation.

What is studied?

Students deliver sport/recreation programs within their school community, such as: junior sports coaching, primary school sport and officiating games or competitions. Students also develop skills in critical and creative thinking, customer service in sport, personal management and using social media tools to enhance participant engagement.

- Officiating accreditation
- Coaching accreditation
- First Aid qualification and CPR certificate
- Officiating games or competitions
- Coaching beginner participants to develop fundamental skills
- Communication and customer service in sport
- Using social media tools for participant engagement

SIS30513  Certificate III in Sport and Recreation

Units of Competency are as follows:

- SISXWHS101  Follow work health and safety policies
- SISSSOF101  Develop and update officiating knowledge
- SISSSPT303A  Conduct basic warm-up and cool down programs
- SISXFAC207  Maintain sport, fitness and recreation equipment for activities
- HLTHID003  Provide first aid
- HLTAID001  Provide Cardiopulmonary Resuscitation
- SISXEMR201A  Respond to emergency situations
- SISSSDE201  Communicate effectively with others in a sport environment
- SISSSCO101  Develop and update knowledge of coaching practices
- BSBCRT301A  Develop and extend critical and creative thinking skills
- ICAWEB201A  Use social media tools for collaboration and engagement
- SITXCOM401  Manage conflict
- SISXRSK301A  Undertake risk analysis of activities
- BSBWOR301B  Organise personal work priorities and development
- SISXCCS201A  Provide customer service
- SISXCAI303A  Plan and conduct sport and recreation sessions
How students are assessed?
Students will undertake competency-based assessment towards the achievement of the Certificate including:

- Gathering evidence and making judgments on whether students can consistently demonstrate knowledge and skill
- The application of that knowledge
- Skill to the standard of performance required in the workplace

**Students must successfully complete all Modules and Units of Competencies to achieve the Certificate III.**

Career Pathways
There is the possibility of students being offered Traineeships by the College or external sporting organisations.

Sport and Recreation provides a foundation for future careers in teaching, sports coaching, sportsperson, fitness, recreation management, human movement and sports development officer.

Requirements
The cost of all coursework including First Aid (RTO – Royal Life Saving Society QLD - RTO Code – 5431), equipment and excursions are included in the annual subject levy.

Program Disclosure Statement
*This Subject Outline is to be read in conjunction with Binacle Training's Program Disclosure Statement (PDS).* The PDS sets out the services and training products Binacle Training provides and those services carried out by the 'Partner School' (i.e. the delivery of training and assessment services).


Refund Policy:
As we utilise an outside organisation for this course, refunds cannot be made once enrolment has been processed.
Tourism

Certificate II in Tourism  SIT20112
The Registered Training Organisation is St Columban’s College - 30351
Course Costing: $200 per year

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.

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
SITTIND201  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
SITTGDE306  Research and share general information on Australian indigenous cultures
SITTTSLSL202  Access and interpret product information
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.

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Working in the Tourism Industry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 2</td>
<td>Domestic Tourism</td>
</tr>
<tr>
<td>Semester 3</td>
<td>International Tourism</td>
</tr>
<tr>
<td>Semester 4</td>
<td>Special Events</td>
</tr>
</tbody>
</table>

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.

**Students must successfully complete all Modules and Units of Competencies to achieve the Certificate II.**

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  
30981QLD

The Registered Training Organisation is St Columban’s College - 30351

Course Costing: $50 per year

Recommended Standard of Entry

There are no pre-requisites for this course, however a ‘C’ 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. The course contains employability skills to equip students 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
- BSBOHST201A 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 10 days work placement is required for this subject.

The assessment will be project based and will include:

- Building a Career Portfolio
- Questioning
- Observation while completing practical activities
- Third party reports from employers in the workplace

Students must successfully complete all Modules and Units of Competencies to achieve the Certificate II.