



# Senior Studies Guide

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ENQUIRIES

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CONTENTS

ENROLMENT PROCEDURES	2
SENIOR STUDIES	3
ASSESSMENT PROGRAMS	4
GLOSSARY OF TERMS	5
SUBJECT SELECTION RULES	6
HOW TO CHOOSE SUBJECTS	7
REALISTIC GOALS	8
TYPES OF SUBJECTS	9
STUDENT EDUCATION PROFILE	10
PATHWAY OPTIONS	11
INDEPENDENT STUDY PROGRAM - ISP	14
SUBJECTS AVAILABLE	15

The details about the various courses on offer contained in this Guide to Senior Studies were correct at the time of publication, but may change from time to time as necessary to respond appropriately to student needs and Villanova College’s response to the Australian Curriculum.

COURSE INDEX

ARTS - PERFORMING	17
Drama	
Music	
Music Extension	
ARTS - VISUAL	20
Arts in Practice	
Visual Arts	
BUSINESS STUDIES	22
Accounting	
Business (Certificate III Business BSB30115)	
Business Management	
Economics	
Hospitality (Cert II in Hospitality SIT20216)	
Hospitality Studies	
ENGLISH	29
English	
English Communication	
LANGUAGES OTHER THAN ENGLISH	31
Chinese (Mandarin)	
Italian	
MATHEMATICS	33
Mathematics A	
Mathematics B	
Mathematics C	
Prevocational Mathematics	
PHYSICAL EDUCATION	37
Physical Education	
Recreation	
Fitness (Cert III in Fitness SIS30315)	
RELIGIOUS EDUCATION	41
Study of Religion	
Religion & Ethics	
SCIENCE	43
Biology	
Chemistry	
Physics	
Science 21	
SOCIAL SCIENCE	47
Geography	
Modern History	
Legal Studies	
TECHNOLOGIES	50
Graphics	
Information Processing & Technology	
Furnishing (Cert I in Furnishing MSF10113) & Construction	
(Cert I in Construction CPC10111)	
Digital Media & Technology (Cert III in Information, Digital	
Media & Technology (ICA 30115)	

# ENROLMENT PROCEDURES

## Entering Year Eleven

Entry into Year Eleven is made by completing the Senior Education and Training (SET) Plan and returning it to the Curriculum Office by the due date. On the basis of choices made by students, the timetable for the next two years will be created in such a way as to maximise the degree to which students' preferences can be satisfied. For some students, it may not be possible to accommodate their particular subject combination, despite the best efforts to do so. Students in this category will be required to re-consider their Subject Program. Once established, two-year subject programs of current Year Eleven students continuing into Year Twelve are preserved.

## Review of Academic Performance

A formal review of each Year Ten student's academic performance and behavioral record will be conducted by the College at the end of Semester 1, and again when Second Semester Reports are available. Where Villanova College has serious concerns regarding a particular student's academic performance and commitment to study, the student may be required to participate in a review of his progress in his current studies and may also be required to show cause why he should commence or continue Senior study in the following year.

For a student seeking to enter Year Eleven, performance in his Program of Study in the previous year is of great interest to Villanova College in determining if particular subjects, or a subject combination, are appropriate for the student to take. Continuing on into the third and fourth Semester (Year Twelve) of a course commenced in Year Eleven should be considered conditional upon satisfactory application and/or behaviour in the two Semesters in Year Eleven.

Where the student has selected a Subject Program which, in the opinion of Villanova College, is inadvisable on the basis of previous results achieved, he will be required to reconsider his Subject choices.

## Prerequisite Requirements and Subject Selection Rules

Prerequisite Requirements are subject results that, in the opinion of Villanova College, need to be attained before a student can expect success in a future subject. Prerequisite Requirements for subjects are outlined in the subject descriptions later in this book and also on the Continuing Enrolment form.

A student, who does not meet a Prerequisite Requirement for a subject he wishes to take, will need to choose a more appropriate subject.

He may decide to:

- change his subject selection to remove the particular subject,
- ensure that he meets the Prerequisite in the Second Semester.

A student who does not meet the Prerequisite Requirements for the subjects he wishes to take in Year 11 will not be able to study the subject. In rare cases Villanova College may allow a student to enrol in a subject provisionally for the first Semester, subject to satisfactory achievement.

Students whose selections contravene Subject Selection Rules must re-choose unless a specific exemption is granted in their case by the Vice Principal - Teaching and Learning.

# SENIOR STUDIES

Villanova College, conducted by the Augustinians, is a Catholic college which provides Senior courses for part-time and full-time students. Students are able to select from a wide range of traditional and modern subject areas to create an individual program of study that best serves their needs and aspirations. Villanova College has a long tradition of academic excellence in which the needs of the individual student are the central focus of the learning process.

Villanova College believes that all true education involves the building of community amongst students and teachers. It believes that the educational and training endeavours of a school include a practice of community living and friendship-building which includes participation in community affairs and commitment to the varied learnings which take place in the life of the community.

Villanova College places great importance upon the success of each and every student and also upon its commitment to justice for all members of its Community. It is from these two espoused values that much of the curriculum and teaching and learning policy of Villanova College flows. Both values have a direct impact on the areas of student work (both in class and at home) and assessment.

At Villanova it is our conviction that educational success results from a partnership between teachers, parents and students.

The course offerings shown in this handbook are prospective in that the actual availability of courses in any particular year will be subject to demand and the capacity of Villanova College to run the course.

## Classwork, Homework and Home Study

Each course of study at Villanova operates according to a well-designed, organised and monitored plan. In the course the teacher has planned the work to be achieved during each class period, the knowledge and skills to be introduced or developed, and the learning experiences through which these might occur.

It is the clear expectation at Villanova College that students will make the best possible use of the learning experiences provided in their classes in order to achieve success. We cannot accept student behaviour which does not contribute to the learning intended for the class period.

Students are required to be prepared for class, to be actively involved in classes and classwork, and to contribute to class activities in a productive way. During their time at Secondary school, students are encouraged and expected to develop skills in guiding their own learning, and as they get older they are required to assume greater responsibility for their own education. In fact, an important part of the learning experience planned is work to be done by the student at home.

It is the clear expectation of Villanova College that before the next class in any subject, students will not only complete all homework assigned by their teacher, but will also undertake some ongoing study and revision of the material covered in the subject as part of an overall plan of preparation for later assessment. We cannot accept that homework be left uncompleted by students.

Given these expectations, it is clear that students are required to make a substantial commitment to their schoolwork outside of school hours. This may need to be a factor in students and their parents making decisions about extensive part-time employment. Villanova College supports boys in their primary occupation as students, and asks that parents reinforce this message at home. The following would be a guide to the minimum time an average student would need to devote to his homework and study during a typical week:

- Year 11** — 2½ hours five times per week,
- Year 12** — 3 hours five times per week.

Students would need to recognise, however, that few weeks are “*typical*” weeks, that few students are “*average*” students and that doing the bare minimum is insufficient for maximum success.

# ASSESSMENT PROGRAMS

Assessment is an integral part of the ongoing development of student knowledge and skills in any course of study at Villanova. Assessment in a course of study is not simply “tacked on” at the end in order to be able to complete reports. A well-designed course of study has, as one of its major learning experiences, an integrated program of assessment which enables students and teachers to be informed and to modify programs as necessary throughout the learning process. The timing of assessment throughout the year is made on educational considerations and cannot be varied without affecting the quality and validity of the assessment program.

In order to assist them in planning, all students receive, in the first few weeks of each Semester, an Assessment Calendar which outlines the Due Dates for all Major Assessment Items in their subjects for that Semester. This is accessed through the Student Cafe. Prior to the Mid-Semester Exam Block and prior to the End- Semester Exam Block, all students receive an Exam Timetable for that period electronically. Information regarding Assessment is also available through Parent Lounge.

It is the clear expectation at Villanova that students participate genuinely in the assessment programs in their courses of study at the time that they are scheduled to occur, by preparing adequately for assessment items and by completing them on time and to a standard which represents their best efforts.

Villanova has specific policies relating to Late and Non Submission of Assessment with significant consequences for those who do not meet the assessment requirements.

Due to the planned, sequential nature of all courses of study, students should only be absent from school on any day with legitimate reason. Absence on days that assessment is due or conducted should only be on medical or other serious grounds.

*A Medical Certificate is required to explain absence on days when assessment is due or conducted. Similarly, absence on the days leading up to assessment, in order to prepare or complete items, is unacceptable.*

Villanova College accepts enrolments conditionally on the applicant agreeing to these terms:

- it is a responsibility of Villanova College to provide a learning environment of the highest possible standard;
- it is a responsibility of each student to be committed to his own learning and personal development and religious growth and that of every other student;
- it is a responsibility of each student to contribute to the total ethos of College life by his commitment to good order, adherence to dress standards, contribution to the neatness and maintenance of College facilities, participation in College affairs and concern for the personal welfare of all people at Villanova College;
- it is a responsibility of each student to contribute to College life by active participation in College assemblies and functions, such as religious services, sporting affairs, Student Council functions, the Senior Retreat and vocational guidance events;
- it is a responsibility of Villanova College to provide an appeals process by which students may appeal a grade for a given assessment item.

# GLOSSARY OF TERMS

Area of Learning:	A category in which different types of courses fit. Currently there are four areas of learning that can contribute toward the QCE – Authority subjects, Authority registered subjects, vocational education and training (VET) and recognized courses and subjects.
Authority Subjects:	Subjects that have state-wide syllabi and which are recognised for entrance to university level courses. Results contribute to an OP and also appear on the Queensland Certificate of Education.
Authority Registered Subjects:	These are subjects devised from a Study Area Specification (SAS) provided by the QCAA. Results in Authority registered subjects are NOT included in the calculation of OPs and FPs. Results for Authority Registered subjects appear on the Queensland Certificate of Education.
Banking Achievements:	The process of adding learning achievements to a Learning Account.
Compulsory Participation Phase:	The legislated requirement for young people to participate in education or training. For a further two years beyond Year 10, or until they have gained a QCE (formally the Senior Certificate) or a Certificate III qualification, or until they have turned 17.
Credit:	A defined and assessable quantity of learning at the set standard that is the minimum achievement that can contribute to the QCS.
FP – Field Position:	A number between 1 and 10 (1 being the highest), used to determine strengths in particular areas. FPs are used if an allocation of university places cannot be made on the OP score alone. FPs are rarely used to offer a course to students at the end of Year 12.
IP:	Industry Pathway Course.
Learning Account:	Records all learning achievements banked with the QCAA during the Senior Phase of Learning.
OP – Overall Position:	A number between 1 and 25 (1 being the highest), used for selection into university courses at the end of Year 12.
Queensland Certificate Education (QCE):	The award attained by a young person who has achieved 20 credits in the required of pattern and who has met the literacy and numeracy requirements. The learning achievements banked during the Senior Phase of Learning contribute toward the qualification.
QCST – Queensland Core Skills Test:	A series of four sub-tests conducted over two days in August/ September for all OP eligible Year 12 students across the state. It is used by the QCAA, along with the results in subjects from schools, to calculate the OP.
QCAA – Queensland Curriculum and Assessment Authority: Recorded Subjects:	The government body that oversees education in Queensland, carrying out activities such as developing syllabuses and issuing the QCE, Tertiary Statement (if eligible) and the Statement of Results.  These subjects can be recorded on the QCE. They do NOT contribute towards an OP. They include certificates offered through outside providers. Other subjects that students study privately, such as AMEB Music, can have results recorded on the QCE under certain conditions.
SCIPS:	School Community Industry Placement Service.
Senior Statement:	The transcript, issued by the QCAA that records all learning achievements banked by someone completing Year 12. This statement will attest to a person’s completion of 12 years of schooling.
VET:	Vocational Education and Training.



# SUBJECT SELECTION RULES

## Full-time Students

A usual program of study for a full-time student in Years 11 and 12 consists of subjects of two years in duration.

Students are required to take as their Core Studies the subject Study of Religion or Religion and Ethics , and either English Communication or English, and one of Prevocational Mathematics, Mathematics A or Mathematics B.

		SUBJECTS	
CORE	English Communication (Authority-Registered Subject)	Prevocational Mathematics (Authority-Registered Subject)	Study of Religion (Authority Subject)
	English (Authority Subject)	Mathematics A (Authority Subject)	Religion and Ethics (Authority Registered Subject)
		Mathematics B (Authority Subject)	
AUTHORITY	Accounting Biology Business Management Chemistry Chinese Drama Economics	Geography Graphics Hospitality Studies Information Processing & Technology Italian Legal Studies Mathematics C	Modern History Music Music Extension Physical Education Physics Science21
	VET COURSES	Hospitality - <i>(Certificate II in Hospitality SIT20216)</i> Business - <i>(Certificate III in Business BSB30115)</i> Fitness - <i>(Certificate III in Fitness SIS30315)</i>	Furnishing - <i>(Certificate I in Furnishing MSF10113) and Construction - (Certificate I in Construction CPC10111)</i>  Information, Digital and Media - <i>(Certificate III in Information, Digital and Media (ICA30115))</i>
AUTHORITY-REGISTERED		Arts in Practices English Communication Religion and Ethics Prevocational Mathematics Recreation	

## Part-time Students

For some Senior students, for example those with special needs due to illness or extensive training commitments as part of an elite sports squad or any other valid reason, the Queensland Curriculum & Assessment Authority (QCAA) allows them to undertake their course of studies part-time over three years rather than the usual two years full-time. If you believe this option may be an appropriate one, you should consult with the Vice Principal - Teaching and Learning.

The subject program for a part-time student must still meet the requirements of the Queensland Curriculum & Assessment Authority and the College.

# HOW TO CHOOSE SUBJECTS

*The purpose of this guide is to ensure that the subject choices made are the right ones for each applicant. You must take responsibility for the direction of your education. There are a number of factors to be considered before any decisions can be made:*

1 Your ability, interests and talents	2 Value of a course for your personal goals	3 Vocational Interests
It is possible to have unrealistically high expectations just as much as it is to expect too little. Your academic performance up until now is a good indication of your academic ability and must be considered. However, there are interests and talents you use every day which, when taken together with academic ability, can lead to an honest and realistic decision about future study options.	Education is a process of personal growth. It should not be solely limited to a career-oriented means to an end. At the same time, you need to have some plan as to where you wish to be over the course of the next five years, within and beyond Villanova.  In addition, people often benefit from a variety of different types of subjects. If your primary interest is in the humanities area you may also have strong abilities in technological areas and choose to accompany your humanities courses with others in the technological area. Such combinations often help extend the individual's personal abilities rather than limit them.	It is important to realise what vocational opportunities are open to you as a result of your subject selections. If you have in mind a specific vocation, it is essential that you consider the implications of the course selection that you now make.

The best reasons you could have for including a particular subject in your subject package are that you are interested in it, and you will be able to do well in it.

However, just because some subjects are prerequisites for a tertiary course that you might be interested in at some time in the future, this does not automatically mean that you will enjoy, and do well in, these subjects now.

Always make your first priority to choose those subjects that you will enjoy and those in which you will be able to achieve success.

# REALISTIC GOALS

*You should plan your course with a clear sense of what you could achieve when you finish your Senior Studies.*

If you aim for TAFE Institute entry or a traineeship after Senior, you could choose any Authority subject, Authority-registered or Vocational Education & Training (VET) subjects in this handbook, but you would be wise to aim to get several results of High Achievement.

If you aim for University entry after Senior, you should ensure that you select at least 20 semester units from Authority courses. There are particular requirements in order for you to be awarded an OP score at the end of Year 12. The remainder of your selection may be from Authority, Authority-registered or Vocational Education & Training (VET) subjects.

Be realistic. Know that achieving a result of High Achievement at the completion of Year 12 is much harder than it was in Year 10. It is not realistic to believe that obtaining high results in Senior is merely a matter of resolving to do so. A strong personal commitment to development of skills is essential. This involves a significant work commitment and the development of much self-discipline.

QCE Credit Table

	COURSE	CREDIT
CORE	CORE courses: usually undertaken by students in the senior phase of learning	At least 12 credits are needed. At least 1 credit undertaken while enrolled at a school.
	Authority or Authority-registered subjects	Per course (4 semesters) 4
	Subjects assessed by a Senior External Examination	
	VET Certificate II, III or IV qualifications (includes school-based traineeships)	Certificate II 4 Certificate III & IV 5, 6, 7 or 8
	School-based apprenticeships that incorporate on-the-job training	Certificate III competencies Up to 2 On-the-job component 4
	Recognised international learning programs	Per course 4
PREPARATORY	PREPARATORY courses: generally used as stepping stones to further study	A maximum of 6 credits can contribute.
	VET Certificate I qualifications	(Max. of 2 qualifications can count) 2 or 3
	Employment skills development programs approved under the VETE Act 2000	(Max. of 1 program can count) 2
	Re-engagement programs	(Max. of 1 program can count) 2
	Recognised certificates and awards	As accredited by QCAA
	Short course in literacy or short course in numeracy developed by the QCAA	Per course 1
ENRICHMENT	ENRICHMENT courses: add value or complement Core courses of study	A maximum of 8 credits can contribute.
	Recognised certificates and awards	As accredited by QCAA
	Recognised structured workplace or community-based learning programs	As accredited by QCAA
	Learning projects — workplace, community, self-directed	
	Authority extension subjects, such as English Extension	
	Career development: A short course senior syllabus	
ADVANCED	School-based subjects	As accredited by QCAA
	ADVANCED courses: go beyond senior secondary schooling	A maximum of 8 credits can contribute.
	One or two-semester university subjects completed while enrolled at a school	One-semester subject 2 Two-semester subject 4
	Units of Competency contributing to VET diplomas or advanced diplomas while enrolled at a school	Up to 8 credits (1 credit per competency)
	Recognised certificates and awards	As accredited by QCAA

# TYPES OF SUBJECTS

## Authority Subjects

An Authority subject is one which has been approved as such by the Queensland Curriculum & Assessment Authority, and for which Villanova has had its work program accredited by the QCAA. These subjects are four semester units in length and are taken over two years.

Authority subjects in this guide:

- Accounting
  - Biology
  - Business Management
  - Chemistry
  - Chinese
  - Drama
  - Economics
  - English
- Geography
  - Graphics
  - Hospitality Studies
  - Information Processing & Technology
  - Italian
  - Legal Studies
  - Mathematics A
  - Mathematics B
- Mathematics C
  - Modern History
  - Music
  - Physical Education
  - Physics
  - Science21
  - Study of Religion
  - Visual Art

## Authority-Registered Subjects

An Authority-Registered subject is one which has been approved as such by the Queensland Curriculum and Assessment Authority, and for which Villanova has had its work program or study plan accredited by the QCAA. These subjects are suitable for all student s and are of two year's duration.

Authority-registered subjects in this guide:

- Arts in Practice
- Religion & Ethics
- English Communication
- Prevocational Mathematics
- Recreation

## Vocational Education & Training (VET) Subjects

Vocational Education & Training (VET) subjects are complete training packages in which successful completion leads to the award of a VET Certificate, in addition to the other certification students receive. To receive the VET Certificate, students must complete the course and demonstrate competency in each of the required VET modules.

VET subjects in this guide:

- Hospitality - (Certificate II in Hospitality SIT20216)
- Business - (Certificate III in Business BSB30115)
- Fitness (Certificate III in Fitness SIS30315)
- Furnishing - (Certificate I in Furnishing MSF10113) and Construction – (Certificate I in Construction CPC10111)
- Information, Digital and Media (Certificate III in Information, Digital and Media ICA30115)

## Eligibility for the OP or for the QCE

Only Authority subjects contribute towards an OP. To maintain eligibility for an OP, a student should include in his selection at least five Authority subjects.

Authority, Authority-Registered, and VET subjects can contribute towards a QCE as outlined in the Table on page 8 of this guide. To maintain eligibility for a QCE, a student should include in his selection at least five subjects including Authority, Authority-Registered or VET subjects. Eligibility then depends on completing these subjects, and the results obtained in them.

# STUDENT EDUCATION PROFILE

*Students taking Senior courses at Villanova will receive some or all of the following documents at the completion of the course:*

## The Senior Statement

The Senior Statement is issued by the Queensland Curriculum & Assessment Authority and it shows the results achieved in all learning banked in a student’s learning account. This includes all Authority subjects and Authority-registered subjects. If you sit for the Queensland Core Skills Test in September of your final year, it will also show your results for those tests on a scale of A, B, C, D, E. Certain AMEB and external subject results are also recorded on the Senior Statement if they have been registered with QCAA by the outside education provider.

Authority subjects and Authority-registered subjects are shown with one of these results:

- Very High Achievement
- High Achievement
- Sound Achievement
- Limited Achievement
- Very Limited Achievement

The Senior Statement is a summary of all courses undertaken and the results achieved during the Senior Phase of Learning.

## The Queensland Certificate of Education

The Queensland Certificate of Education is awarded to students who meet particular requirements as to the amount of learning achieved at a set standard during the Senior Phase of Learning. To be eligible for a QCE, a student must have 12 credits from three subjects each completed for four Semesters and at least at a Sound Level of Achievement (CORE CREDITS). An additional 8 credits must be achieved from other subjects at least at a Sound Level of Achievement, either completed or partially completed (NON CORE CREDITS).

In addition to subjects taken at school, other forms of learning completed during Years 11 and 12, such as vocational education programs at TAFE, Workplace Learning and External Courses such as AMEB can contribute as credits towards the award of the QCE. For detailed information about the Queensland Certificate of Education rules, see the separate literature or visit the QCAA website at: [www.qcaa.qld.edu.au](http://www.qcaa.qld.edu.au).

In choosing subjects for Years 11 and 12, eligibility for the QCE requires 20 credits, including 12 Core Credits from completed four-semester subjects.

## Vocational Education Statement of Attainment or Certificate

If a student has achieved a vocational education qualification while taking a Senior subject at Villanova, the student will receive on his Senior Statement the qualification he achieved. A student who completes all of the prescribed requirements may be awarded a nationally recognised Vocational Education and Training Certificate.

## Tertiary Entrance Statement

Where a student has taken 20 semester units in Authority courses (12 of the units must have been taken in only 3 subjects), QCAA issues a Tertiary Entrance Statement. The statement shows an OP (Overall Position) on a 25-point scale, and may show up to five FPs (Field Positions) each on a 10-point scale. The purpose of the Tertiary Entrance Statement is to allow universities to decide whom they will admit to their courses.

In choosing subjects for Years 11 and 12, eligibility for the OP requires the student to take at least five Authority subjects in each of the four semesters. Three of these subjects must be continuous for all four semesters.

# PATHWAY OPTIONS

## OP Course of Study

This section applies to students contemplating further studies at a university after they complete Year 12.

**Step 1:** Make yourself eligible for university entrance

You do this by selecting subjects that qualify you for an Overall Position (OP). An OP is a measure of overall academic achievement at school. It allows comparisons to be made between all students in the State, with students receiving an OP from 1 (the highest) to 25 (the lowest). To be eligible for an OP, you must choose to study at least five Authority subjects. An Authority subject is one that contributes to an OP, while Authority Registered and Recorded subjects do not.

**Step 2:** Become eligible for the course of your choice

The particular Authority subjects you select should fulfil a number of requirements.

Firstly, you should consult the QTAC Prerequisite Subject Guide to ascertain if the tertiary course you are interested in has any subjects that you MUST study at school. If so, these must be included in your selection.

Secondly, check to see which Field Positions (FPs) are considered worthy of scrutiny for entry into the course of your choice. An FP is a finer measurement of achievement than the OP and students can be compared with one another in up to five different fields. A loose description of these fields is as follows:

- Field A: Extended written expression.
- Field B: Short written communication.
- Field C: Basic numeracy/calculation, graphical and tabular interpretation.
- Field D: Solving complex problems, using mathematical symbols and skills.
- Field E: Creative and practical skills.

You should choose subjects that qualify you for a FP in the fields used in marginal entry to tertiary courses that interest you. Your result in each field for which you are eligible for an FP will be reported on a scale of 1 (highest) to 10. Having stated this, you need to appreciate that FPs are rarely used to offer a course to students at the end of Year 12.

**Step 3:** Maintain your eligibility for university entrance

To accomplish this, you must do several things. Firstly, while there is some flexibility in subject choice, you must study three Authority subjects continually through Years 11 and 12, as well as a further minimum of eight semester units of Authority subjects. Secondly, you must sit for the Queensland Core Skills Test (QCS) in Year 12. This is a non-subject specific examination lasting approximately seven hours over two days. The results from these tests will be used to scale schools against each other across the State. Each student’s results on this test will be published on his Tertiary Entrance Statement using an “A” to “E” scale.

**Step 4:** Achieve good results at school

In each Authority subject studied at school, the result will be reported as one of the following Levels of Achievement:

- Very High Achievement
- High Achievement
- Sound Achievement
- Limited Achievement
- Very Limited Achievement

These results are obtained by working through the QCAA-accredited Work Program in each subject and then measuring achievements on examinations, assignments and other assessments against the criteria detailed in the program.

**Step 5:** Apply for entry to the course of your choice

Students apply to Queensland Tertiary Admissions Centre (QTAC) for places in tertiary courses in Queensland (and in some cases, northern NSW). Students lodge their QTAC preferences directly on line via the web. This electronic lodgment allows students to change or update their preferences more often and more easily than was previously possible. At the time of lodgment, students will not know their OP, FPs or Levels of Achievement in their subjects. However, they are able to change their preferences for a short period after this information becomes available in December of their Year 12 year. Therefore, it is not necessary to guess what your possible OP score is to decide on a course, as you can change your course choices with QTAC after you receive your OP score and before the first round offers for places are sent out to students.

**Step 6:** Certification - the SEP (Student Education Profile).

After you have finished Year 12, you should receive (usually, shortly before Christmas) your QCE. This is prepared by the Queensland Curriculum & Assessment Authority. Your Statement of Results will contain:

- the names of the Authority and Authority Registered subjects you have studied
- the number of semesters for which you have studied each one
- your Exit Level of Achievement in each subject.
- the names of any nationally recognised Certificates attained and/or units of competencies achieved

You will receive a Tertiary Entrance Statement, which is prepared by QCAA. This statement will contain your OP and FPs. Together, these documents comprise your SEP (Student Education Profile).

### ***To gain admission to University courses***

Several factors decide whether or not students are accepted into particular courses at university:

Prerequisite subjects must be met. Each course will stipulate certain Authority subjects (and perhaps minimum achievement levels), which must be taken in Years 11 and 12 if students are to be considered for admission to that course.

Students must have a sufficiently high OP to be included in the quota for that course.

Students who have an OP that is marginal for selection for a particular course will have their FPs scrutinised. Each course will state which FP or combination of FPs will be used to decide between students on marginal OPs. In recent years, FPs have been used in less than 2% of cases so therefore will affect only a very small percentage of students.

Finally, other information may be considered, such as

- school references
- reports
- interviews
- folios
- auditions

### ***The Industry Pathway***

You may opt to undertake an IP course that involves subjects, certificate courses and a school-based apprenticeships or traineeships (SATs) with a clear industry focus. The aim of these is to gain skills and qualifications that prepare you for the workplace and are recognised in industry. By doing a SAT, a student will work towards a vocational qualification recognised by industry and will count towards their Queensland Certificate of Education (QCE). They will also earn a wage while training on the job, gaining new skills, learning about workplaces and developing the confidence and skills they have learnt at school in a real work environment.

Industry Pathway students can also enrol in external Diploma and Certificate courses through the various TAFE campuses in the Brisbane region.

Students following this pathway will complete up to four Authority subjects. Once a student elects to study five Authority subjects they are then OP Eligible.

Should you choose not to receive an OP, you would still receive your QCE containing your subjects (Authority and Authority-Registered and Certificate subjects) and your Exit Levels of Achievement, provided you have banked enough credits. You would not be issued with a Tertiary Entrance Statement, as you will not receive an OP score.

You will, however, have to make one decision that OP-eligible students do not face: whether or not to sit the QCS test. Students not eligible for an OP will find no disadvantage in sitting the QCS Test. Certainly, if they are considering entry to an Associate Diploma course at TAFE (or any other study at a recognised institution), it may assist their application. Students completing a school -based traineeship/apprenticeship can also benefit from doing the QCS if they choose to do further study. Villanova College encourages all students to sit this test.

### ***Industry Placement***

Students undertaking an Industry Pathway, i.e. studying less than 4 Authority Subjects, are encouraged to undertake regular Industry Placements in their chosen industry. This choice supports their fields of study or can be in an alternative industry of interest. Industry Placements are arranged through the Pathways Program Leader and are sometimes coordinated with the help of School Community Industry Partnership Service (SCIPS). Students not in the Industry Pathway can nominate to attain Industry Placement during school holiday periods. The Pathways Coordinator can assist with this process.

### ***Vocational Education and Training***

Villanova College offers Vocational Education and Training courses that provide numerous pathways into training and include a greater emphasis upon the world of work. While undertaking their Years 11 and 12 studies, students gain credit towards a nationally recognised certificate (e.g. Certificate II in Hospitality), which allows them to take up further study at a TAFE College or to move more easily into the workforce on completion of Year 12.

Students select courses that enable them to concentrate on industry-specific areas such as AutoCAD, Fitness, Hospitality or Furnishing. The Vocational Education Program provides students with entry-level training and qualifications that are industry endorsed. All competencies achieved are Nationally Accredited and are recognised under the Australian Qualifications Framework.

Subjects within the Vocational Educational Program include some Authority-Registered and some Certificate subjects. In most cases, greater emphasis is placed on achieving outcomes, and assessment is competency-based and in some cases, criteria-based. The student is considered to be 'competent' or 'not yet competent' and can be reassessed for the same outcome at a future date. These courses provide more flexibility for students to achieve competency at their own pace. To find out more, look at the course description of these subjects in this handbook.



Blended Pathway

This pathway allows students the greatest flexibility in their studies as it enables students to remain OP Eligible and also study an Authority Registered subject and/or a Certificate Course.

Students would study five OP Eligible subjects (this must include English and either Maths A or B) and then complete their remaining subject choices with Certificate and Authority Registered subjects. There are seven lines to the timetable for which students need to nominate a subject; students may nominate an Independent Study Period (ISP) as part of their timetable.

Students must also study either Study of Religion (Authority) or Religion and Ethics (Authority Registered) as part of their study load.

The risk with this approach is that all of a student’s OP Eligible subjects will contribute to the calculation of their OP Score and it is therefore important for students to perform well in all of these five subjects.

The advantage of this pathway is that it provides students to have the broadest range of subjects in their timetable and remain OP eligible. Students are able to study a Certificate III course, which has the approximate OP Equivalent score or 15. In assessing a student’s application for a tertiary course, QTAC will use the highest level qualification. If the OP equivalent score is higher than the student’s OP score, then this higher grade would be used to assess the student’s application. This is not an easier path to enter into university, but it is an alternative method. Further details on the OP equivalent score calculation and the OP Conversion Tables can be found in Section One of the QTAC Guide or the QTAC website at <http://www.qtac.edu.au/>

Students need to be realistic about this pathway and if they wish to pursue a TAFE based course or a traineeship, then the Industry Pathway is better suited to their needs. If a student is undecided about their pathway, the recommendation is that he begins in this blended pathway and then reassesses his SET Plan through Year 11, investigating a Traineeship/ TAFE course with the Pathways Coordinator. Students would then drop one of their OP Eligible subjects and become OP Ineligible for the remainder of their Senior.

INDEPENDENT STUDY PROGRAM - ISP

Aim of the ISP

An Independent Study Program (ISP) is an opportunity for Year Eleven or Year Twelve students who are committed to success in their study to work independently for four (4) periods per week, under the guidance of a personal study tutor. Students who undertake an ISP only enrol in six subjects in any one year, rather than seven. QCAA recommends this as an appropriate number of subjects to study in Years 11 and 12.

The aim of the program is to allow and support students to plan out their work and study in a way which promotes independence and autonomy in their approach to learning.

Structure of an ISP

It is possible that a particular student’s ISP could include some or all of the following at various times throughout the year:

- accessing the library facility for private, individual study and research.
- accessing specialist support teachers, counsellors, music tuition, etc.
- working in groups on various work-related tasks.
- meeting with their personal tutor to plan out their use of the time and opportunity available.

Accountability & Provisions

To benefit from undertaking an ISP, a student needs to be willing to accept responsibility for his own learning. Because the student is required, for some part of his week, to work independently of constant teacher supervision, he needs to accept the conditions set down by the College for the use of this time.

A student should include the Independent Study Program in his package only if he and his parents believe it will be of benefit to him, and then only if he is prepared and able to accept the responsibility to make the best use of the opportunity.

Entry into an ISP is not automatic

An application is made when the student submits his SET Plan.

Students may also be required to negotiate an agreement to meet the responsibilities involved in independent study.

SUBJECTS AVAILABLE

On the pages that follow are descriptions of the subjects on offer for the 2017 and 2018 Academic Years. In each subject listing you will find information on:

- what type of subject it is (i.e. Authority/Authority-Registered/VET) and its length (2 or 4 semesters),
- what the course is about,
- what pre-requisite study or skills are required for entry,
- what form the assessment in that subject will take, and
- what areas of further study naturally follow from the subject.

Each subject will be represented at the Year Ten Subject Selection Evening. More specific information about the subject can also be obtained from the teacher(s) currently teaching the subject, or by consulting the Curriculum Area Leader.

The Curriculum Area Leaders (and subjects in their area) are as follows:

<b>Arts - Performing:</b> Mrs Belinder Tucker (Acting)	Drama - Music - Music Extension
<b>Arts - Visual:</b> Ms Alison Perrott	Arts in Practice - Visual Arts
<b>Business Studies:</b> Ms Michelle Smith-Rowan	Accounting - Business (Certificate III Business BSB30115) - Business Management - Economics - Hospitality (Cert II in Hospitality SIT20216) - Hospitality Studies
<b>English:</b> Mr Paul Gribben	English - English Communication
<b>Languages Other Than English:</b> Mr Paul Schiavo	Chinese (Mandarin) - Italian
<b>Mathematics:</b> Mr Brett Morrissey	Mathematics A - Mathematics B - Mathematics C - Prevocational Mathematics
<b>Physical Education:</b> Mr Darren Thomas	Physical Education - Recreation - Fitness (Cert III in Fitness SIS30315)
<b>Religious Education:</b> Ms Kath Neehouse	Study of Religion - Religion & Ethics
<b>Science:</b> Mrs Juanita Jacobs	Biology - Chemistry - Physics - Science 21
<b>Social Science:</b> Mr Stuart Rowland (Acting)	Geography - Modern History - Legal Studies
<b>Technologies:</b> Mrs Kathy Duncan	Graphics - Information Processing & Technology - Furnishing (Cert I in Furnishing MSF10113) and Construction (Cert I in Construction CPC10111) - Information, Digital Media & Technology (Cert III in Information, Digital Media & Technology (ICA 30115)

DRAMA  
 4-SEMESTER AUTHORITY COURSE

This subject is reported on the QCAA Senior Statement as: Semester Units 1, 2, 3 and 4 of the Authority subject Drama.

Eligibility:  
 OP: This subject can contribute towards an OP  
 QCE: Completing this subject with a Sound Achievement on Exit would contribute 4 CORE CREDITS towards the QCE

COURSE INDEX

ARTS - PERFORMING	17
Drama	
Music	
Music Extension	
ARTS - VISUAL	20
Arts in Practice	
Visual Arts	
BUSINESS STUDIES	22
Accounting	
Business (Certificate III Business BSB30115)	
Business Management	
Economics	
Hospitality (Cert II in Hospitality SIT20216)	
Hospitality Studies	
ENGLISH	29
English	
English Communication	
LANGUAGES OTHER THAN ENGLISH	31
Chinese (Mandarin)	
Italian	
MATHEMATICS	33
Mathematics A	
Mathematics B	
Mathematics C	
Prevocational Mathematics	
PHYSICAL EDUCATION	37
Physical Education	
Recreation	
Fitness (Cert III in Fitness SIS30315)	
RELIGIOUS EDUCATION	41
Study of Religion	
Religion & Ethics	
SCIENCE	43
Biology	
Chemistry	
Physics	
Science 21	
SOCIAL SCIENCE	47
Geography	
Modern History	
Legal Studies	
TECHNOLOGIES	50
Graphics	
Information Processing & Technology	
Furnishing (Cert I in Furnishing MSF10113) & Construction (Cert I in Construction CPC10111)	
Digital Media & Technology (Cert III in Information, Digital Media & Technology (ICA 30115)	

SUMMARY

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 students opportunities for them to imagine and explore beliefs, feelings, behaviours, and relationships across many situations and contexts. 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.

PRE-REQUISITES

It is required that students have a result of at least a C in Year Ten English. It is highly advantageous if students have studied Drama previously and have a result of at least a C in Year Ten Drama.

COURSE OUTLINE

**Semester 1:** Students will workshop the elements of Drama and conventions of the style, Realism to develop a strong foundation of how dramatic action is created and a method for acting associated with the style. Students will view live theatre and critically respond to how dramatic action and meaning is created for audiences.

**Semester 2:** Students will explore the conventions of Verbatim Theatre and Documentary Drama through engaging in texts that have a purpose to document, chronicle, inform and celebrate stories belonging to different communities. Students will devise and present performances based on their choice of a community to a public audience.

**Semester 3:** Students will explore the form and style of Greek Tragedy and workshop the performance style of physical theatre and its conventions. Students will view live theatre and critically respond to how dramatic action and meaning is created. Through examining the potential for theatre to challenge audiences, students will explore political theatre styles and conventions investigating contemporary social issues and devising their own theatre pieces to empower audiences.

**Semester 4:** Students will workshop the conventions belonging to cinematic theatre by collaborating with a resident artist from the arts industry to devise an original play to be performed to the school community. Students will research various Villanova ministries or other community agencies that promote healing and social justice and will pitch an applied theatre project to realise the transformative power of drama.

ASSESSMENT

A variety of practical and non-practical assessment instruments are used covering the three General Objectives of:

- Forming:** making creative dramatic works: (e.g. Scriptwriting, Improvising, Demonstrating Concepts, Theatre Projects);  
**Presenting:** planning and rehearsing performances to an audience (e.g. Stage Acting);  
**Responding:** interpreting analysing, reflecting and evaluating dramatic action (e.g. Written Extended Responses to live theatre)

FURTHER STUDIES

Any student who studies Drama will have the opportunity to develop a high level of communication skills, enabling them to move into careers that require self-discipline, problem solving skills and the ability to work effectively in a team. Processes and skills developed in the course will be of value to those students who wish to pursue studies in any of the Arts areas: journalism, communication, law, business, social work, politics and education.

# MUSIC

## 4-SEMESTER AUTHORITY COURSE

This subject is reported on the QCAA Senior Statement as: Semester Units 1, 2, 3 and 4 of the Authority subject Music.

Eligibility:  
 OP: This subject can contribute towards an OP  
 QCE: Completing this subject with a Sound Achievement on Exit would contribute 4 CORE CREDITS towards the QCE

SUMMARY	<p>Music is a highly accessible two year course of study which aims to develop an understanding and appreciation of a wide range of musical styles and experiences. The study of Music can be used as a foundation for a variety of music industry careers, and other artistic and creative pursuits. The key areas of engagement in this subject are explored through performing, composing and analysing. The syllabus allows for students from a wide variety of musical backgrounds to engage in the subject and assessment options for students are diverse incorporating contemporary/electronic music making as well as computerised music options and the latest in recording technologies.</p> <p>The Music course aims to develop skills and awareness in the following areas:</p> <ul style="list-style-type: none"> <li>performing a variety of musical styles, both vocally and using a range of instruments;</li> <li>positively responding to and valuing music through visual and aural experiences;</li> <li>learning about various aspects of music and repertoire of music;</li> <li>composing and arranging creatively;</li> <li>developing the student's own musical interests.</li> </ul>
PRE-REQUISITES	<p>It is required that students have completed Year Ten Music and also achieved a result of at least a C in Year Ten English. If students are wishing to be considered for Senior Music and have not met the above pre-requisites, you will need to have a discussion with the Performing Arts Curriculum Area Leader and be able to show evidence of continued music development during Years 9 and 10 (e.g. private instrumental/vocal lessons, theory exams).</p>
COURSE OUTLINE	<p><b>Year Eleven</b>          Spirit of the Globe: an exploration of the role of music within the belief systems and world views of the people of Earth.          Movers and Shakers: the influences and innovations composers and performers have had on future music.          Jazz Tracks: will explore some of the key influential Jazz composers and performers throughout musical history as well as look at how social and historical events have impacted on the development of Jazz music.</p> <p><b>Year Twelve</b>          Classical Destinations: a chronological history of Western Art Music          Film Music: a study of music in film and the many techniques, styles and conventions associated with the art form.          It's all About You: students are given the opportunity to research and present an assignment on a topic of their choice.</p>
ASSESSMENT	<p>Assessable dimensions are Composition, Performing and Musicology. Each of these dimensions are equally weighted.</p>
FURTHER STUDIES	<p>Music is one means of satisfying the base pre-requisite for various music related courses at tertiary institutions, e.g. Queensland Conservatorium of Music, Queensland University and QUT.</p>

# MUSIC EXTENSION

## 2-SEMESTER AUTHORITY COURSE

This subject is reported on the QCAA Senior Statement as: Semester Units 3 and 4 of the Authority subject Music Extension.

Eligibility:  
 OP: This subject can contribute towards an OP  
 QCE: Completing this subject with a Sound Achievement on Exit would contribute 2 CORE CREDITS towards the QCE

SUMMARY	<p>Music Extension is a one-year extension subject offered in Year 12 in addition to Senior Music. It is designed to offer more independent and specialised focused study on areas of musical interest to the student. The challenge of the subject includes expectations of accelerated independence and increased cognitive, expressive and musical demands.</p>
PRE-REQUISITES	<p>It is required that students have a result of at least a C in Year 11 Music before commencing Music Extension in Year 12. Students must be enrolled in Senior Music to undertake Music Extension, and therefore Music Extension is not a substitution for the parent subject (Senior Music).</p> <p>Music Extension is offered off-line (before school).</p>
COURSE OUTLINE	<p>Students build on the foundation established in the parent music syllabus by applying their maturing musical skills through one of the three specialisations:</p> <p>Musicology (focus one area of interest, which may include: musicology, ethnomusicology, acoustics and music physics, music psychology, music aesthetics and criticism, music technology)</p> <p>Composing (using notation, recording or MIDI sequencing to compose original ideas in a genre of interest to the student)</p> <p>Performing (a sequence of repertoire chosen by the student on their selected instrument)</p>
ASSESSMENT	<p>Investigating Task – an in depth exploration in an area of specific interest to the student using advanced research techniques</p> <p>Realising Task #1 – a short exploration into your chosen specialisation</p> <p>Realising Task #2 – a detailed, in depth exploration into your chosen specialisation</p>
FURTHER STUDIES	<p>Music Extension is often used by those aspiring to undertake tertiary music studies. Often, composers and performers will use the bulk of their Realising Tasks to help practice for university auditions or complete portfolio requirements, whilst achieving QCE and OP recognition in addition to AMEB requirements.</p>

ARTS IN PRACTICE

4-SEMESTER AUTHORITY-REGISTERED COURSE

This subject is reported on the QCAA Senior Statement as: Semester Units 1, 2, 3 and 4 of the Authority-Registered subject Creative Arts.

Eligibility:

OP:

This subject does not contribute towards an OP

QCE:

Completing this subject with a Sound Achievement on Exit would contribute 4 CREDITS towards the QCE

SUMMARY	In the subject Arts in Practice students gain practical skills, employ essential terminology, investigate solutions to problems, and make aesthetic choices to communicate ideas, concepts and information through their art making. Students also learn about workplace health and safety issues and effective work practices, leading to the acquisition of industry skills needed by a beginner practitioner. Artist talks, artist-in- residence workshops, workplace visits and gallery/exhibition visits enhance students’ learning experiences throughout the course.
PRE-REQUISITES	It is required that students have a result of at least a C in Year 10 English. It is highly recommended students have a result of at least a C in Year 9 Art and/or Year 10 Art.
COURSE OUTLINE	<p><b>Semester 1 – Expression Across Dimensions</b></p> <p>Art Boards: using functional surfaces such as skateboard decks to create mixed-media creative art works; investigate trends and roles of contemporary artists in society.</p> <p>Totems: learning and applying subtractive modelling techniques to carve individualised totems from sculptural materials; develop knowledge of workplace health and safety requirements; work with professionals in the creative industry.</p> <p><b>Semester 2 – The Firm</b></p> <p>Students learn and apply design/digital imaging and printmaking techniques to develop a design proposal for a t-shirt brand, t-shirt prototype and advertising campaign via a social media platform; work with professionals in the creative industry; investigate how the context of the graphic design industry influences art-making; industry standards and legal/ethical issues related to copyright; Mac OS platform orientation; display curatorial skills; work collaboratively in a team.</p> <p><b>Semester 3 – Contemporary Art</b></p> <p>Print Based Folio: develop skills and knowledge in art-making technology to design and plan a product whilst using traditional art-making techniques and processes to create their product; work with professionals in the creative industry.</p> <p>Large Scale Ceramic Forms: create a 3D product using art-making technologies and techniques; reflect on the design process working with both fine art and digital art media; develop collaborative learning skills; curate a school exhibition; work with professionals in the creative industry.</p> <p><b>Semester 4 – Art in Public</b></p> <p>Students develop a creative community project; investigate public art careers; work with local artists and communities; present ideas to an audience; research and respond to public artworks; reflect and evaluate art making; research community needs for art in public spaces; work collaboratively in a team.</p>
ASSESSMENT	A variety of assessment items are used (eg folios, Visual Diary Tasks and publications), covering the three General Objectives of: Knowledge and Understanding (recognising, interpreting, explaining and demonstrating art-making processes and literacies); Applying and Analysing (investigating and implementing art processes, concepts and ideas for a particular purpose; and Creating and Evaluating (generating planning, producing and evaluating a product).
FURTHER STUDIES	Arts in Practice would be of benefit to students who wish to pursue further studies in Fine Art, Graphic Design, Illustration, Animation, Photography, Film making, and Printmaking. Arts in Practice also helps develops students’ creativity, skills in time management, problem-solving, decision making, knowledge of art materials, techniques and technologies, and awareness of safety in the workplace.

VISUAL ARTS

4-SEMESTER AUTHORITY COURSE

This subject is reported on the QCAA Senior Statement as: Semester Units 1, 2, 3 and 4 of the Authority subject Visual Art.

Eligibility:

OP:

This subject can contribute towards an OP

QCE:

Completing this subject with a Sound Achievement on Exit would contribute 4 CORE CREDITS towards the QCE

SUMMARY	In Visual Art, students are encouraged to develop their knowledge, aesthetics, techniques, and appreciation of art across a range of media areas, contexts, themes and historical periods. Within the course, students complete Making and Appraising tasks based on common themes and concepts in art. In Making tasks, students research, develop, resolve and reflect on artworks while Appraising tasks are formal written responses that critically discuss historical, aesthetic and technical features in related artists’ works.
PRE-REQUISITES	Students who studied Year Ten Art are required to have a result of at least a B- in Semester Two. Students who are interested in Art and do not meet the minimum requirements for the course will have the opportunity to study Arts in Practice, a non OP Art subject that builds student knowledge and understanding of both fine and digital art techniques and processes.
COURSE OUTLINE	<p>Visual Art is divided into two years of study with distinctly different approaches to learning.</p> <p><b>Year 11:</b> students explore diverse approaches to artistic expression across a range of concepts, contexts, focuses, and media areas:  Translation: exploration of aesthetics, elements of Art, and composition principles through experimental and stylised approaches to two-dimensional mixed media.  Sustainability: exploration of symbolism, visual language and expression, and sustainable practices in sculpture.  Homage: students inquire into the concept of heroes and homage as they resolve a formative Body of Work, involving experimental and resolved art works using digital media (and the student’s own preferred media area/s).</p> <p><b>Year 12:</b> students specialise in their own preferred media areas to resolve two Bodies of Work responding to the themes/concepts of: (1) Manhood/Masculinity; and (2) Challenging Conventions. Each Body of Work involves extensive inquiry into each theme/concept through experimentation, research, development and resolution of minor and major art works, and reflection on their processes.</p>
ASSESSMENT	Within each unit students complete Making Folios (experiments, minor and major resolved art works, Visual Art Process Diary) and Appraising Tasks (gallery reports, exhibition critiques, artist studies, analytical essays). In Making Folios, the Visual Art Process Diary is a creative, aesthetic and reflective record of a student’s research, development and resolution of artworks, particular to their own preferred media area. Across the Visual Art course, Making Folios assess Visual Literacy and Application of materials, techniques and technologies; Appraising Tasks assess knowledge and understanding of artworks in context, and the use of visual language, language and referencing conventions.
FURTHER STUDIES	Any student who studies Visual Art will have the opportunity to develop a high level of visual literacy, diverse problem-solving approaches and skills using a range of art media, materials and technologies. Students of Visual Art find career opportunities and further education in creative industries such as web design, fine art, animation, photography, film, textiles/fashion design and art curatorship/restoration.



# ACCOUNTING

## 4-SEMESTER AUTHORITY COURSE

This subject is reported on the QCAA Senior Statement as: Semester Units 1, 2, 3 and 4 of the Authority subject Accounting.

Eligibility:

- OP: This subject can contribute towards an OP  
QCE: Completing this subject with a Sound Achievement on Exit would contribute 4 CORE CREDITS towards the QCE

SUMMARY	<p>The study of Accounting enables students to understand the processes involved in generating, recording, classifying, analysing, interpreting and reporting accounting information as a basis for planning, control and effective decision making. Students are provided with opportunities to develop skills in managing financial resources which can be applied at a personal level and in the business environment.</p> <p>The changing processes of accounting practice are recognised. Students will use information technology to enable them to apply the accounting process in business situations.</p> <p>The accounting procedures taught are consistent with the practices of professional bodies.</p>
PRE-REQUISITES	A result of at least a C+ in Year Ten English is highly recommended. Also, while not essential, it would be an advantage in Semester 1 of the course to have studied a Business Studies elective in Year 9 or 10.
COURSE OUTLINE	<p>The Accounting course should be seen as a two-year course completed over four semesters as the basic principles covered affect all topics studied in the subject.</p> <p><b>Semester 1:</b> Core Studies 1 and 2  <b>Semester 2:</b> Internal Controls, Cash, Non-Current Assets (spreadsheets)  <b>Semester 3:</b> Accrual Accounting, Managerial Decision Making, Analysis of Financial Reports  <b>Semester 4:</b> Budgeting, Integrated Accounting Package (MYOB), Cash Flow Statements</p>
ASSESSMENT	Assessment techniques used include those requiring short and/or extended responses; the demonstration of practical accounting process and the preparation of business reports. Non-written presentations may also be used.
FURTHER STUDIES	Accounting is recommended for those contemplating a study of Commerce, Commerce Law, Economics or Business Studies at tertiary level. Accounting units are also a compulsory part of a number of business degree courses.

# BUSINESS

## 4-SEMESTER VET COURSE

## CERTIFICATE III IN BUSINESS - BSB30115

This subject is reported on the QCAA Senior Statement by listing those modules in which competencies were achieved during the course. Successful completion of the Certificate III is reported on the Senior Statement.

Eligibility:

- OP: This subject does not contribute towards an OP  
QCE: Completing this Certificate would contribute 8 CREDITS towards the QCE.

### REGISTERED TRAINING ORGANISATION

Binnacle Training (RTO Code: 31319)



### SUMMARY

Binnacle's Certificate III in Business 'Business in Schools' program is offered as a senior subject where students learn what it takes to become a Business Professional. Students achieve skills in leadership, innovation, customer service, personal management and financial literacy – incorporating the delivery of a range of projects and services within their school community. Micro business opportunities are also explored. Graduates will be able to use their Certificate III in Business

- as an entry level qualification into the Business Services Industries (e.g. customer service adviser, duty manager, administration officer);
- to pursue further tertiary pathways (e.g. Certificate IV, Diploma or Bachelor of Business); and
- to improve their chances of gaining tertiary entrance.

### COURSE OUTLINE

Students must have a passion for and/or interest in working the Business Services industry and/or pursuing further tertiary pathways (e.g. Certificate IV, Diploma and Bachelor of Business). They must have good quality written and spoken communication skills and an enthusiasm / motivation to participate in a range of projects.

There is also an additional cost of \$230 that is paid to Binnacle to cover the cost of the course prior to students commencing. This cost is current at the time of publication but may be subject to change.

Core Units	
BSBWHS302	Apply knowledge of WHS legislation in the workplace
Electives*	
BSBCUS301	Deliver and monitor a service to customers
BSBINN301	Promote innovation in a team environment
BSBITU306	Design and produce business documents
BSBPRO301	Recommend products and services
BSBWOR301	Organise personal work priorities and development
BSBFLM312	Contribute to team effectiveness
BSBWRT301	Write simple documents
BSBCRT301	Develop and extend critical and creative thinking skills
BSBSMB302	Develop a micro business proposal
BSBLED301	Undertake e-learning
BSBSMB201	Identify suitability for micro business
FNSFLT301	Be MoneySmart

\* Elective units are subject to change prior to the commencement of the 2017 school year. This is to ensure alignment to current industry practices is at its optimum.

Learning experiences will be achieved by students working alongside an experienced Business Teacher (Program Coordinator) – incorporating delivery of a range of projects and services within their school community. This may include: fundraising projects; health promotion programs; community events.

Students may also be exposed to the EarthMovers Foundation - a project that helps young teenagers to create solutions to local and global issues.

### ASSESSMENT

This subject is reported on the QCAA Senior Statement by listing those modules in which competencies were achieved during the course. Successful completion of the Certificate III is reported on the Senior Statement.

Eligibility:

- OP: This subject does not contribute towards an OP
- QCE: Completing this Certificate would contribute 8 CREDITS towards the QCE.

A range of teaching/learning strategies will be used to deliver the competencies. These include:

- Practical tasks / experience
- Hands-on activities involving customer service
- Group work
- e-Learning projects

Evidence contributing towards competency will be collected throughout the program. This process allows a student’s competency to be assessed in a holistic approach that integrates a range of competencies.

NOTE: From time to time, project delivery may require a mandatory ‘outside subject’ component (e.g. before or after school).

This Subject Outline is to be read in conjunction with Binnacle Training’s Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training provides and those services carried out by the ‘Partner School’ (i.e. the delivery of training and assessment services). To access Binnacle’s PDS, visit: [www.binnacletraining.com.au/rto.php](http://www.binnacletraining.com.au/rto.php) and select ‘RTO Files’.

*Printed June 2016, correct at time of publication subject to change.*

IMPORTANT:  
PROGRAM  
DISCLOSURE  
STATEMENT

This subject is reported on the QCAA Senior Statement as: Semester Units 1, 2, 3 and 4 of the Authority subject Business Management.

Eligibility:

- OP: This subject can contribute towards an OP
- QCE: Completing this subject with a Sound Achievement on Exit would contribute 4 CORE CREDITS towards the QCE

### SUMMARY

The Business Management course aims to provide students with an understanding of how businesses are managed and understand the roles played by managers in business. The students will also explore the main functions of businesses and the ways that these functions work together to achieve business goals.

Whilst the subject is an academic one, students will participate in practical and authentic business situations. The subject requires the students to investigate case studies which may be based on local, national and global contexts to identify key issues that impact on business. They will collect and organise business information which they will then analyse. Simulating the role of a business manager, they will suggest management strategies and recommendations aimed at achieving business objectives.

Working in partnerships, small groups and teams, the students will develop communication and management strategies which are essential for business managers.

### PRE-REQUISITES

It is required that students have a result of at least a C in Year Ten English. Business Management explores key concepts relating to:

### COURSE OUTLINE

- Management practices
- Marketing management
- Operations management
- Human resource management
- Finance management
- Business development

### ASSESSMENT

Assessment in Business Management allows the student to demonstrate their knowledge and understanding in business situations. By analysing the strategies, students evaluate the effectiveness of these strategies and propose recommendations. A range of assessment instruments are used to measure achievement. They include feasibility studies, extended responses and examinations.

Universities and TAFE Institutes offer a wide range of courses; most courses now have a business management component.

### FURTHER STUDIES

The study of Business Management would be particularly useful to those students considering to further their education and/or consider employment in small-to-medium enterprise, business management, human resource management, financial management, commerce, marketing and operations management and corporate systems management.

# ECONOMICS

## 4-SEMESTER AUTHORITY COURSE

This subject is reported on the QCAA Senior Statement as: Semester Units 1, 2, 3 and 4 of the Authority subject Economics.

Eligibility:

- OP: This subject can contribute towards an OP  
QCE: Completing this subject with a Sound Achievement on Exit would contribute 4 CORE CREDITS towards the QCE.

SUMMARY	Economics is a study of how to use scarce resources in the best way possible. Households, businesses and governments are confronted with “the economic problem” of alternative uses of their limited resources. The social, political, environmental and economic ramifications inherent in the process of choosing will be considered. Through the process of inquiry students will develop economic literacy and the skills of communication required to comprehend, analyse, synthesise and evaluate economic data.
PRE-REQUISITES	It is required that students have a result of at least a C+ in Year 10 History and/or Geography. A commitment to keep up with current economic and political events will also be expected.
COURSE OUTLINE	<p>Senior Economics is divided into four semester units.</p> <p><b>Semester 1</b> <b>Core Topic – Markets and Models - Concepts:</b> Economics is concerned with the study of scarcity. Economic models help simplify complex relationships on a local, national and international basis. <b>Electives:</b> Share market</p> <p><b>Semester 2</b> <b>Core Topic – Contemporary Micro-economic issues - Concepts:</b> Economic decision making is complex. The best use of scarce resources comes from utilising the cost-benefit model and rational economic behaviour can result from using this model. <b>Electives:</b> Finance.</p> <p><b>Semester 3</b> <b>Core Topic – Contemporary Macro-economic Management - Concepts:</b> Economic activity fluctuates. Governments and central banks have roles to play in managing these fluctuations to meet their economic objective. <b>Electives:</b> Income and expenditure analysis</p> <p><b>Semester 4</b> <b>Core Topic – International Trade - Concepts:</b> : The global economy is influenced by international financial flows. Governments attempt to manage these flows to meet their economic objectives. <b>Electives:</b> Globalisation and trade</p>
ASSESSMENT	A variety of assessment items are used throughout the four semesters. Students will be assessed in a continual process throughout each semester with items including: examinations, essays, research analyses, case studies and oral presentations.
FURTHER STUDIES	Senior Economics is of great assistance to the tertiary study of Arts, Business, Commerce, Computer Programming, Economics and Education.

# HOSPITALITY


## 4-SEMESTER VET COURSE

## HOSPITALITY SIT20216 - CERTIFICATE II

This subject is reported on the QCAA Senior Statement by listing those modules in which competencies were achieved during the course. Successful completion of the Certificate II is reported on the Senior Statement.

Eligibility:

- OP: This subject does not contribute towards an OP  
QCE: Completing this subject satisfactorily and achieving the Certificate II would contribute 4 CORE CREDITS towards the QCE.

REGISTERED TRAINING ORGANISATION	Villanova College (RTO Code: 30478)																																																									
SUMMARY	Students who successfully complete all requirements of this two-year course will be eligible to be awarded the VET Certificate II in Hospitality SIT20216. Students who take the subject for fewer than four semesters may achieve the VET Certificate I in Hospitality SIT10213 or competency in those modules actually completed.																																																									
PRE-REQUISITES	<p>A key pre-requisite for enrolment in Hospitality Practices is a commitment to participate fully in both the practical and the theoretical components of the course.</p> <p><b>Please note:</b> Due to the very practical nature of this subject, students taking Hospitality Practices will be timetabled to commence school one day per week at the earlier time of 8:00am. This is to allow sufficient time once per week for essential extended activities of a practical nature. It is also likely that this subject would require students on some occasions during the year to be involved in practical activities out of normal school hours. It would not be possible to enrol in this subject unless the student was prepared to meet these requirements.</p>																																																									
COURSE OUTLINE	<p>The course has both theoretical and practical components, integrated across the four semesters. The competencies covered in the course may include:</p> <table><tr><th colspan="2">Certificate II - SIT20216</th><th colspan="2">Certificate I - SIT102016</th></tr><tr><td>BSBWOR203</td><td>Work effectively with others</td><td>BSBWOR203</td><td>Work effectively with others</td></tr><tr><td>SITHCCC002</td><td>Prepare and present simple dishes</td><td>SITHCCC102</td><td>Prepare simple dishes</td></tr><tr><td>SITHFAB002</td><td>Provide responsible service of alcohol</td><td>SITHFAB002</td><td>Provide responsible service of alcohol</td></tr><tr><td>SITHFAB004</td><td>Prepare and serve non-alcoholic beverages</td><td>SITHFAB004</td><td>Prepare and serve non-alcoholic beverages</td></tr><tr><td>SITHFAB005</td><td>Prepare and serve espresso coffee</td><td>SITHFAB005</td><td>Prepare and serve espresso coffee</td></tr><tr><td>SITHFAB007</td><td>Serve food and beverage</td><td>SITHFAB007</td><td>Serve food and beverage</td></tr><tr><td>SITHIND001</td><td>Use hygienic practice for hospitality service</td><td>SITXCCS001</td><td>Provide information and assistance</td></tr><tr><td>SITHIND003</td><td>Use hospitality skills effectively</td><td>SITXFSA001</td><td>Use hygienic practices for food safety</td></tr><tr><td>SITXCCS003</td><td>Interact with customers</td><td>SITXWHS001</td><td>Participate in safe work practices</td></tr><tr><td>SITXCOM002</td><td>Show social and cultural sensitivity</td><td></td><td></td></tr><tr><td>SITXFSA003</td><td>Transport and store food</td><td></td><td></td></tr><tr><td>SITXWHS001</td><td>Participate in safe work practices</td><td></td><td></td></tr><tr><td>TLIE1005</td><td>Carry out basic workplace calculations</td><td></td><td></td></tr></table> <p>The students will participate in a variety of service operations including Restaurants, coffee shops and serving at functions. On some occasions it will be possible for students to work with outside catering companies at the college. Students will be required to complete two weeks of industry experience in Restaurant service and coffee shop operations. These experiences will be organised throughout the four semesters of the course.</p>		Certificate II - SIT20216		Certificate I - SIT102016		BSBWOR203	Work effectively with others	BSBWOR203	Work effectively with others	SITHCCC002	Prepare and present simple dishes	SITHCCC102	Prepare simple dishes	SITHFAB002	Provide responsible service of alcohol	SITHFAB002	Provide responsible service of alcohol	SITHFAB004	Prepare and serve non-alcoholic beverages	SITHFAB004	Prepare and serve non-alcoholic beverages	SITHFAB005	Prepare and serve espresso coffee	SITHFAB005	Prepare and serve espresso coffee	SITHFAB007	Serve food and beverage	SITHFAB007	Serve food and beverage	SITHIND001	Use hygienic practice for hospitality service	SITXCCS001	Provide information and assistance	SITHIND003	Use hospitality skills effectively	SITXFSA001	Use hygienic practices for food safety	SITXCCS003	Interact with customers	SITXWHS001	Participate in safe work practices	SITXCOM002	Show social and cultural sensitivity			SITXFSA003	Transport and store food			SITXWHS001	Participate in safe work practices			TLIE1005	Carry out basic workplace calculations		
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ASSESSMENT	Assessment is continuous throughout the course and may include items such as examinations, presentations, assignments and practical simulations and examinations. Assessment in the National																																																									
FURTHER STUDIES	<p>Training Modules is competency-based. Students will have the opportunity throughout the course to demonstrate their skills in practical learning situations.</p> <p>This course would be of value to students wishing to pursue full-time or part-time employment in the catering/food industry and those who wish to study further in this area before seeking employment. Completion of the Certificate II is nationally recognised.</p> <p><i>Modules are correct at time of publication but are subject to change.</i></p>																																																									

*Modules are correct at time of publication but are subject to change.*

# HOSPITALITY STUDIES

## 4-SEMESTER AUTHORITY COURSE

This subject is reported on the QCAA Senior Statement as: Semester Units 1, 2, 3 and 4 of the Authority subject Hospitality Studies.  
Eligibility:

- OP: This subject can contribute towards an OP  
QCE: Completing this subject satisfactorily would contribute 4 CORE CREDITS towards the QCE.

SUMMARY	Hospitality Studies develops a critical awareness of the social, cultural, environmental and economic factors that affect the hospitality industry, while promoting efficient, creative and entrepreneurial skills and a commitment to service. The subject introduces students to hospitality sectors and environments, issues, management practices and skills as they engage in operational and theoretical frameworks relevant to the industry.
PRE-REQUISITES	A result of at least C in Year 10 English is highly recommended. Also, while not essential, it would be an advantage to have studied a Food Studies elective in Year 9 or 10.
COURSE OUTLINE	<p>The Hospitality Studies course should be seen as a two-year course completed over four semesters since the basic principles covered affect all topics studied in the subject.</p> <p>Through the study of core hospitality management practices (Service Operations, Human Resources, Finance, Marketing, Ethics and Accountability) a range of topics are studied:</p> <ul style="list-style-type: none"> <li>Kitchen production</li> <li>Beverage production</li> <li>Food and beverage services</li> <li>Accommodation services</li> <li>Clubs and gaming services</li> <li>Food and beverage service</li> </ul>
ASSESSMENT	<p>Hospitality issues are investigated using an inquiry approach. Assessment involves students understanding and investigating hospitality issues by examining information to synthesise arguments and draw conclusions. Students analyse contextual factors, principles and procedures to develop plans and justify decisions for hospitality events; and evaluate plans and event implementation make recommendations. In addition, students demonstrate practical skills to create products and/or provide services, and manage resources to implement hospitality events.</p> <p>Techniques such as supervised written assessment, research assessment and performance assessment can be expected.</p>
FURTHER STUDIES	Hospitality Studies gives students a foundation that, with further development of their skills and understandings of hospitality, could lead to professional hospitality careers in food and beverages, catering, accommodation, entertainment, resorts, tourist attractions, casinos and gaming establishments, festivals and events or tourism. Alternatively, students could pursue tertiary studies in hospitality, specialising in hotel, event and tourism or business management.

# ENGLISH

## 4-SEMESTER AUTHORITY COURSE

This subject is reported on the QCAA Senior Statement as: Semester Units 1, 2, 3 and 4 of the Authority subject English.  
Eligibility:

- OP: This subject can contribute towards an OP  
QCE: Completing this subject with a Sound Achievement on Exit would contribute 4 CORE CREDITS towards the QCE.

SUMMARY	<p>Australia is a linguistically diverse country, with Standard Australian English as its national language. In the senior years, the subject English focuses on the study of language and texts. Students focus on developing their understanding of English and how to use it accurately, appropriately and effectively for a variety of purposes and different audiences. 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. The subject English develops students' knowledge of how language typically works in our society as well as how language works in particular texts.</p> <p>The subject English allows students the opportunity to develop:</p> <ul style="list-style-type: none"> <li>functional literacy: the ability to understand professional English and use it effectively to communicate;</li> <li>critical literacy: the ability to take a critical distance from the many media texts that aim to sell us ideas, points of view or products;</li> <li>appreciation of literature: the ability to appreciate the way in which some texts speak to us from beyond our own place and time;</li> <li>the student's own creative voice: the ability more tellingly to express what is in the student's heart and mind.</li> </ul>
PRE-REQUISITES	It is required that students have a result of at least a C by the end of Year 10.
COURSE OUTLINE	<p>The study of English in the Senior School is a two year course with each semester's work building on the skills and insights developed earlier. The texts, conceptual frameworks and work expectations become increasingly more demanding throughout the two-year course.</p> <p>Semester One is designed to provide students with a foundation upon which to build their understandings of the subject. Students analyse and explore media texts such as documentaries and advertisements in order to examine and critic the world with which they are familiar. A seminal novel will also be explored with the focus on analysing and comprehending features of the text.</p> <p>Semester Two then provides the significant challenge of reading literary texts with the focus on Australian Poetry. Investigation of the play, The Crucible with the focus on the Tragic Hero concludes the semester. Semesters Three and Four place a greater emphasis on more detailed study and more substantial tasks. For example, the unit on Heroes and Leaders, will provide the opportunity to investigate a range of powerful questions about the human experience. Shakespearean Tragedy will be the focus with the completion of The Tragic Hero Unit started in Semester Two. Students will then study a chosen topic – like Alienation or Dreams or War or Justice or Manhood – exploring a range of texts, across time, cultures, genres and contexts.</p>
ASSESSMENT	<p>Each student's ability in the subject will be assessed continuously throughout the four semesters of study. Exit achievement levels will be based on a student's ability to compose and comprehend spoken, written, non-verbal, visual and auditory texts across three criteria:</p> <ul style="list-style-type: none"> <li>Understanding and responding to contexts;</li> <li>Understanding and controlling textual features;</li> <li>Creating and evaluating meaning.</li> </ul>
FURTHER STUDIES	Proficiency in English enables students to share in and contribute to the current and future local, national and global communities and cultures. As a major international language, the English language has power and influence in the world context. Closer to home, a satisfactory level of competence in the English language is essential for further studies in courses at most tertiary institutions.



# ENGLISH COMMUNICATION

## 4-SEMESTER AUTHORITY-REGISTERED COURSE

This subject is reported on the QCAA Senior Statement as: Semester Units 1, 2, 3 and 4 of the Authority-Registered subject English Communication.

Eligibility:

- OP: This subject does not contribute towards an OP
- QCE: Completing this subject with a Sound Achievement on Exit would contribute 4 CORE CREDITS towards the QCE.

SUMMARY	<p>In order to be active participants in the wider community and to be effective members of a workforce, students need to develop effective methods of communication. Effective communication is integral in our society. New technologies, the influences of globalisation and the structured workplace require students to be able to interpret, construct and make judgements about meanings in texts, in preparation for lifelong learning. This course is designed to allow students to develop and utilise these skills in the areas of work, community and leisure.</p> <p>This subject, English Communication, endeavours to provide students with opportunities to increase their range of both oral and written communication skills.</p> <p>Specifically, the course aims to develop students' ability to:</p> <ul style="list-style-type: none"> <li>understand and appreciate Australia's linguistic and cultural diversity</li> <li>develop positive attitudes to and strategies for engagement in lifelong learning</li> <li>gain knowledge, understanding and an appreciation of various forms of text</li> <li>reflect on their own and other people's knowledge, values and practices</li> <li>communicate appropriately and effectively, with confidence</li> <li>plan and work independently and as members of a group.</li> </ul>
COURSE OUTLINE	<p>English Communication is designed to improve students' potential for effective participation in fundamental life roles, such as:</p> <ul style="list-style-type: none"> <li>those related to work</li> <li>to personal and community life, and</li> <li>leisure activities.</li> </ul> <p>Students will have opportunities to acquire and develop skills associated with English language. These include skills which:</p> <ul style="list-style-type: none"> <li>are directly related to the workplace e.g. business letters, directories, manuals, schedules and compendiums;</li> <li>provide information and opinion on matters of current community and national interest e.g. newspapers, magazines, documentaries, nonfiction prose; and</li> <li>provide enjoyment e.g. film, television, radio, drama, prose fiction and biographies, magazines, song lyrics and poems.</li> </ul>
ASSESSMENT	<p>Assessment in English Communication involves a range of tasks including: personal logs, research tasks related to an area of the student's choice, work-related documents, presentations, role playing related to work environments, use of technology and the like. Typically, oral assessment (spoken tasks) will make up 60% of the final grade.</p>
FURTHER STUDIES	<p>While there are some similarities with English in terms of how texts are read and understood, the assessment programs in the two subjects are very different. The content, teaching approach and assessment program in English Communication are designed particularly to prepare students for the environment of work and life beyond school.</p>

# CHINESE (MANDARIN)

## 4-SEMESTER AUTHORITY COURSE

This subject is reported on the QCAA Senior Statement as: Semester Units 1, 2, 3 and 4 of the Authority subject Chinese.

Eligibility:

- OP: This subject can contribute towards an OP
- QCE: Completing this subject with a Sound Achievement on Exit would contribute 4 CORE CREDITS towards the QCE.

SUMMARY	<p>Mandarin Chinese is both a cultural and a commercial language. It is one of the so called "Sunrise" languages of Australia, in that its future as both a language of the community and a language of trade is assured. Australia has a growing contact with the Mandarin-speaking communities of both Eastern and South Eastern Asia. Students will have the opportunity to use Mandarin as a cultural language in the local Brisbane community, and its potential role in Asia is unlimited. It ranks as one of the great languages of the region. For many students the study of Mandarin Chinese offers an appreciation and understanding of another language and culture and the opportunity to develop the skills and processes particular to the learning of language. As a subject offered in the school it also seeks to provide support and stimulus for the cultural values of those students at the college who already have some background in one of the Chinese languages.</p>
PRE-REQUISITES	<p>It is required that students have a result of at least a C in Year 10 Chinese, or the written approval of the LOTE Curriculum Area Leader.</p>
COURSE OUTLINE	<p>By the end of Year 12, students will have gained a practical knowledge of Mandarin Chinese. It will provide the basis for communication in both the written and spoken forms.</p> <p>Practical exercises in real life situations are the foundations of this study.</p>
ASSESSMENT	<p>Assessment will involve the testing of listening, speaking, reading and writing skills each semester. Each skill is given equal value.</p>
FURTHER STUDIES	<p>Mandarin Chinese is not a pre-requisite for any tertiary course, but it is of advantage in the study of Asian cultures and international business/law.</p> <p>A knowledge of and facility with this language will be of advantage where a career involving business, law, hospitality, travel, industry, trade, education, translation, diplomatic service or the armed services is being considered.</p>

# ITALIAN

## 4-SEMESTER AUTHORITY COURSE

This subject is reported on the QCAA Senior Statement as: Semester Units 1, 2, 3 and 4 of the Authority subject Italian.

Eligibility:

- OP: This subject can contribute towards an OP  
QCE: Completing this subject with a Sound Achievement on Exit would contribute 4 CORE CREDITS towards the QCE.

SUMMARY	<p>The overall importance of Italian in Australia stems from the fact that it is both a cultural and community language.</p> <p>For many students the study of Italian offers an appreciation and understanding of another language and culture and the opportunity to develop the skills and processes particular to the learning of language.</p> <p>As a subject offered in the school it also seeks to provide support and stimulus for the cultural values of those students at the college who already have some background in Italian or Italian dialects.</p> <p>Since the language is spoken by approximately half a million Australians, students should have considerable opportunity to use it both socially and in employment roles.</p>
PRE-REQUISITES	It is required that students have a result of at least a C in Year 10 Italian, or the written approval of the Languages Curriculum Area Leader.
COURSE OUTLINE	<p>The work undertaken during the four semesters of the course will be such that students will have gained by the end of Year 12 a practical knowledge of Italian which enables them to use and understand it in spoken and written forms with speakers of Italian in Australia and elsewhere.</p> <p>As well, students will have gained a knowledge and appreciation of Italian culture, civilisation, customs, achievements and way of life.</p>
ASSESSMENT	Assessment will involve the testing of listening, speaking, reading and writing skills each semester. Each skill is given equal value.
FURTHER STUDIES	<p>Italian is not a pre-requisite for any tertiary course but is of advantage in the study of European cultures and international business.</p> <p>A knowledge of and facility with this language will be of advantage where a career involving business, hospitality, travel, industry, trade, education, translation or diplo matic services is being considered.</p>

# MATHEMATICS A

## 4-SEMESTER AUTHORITY COURSE

This subject is reported on the QCAA Senior Statement as: Semester Units 1, 2, 3 and 4 of the Authority subject Mathematics A.

Eligibility:

- OP: This subject can contribute towards an OP  
QCE: Completing this subject with a Sound Achievement on Exit would contribute 4 CORE CREDITS towards the QCE

SUMMARY	<p>The Mathematics A course caters for those students who wish to acquire and apply mathematical skills in a variety of interesting practical situations. Students will interpret data using statistical tools, investigate the mathematics of gambling, consider applications of geometry such as surveying, maps and plans. Students will learn how to apply mathematics in the world of finance.</p> <p>In each of these areas a graphics calculator and the computer will be used as a means of investigating and reporting solutions to problems.</p> <p>Mathematics is an integral part of a general education. It is important in making informed decisions on everyday issues such as choosing between loan repayment schedules or insurance plans, interpreting information in the media, reading maps or house plans, estimating quantities of materials.</p>
PRE-REQUISITES	It is required that students have a result of at least a C in Year 10 Mathematics.
COURSE OUTLINE	<p>The major topics covered in the 4 semesters are as follows:</p> <p><b>Managing Money:</b> earnings, bank interest, credit cards, loans, foreign exchange, taxation, spreadsheets <b>Elements of Applied Geometry:</b> simple trigonometry, area and volume, latitude, longitude and time zones <b>Data Exploration and Analysis:</b> graphical and tabular presentations, simple methods for describing and summarising data <b>Linking Two and Three Dimensions:</b> scale drawings and plans, estimation of quantities and costings <b>Maps and Compasses involving either Navigation or Land Measurement:</b> practical use of a variety of maps, compass bearings, orienteering, navigation, site plans <b>Exploring and Understanding Data:</b> simple probability, interpretation of reports in the media, collection and presentation of data</p> <p>As well as undertaking traditional written tests, students may be required to construct models, use computer software or calculators, write assignments or research articles, carry out investigations or give oral presentations on a prepared topic. The student can be expected to acquire a high degree of proficiency in a variety of skills, such as estimation, use of drawing instruments, application of formulae, table reading and arithmetic calculation. Like any skills, these need to be practised to be mastered. Students are encouraged to practise and so maintain these skills.</p> <p>Students will complete an examination each term throughout Year 11 and 12 and an Extended Modelling and Problem Solving Task (Assignment) twice in both Year 11 and 12. Students will be graded according to three criteria in Senior Mathematics A – Knowledge and Procedures, Communication and Justification and Modelling and Problem Solving.</p> <p>Note – there is no algebraic component to Mathematics A.</p>
ASSESSMENT	

MATHEMATICS B

4-SEMESTER AUTHORITY COURSE

This subject is reported on the QCAA Senior Statement as: Semester Units 1, 2, 3 and 4 of the Authority subject Mathematics B.

Eligibility:

OP: This subject can contribute towards an OP

QCE: Completing this subject with a Sound Achievement on Exit would contribute 4 CORE CREDITS towards the QCE.

SUMMARY	<p>The Mathematics B course is designed for those students who wish to acquire and apply mathematical techniques in both practical and theoretical ways. The topics examined in Mathematics B include algebraic methods of solving problems, applied geometry, trigonometry, statistics and probability, periodic and exponential functions, optimisation and integration (calculus).</p> <p>In each of these areas the graphics calculator will be used as a means of investigating and reporting solutions to problems.</p> <p>In Mathematics B, advanced mathematical skills are developed which form the basis for further study in mathematics. These skills are needed not only in the traditional careers of engineering and the physical sciences, but also as tools in fields as diverse as agriculture, food technology, geography, biology, economics and management. The modes of thinking provide ways of modelling situations in order to explore, describe and understand the world’s social, biological and physical environment.</p>
PRE-REQUISITES	<p><i>Students MUST have completed the Year 10 Mathematics Addition course.</i></p> <p><i>It is also a REQUIREMENT that students have a result of at least a B- in Year 10 Mathematics Addition.</i></p>
COURSE OUTLINE	<p>The major topics covered in the 4 semesters are as follows:</p> <p><b>Functions and their Applications:</b> trigonometric, periodic, exponential and logarithmic, language of functions</p> <p><b>Introduction to Calculus and its Application:</b> instantaneous and average rates of change, differentiation, integration and optimisation</p> <p><b>Financial Mathematics:</b> simple and compound interest, effective and nominal interest rates,arithmetic and geometric progressions, annuities</p> <p><b>Applied Statistical Analysis:</b> data collection and presentation, probability, random sampling, discrete and continuous probability, normal and binomial probability, hypothesis testing</p>
ASSESSMENT	<p>As well as undertaking traditional written tests, students may be required to construct models, use computer software or graphics calculators, write assignments or research articles, carry out investigations or give oral presentations on a prepared topic. The student can be expected to acquire a high degree of proficiency in a variety of skills, such as estimation, use of a calculator, use of drawing instruments, application of formulae, table reading, arithmetic calculation and algebraic manipulation. Like any skills, these need to be practised to be mastered. Students are encouraged to practise and so maintain these skills.</p> <p>Students will complete an examination each term throughout Year 11 and 12 and an Extended Modelling and Problem Solving Task (Assignment) twice in both Year 11 and 12. Students will be graded according to three criteria in Senior Mathematics B – Knowledge and Procedures, Communication and Justification and Modelling and Problem Solving.</p>

MATHEMATICS C

4-SEMESTER AUTHORITY COURSE

This subject is reported on the QCAA Senior Statement as: Semester Units 1, 2, 3 and 4 of the Authority subject Mathematics C.

Eligibility:

OP: This subject can contribute towards an OP

QCE: Completing this subject with a Sound Achievement on Exit would contribute 4 CORE CREDITS towards the QCE.

SUMMARY	<p>This course may be taken only if you are also taking Mathematics B.</p> <p>The purpose of the Mathematics C course is to develop students’ ability to think, that is, to deduce, analyse, hypothesise and criticise in the mathematical tradition. Geometry and number systems are treated in a theoretical context while the calculus and trigonometrical functions are considered in greater depth here than they are in Mathematics B. Topics such as dynamics and the exciting world of the mathematics of Chaos are studied.</p> <p>Students will be given the opportunity to develop their full mathematical potential and encouraged to recognise the dynamic nature of mathematics. The rigour and structure of the mathematics will equip students with valuable skills which will serve them in more general contexts and provide an excellent preparation for further study of mathematics.</p> <p>Students will have opportunities to explore the use of complex numbers in electric circuit theory, vibrating systems or aerofoil designs, investigate the application of matrices in economic models or game theory, predict the most probable weather pattern by studying changes over time of probabilities, compare the forces used in locomotion, explore the use of differential equations in carbon dating, radioactive decay, population growth and atmospheric conditions.</p>
PRE-REQUISITES	<p><i>It is required that students have a result of at least a B in Year 10 Mathematics Addition. Students MUST have completed the 10 Mathematics Addition course, possess a high level of skill in algebra, be able to deal with abstract concepts and most of all, enjoy mathematics.</i></p>
COURSE OUTLINE	<p>The major topics covered in the 4 semesters are as follows:</p> <ul style="list-style-type: none"> <li>Introduction to Groups</li> <li>Real and Complex Number Systems</li> <li>Matrices and Applications</li> <li>Vectors and Applications</li> <li>Further Calculus</li> <li>Structures and Patterns</li> </ul> <p>Students will also study two of the following:</p> <ul style="list-style-type: none"> <li>Conics</li> <li>Dynamics</li> <li>Advanced Periodic and Exponential Functions</li> </ul>
ASSESSMENT	<p>As well as undertaking traditional written tests, students may be required to construct models, use computer software or graphics calculators, write assignments or research articles, carry out investigations or give oral presentations on a prepared topic.</p> <p>Students will complete an examination each term throughout Year 11 and 12 and an Extended Modelling and Problem Solving Task (Assignment) twice in both Year 11 and 12. Students will be graded according to three criteria in Senior Mathematics C – Knowledge and Procedures, Communication and Justification and Modelling and Problem Solving.</p> <p><i>Required Companion Subject - Mathematics B</i></p>

PREVOCATIONAL MATHEMATICS

4-SEMESTER AUTHORITY-REGISTERED COURSE

This subject is reported on the QCAA Senior Statement as: Semester Units 1, 2, 3 and 4 of the Authority-registered subject Prevocational Mathematics.

Eligibility:

OP:

This subject does not contribute towards an OP

QCE:

Completing this subject with a Sound Achievement on Exit would contribute 4 CORE CREDITS towards the QCE.

SUMMARY

As mathematics is an integral part of everyday life, Prevocational Mathematics has been developed to provide students with a relevant and practical mathematical basis for life after school. It aims to enable the student to develop an understanding of mathematical concepts, a proficiency in basic skills and an ability to apply these to various life-related contexts.

Prevocational Mathematics should enable students to make informed decisions in their many life roles. At times, these decisions involve:

- quantification by estimation and computation
- measurement
- reading and interpreting tabulated and graphically displayed information
- presenting information in mathematical form
- making spatial judgements in two and three dimensions
- spending and investing money.

This subject caters specifically for those students who prefer and enjoy learning activities with practical and real-life application. Students will have the opportunity to attain vital workplace knowledge and skills which enhance employability.

COURSE OUTLINE

The units of work deal with the important mathematical areas which students need to understand in their lives. Through a study of these units, students are offered many opportunities for developing communication skills, practising techniques and employing these in applications.

The major topics covered in the course are as follows:

- Basic Mathematical Skills
- Measurement and Geometry
- Data Collection, Display and Interpretation
- Probability and Statistics
- Making and Spending Money
- Trigonometry

These topics are studied in life-related contexts including:

- Earning and Spending Money;
- Car Mathematics;
- Investing Money;
- Travel;
- Building and Design;
- Sport;
- Environment; and
- Navigation.

ASSESSMENT

Assessment techniques other than traditional written tests and examinations are used in the assessment program, including: investigations, projects, group work, objective and short-answer items, writing tasks, oral presentations and teacher observations. Assessment items focus on the three key areas of knowing, applying and explaining.

PHYSICAL EDUCATION

4-SEMESTER AUTHORITY COURSE

This subject is reported on the QCAA Senior Statement as: Semester Units 1, 2, 3 and 4 of the Authority subject Physical Education.

Eligibility:

OP:

This subject can contribute towards an OP

QCE:

Completing this subject with a Sound Achievement on Exit would contribute 4 CORE CREDITS towards the QCE.

SUMMARY

The subject Physical Education studies the ways in which physical skills and abilities are acquired, the ways in which they can be improved, and the impacts of physical activities upon our society.

Physical Education involves students in:

- understanding the principles of skill acquisition
- the psychology of learning physical skills
- the biomechanical bases of performance
- evaluation of the physical capacities for performance
- the principles behind physical training and program design
- exploration of physical activity and lifestyle choices analysis of sociocultural influences on physical activity
- acquiring skills in a variety of activities
- self-directed research.

The theoretical components and physical areas each have equal weighting in regard to time.

PRE-REQUISITES

Whilst the physical activities have been selected to minimise the influence of skills learned outside the course, students must have a commitment to participate fully in practical and theoretical lessons. Results of C or higher, in a Year 10 Science and Year 10 English, and a B in a Health & Physical Education subject, would indicate a potential to do well in Physical Education.

COURSE OUTLINE

	Theoretical Focus	Physical Activity
Term 1:	Sports Psychology	Badminton
Term 2:	Lifestyle and Physical Activity	Netball
Term 3:	Physiology of Exercise	Touch Rugby League
Term 4:	Training Program Design	Triathlon
Term 5:	Biomechanics	Triathlon
Term 6:	Money, Media & Sport	Netball
Term 7:	Evaluation of Training	Touch Rugby League
Term 8:	Self-Directed Research	Badminton

ASSESSMENT

There are three dimensions of assessment: Acquiring, Applying and Evaluating. Assessment is equally weighted between the theoretical focus and the physical activity with all items assessed across each dimension. Within each term, a student can expect to be assessed in the physical activity as well as have a major examination, assignment or oral presentation based on the theoretical focus.

FURTHER STUDIES

Physical Education is useful for those considering careers in the Recreation, Health and Leisure Industries, Sports Science and Administration, Teaching and some medical professions. More importantly, it also gives valuable life skills, and contributes significantly to a well-rounded education when balanced with other subject selections.



# RECREATION

4-SEMESTER AUTHORITY-REGISTERED COURSE

This subject is reported on the QCAA Senior Statement as: Semester Units 1 & 2 of the Authority-Registered subject Recreation.

Eligibility:

OP: This subject does not contribute towards an OP

QCE: Completing this subject with a Sound Achievement on Exit would contribute 4 CORE CREDITS towards the QCE.

SUMMARY	Recreation has as its focus the student’s personal involvement in physical recreational activities and seeks to develop skills and knowledge in the areas of health, fitness and training through practical units. The primary goal of this course is the student’s development of skills in particular sporting activities and a developed awareness of the skills necessary to organise and manage recreational activities.
PRE-REQUISITES	While Recreation has no specific subject pre-requisites, it is required that students taking this course be prepared to be actively involved in all aspects of the program. Students must have a commitment to participate fully in all practical and application projects and theory lessons.
COURSE OUTLINE	<p>Centring upon personal health and physical activity, Recreation Practices examines four ‘Core’ themes:</p> <p><b>Core Topic 1:</b> Recreation, you and the community</p> <p><b>Core Topic 2:</b> Physical activity and healthy living</p> <p><b>Core Topic 3:</b> Health and safety in recreation</p> <p><b>Core Topic 4:</b> Personal and interpersonal skills in recreation activities</p> <p>The practical/performance element is a particular focus in Recreation Practices. In this practical dimension, the following physical activities or sports are undertaken:</p> <ul style="list-style-type: none"> <li>Strength and Conditioning</li> <li>Touch Football</li> <li>Futsal</li> <li>Lawn Bowls</li> <li>Lifesaving</li> <li>Weight Training</li> <li>Basketball</li> <li>Table Tennis</li> </ul>
ASSESSMENT	<p>All students will be assessed on their performance of physical skills in the various sports and physical activities. In addition to this, students will participate in and critique a personally-devised strength and conditioning program, evaluate the effectiveness of a sports tournament, complete a lifesaving course through the Royal Lifesaving Society, evaluate the effectiveness of a personalized weight training program, and complete the General Coaching Principles Certificate through the Australian Sports Commission. All of these items will be assessed via written or oral tasks and the physical tasks will be assessed via the student’s performance against set criteria.</p> <p>Due to the physical nature of the course, the vast amount of the preparation for assessment occurs in class, therefore, full and enthusiastic involvement in lessons is essential in order to achieve well.</p> <p>The Recreation Study Plan above is currently under review by the Queensland Curriculum and Assessment Authority and the above units may be subject to change, once final endorsement is received by the college.</p>

# FITNESS

4-SEMESTER VET COURSE

CERTIFICATE III IN FITNESS - SIS30315

This subject is reported on the QCAA Senior Statement by listing those modules in which competencies were achieved during the course. Successful completion of the Certificate III is reported on the Senior Statement.

Eligibility:

OP: This subject does not contribute towards an OP

QCE: Completing this Certificate would contribute 8 CREDITS towards the QCE.



## REGISTERED TRAINING ORGANISATION

Binnacle Training (RTO Code: 31319)

QCE Credits: Successful completion of Certificate III in Fitness contributes eighty (8) credits towards a student’s QCE. Successful completion of Cert II in Sport and Recreation (optional embedded qualification) contributes an additional four (4) credits towards a student’s QCE.

## SUMMARY

Binnacle’s Certificate III in Fitness ‘Fitness in Schools’ program is offered as a senior subject where students deliver a range of fitness programs and services to clients within their school community. Graduates will be competent in a range of essential skills – such as undertaking client health assessments, planning and delivering fitness programs, and conduction group fitness sessions in indoor and outdoor fitness settings, including with older adult clients.

## PRE-REQUISITES

While Fitness – Certificate III SIS30313 has no specific subject pre-requisites, it is required that students taking this course be prepared to be actively involved in all aspects of the program and must have a commitment to participate fully in all units of work, sometimes outside of scheduled class times.

Each student must obtain a (Free) “working with children’s” Student Blue Card (application to be completed as part of the enrolment process).

There is also an additional cost of \$340 that is paid to Binnacle to cover the cost of the course prior to students commencing. This cost is current but may be subject to change.

## COURSE OUTLINE

### SIS30315 Certificate III in Fitness

Certificate III in Fitness - SIS30315	
SISFFIT001	Provide health screening and fitness orientation
SISFFIT002	Recognise and apply exercise considerations for specific populations
SISFFIT003	Instruct fitness programs
SISFFIT002	Incorporate anatomy and physiology principles into fitness programming
SISFFIT005	Provide healthy eating information
SISFFIT014	Instruct exercise to older clients
SISXCCS001	Provide quality service
SISXFAC001	Maintain equipment for activities
SISXIND001	Work effectively in sport, fitness and recreation environments
Electives	
<b>Group C - Gym Instructor (4)</b>	
BSBRSK401	Identify risk and apply risk management processes
HLTAID003	Provide first aid
HLTWHS001	Participate in workplace health and safety
SISFFIT006	Conduct fitness appraisals
<b>PLUS (additional 3)</b>	

# FITNESS

4-SEMESTER VET COURSE

CERTIFICATE III IN FITNESS - SIS30315

This subject is reported on the QCAA Senior Statement by listing those modules in which competencies were achieved during the course. Successful completion of the Certificate III is reported on the Senior Statement.

Eligibility:

OP:

This subject does not contribute towards an OP

QCE:

Completing this Certificate would contribute 8 CREDITS towards the QCE.

ASSESSMENT	SISFFIT011	Instruct approved community fitness programs
	SISSSPT303A	Conduct basic warm-up and cool-down programs
	HLTAID001	Provide cardiopulmonary resuscitation
IMPORTANT: PROGRAM DISCLOSURE STATEMENT	<p><i>* Elective units are subject to change prior to the commencement of the 2017 school year. This is to ensure alignment to current industry practices is at its optimum B</i></p> <p>Program Delivery will combine both class-based task and practical components in a real gym environment at the school. This involves the delivery of a range of fitness programs to clients within the school community (students, teachers, and staff).</p> <p>A range of teach/learning strategies will be used to deliver the competencies. These include:</p> <ul style="list-style-type: none"> <li>Practical tasks</li> <li>Hands-on activities involving participants/clients</li> <li>Group work</li> <li>Practical experience within the school sporting programs and fitness facility</li> <li>Log Book of practical experience</li> </ul> <p>This Subject Outline is to be read in conjunction with Binnacle Training’s Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training provides and those services carried out by the ‘Partner School’ (i.e. the delivery of training and assessment services). To access Binnacle’s PDS, visit: <a href="http://www.binnacletraining.com.au/rto.php">http://www.binnacletraining.com.au/rto.php</a> and select ‘RTO Files’.</p> <p><i>Printed June 2016, correct at time of publication but are subject to change.</i></p>	

# STUDY OF RELIGION

4-SEMESTER AUTHORITY COURSE

This subject is reported on the QCAA Senior Statement as: Semester Units 1, 2, 3 and 4 of the Authority subject Study of Religion.

Eligibility:

OP:

This subject can contribute towards an OP

QCE:

Completing this subject with a Sound Achievement on Exit would contribute 4 CORE CREDITS towards the QCE.

## SUMMARY

Religious faith is one of the most fundamental ways people give meaning and purpose to their lives, and consequently, the inclusion of religious studies is seen as necessary for a balanced educational program. The Study of Religion course constitutes a major widening of awareness and knowledge about human existence and religious belief. The primary consideration is an Educational approach which enables students to learn about religion, to look at religion as part of a complex social, political and cultural dialogue, to examine the ‘voices’ in the conversation, to acknowledge biases of teachers, learners and texts, to acknowledge who is included and excluded, and to examine religion from a critical standpoint.

The Study of Religion course is designed to have students understand and appreciate that religious belief and practice is real, immediate and meaningful to life - not a mere formality. It enables students to come to a deeper understanding of their own faith, while helping them to discover the meaning which people of other faiths also find in religion. In addition, the course is designed to enable students to be open to ongoing personal religious experience. Consequently, a student will be better equipped to appreciate his unique role in, and contribution to, a pluralistic society.

The course involves student participation in such activities as listening to lectures, delivering seminars, writing essays, researching in the library, conducting interviews.

A commitment to complete regular reading assignments is also necessary for success in this subject.

## COURSE OUTLINE

**Semester 1:**  
This unit explore the nature and significance of religion through an in-depth study of Religions in Australia. This involves the visiting of places of worship associated with different religious traditions. The unit will examine rituals of Buddhism, Hinduism and Australian Indigenous spiritualities as the practice or embodiment of beliefs expressed in structured action that link to the sacred. In a world marked by cultural, political and religious diversity, knowledge of religious traditions fosters mutual understanding and respect between people of different beliefs. Students will study three religious traditions in this unit with a minimum of two of the following religion systems studied in some depth: Buddhism, Hinduism and Australian Aboriginal spiritualities.

**Semester 2:**  
This unit explores the different ways in which societies and cultures express religious beliefs and will focus on sacred texts that are recognized as having special religious significance or as being sacred to these religions. Students will study the three religions in this unit with two of the following studied in some depth: Judaism, Christianity and Islam.

**Semester 3:**  
This unit of work focuses on Religion / State relationships in our world. The focus is on the social, cultural and political implications of religious belief and practice. Students will investigate the diversity of religious thought on social justice issues.

**Semester 4:**  
Maintaining an awareness of their own attitudes, beliefs and religious tradition, students will study some of life’s important questions about the individual and society, looking at answers given by Christianity and other religious traditions. Topics include such areas as morality, authority, purpose of human existence, identity, origins and destiny.

## ASSESSMENT

The assessment used in the Study of Religion course varies depending on the semester unit and the nature of the topic within the unit. Throughout the course the following types of assessment are employed - oral reports, seminars, research assignments, essays, short answer tests, field studies and reports and two-hour essay style exams.

RELIGION & ETHICS

4-SEMESTER AUTHORITY-REGISTERED COURSE

This subject is reported on the QCAA Senior Statement as: Semester Units 1, 2, 3 and 4 of the Authority subject Religion & Ethics.

Eligibility:

OP: This subject does not contribute towards an OP

QCE: Completing this subject with a Sound Achievement on Exit would contribute 4 CORE CREDITS towards the QCE.

SUMMARY	<p>Religion plays an important role in the life of local communities and of the Australian nation. Individual communities, and the nation as a whole, are more likely to build a tolerant society when their members are literate in their own religious traditions and have an understanding of the religious traditions of others.</p> <p>Religion and Ethics focuses on the personal, relational and spiritual perspectives of human experience. Students will explore, learn about and reflect on the richness of religious and ethical worldviews and traditions. This enables students to investigate and critically reflect on the role and function of religion and ethics in society. The course of study provides opportunities to gain knowledge and understanding of students as a human being and how personal beliefs, values and spiritual identity are shaped and influenced by factors such as family, culture, gender, race, class and economic issues.</p>
COURSE OUTLINE	<p>Through exploring the ‘big questions’ of life students can come to an understanding of how religion, beliefs and spiritualities influence human values and behaviours and gain an appreciation of cultural and religious diversity. Seeking answers for these questions may help students in the search for personal meaning and purpose, and to clarify their personal beliefs and ethical values.</p> <p>The major topics covered in the 4 semesters are as follows:</p> <p><b>Semester 1:</b> Australian Scene; Spirituality and Ritual</p> <p><b>Semester 2:</b> Gender and Spirituality, Sacred Stories</p> <p><b>Semester 3:</b> Religious Citizenship; Peace Studies</p> <p><b>Semester 4:</b> Origins, Purpose and Destiny, Ethics and Morality</p>
ASSESSMENT	<p>Within this subject, the focus is on students gaining knowledge and understanding, on developing the ability to think critically, and to communicate concepts and ideas relevant to their lives and the world in which they live. A variety of assessment items are used throughout the four semesters.</p> <p>Assessment instruments may include:</p> <p>Projects, investigations, reports, extended responses to stimulus materials, short response examinations, seminar presentations and multi-modal presentations.</p>
FURTHER STUDIES	<p>A course of study in Religion and Ethics can establish a basis for further education and employment in any field, as it helps students develop the skills and personal attributes necessary for engaging efficiently, effectively and positively in future life roles. It provides them with opportunities to gain knowledge and understanding of themselves as human beings, to clarify their personal beliefs and ethical values, and to assess their personal choices, vision and goals.</p>

BIOLOGY

4-SEMESTER AUTHORITY COURSE

This subject is reported on the QCAA Senior Statement as: Semester Units 1, 2, 3 and 4 of the Authority subject Biology.

Eligibility:

OP: This subject can contribute towards an OP

QCE: Completing this subject with a Sound Achievement on Exit would contribute 4 CORE CREDITS towards the QCE.

SUMMARY	<p>Biology is the study of life in its many manifestations. It encompasses studies of the origin, development, diversity, functioning and evolution of living systems and the consequences of intervention in those systems. In this course students will be introduced to the incredible diversity of plants and animals on earth and their interactions with each other and with the non-living parts of their environment. Students will also explore the structural, physiological and behavioural adaptations of organisms and the body processes which function to help maintain a living organism.</p>
PRE-REQUISITES	<p>A result of at least a B in both Year 10 Mathematics and Science is strongly recommended. Students who have not reached this level of achievement should discuss their application with their teacher and Curriculum Area Leader before applying.</p> <p>Biology demands ability in abstract thinking. As a result, there should be a firm commitment to reading, study and individual research. The student contemplating Biology should have enjoyed studying the area in Years 8, 9 and 10 and have an appreciation of living things.</p> <p>The major topics covered within Biology during the two years include:</p> <ul style="list-style-type: none"> <li>The biodiversity of organisms, populations and the communities in the ecosystem.</li> <li>Cell Biology and Energetics</li> <li>Physiology of Plants and Animals</li> <li>Reproduction, Genetics and Evolution.</li> <li>Homeostatic mechanisms, disease and defence.</li> </ul>
COURSE OUTLINE	
ASSESSMENT	<p>Field Studies is a mandatory aspect of the course and to complete this assessment, students participate in an overnight camp on Stradbroke Island.</p> <p>(i) Written examinations involving short answers and extended written questions for mid-semester and end of semester.</p> <p>(ii) Other forms of assessment include field study reports, research assignments and extended experimental investigations.</p>
FURTHER STUDIES	<p>Students intending to study Biology in Years 11 and 12 are well advised to refer to the handbooks of tertiary institutions if they are considering further study. However, since Biology relates to all living matter, it is particularly relevant for those considering careers in Health, Agriculture, Animal Husbandry, Forestry, Horticulture, Veterinary Science, Medicine or related fields.</p>

# CHEMISTRY

## 4-SEMESTER AUTHORITY COURSE

This subject is reported on the QCAA Senior Statement as: Semester Units 1, 2, 3 and 4 of the Authority subject Chemistry.

Eligibility:

- OP: This subject can contribute towards an OP  
QCE: Completing this subject with a Sound Achievement on Exit would contribute 4 CORE CREDITS towards the QCE.

SUMMARY	Chemistry enables us to understand the links between the macroscopic properties of the world and the sub-atomic particles and forces that account for those properties. In this subject students will begin to understand and apply chemical concepts, models, procedures and processes for the management of the planet's limited resources that could be crucial to our survival. The study of Chemistry also provides students with a means to further develop their understanding of the world around them, a way of obtaining useful knowledge and skills and a platform for further study.
PRE-REQUISITES	A solid foundation in both Year 10 Science and Mathematics is required. Therefore, students must have a result of at least a B in both Year 10 Science and Mathematics.  Students taking Chemistry should also be studying Mathematics B. Physics and Biology may be taken as companion subjects but are not necessary for studying Chemistry.
COURSE OUTLINE	The major units of work are outlined below:  <ol style="list-style-type: none"> <li>1. An introduction to atomic theory, chemical concepts and types of chemical reactions.</li> <li>2. The trends in the Periodic table and how this relates to chemical and physical properties of substances</li> <li>3. Energy from chemical reactions and an investigation into alternative forms of energy.</li> <li>4. Chemical kinetics.</li> <li>5. The chemistry of carbon compounds and particular functional groups.</li> <li>6. Equilibrium and solubility.</li> <li>7. Forensic, analytical chemistry for the elucidation of structures.</li> </ol>
ASSESSMENT	The assessment program consists of practical investigations, reports and formal examinations. Students studying this subject would typically need to dedicate a minimum of 3 -4 hours a week outside class-time in order to realise a worthwhile outcome.
FURTHER STUDIES	Chemistry is a pre-requisite for several science related courses (e.g. Engineering) at various institutions. You are strongly advised to check requirements for all possible courses you may be interested in. Further note that requirements may vary from institution to institution for the equivalent tertiary course.

# PHYSICS

## 4-SEMESTER AUTHORITY COURSE

This subject is reported on the QCAA Senior Statement as: Semester Units 1, 2, 3 and 4 of the Authority subject Physics.

Eligibility:

- OP: This subject can contribute towards an OP  
QCE: Completing this subject with a Sound Achievement on Exit would contribute 4 CORE CREDITS towards the QCE.

SUMMARY	Physics is about studying the physical world around us. It looks to create models and theories which allow us to explain the things we see and which also allow us to predict and control events in the physical world. For example, knowledge of motion will allow us to understand why a car skids on a wet road when it turns a corner. It will also explain to us why braking is not the correct course of action in such circumstances. In the Physics course students study motion, electricity, electronics, nuclear energy and light. All of these have similar application to our everyday world. A study of physics is also about the historical development of the theories of physics. This allows the student to appreciate the unfolding nature of knowledge in the area of science, as well as the significance of the great human endeavour which is scientific enquiry.  Physics is the science underlying much modern technology. Computers, sky-scrapers, bridges and jet aircraft are a few examples of physics in action. Through a study of Physics students should come to understand the principles behind some of these technologies, but in addition to such practical knowledge, Physics opens the mind to consideration of some of the bigger questions: What is matter? What can we learn about the fundamental particles of the universe? What is scientific theory?  The course is designed for the serious, committed student and it is difficult to succeed without daily study. At least 30 minutes study each day is necessary for continued success. Students succeed best if they are prepared to work beyond the set homework or reading, and if they accept responsibility for their own learning and their contribution to the work of the class group. Students who have not mastered the algebraic skills taught in the Year 10 Advanced Mathematics units will find this subject very difficult. Manipulation of formulae and ability to solve equations are essential skills. A sound knowledge of basic geometry and trigonometry would be a great advantage. Students must accompany this course with Mathematics B. Mathematics C is not necessary but is a suitable companion subject to Physics especially for students seeking to follow a career in science or engineering.
PRE-REQUISITES	It is required that students have a result of at least a B in Year 10 Mathematics or at least a C+ in the Year 10A Mathematics course.  <b>Required Companion Subject: Mathematics B</b>
COURSE OUTLINE	The Physics course includes the following major topic areas, some will be studied in-depth and via real-life contexts: <b>Motion, Energy &amp; Forces:</b> How and why objects move. Mechanics and Dynamics. Forces, momentum, gravitation. <b>Heat &amp; Light:</b> Thermal Physics & Thermodynamics, Geometric Optics & Wave motion. <b>Electricity &amp; Magnetism:</b> Deals with the concept of a field and especially Electric and Magnetic fields, electric circuits, electromagnetism, power generation and distribution. <b>Modern Physics:</b> Quantum theory, Relativity, the nature of light & the electron, the atom, the nucleus, radioactivity.
ASSESSMENT	Students are introduced to experimental research in Physics and are required to design, perform and appraise experiments, and extended experimental investigations, and to complete written reports and/or presentations. In addition to research assignments, formal examinations are conducted throughout the course and may include both theoretical and practical components.
FURTHER STUDIES	Physics is a pre-requisite for various science related courses at tertiary institutions. Requirements vary from one institution to the next and from year to year. Some university courses require students study one of Physics or Chemistry. Physics is often recommended for any trade course or apprenticeship which involves electricity or electronics.



# SCIENCE 21

## 4-SEMESTER AUTHORITY COURSE

This subject is reported on the QCAA Senior Statement as: Semester Units 1, 2, 3 and 4 of the Authority subject Science21.

Eligibility:

- OP: This subject can contribute towards an OP  
QCE: Completing this subject with a Sound Achievement on Exit would contribute 4 CORE CREDITS towards the QCE.

SUMMARY	<p>The Science 21 course takes a multi-disciplinary approach to the study of science. It is a course of study that underscores science as a way of understanding the world through inquiry and exploring issues that can integrate science disciplines and link them with technology. Students will participate in learning experiences which will develop 21st century skills essential to equip them with the abilities needed to thrive in the communities and economies of the future.</p> <p>Science 21 enables students to engage with aspects of practical, applied science, such as photography, first aid, forensic science and road safety. Science 21 complements the more traditional science subjects of Biology, Chemistry and Physics.</p>
PRE-REQUISITES	<p>It is required that students must have a result of at least a C in both Year 10 Mathematics and Science. Students who have not reached this level of achievement should discuss their application with the Curriculum Area Leader before applying.</p>
COURSE OUTLINE	<p>The content of the course could include units such as:</p> <ul style="list-style-type: none"> <li>• <b>Forensic Crimefighters</b> - the principles of cell biology; basic genetics; forensic methods such as fingerprinting, chromatography, blood and fingerprint analysis and DNA profiling</li> <li>• <b>EPA Investigators</b> - deals with Agriculture Biotechnology and GMO's. The advantages and disadvantages of the GMO crops and the ethical issues related to them. This is done through case studies.</li> <li>• <b>Coping with Pain</b> - deals with the mechanism of pain and why it happens. The pathways of drugs to stop pain. The student builds an artificial leg and examines the process and modifies it to improve the product.</li> <li>• <b>A Helping Hand</b> - the impact of radiation on society both good and bad - radioactive decay; scientific uses of radioactive decay; energy sources; industrial uses; nuclear medicine; radioactive waste.</li> <li>• <b>Light me up</b> - the biology of the human eye; properties of light and application of the theory for example fibre optics.</li> <li>• <b>Keep a Cool Head</b> - chemistry of solutions, cleaning products, colloids and emulsions. Production of a cosmetic of their choice and examining the properties associated with the cosmetic.</li> <li>• <b>The Bionic Man</b> - biology of the heart and the diseases of the heart; disease prevention; dietary issues; social programs; health lifestyles.</li> <li>• <b>Speed Kills</b> - physics of movement; braking; stopping distances; car design and safety; air bags and crumple zones; highway and intersection design; vehicle emissions issues.</li> </ul>
ASSESSMENT	<p>Assessment is continuous throughout the course and will include designing and performing experimental tasks and analysing data to complete written reports and/or presentations or to contribute to a folio of work. In addition to research assignments, formal examinations are conducted throughout the course and may include both theoretical and practical components.</p>
FURTHER STUDIES	<p>While not specifically designed to prepare students in the traditional scientific disciplines, Science 21 would complement the study of Biology, Chemistry or Physics. It prepares students for exposure to environments and situations that require knowledge of science and scientific ways of thinking. Scientifically and technologically advanced tools are commonplace in our everyday lives. In this century citizens must not only be literate, they must also be scientifically literate.</p>

# GEOGRAPHY

## 4-SEMESTER AUTHORITY COURSE

This subject is reported on the QCAA Senior Statement as: Semester Units 1, 2, 3 and 4 of the Authority subject Geography.

Eligibility:

- OP: This subject can contribute towards an OP  
QCE: Completing this subject with a Sound Achievement on Exit would contribute 4 CORE CREDITS towards the QCE.

SUMMARY	<p>Geography is the study of the human and natural characteristics of places and the interactions between them. Geography is a rich and complex discipline which includes two vital dimensions:</p> <ul style="list-style-type: none"> <li>• the spatial dimensions, which focuses on where things are and why they are there</li> <li>• the ecological dimension, which considers how humans interact with environments</li> </ul> <p>Geographic Information Systems (GIS) technology will be utilised across this course.</p>
PRE-REQUISITES	<p>A result of at least a C in Year Ten History and/or Geography is recommended.</p>
COURSE OUTLINE	<p><b>Semester 1 – Theme 1 - Managing the Natural Environment.</b> Focus Unit – <i>Catchment Management</i> - a focus on developing analytical and field skills with a study of our local catchment (including a fieldwork trip) and an understanding of regional implications for catchment management. Focus Unit – <i>Responding to Natural Hazards</i> – a focus on practical and technical skills developed during a study of cyclones at a national and regional level</p> <p><b>Semester 2 – Theme 2 - Social Environments</b> Focus Unit – <i>Sustaining Communities</i> – through regional and local studies students will analyse the implications for ensuring rural and urban communities are developed in an ecologically sustainable way. Elective – <i>Crime and Safety in Public Spaces</i> – through a fieldwork study students will apply the theories of Crime Prevention through Environmental Design.</p> <p><b>Semester 3 – Theme 3 - Resources and the Environment</b> Focus Unit – <i>Living with Climate Change</i> – a geographical study to specifically gain an understanding of the earth's physical systems and the interactions within the environment to determine human impacts on these physical systems and possible consequences, such as climate change. Focus Unit – <i>Sustaining Biodiversity</i> – a global, regional and local investigation into the ways in which we must manage life sustaining systems to ensure the survival of future generations. This unit provides a framework in which to evaluate and monitor the status of ecosystems. Fieldwork (in the form of a geography camp) is required for this unit.</p> <p><b>Semester 4 – Theme 4 - People and Development</b> Focus Unit – <i>Contrasting development</i> – a study of the causes and impacts of un-equal development around the world, focussing on global issues and regional case studies. Focus Unit – <i>Feeding the World's People</i> – a focus on understanding global and regional issues facing the world's populations in obtaining food, producing food and consumption. A focus on the causes of hunger and poverty.</p>
ASSESSMENT	<p>A variety of assessment items are used throughout the four semesters. Students will be assessed in a continual process throughout each semester with items including: examinations, field reports, response to stimulus essays</p>
FURTHER STUDIES	<p>The course offers a suitable background for higher studies in geography. It also offers a useful background for further studies in Earth Sciences, Life Sciences, Environmental Sciences or Social Sciences. The course would be of use to the following: Town Planners, Teachers, Pilots, Tourism and Travel Industry Employees, Diplomats, Journalists, Architects and Valuers, Biologists.</p>

# MODERN HISTORY

## 4-SEMESTER AUTHORITY COURSE

This subject is reported on the QCAA Senior Statement as: Semester Units 2, 3, 6 and 10 of the Authority subject Modern History.

Eligibility:

OP: This subject can contribute towards an OP

QCE: Completing this subject with a Sound Achievement on Exit would contribute 4 CORE CREDITS towards the QCE.

SUMMARY	The aim of the Modern History course is to create in the student an understanding of important developments in the twentieth century. Each semester, there are two depth studies (Inquiry Topics), during which students progressively develop historical methods of research. The Modern History course does not emphasise the rote learning of dates and facts, but rather the ability to evaluate how historical events have shaped the world in which we live.
PRE-REQUISITES	It is required that students have a result of at least a C in Year 10 English. It is also recommended that students have a result of at least a C in Year 10 History.
COURSE OUTLINE	<p>The Modern History course is currently undergoing a review and while the essential purpose and method for studying history will remain unchanged there may be changes to the course outline and content.</p> <p>The major topics covered in the 4 semesters are as follows:</p> <p><b>Semester 1 - The History of Ideas and Beliefs</b> This unit introduces the concept of history and looks at Australian and local case studies with regard to individuals in history before an examination of the development of 20th century ideologies including Nationalism, Liberalism, Socialism and Nazism.</p> <p><b>Semester 2 - History and a Global Perspective</b> This unit examines the rise of Internationalism; the role and function of the League of Nations and the United Nations and concludes with an investigation of The Cold War.</p> <p><b>Semester 3 - Studies of Conflict</b> This unit will include the history of religion in conflict (particularly the Arab-Israeli situation) and the history of terrorism.</p> <p><b>Semester 4 - The Individual in History</b> This unit focuses on developments of the late 20th Century, including people Great Persons who have altered the Course of History</p>
ASSESSMENT	A variety of assessment items are used throughout the four semesters. Students will be assessed in a continual process throughout each semester with items including: examinations, research reports, response to stimulus essays, multi modal presentations.
FURTHER STUDIES	The skills and subject matter of the course will prove of value to those who pursue study in Arts, Law, Commerce, Economics, Education, Social Science, Theology, Journalism, Anthropology, Psychology, Social Work and Teaching.

# LEGAL STUDIES

## 4-SEMESTER AUTHORITY COURSE

This subject is reported on the QCAA Senior Statement as: Semester Units 1, 2, 3 and 4 of the Authority subject Legal Studies.

Eligibility:

OP: This subject can contribute towards an OP

QCE: Completing this subject with a Sound Achievement on Exit would contribute 4 CORE CREDITS towards the QCE.

SUMMARY	Legal Studies enables students gain an understanding of the structure and operation of the Australian legal system as well as investigate contemporary issues in international and humanitarian law.
PRE-REQUISITES	It is required that students have a result of at least a C in Year 10 English. It is also recommended that students have a result of at least a C in Year 10 History.
COURSE OUTLINE	<p>The major topics covered in the 4 semesters are as follows:</p> <p><b>Semester 1</b> The Legal System: How laws are made and how our legal system meets society's needs. Criminal Law: A broad exploration of Australian criminal law and how society and the criminal justice system respond.</p> <p><b>Semester 2</b> Civil Law: Covering both obligations and torts we explore how civil law impacts on citizens in our society.</p> <p><b>Semester 3</b> Human Rights &amp; International law</p> <p><b>Semester 4</b> Independent Inquiry: Students choose a contemporary legal issue and, using a guided research method undertake an independent investigation. Sport and the law: an investigation into the way law regulates and impacts on sport.</p>
ASSESSMENT	A variety of assessment items are used throughout the four semesters. Students will be assessed in a continual process throughout each semester with items including: examinations, both response and response to stimulus; research responses – reports and multi-modal presentations.
FURTHER STUDIES	The skills and subject matter of the course will prove of value to those who pursue study in Law, Arts, Commerce, Economics, Education, Social Science, Journalism, Anthropology, Psychology, Social Work and Teaching.

# GRAPHICS

## 4-SEMESTER AUTHORITY COURSE

This subject is reported on the QCAA Senior Statement as: Semester Units 1, 2, 3 and 4 of the Authority subject Graphics.  
Eligibility:

- OP: This subject can contribute towards an OP  
QCE: Completing this subject with a Sound Achievement on Exit would contribute 4 CORE CREDITS towards the QCE.

SUMMARY	Senior Graphics is about solving design problems graphically and presenting graphical products. Design processes are used to identify and explore the design needs or opportunities of target audiences; research, generate and develop ideas; and produce and evaluate graphical solutions. Graphical problems will be solved in at least two of three design areas: industrial design, graphic design and built environment. Graphics contributes to an understanding and proficient use of technologies. It develops communication, analytical and problem-solving skills.
PRE-REQUISITES	While not essential, a result of at least a C or higher in Year 9 or Year 10 Graphics is recommended.
COURSE OUTLINE	<p>In studying Graphics, you will learn:</p> <ul style="list-style-type: none"> <li>to use design processes in graphical contexts</li> <li>to formulate design ideas and solutions using the design factors, which include <ul style="list-style-type: none"> <li>user-centred design</li> <li>design elements and principles of design</li> <li>technologies</li> <li>legal responsibilities</li> <li>design strategies</li> <li>project management</li> <li>sustainability and materials</li> </ul> </li> <li>to create and communicate design solutions in the form of graphical representations, including a range of sketches and drawings</li> <li>to apply industry conventions where applicable</li> <li>to develop design solutions for a range of audiences, including corporate clients and end-users.</li> </ul> <p>The development and presentation of graphical representations of ideas and solutions for design problems will involve:</p> <ul style="list-style-type: none"> <li>sketching and drawing freehand</li> <li>developing spatial cognition and visualisation</li> <li>producing technical graphical representations in 2-D and 3-D formats</li> <li>using existing and emerging technologies.</li> </ul> <p>You will plan and produce graphical representations in simulated real-world contexts. You will interpret, generate and create visual communications for particular purposes and audiences and then make judgments and justify decisions about the graphical representations you produce.</p>
ASSESSMENT	<p>In Graphics, assessment instruments include design folios and examinations.</p> <p><b>Design folios:</b> record the design process you have used to solve a design problem. These folios will contain written information and graphical representations of your ideas and solutions.</p> <p><b>Examinations:</b> require you to sketch and draw ideas and solutions in response to small design problems or aspects of larger ones.</p>
FURTHER STUDIES	Although Year 11 and 12 Graphics is not currently a pre-requisite for tertiary institutions, this course provides a good foundation in Architecture and Engineering. Responses from tertiary institutions indicate that they endorse the syllabus as a preparation for tertiary level courses.

# INFORMATION PROCESSING & TECHNOLOGY

## 4-SEMESTER AUTHORITY COURSE

This subject is reported on the QCAA Senior Statement as: Semester Units 1, 2, 3 and 4 of the Authority subject Information Processing and Technology.

- Eligibility:
- OP: This subject can contribute towards an OP  
QCE: Completing this subject with a Sound Achievement on Exit would contribute 4 CORE CREDITS towards the QCE.

SUMMARY	<p>Information technology refers to the creation, manipulation, storage, retrieval and communication of information and to the range of technological devices and systems used to perform these functions</p> <p>Information Processing and Technology is a course of study that provides students with knowledge, skills, processes and understanding of information technology. It emphasises problem identification and solution rather than the use of specific applications, and is an intellectual discipline that involves the study of information and intelligent systems, software and system development, human computer interaction, and the social and ethical issues associated with the use of information technology.</p> <p>This course is designed for students intending to continue in any discipline where computing knowledge is essential. It provides knowledge and skills that are useful across a wide variety of disciplines. This course provides a solid foundation for students wishing to take their study of computing theory and practice further after secondary school at University level.</p>
PRE-REQUISITES	The skills fostered in Information Processing & Technology are promoted in a number of Year 10 subjects. Students need to be able to demonstrate a proficiency in English and reasoning skills, and this would be indicated by results such as a B in both Year Ten English and Year Ten Mathematics.
COURSE OUTLINE	<p>The subject deals with six core topics:</p> <ul style="list-style-type: none"> <li>Relational Information Systems</li> <li>Structured Query Language</li> <li>Algorithms</li> <li>Software Programming</li> <li>Human Computer Interaction</li> <li>Social and Ethical Issues</li> </ul> <p>Additional material from two further topics is also included:</p> <ul style="list-style-type: none"> <li>Information Systems</li> <li>Computer Systems</li> </ul> <p>Through these studies students gain expertise and skills in the design, development and evaluation of computer programs that solve practical problems. They use a methodology for the development of information systems and implement these to produce working systems. Students become aware that we are surrounded by many interfaces to technological systems that affect how people come to understand the workings of information and communication technology systems and the ways they communicate with these systems. All IPT students are encouraged to develop an appreciation and understanding of the impact that developments in information technology have on themselves and communities worldwide.</p>
ASSESSMENT	The assessment procedure in Information Processing & Technology will be continuous and assess the student's acquisition of skills involved in each topic. Assessment techniques may include written tasks, oral presentations, tests and examinations, practical exercises and projects.
FURTHER STUDIES	Information Processing & Technology is recommended for students wishing to continue in Information Technology at a tertiary level, and is also useful for engineering, science, business and many combined degrees. However, it is not a pre-requisite for such courses.

## FURNISHING &amp; CONSTRUCTION

## 4-SEMESTER VET COURSE

This subject is reported on the QCAA Senior Statement by listing those modules in which competences were achieved during the course. Successful completion of these certificates is reported on the Senior statement.

## Eligibility:

OP:	This subject does not contribute towards an OP
QCE:	Completing the Certificate I – Furnishing would contribute 2 CREDITS towards the QCE. Completing the Certificate I – Construction would contribute 3 CREDITS towards the QCE.

## CERTIFICATE I – FURNISHING MSF10113

## CERTIFICATE I - CONSTRUCTION CPC10111

## REGISTERED TRAINING ORGANISATION

TAFE Queensland SkillsTech (RTO Code: 31396)



## SUMMARY

Students who successfully complete all required modules will be eligible to be awarded the VET Certificate I – Furnishing MSF10113 and/or VET Certificate I - Construction CPC10111. These certificate courses are delivered on behalf of an external provider, TAFE Queensland SkillsTech (RTO No. 31396). Students will be provided with every opportunity to complete the certificates as per the rights and obligations outlined in the enrolment process and VET information provided to students. Students successfully achieving all requirements for a qualification will be provided with the qualification and record of results. Students who achieve at least one unit (but not a full qualification) will receive a Statement of Attainment.

## COURSE OUTLINE

The Certificate I – Furnishing provides students with the opportunity to develop skills and knowledge in basic furnishing techniques that include a variety of employment-related skills relating to safety, measurements and calculations, materials and the use hand and power tools to produce project work.

The Certificate I - Construction is designed to provide an introduction to the construction industry. Students will gain skills and knowledge in the areas of construction materials, tools and equipment, reading and interpreting plans, carrying out measurements and calculations and undertaking a relevant basic construction project

Students will complete both theory and practical components in this course. They will have the opportunity to learn and practise skills and apply knowledge in practical applications.

Certificate I in Furnishing - MSF10113		Certificate I in Construction - CPC10111	
MSAPMOHS100A	Follow OHS procedures	CPCCOHS1001A	Work safely in the construction industry
MSAPMOPS101A	Make measurements	CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry
MSAPMSUP102A	Communicate in the workplace	CPCCCM1012A	Work effectively and sustainably in the construction industry
MSAPMSUP106A	Work in a team	CPCCCM1013A	Plan and organise work
MSAENV272B	Participate in environmentally sustainable work practices	CPCCCM1014A	Conduct workplace communication
MSFFM2006	Hand make timber joints	CPCCCM2001A	Read and interpret plans and specifications
MSFFM1001	Complete a basic furniture finishing product	CPCCVE1011A	Undertake a basic construction project
MSFFF2004	Prepare surfaces for finishing	CPCCCM2005B	Use construction tools and equipment
		CPCCCM1015A	Carry out measurements and calculation's
		CPCCCM2006A	Apply basic levelling procedure
		CPCCCM2004A	Handle construction materials

## ASSESSMENT

Assessment in Certificate I – Furnishing and Certificate I - Construction may include written tests, project work, practical assignments, group tasks and extended project work. Although this is a practical subject, there is theory and content that must be mastered in order to complete modules.

## INFORMATION, DIGITAL MEDIA

## AND TECHNOLOGY

## 4-SEMESTER VET COURSE

This subject is reported on the QCAA Senior Statement by listing those modules in which competences were achieved during the course. Successful completion of this certificate is reported on the Senior Statement.

## Eligibility:

OP:	This subject does not contribute towards an OP
QCE:	Completing the Certificate III – Information, Digital Media and Technology would contribute 8 CREDITS towards the QCE.

## REGISTERED TRAINING ORGANISATION

Axiom College (RTO Code: 40489)



## SUMMARY

To enrol in this subject there is an additional cost of \$500 that is paid to Axiom College to cover the cost of the course and resources prior to students commencing. This cost is current but may be subject to change.

Students who successfully complete all required modules will be eligible to be awarded the VET Certificate III – Information, Digital Media and Technology. This course is delivered on behalf of an external provider, Axiom College (RTO No. 40489). Students will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and VET information provided to students. Students successfully achieving all requirements for a qualification will be provided with the qualification and record of results. Students who achieve at least one unit (but not a full qualification) will receive a Statement of Attainment.

## PRE-REQUISITES

The Certificate III– Information, Digital Media and Technology provides students with the skills and knowledge to be competent in a wide range of competencies and to achieve self-sufficiency as an advanced ICT user. Students will study the ‘Applications Stream’ in this qualification.

This course is designed to improve students’ knowledge of computers, associated hardware and software applications so they are able to deliver solutions to client problems in the IT environment. It provides the opportunity for students to gain the skills required to work in a range of technical and client support roles including basic software and application support to a unit or branch within an organisation.

## COURSE OUTLINE

Training will be delivered as a combination of classwork and online activities within students’ normal timetabled class in the school environment.

The seventeen VET modules to be delivered and completed towards the Certificate III – Information, Digital Media and technology are:

BSBCUS301	Deliver and monitor a service to customers
BSBITU303	Design and produce text documents
BSBUS301	Implement and monitor environmentally sustainable work practices
BSBWHS304	Participate effectively in WHS communication and consultation processes
BSBWOR301	Organise personal work priorities and development
ICTICT202	Work and communicate effectively in an ICT environment
ICTICT203	Operate application software packages
ICTICT301	Create user documentation
ICTICT302	Install and optimise operating system software
ICTICT304	Implement system software changes
ICTICT305	Identify and use current industry specific technologies
ICTICT306	Migrate to new technology
ICTICT307	Customise packaged software applications for clients
ICTICT308	Use advanced features of computer applications
ICTICT409	Develop macros and template for clients using standard products
ICTSAS301	Run standard diagnostic tests
ICTSAS305	Provide IT advice to clients

## ASSESSMENT

Assessment in Certificate III – Information, Digital Media and Technology modules may include a range of assessment types. All assessment is competency-based.



*// You made us for yourself O Lord...  
and our hearts are restless until they rest in you. //*

*St Augustine*