Subjects and Courses Handbook

2016-2017

For all Senior Learning Pathways

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Queensland Certificate of Education

All students are heading towards attaining the Queensland Certificate of Education (QCE), Queensland’s senior schooling qualification. It is awarded to eligible students at the end of Year 12. It is issued though the Queensland Curriculum & Assessment Authority (QCAA). At the beginning of Year 10 all students are registered for the QCE and receive a Unique Learning Identifier (a LUI number)

To be awarded a QCE, students need to complete the following:

• a significant amount of learning,
• at a set standard and in a set pattern
• fulfil literacy and numeracy requirements

Therefore to be eligible for a QCE, a young person must:

• complete at least 20 credits with a minimum of 12 credits completed from Core
• achieve the required standard (at least a Sound achievement or C)
• meet the literacy and numeracy requirements (at least a Sound achievement in a semester of an Authority or Authority-registered English and Mathematics subjects or at least a C on the QCS test)

The following credit table lists some of the types of learning offered that can contribute towards the QCE and their credit values.

<table>
<thead>
<tr>
<th>Core Subject Type</th>
<th>Core Credit</th>
<th>Preparatory Credit</th>
<th>Enrichment Credit</th>
<th>Advanced Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authority or Authority-registered subject</td>
<td>4</td>
<td>VET Certificate I 2</td>
<td>A recognised certificate or award in areas such as: music, dance, drama, sport</td>
<td>2</td>
</tr>
<tr>
<td>VET Certificate II</td>
<td>4</td>
<td>An employment skills development program 2</td>
<td>A community or self-directed learning project 1</td>
<td></td>
</tr>
<tr>
<td>VET Certificate III</td>
<td>5-8</td>
<td></td>
<td>A semester university subject passed while at school 2</td>
<td></td>
</tr>
</tbody>
</table>

For more information visit the Queensland Curriculum & Assessment Authority website www.qca.qld.edu.au

Senior Statement

All students are issued with a Senior Statement when they complete Year 12, regardless of whether they met the requirements of a QCE. It is a transcript of the learning completed by Year 12 students. The Senior Statement shows all studies and the results achieved that may contribute to the award of a QCE.

If a student completes Year 12 without achieving a QCE, their learning account remains open and credits can accumulate for up to seven years after Year 12.
Senior Phase of Learning

A Senior Learning Pathway should enable each individual student to work towards their own unique future.

Students should focus on what they want to achieve and what they want to do. In the senior phase of learning (Years 11-12) students can choose from a wide range of learning options that will help them when they leave school.

All students at St Michael’s College are expected to be involved in the equivalent of a six (6) subject course load fulfilling the appropriate core components associated with the student’s learning pathway.

Students have several options for after Year 12:

- University (in state, interstate, overseas)
- TAFE
- Other further education and training provider
- Apprenticeship or Traineeship
- Employment

Learning Pathways through the Senior Phase of Learning

Overview:

Queensland Certificate of Education
All students headed towards receiving the QCE

Tertiary Pathway
Overall Position (OP)
At least 5 Authority subjects
Sit for the Queensland Core Skills (QCS) Test
Enhancement programs

Tertiary Pathway/
VET pathway
Selection Rank
A combination of Authority subjects, Authority-registered subjects and VET studies, such as SBT.
Advised to sit for QCS test

Vocational Education &
Training (VET) Pathway
Authority-registered courses
Certificate courses
School Based Traineeship (SBT)
TAFE study
**Glossary of terms**

**Authority subjects** are based on syllabuses that have been approved and issued by the Queensland Curriculum & Assessment Authority. Results in these subjects are used in the calculation of Overall Positions (OPs). Students are awarded an A to E in these subjects, based on their ability to demonstrate criteria.

**Authority-registered subjects** are developed from Study Area Specifications (SASs) and generally include substantial vocational and practical components. Results in these subjects are not used in the calculation of OPs. Students are awarded an A to E in these subjects, based on their ability to demonstrate criteria.

**Certificate courses** are nationally accredited certificate qualifications studied through a Registered Training Organisation (RTO) and are delivered at the College as an RTO or in partnership with other RTOs. Students work through modules that assess the student's skill and ability as competent or not yet competent.

**Learning Account** is opened for each learner before they turn 16 years of age on registration with the Queensland Curriculum & Assessment Authority (QCAA).

**Learner Unique Identifier (LUI)** is a 10-digit number that identifies individual students with the Queensland Curriculum & Assessment Authority (QCAA). With a password, a student requires this LUI to access their learning account of the Student Connect website.

**Overall Position (OP)** score indicates students' rank order position in the state reported in bands from 1 (highest) to 25.

**Queensland Certificate of Education** (QCE) refers to the award attained by a young person who has achieved 20 credits in the required pattern and who has met the literacy and numeracy requirements. The learning achievements banked during the Senior Phase of Learning contribute towards the qualification.

**Queensland Core Skills (QCS) Test** is conducted over two days in Term Three of Year 12 students. To be eligible for an OP and FP s you must sit the QCS Test. If you are not eligible for an OP or FP s, the test is voluntary. For students not eligible for an OP, sitting the test may improve Selection Rank.

**School-based apprenticeships and traineeships (SBTs)** allow high school students to work for an employer and train towards a recognised qualification, while completing their secondary schooling.

**Tertiary Entrance Rank (TER)**, also referred to as a Selection Rank, is a rank calculated by the Queensland Tertiary Admissions Centre. It provides an alternative pathway to tertiary studies. This can be an important net for OP students and an excellent outcome for OP-ineligible students.

**Unique Student Identifier (USI)** is an Australian identifier (made up of 10 numbers and letters) that allows you to access your learning account. This account will contain all nationally recognised training records and results.

**Vocational Education and Training (VET)** refers to education and training that focuses on delivering skills and knowledge required for specific industries. It is a learning option for young people in the senior phase of learning. Students study nationally recognised Certificate courses
Tertiary Pathway

To qualify for Tertiary entrance, students must gain an Overall Position (OP) or a Selection Rank.

**Overall Position (OP)**

To qualify for an OP, students must:
- complete at least 20 semester units in Authority subjects.
- study at least 3 Authority subjects for all 4 semesters.
- sit for the Queensland Core Skills Test (QCST).

To be eligible for a tertiary course, students must study the prerequisite subjects for the course.

OPs are distributed on a 1 (the highest) to 25 scale.

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

**Selection Rank – Tertiary Entrance Rank (TER)**

Students who complete Year 12 but do not qualify for an OP may still be eligible to apply for tertiary study. These students may apply through the Queensland Tertiary Admissions Centre (QTAC) for their Tertiary Entrance Rank (TER).

Students at St Michael’s College will receive a Selection Rank, based on the results in their best 20 semester units, gained by the following:
- a maximum of 19 semester units in Authority Subjects.
- semester units in Authority-registered subjects.
- Certificate courses of study.

It should be noted that, although sitting the QCS Test is not compulsory for students choosing this pathway, a Selection Rank can only be positively improved by a result of D or better in this test.

Selection Ranks are distributed from 99 (the highest) to 50.

**Points to note regarding the Selection Rank pathway to tertiary studies:**
- Undertaking an OP ineligible senior pathway may make it difficult for entry into highly competitive tertiary courses.
- Students not undertaking the standard tertiary pathway (eligible for an OP) may not be considered for tertiary entry interstate and should consult the relevant institution.
- OP ineligible students must also satisfy any prerequisites listed for a tertiary course in order to be offered a place in the course.
### 2014 Conversion Rank Table

The following table indicates the conversion of OP to Selection Rank used in 2014 to offer tertiary places.

<table>
<thead>
<tr>
<th>2014 QLD Overall Position</th>
<th>QTAC Selection Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>99</td>
</tr>
<tr>
<td>2</td>
<td>97</td>
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<td>3</td>
<td>95</td>
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<td>4</td>
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<td>25</td>
<td>54</td>
</tr>
</tbody>
</table>
Other Roads to Tertiary Study

Other studies to increase your tertiary rank
In addition to their Senior studies, many Year 12 students complete qualifications that may be assessed by QTAC for tertiary entry purposes.

Additional qualifications include:
- Vocational Education and Training (VET) studies, eg completed Certificate III & IV etc. eg Certificate III equals a 68 selection rank
- Music, dancing and speech and drama qualifications, eg AMEB completed 7th or 8th grade
- Tertiary study, eg START QUT. See Enhanced Studies Programs

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

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

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

Special consideration for those disadvantaged
Applicants who believe they have suffered disadvantage in their academic performance for reasons beyond their control (eg relating to equality opportunity, disability and health, or on compassionate grounds) may request special consideration in their QTAC application. Should these circumstances arise, please speak to Mrs Trudi Neely, our College Vocational Education and Careers coordinator or Mr Kemp, our College Counsellor in the first instance while you are studying.

Gold Coast Institute of TAFE University Pathways
GCIT offers diploma or advanced diplomas as a pathway to university for students after Year 12. For more information see: http://gcit.edu.au/resources/pdf/gcit-university-pathways-guide.pdf
Enhanced Studies Programs

Have you considered starting university while still at school?
Students with strong academic results have the opportunity in Year 11 and 12 to enrol in a university subject, experience university life and challenge their academic boundaries. All Queensland Universities offer an enhanced studies program each with different requirements or modes of delivery. The following are the programs for university that most of our students enrol. Each university offers different programs as follows:

**Griffith University – GUESTS program**
The GUESTS program offers students the opportunity to study a single course at Griffith University while simultaneously studying Year 12. On successful completion of your course you will be offered guaranteed entry into an associated degree program or one bonus rank towards entry into other degree programs.

This would mean attending approximately two to four hours of lectures and tutorials each week and doing up to six hours of private study. Students need to keep in mind that this commitment of at least 10 hours a week of extra study is on top of their full-time Year 12 study load. There is no tuition cost.

Areas offering a Guest program are as follows:
Business and Government; Criminology and law; Education; Engineering & IT; Environmental, planning and architecture; Health; Humanities, Social sciences and language; Music; Science and aviation; and Visual & Creative Arts.
**For more information see:** [http://www.griffith.edu.au/admissions/guests-program](http://www.griffith.edu.au/admissions/guests-program)

**Griffith University – GRIFFITH ENG**
The Science, Environment, Engineering and Technology Group of Griffith University offers Year 11 and 12 students the opportunity to study the equivalent of a first year first semester Griffith University engineering course. GRIFFITH ENG is an excellent opportunity for students to experience a university course whilst completing their senior studies.

GRIFFITH ENG is a two-stage program. Stage one, *A Taste of Engineering*, is offered to selected Year 11 students who express a genuine interest in pursuing a career in Engineering. Successful students of *A Taste of Engineering* will be invited to continue with stage two of the program, GRIFFITH ENG, in Year 12 semester 1.

To be eligible to commence *A Taste of Engineering* students should be high achievers and are required to be studying Mathematics B and English and at least one of the following – Mathematics C, Physics, Chemistry, Technology Studies or Engineering Studies. The students should have support of their School, Teachers, Parents and/or Carers.
In Year 11 students will attend two on campus Experience Days run by Griffith School of Engineering completing an assessment.

If you successfully complete *GRIFFITH ENG* at an overall Pass or better, you will be awarded a formal Certificate of Completion by Griffith University. If you then enroll in a nominated Griffith University Engineering degree program you will be eligible for credit for the first semester, first year, Griffith University course 1007ENG Engineering Fundamentals or 1001ENG Engineering Practice and Sustainability. (Once enrolled at Griffith you apply for credit based on your *GRIFFITH ENG* success. The Certificate of Completion will be your documentary evidence to support your credit application)

In addition, if you meet the entry admission pre-requisites into a nominated Engineering program, you will be eligible for guaranteed acceptance into your selected program on the proviso that you list that program as your first QTAC preference.

**GriffithBUSINESS Year 12 Program**

Griffith BUSINESS Year 12 Program provides opportunity for high-achieving Year 12 business students to experience University first-hand. Students are able to participate in a three-day intensive on-campus experience.

If students meet the necessary achievement levels for the GriffithBUSINESS Year 12 Program, they will have the option to apply for a Guaranteed offer of Entry into the Griffith Business School degree or double degree of their choice.

Students are eligible to apply for participation in the GriffithBUSINESS Year 12 Program if they are studying a relevant Business or History subject (including Accounting, Business Communication and Technologies, Modern History or Legal Studies) and achieving at a VHA or HA level in at least one subject listed. Students must be achieving a Sound Achievement (SA) in English.

**Griffith Biology and Griffith Exercise Science Year 12 programs** are also offered by the university and involve similar programs as Griffith Business. To be eligible, students must be studying Biology. For exercise science, Physical Education must be studied in senior.

**Bond University – Student for a Semester**

Bond University's Student for a Semester program allows Year 11 and 12 students to study a university subject, gaining credit towards future university studies. Students will be required to attend one lecture and one tutorial every week, depending on the subject requirements. Tutorials most probably will be available after school hours. There is a small tuition cost.

Queensland University of Technology – START QUT
START QUT offers Year 12 students the opportunity to study one or two university units. Passing the two START QUT subjects gives guaranteed entry to some QUT courses and one or two bonus rank points. There is no direct tuition costs.
For more information see: http://www.qut.edu.au/study/high-school-programs/start-qut

University of Queensland – Enhanced Studies Program
ESP provides students with an opportunity to extend their knowledge and find out more about university study, assessment and campus life by doing a university subject during semester one of Year 12. The subject can be studied internally or externally. Internal students can expect to spend between two and five hours contact time per week in the form of lectures, tutorials and/or practicals for internal (on campus) students. The times may be after school hours. External students study online but are expected to attend for practicals and examinations. There is no tuition cost.
For more information see: http://uq.edu.au/esp/

Southern Cross University – Head-Start program
High achieving students may be eligible to enter the University through the SCU Head-Start program that allows you to complete a unit of university study during year 11 and 12. The program provides an opportunity for Year 11 and 12 students to gain direct entry and advanced standing into a variety of SCU courses. Free from university fees, the program offers you the chance to gain a taste of university life, stimulate your interest in academic pursuits and enhance your educational performance and long term aspirations. The mode of delivery is internal or external.
For more information see: http://scu.edu.au/futurestudents/index.php/8

Direct Entry Programs
For high performing students, there is a possibility of direct entry into a university course or TAFE diploma courses, based on a Principal’s recommendation. Students receiving direct entry are notified late in Term 4, prior to the release of Overall Positions and Selection ranks. Students must still apply through the Queensland Tertiary Admissions Centre with the course offered being their first preference.

Griffith University OP Guarantee Scheme ensures students who achieve an OP score 1-6 are guaranteed a place in the majority of Griffith’s undergraduate programs, provided the prerequisites are met.
Vocational Education and Training Pathway

The Vocational Education and Training pathway offers a path directly into employment or an alternative path to further study at TAFE and/or university. Students undertaking this pathway may study a range of subjects, some Authority and/or Authority-registered subjects combined with nationally recognised Certificate courses.

St Michael's College Registered Training Organisation (National Provider No: 30490)

The College is an accredited Registered Training Organisation (RTO) and as such is able to provide a comprehensive Vocational Education program. This program enable students to **obtain nationally recognised training qualifications** under the Australian Skills Quality Authority (ASQA). A Vocational Education and Training program enables students to undertake courses while at school that are relevant to industry needs and have pathways to employment and further training, including traineeships and apprenticeships. VET courses are competency based which means the learning is more practical and 'hands-on'.

See Vocational Education section of this handbook for the Certificate courses offered at the College.

At St Michael's College, students embarking on a VET pathway are **encouraged to obtain a school-based traineeship or undertake study at TAFE**, as well as undertaking certificate courses and Authority-registered courses offered by the College.

Partnerships with a Registered Training Organisation

The College has developed partnerships with to offer a variety of courses leading to nationally recognised qualifications. Partnerships are with the following providers:

• Cairn’s Training Academy
• TAFE Queensland, Gold Coast
• Institute of Faith Education
• Alert First Aid Training

The courses are delivered by our teachers and are embedded into the College timetable, under the guidance and course outlines of providers. This incurs a cost to parents/ caregivers for participation in these courses as outlined in the course outlines latter in this handbook.
School-based traineeships and apprenticeships

School-based traineeships (SBT) and apprenticeships (SBA) enable students to complete a formal qualification as well as undertake paid work in their chosen field. Students participating in this program will spend one day per week for one or two years ‘on the job’ and will undertake formal one-on-one training.

There are a range of SBTs available to students in a range of areas including construction, engineering, business, hospitality, and retail.

Requirements
A SBA or SBT MUST have an impact on your school timetable. Therefore some of the training or work must take place during school hours. There may be costs for this training and related costs such as uniforms, textbooks, and transport.

Advantages of completing a SBA or SBT
SBA and SBT contribute points towards the Queensland Certificate of Education. Young people employed as school-based apprentices or trainees develop workplace skills, knowledge, confidence and a competitive edge when applying for jobs.

Steps to gaining a SBA or SBT
1. Choose the right SBA or SBT that suits you. See the St Michael’s College Newsletter.
2. See Mrs Trudi Neely, the College Vocational Education and Career Coordinator.
3. Find an employer. Once you have decided which SBA or SBT you want to do, you will need to find an employer who will give you a job so you can earn while you learn.
   a. Contact businesses in person or by letter
   b. Apply for jobs advertised in newspaper or internet
   c. Contact a Job Network
   d. Talk to family and friends to see if they know anyone who could employ you as an apprentice or trainee
   e. Contact the Gold Coast Institute of TAFE. Gold Coast Institute of TAFE also assists in connecting prospective students with employers to gain a SBT or SBA.
   f. Regularly consult the College Newsletter where available SBA and SBT are listed
4. Sign the training contract, a legally binding record with employer. Your parents or guardians must also sign. The College is required to coordinate the sign-up of the student to the SBA or SBT.
5. Choose a Training Organisation.
6. Complete the Probation period: 90 days for a SBA, 30 days for a SBT.

For more information see: http://apprenticeshipsinfo.qld.gov.au/school-based/
TAFE Queensland, Gold Coast

TAFE Queensland, Gold Coast provides access to a range of vocational programs for the benefit of young people and their future careers. With these exciting programs, school students can gain vocational skills and academic qualifications while at school.

TAFE delivers Certificate qualifications in a wide range of industry areas including automotive, electrotechnology, engineering, marine mechanical, plumbing, beauty therapy, hairdressing, kitchen operations, retail, make-up and skin care, tourism and media.

On completion of the qualification, students qualify for the following QCE points:

- Certificate II = 4 points
- Certificate III = up to 8 points in addition – Certificate III Rank 68 (equivalent OP of 16)
- Please note these figures fluctuate from year to year and should only be used as a guide.

Students in Queensland may access ONE funded employment stream qualification while still at school.

For more information see: [http://tafegoldcoast.edu.au](http://tafegoldcoast.edu.au)
Prerequisites for senior studies

The transition from Year 10 to Year 11 is often a difficult one for many students to master. Two factors that frequently surprise students are the significant increase in both the volume and level of difficulty of the work they must complete. Previous experience has shown us that, students who are either failing a subject at Year 10 or who are struggling to maintain a C, are unlikely to be successful in the related subject at Year 11. Students need to be relatively competent with subjects at the Year 10 level in order to succeed at Year 11.

To lessen the possibility of students selecting subjects at Year 11 in which they are unlikely to have success, a list of suggested prerequisites and levels is given below. Parents and students need to consider this list and the tertiary prerequisites before making initial subject choices.

<table>
<thead>
<tr>
<th>AUTHORITY SUBJECT</th>
<th>MINIMUM ENTRY REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>C in English; C in Maths A or B</td>
</tr>
<tr>
<td>Ancient History</td>
<td>C in English; C in History</td>
</tr>
<tr>
<td>Business Communication &amp; Technologies</td>
<td>C in English</td>
</tr>
<tr>
<td>Biology</td>
<td>C in English; C+ in Science</td>
</tr>
<tr>
<td>Chemistry</td>
<td>C+ in Maths B; C+ in Science</td>
</tr>
<tr>
<td>Dance</td>
<td>Advantages to be studied Dance</td>
</tr>
<tr>
<td>Drama</td>
<td>C in English</td>
</tr>
<tr>
<td>English</td>
<td>C in English</td>
</tr>
<tr>
<td>French</td>
<td>C+ in Year 10 French</td>
</tr>
<tr>
<td>Geography</td>
<td>C in Geography</td>
</tr>
<tr>
<td>Graphics</td>
<td>Advantageous to have studied Graphics and achieved a C+ minimum</td>
</tr>
<tr>
<td>Physical Education</td>
<td>C+ in Year 10 HPE Theory</td>
</tr>
<tr>
<td>Home Economics</td>
<td>C in English</td>
</tr>
<tr>
<td>Information Technology Systems</td>
<td>Advantageous to have studied Multimedia in Year 10</td>
</tr>
<tr>
<td>Japanese</td>
<td>C in Junior Japanese</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>C in English</td>
</tr>
<tr>
<td>Maths A</td>
<td>C in Maths A</td>
</tr>
<tr>
<td>Maths B</td>
<td>C+ in Maths B</td>
</tr>
<tr>
<td>Maths C</td>
<td>B+ in Maths B</td>
</tr>
<tr>
<td>Modern History</td>
<td>C in English; C+ in History</td>
</tr>
<tr>
<td>Music</td>
<td>Advantage to have studied Music</td>
</tr>
<tr>
<td>Physics</td>
<td>B-in Maths 8; B-in Science</td>
</tr>
<tr>
<td>Study of Religion</td>
<td>C in English; C in RE (or Term 3 essay)</td>
</tr>
<tr>
<td>Technology Studies</td>
<td>C in English</td>
</tr>
<tr>
<td>Visual Art</td>
<td>C in English (advantageous to have studied Art in Year 10 to at least a C level)</td>
</tr>
</tbody>
</table>
Subjects and Courses offered

The following table outlines the subjects and certificate courses offered at the College to students commencing their senior phase of learning in 2015. It must be noted that some subjects or courses may be withdrawn based on the number of students wishing to undertake the subject or course.

<table>
<thead>
<tr>
<th>Authority (contributing to an OP)</th>
<th>Authority-registered (Selection rank and/or Vocational Pathway)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study of Religion</td>
<td>Religion &amp; Ethics</td>
</tr>
<tr>
<td>English</td>
<td>English Communication</td>
</tr>
<tr>
<td>Mathematics A</td>
<td>PreVocational Mathematics</td>
</tr>
<tr>
<td>Mathematics B</td>
<td>Recreational Studies</td>
</tr>
<tr>
<td>Mathematics C</td>
<td>Creative Arts Studies</td>
</tr>
<tr>
<td>Biology</td>
<td>Fashion Studies</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Tourism</td>
</tr>
<tr>
<td>Physics</td>
<td>Media Studies</td>
</tr>
<tr>
<td>Ancient History</td>
<td>Information &amp; Communication technology</td>
</tr>
<tr>
<td>Modern History</td>
<td>VET Certificate Courses</td>
</tr>
<tr>
<td>Geography</td>
<td>BSB20115 Certificate II Business</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>BSB30115 Certificate III Business</td>
</tr>
<tr>
<td>French</td>
<td>SIT20213 Certificate II Hospitality</td>
</tr>
<tr>
<td>Japanese</td>
<td>CPC10111 Certificate I Construction</td>
</tr>
<tr>
<td>Business Communication &amp; Technologies</td>
<td>CHC30113 Certificate III in Early Childhood Education and Care</td>
</tr>
<tr>
<td>Accounting</td>
<td>SIS30313 Certificate III Fitness</td>
</tr>
<tr>
<td>Music</td>
<td>10432NAT Certificate III Christian Ministry &amp; Theology</td>
</tr>
<tr>
<td>Dance</td>
<td></td>
</tr>
<tr>
<td>Drama</td>
<td></td>
</tr>
<tr>
<td>Visual Art</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td></td>
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<tr>
<td>Home Economics</td>
<td></td>
</tr>
<tr>
<td>Graphics</td>
<td></td>
</tr>
<tr>
<td>Technology Studies</td>
<td></td>
</tr>
<tr>
<td>Information Technology</td>
<td></td>
</tr>
<tr>
<td>Systems</td>
<td></td>
</tr>
</tbody>
</table>

Pathway/ Subject Selection Process

The process of pathway selection for year 10 students is as follows:

1. Senior Education and Training Plan (SETp) developed as part of the College LEAP program
2. Year 11 2016 Information Evening
3. SETp parent/teacher/student interviews following Information Evening
4. Subject Selection completed on line during or following interview
5. Following submission of all subject/ course selection, lines will be drawn based on student choice, giving the greatest number of students their preferred choices.
6. Classes with low numbers will be identified and further interviews held, if necessary. It may be possible to offer some subjects attracting only small numbers by external mode.
7. Final subject selection will be made early in Term 4.

Advice on subject selection

**Initial Subject Selection Requirements**

1. All students will study 6 subjects/courses of study.
2. Compulsory subjects
   - Study of Religion or Religion & Ethics or
   - Certificate III Christian Ministry & Theology
   - English or English Communication
   - Mathematics B or Mathematics A or Pre-Vocational Mathematics
3. All students will indicate 4 more preferences

**Choosing QCE Senior Subjects**

It is important to choose senior subjects carefully. Even though there are many factors to consider, choosing a course of study can be made easier if you go about the task logically.

Based on your SETplan, you will have decided on a few career choices, keeping these in mind while choosing subjects.

An overall plan

You are advised to choose subjects:
- you enjoy.
- in which you have demonstrated some ability or aptitude (see the St Michael’s prerequisite table, page 16).
- which help you reach your chosen course and career goals.
- which will develop skills, knowledge and attitudes useful throughout your life.

You will need to:
- read subject description and course outlines in this booklet.
- talk to teachers of each subject.
- look at books and materials used in each subject.

You are advised to avoid the following:
- selecting certain subjects simply because someone has told you that they ‘help get you good results and give you a better chance of getting into university’.
- being influenced by suggestions that you will not like a particular subject, because a friend/brother/sister disliked it when they studied it.

To maximise your chances of tertiary entrance you should:
- select all pre-requisite subjects for preferred courses (see the QTAC Tertiary Prerequisites 2018)
- check to ensure that you are eligible for tertiary entrance (at least 5 authority subjects
Year 11 and 12

AUTHORITY SUBJECT OUTLINES
ACCOUNTING

1. Why study Accounting?
Any student interested in studying a Business degree through a tertiary institution would be recommended to take this course. Accounting provides the development of numeracy, effective communication and logical reasoning. It introduces students to Accounting software programs and enables students to participate more effectively and responsibly in a changing business environment. Accounting provides information useful to individuals in the management of their personal financial affairs; and assists students to appreciate the necessity for accuracy and the presentation of their work. Accounting prepares students for their further education, training and employment.

2. Topics studied over the two years:

<table>
<thead>
<tr>
<th>The Accounting Process to Trial Balance</th>
<th>Inventories</th>
</tr>
</thead>
<tbody>
<tr>
<td>End of Year Reports &amp; Analysis of Reports</td>
<td>Cash Budgets &amp; Spreadsheeting</td>
</tr>
<tr>
<td></td>
<td>Preparation of End of Year Reports using Accrual Accounting</td>
</tr>
<tr>
<td>Accounting for Cash</td>
<td>MYOB (Mind your own Business) Software program</td>
</tr>
<tr>
<td>Internal Controls</td>
<td>Analysis of Financial Reports &amp; Spreadsheeting</td>
</tr>
<tr>
<td>Non Current Assets</td>
<td>Personal Financing and Investing</td>
</tr>
</tbody>
</table>

3. Additional Information
There are no prerequisite subjects for Accounting, however, it is advised that students are achieving at least a sound achievement in Year Ten English.

4. Career/Tertiary Pathways
In recent years, the accounting profession has seen a shift to their role in business from ‘number cruncher’ to strategic planner, adviser to the board, and driver of organisational change. As an accountant you have the flexibility to work in an industry that interests and suits you most: anything from business management, entertainment, sports, IT, music and fashion, through to the arts, education and health. Not only are accountants employed in just about any industry you can think of, the depth and breadth of jobs available within these industries would be available to very few other professions. You can even work overseas. With the rapid expansion in global trade, demand for internationally recognised business qualifications has increased.

5. Assessment
Accounting is assessed by written exams (incorporating theory and practical aspects of the course), research & oral multimodal presentations, assignments, and practical computer exam.

6. What do you need to be successful in Accounting?
• A commitment to attendance at school
• A sound level of written language skills
• Ability to complete regular homework
• Mathematical skills are NOT required to perform well in this subject
ANCIENT HISTORY

1. Why Study Ancient History?
Ancient History is a fascinating area of study, rich in wonderful stories of human endeavour, achievement, struggle, conflict and disaster. Apart from learning about the adventures of people of the ancient past, students of this subject are also challenged to examine how the stories were created and what perspectives are being represented.

2. The course at a glance
The course is conducted over four semester units:

- Semester 1 (Year 11): Studies in archaeology
- Semester 2 (Year 11): Studies in Funerary Practices
- Semester 3 (Year 12): Studies of Conflict
- Semester 4 (Year 12): Studies in Philosophy

3. Tertiary Pathways
Ancient History is a valuable preparation for university studies in medicine, economics, law, anthropology, archaeology, sociology, psychology, forensic science, journalism and business.

To quote the London School of Economics:

'Apart from being extremely enjoyable and enabling students to learn about the past... history also offers students the opportunity to acquire and improve many of the key skills which have been identified as a priority for higher education after consultation with employers.'

4. Career/ Tertiary Pathways
Studies in Ancient History are of direct benefit in many areas of employment such as:

- Forensic Science
- Archaeology
- Teaching
- Acting, set design, screen and play writing
- Museum or art gallery curator
- Librarian
- Archivist
- Law
- Journalism
- Medicine

5. Additional Information
It is not necessary to have studied Ancient History in Year 10 as students develop the necessary skills through their study of History. Students should have attained at least a C level of achievement in Year 10 History to consider Ancient History in Senior.

6. Assessment
Short Response tests
Extended written responses
Multimodal presentations
Independent Research tasks using primary and secondary sources

7. What do you need to be successful in Ancient History?
- high level of organisational and communication skills;
- commitment to detail through regular practice of critical thinking skills (interpretation, analysis and evaluation).

Ancient History is a subject that allows students to learn skills that can be applied to a wide range of occupations.
1. What is Business Communication & Technologies?
BCT offers students opportunities to engage in and understand a range of business administrative practices through real-life situations and simulations. It fosters intellectual, social and moral development by encouraging students to think critically about the role and ethical responsibilities of business in society. BCT encompasses theoretical and practical aspects of business in contexts students will encounter throughout their lives. The underpinning practices of BCT are integral to all business relationships and dealings and shape the development of students’ knowledge and skills.

2. Subject Facts
Eight topics will be taught over the 2 years and are:

- Business Environments
- Managing People
- Industrial Relations
- Workplace Health, Safety and Sustainability
- Organisation and Work Teams
- Managing Workplace Information
- International Business
- Social Media

3. Additional Information
There are no prerequisite subjects for BCT, however, it is advised that students are achieving at least a sound achievement in Year Ten English and have basic computer skills.

4. Career/Tertiary Pathways
Students of BCT have access to a variety of employment opportunities in a range of industries: Public Administration, Legal, Insurance, Banking, Retail, Tourism, Hospitality, Health Care and Travel. Tertiary pathways: Degrees in Business, Communication and Education.

5. Assessment
BCT is assessed by: short and/or extended responses, research assignments, projects and reports. Multimodal presentations such as seminar presentations, multimedia presentations and debates may also be used.

6. What do you need to be successful in BCT?
Students examine the broader social, cultural and environmental implications of business activities with a focus on the essential skills of communication and the use of business-specific technologies.

BCT requires students to engage in learning activities requiring higher-order cognition. They interpret and analyse business issues to evaluate proposed business solutions and recommendations from the perspectives of an employer, employee or self-employed individual across a range of business situations. Students may be involved in activities that include: evaluating case studies; investigations and inquiry learning; manipulating and using business technologies; participating in excursions to suitable venues and communicating using a variety of modes.
BIOLOGY

1. Why study Biology?
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.
The study of Biology provides students with opportunities to:
- gain insight into the scientific manner of investigating problems pertaining to the living world
- experience the processes of science that lead to the discovery of new knowledge
- develop a deeper understanding and aesthetic appreciation of the living world.
Participation in Biology enables students to engage in creative scientific thinking and to apply their knowledge in practical situations. The study of Biology will help students foresee the consequences of their own and society’s activities on the living world. This will enable them to participate as informed and responsible citizens in decision-making processes, the outcomes of which will affect the living world now and in the future.

2. Subject Facts

<table>
<thead>
<tr>
<th>Year 11 Semester One</th>
<th>Year 11 Semester Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life Support Systems</td>
<td>Origins of Life</td>
</tr>
<tr>
<td>Creating New Life</td>
<td>The Web of Life</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 12 Semester Three</th>
<th>Year 12 Semester Four</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life’s Building Blocks</td>
<td>Biotechnology</td>
</tr>
<tr>
<td>The Code of Life</td>
<td>Origins and Futures</td>
</tr>
<tr>
<td></td>
<td>In Search of a Healthy Life</td>
</tr>
</tbody>
</table>

3. Career/Tertiary Pathways
There are several traditional career paths you can follow as a biologist, including: Research, Health Care, Environmental Management and Conservation, and Education.
Some examples are:

**Biotechnology:** Biologists apply scientific principles to develop and enhance products, tools, and technological advances in fields such as agriculture, food science, and medicine.

**Forensic science:** Forensic biologists work with police departments and other law enforcement agencies using scientific methods to discover and process evidence that can be used to solve crimes.

**Politics and policy:** Science advisors work with lawmakers to create new legislation on topics such as biomedical research and environmental protection. Their input is essential, ensuring that decisions are based upon solid science.

**Business and industry:** Biologists work with drug companies and providers of scientific products and services to research and test new products. They also work in sales, marketing, and public relations positions.

**Economics:** Trained professionals work with the government and other organizations to study and address the economic impacts of biological issues, such as species extinctions, forest protection, and environmental pollution.

**Mathematics:** Biologists in fields such as bioinformatics and computational biology apply mathematical techniques to solve biological problems, such as modelling ecosystem processes and gene sequencing.

**Science writing and communication:** Journalists and writers with a science background inform the general public about relevant and emerging biological issues.

**Art:** All the illustrations in your biology textbook, as well as in newspaper and magazine science articles, were created by talented artists with a thorough understanding of biology.

4. Additional Information
A solid C level of achievement in Year 10 Science is recommended to study Biology in Year 11 and 12.

5. Assessment
Biology students will be assessed using Written Tests, Extended Experimental Investigations and Extended Response Tasks (e.g., Feature articles, Field Studies report, Research report, Disease case study).

6. What do you need to be successful in Biology?
Students should have a strong interest in Biology and possess good reading and comprehension skills are necessary. Students are advised that although Biology is somewhat less mathematical than Physics and Chemistry, some of the concepts can be demanding.
CHEMISTRY

1. Why study Chemistry?
Chemistry is a central science and impacts on all facets of our lives. The study of Chemistry engages students in an exciting and dynamic investigation of the material universe. All of the materials used by engineers and technologists are made by chemical reactions and we all experience chemical reactions continuously, whether it be breathing or baking a cake, driving a car or listening to a battery driven minidisk player. Chemistry enables cognitive links to be made between the macroscopic properties of the world in which we live and the sub-microscopic particles and forces that account for those properties. Chemistry, therefore, has an explanatory power, which enables humans to make sense of the physical world and a predictive power, which enables them to harness its resources.

2. Subject Facts
Chemistry is concerned with all aspects of molecules, their physical and chemical properties, their composition and structure, their synthesis and use in the 21st century. At St. Michael’s College in our Chemistry program we cover the following units of work: Chemical Foundations; The Chemistry of Gases; The Chemistry of Fertilizers; The Chemistry of Forensics; The Chemistry of Water; The Chemistry of Fuels; and The Chemistry of Mining.

3. Additional Information
It is recommended that students selecting Chemistry in Year 11 and 12 have at least a Sound Achievement in Maths B and Science in Year 10. It is expected that students selecting Chemistry will also be studying Maths B in Year 11.

4. Career/Tertiary Pathways
Studying Chemistry at school is extremely useful for those students considering continuing their study at University and provides excellent foundation knowledge and practical experience for potential future careers involving engineering, medicine, nursing, dentistry, physiotherapy, forensics and environmental science. It also is a valuable subject for vocational subject pathways at TAFE or university in laboratory and health related fields.

5. Assessment
Chemistry is assessed in three modes:
• Extended Experimental Investigations (EEI) which require students to plan a course of action, conduct experiments, collect primary and secondary data, organise and analyse data, reach justified conclusions, and communicate in an scientific report their findings.
• Supervised Assessments (SA) which commonly include qualitative and quantitative tasks and are carried out under examination conditions.
• Extended Response Task (ERT) which is a non-experimental task that enables students to demonstrate an understanding of a chosen issue through an informed response.

6. What do you need to be successful in Chemistry?
Students study Chemistry for a variety of reasons – as a means of enhancing their understanding of the world around them, as a way of achieving knowledge and useful skills and as a stepping-stone to further study. All students, electing to do well in Chemistry, will need to possess solid Mathematical ability and strong reasoning skills. There will be regular homework exercises whilst the EEIs and ERTs require dedication, as many hours will be spent in research and report writing.
**DANCE**

1. **Why study Dance?**
Students in Dance receive aesthetically charged lessons that explore and evaluate Dance as an art form, through many promotional platforms. Senior Dance students develop rich skills in performance, choreography and appreciation in works of their own, as well as professional companies. The study of Dance allows for students growth both academically and socially.

2. **Subject Facts**
The Assessment and learning frameworks are divided into three categories:
- Appreciation: analysis of movements and how they generate meaning.
- Choreography: a sequenced routine from which purpose can be experienced,
- Presentation: How movement is displayed and executed for an audience.

Units and areas of study include:
- **Popular Dance**
- **Contemporary Repertoire**
- **Australian Dance Approach**
- **Functions of Dance**
- **Postmodernism Dance**
- **Dance in Musical Theatre**
- **Classical Ballet**
- **Pioneers of Contemporary Dance**

3. **Career/Tertiary Pathways**
Dance acts a platform for many careers in the creative industries realm. Dance can add to any career involving communication, public performance or education at all levels. Skills in Dance add to careers in management, performance, creative endeavours and development proposals. To continue further studies in Dance, some facilities are listed below offer various courses:
- Queensland University of Technology
- The Australian Ballet School
- Australian College of Physical Education
- Macquarie University
- Western Australian Academy of Performing Arts (WAAPA) at Edith Cowan University

4. **Additional Information**
Whilst it is recommended that Dance have been studied in Year 10, it is not a prerequisite. Outside of school theatre groups, drama, dance and/or singing lessons can provide an advantage.

5. **Assessment**
Assessment tasks in senior Dance include:
- **Individual Performance**
- **Extended Analysis Exam**
- **Performance repertoire**
- **Choreography**
- **Group Ritual Choreography**
- **Multi-Modal Presentation**
- **Appreciation Essay**
- **Contact work Choreography**
- **Oral Presentation**

6. **What do you need to be successful in Dance?**
Dance has three forms of assessment; two of these are practical based, whilst the other is theoretical. It is fundamental that students engage in both components of assessment and treat them of equal value. Dance involves a large amount of rehearsal time both inside and outside of classroom hours. Students must have a strong commitment to learning, as a lot of the program is individual work. Self discipline and active participation will ensure students are continually challenging what they know, and understanding all areas of the senior curriculum.
1. Why study Drama?
Drama students are provided with experiences that develop self-confidence, self-discipline and social skills. Studies in Senior Drama make contributions to students’ intellectual, emotional and social growth.

2. Subject Facts
Assessment and learning falls under three dimensions:
- Forming – creating, making and shaping drama
- Responding – analysing, interpreting, reflecting upon and evaluating drama
- Presenting – performing drama to a range of audiences, both individually and in groups

Units and areas of study include:
- Elements of Drama
- Theatre beyond the Classroom
- Realism
- Reviewing Live Theatre
- Australian Drama
- Auditions
- Brecht and Political Theatre
- Collage/Contemporary Drama
- Theatre in Education

3. Career/Tertiary Pathways
Students may be interested in pursuing a career in the performing arts or media. In fact, any career which involves social interaction and public presentation, from medicine to commerce, from the office to the shop floor, will be enhanced by studying Senior Drama. Professions like law, teaching, public relations or advertising will benefit more directly.

To continue further study in Drama, options include:
- Griffith University – Creative Arts / Applied Theatre / Education
- QUT – Creative Industries / Acting
- NIDA – Dramatic Arts / Production
- TAFE – Performing Arts / Media
- Australian Catholic University – Drama Education
- Bachelor of Entertainment

4. Additional Information
It is recommended that Drama has been studied in Year 10 year but it is not a pre-requisite. Outside of school theatre groups, drama, dance and/or singing lessons can be of some benefit.

5. Assessment
Assessment tasks include:
- Individual performance
- Scriptwriting
- Seminar presentations
- Extended analytical Essays
- Theatre reviews
- Individual monologues
- Playwriting
- Improvisations
- Research Assignments

6. What do you need to be successful in Drama?
Theory and practical work are of equal importance in Senior Drama. Many of the tasks in Drama are often based on group work and therefore require students to participate in rehearsals outside of class time. A strong commitment to learning scripts is imperative. Self-discipline, together with a willingness to contribute and participate is essential.
1. Why study English?
Senior English recognises and promotes effective communication in our linguistically diverse country to enable students to share in and contribute to local, national and global communities. Students by choosing to study Senior English will enhance their ability to write, speak (or sign), view, listen and think critically.

Over the two year course students are encouraged to enjoy and appreciate texts, to understand the power texts have to influence, tell stories of a culture and promote shared understandings. Students will enhance their ability to think, use language, and create meaning through reflecting on their place in the world expressing their ideas and feelings in a variety of tasks in the written and spoken modes.

2. Subject Facts
Students studying Senior English will learn to:

- examine a range of literary and non-literary texts in various modes and mediums across diverse cultures and periods
- interpret, analyse, evaluate, respond to and construct a wide range of texts through reading, listening, viewing, speaking, writing and shaping
- communicate effectively for various social and cultural purposes and audiences
- control language using grammar, punctuation, vocabulary and spelling.

There will be a range and balance of texts that will include Australian texts by Indigenous and non-Indigenous writers as well as texts from different times, places and cultures. Texts will encompass traditional, contemporary and translated works.

3. Career/Tertiary Pathways
Senior English is a pre-requisite for many courses at tertiary institutions. (Check the current publication of the 2014 Job Guide for more information or online)

4. Additional Information
Students in Senior English learn by working with language and texts. Learning experiences in English are designed to cater for the diverse range of learning styles, interests and abilities of senior students. They may include:

- individual, small group and whole class activities such as workshops, conferencing, debates and discussions
- reading, analysing and producing texts
- attending plays, films and forums
- listening to and interacting with guest speakers and experts.

5. Assessment
Assessment in Senior English is designed to help students demonstrate achievement in the dimensions of the syllabus. There are three dimensions:-Understanding and responding to contexts, Understanding and controlling textual features and Creating and evaluating meaning. Assessment is both written and spoken/signed. As English values both written and spoken/signed modes, a student must attain a C standard for both written and spoken/signed tasks to be a Sound Achievement at exit.

6. What do you need to be successful in Senior English?
Success in this subject requires an ability to read and write across a range of genres; a focused classroom attitude and a positive work ethic and time management and organisational skills.
1. **Why study French?**

There is more to studying a foreign language than being able to speak it. It is also about:

- engaging with the global community
- widening cultural understanding and experiences
- developing new perspectives and opportunities
- gaining a competitive edge in the job market
- being able to travel through parts of the world more easily.

2. **Subject Facts**

Learning a language requires communicating in meaningful and realistic situations. You will use the skills of listening, reading, speaking and writing in activities such as:

- listening to radio broadcasts, television programs, webcasts and podcasts
- viewing videos and films
- communicating with students in other schools and countries
- holding debates or participating in discussions
- reading cartoons, short stories, poems and song lyrics

3. **Career/Tertiary Pathways**

The ability to speak an additional language can be essential in areas such as tourism and hospitality, business, international relations and diplomacy, education and communications. This ability also opens up opportunities to study abroad, and to travel and live in parts of the world that would not have been possible without the local language.

4. **Assessment**

French will be assessed by listening, reading, speaking and writing.

You may be assessed, for example, by:

- answering questions about spoken and written texts in the language
- engaging in conversations and interviews
- writing letters, emails and articles.

Your ability to communicate is what is being assessed. You will need to show that you can understand and convey meaning in the spoken and written language.

5. **What do you need to be successful in French?**

Students, typically, will have studied French for a continuous period throughout Years 8, 9 and 10. Other students with less formal language learning experience may also be able to meet the requirements of the syllabus successfully. Students also need to be committed to the rigour of learning a foreign language.
GEOGRAPHY

1. **Why study Geography?**
There are six reasons:
- The skills that it teaches you
- Its relevance and importance in today’s world
- The opportunities it offers you at university
- The job opportunities it offers after school or university
- Because you enjoy it
- Because you could become famous!

2. **Geography skills**
Geography is a link between the social sciences (business and history) and the hard sciences (physics, chemistry and biology). Because of its cross disciplinary nature, it teaches a wide range of skill that can be used in further academic learning and future careers. The skills that Geography teaches include data collection; manipulation; presentation and analysis; essay writing; reading maps; annotating and being able to give oral presentations.

3. **Geography’s Relevance and Importance**
Two of the most important issues facing the world today are climate change and globalisation. Both of these issues are Geography related. While these are significant, this subject also deals with other issues such as population growth; resource management; hazard management; industrial growth; changing land use and economic development.

4. **Tertiary Pathways**
Because Geography is multidisciplinary it offers a wide range of choices at university that could include:
- Geomorphology
- Geology
- Hydrology
- Seismology
- Glaciation
- Development Studies
- Cartography
- Ecology
- Environmental Management or Science
- Ecosystems
- Town Planning
- Leisure and Tourism
- Teaching
- Demography
- Anthropology
- Volcanology
- Meteorology
- International Relations
- Geographical Information Systems
- Cultural Studies.

5. **Geography Careers**
Geography graduates are some of the most employable of all graduates. Employers like Geography graduates because of their broad skills base and understanding of the world we live in. Traditional Geography careers include:
- Town Planner
- Geography Teacher
- Meteorologist or Climatologist
- Vulcanologist
- Tourism industry
- National Parks and Wildlife Service
- Environmental Agencies
- Resource Management
- Mining Industry

**Geography is a subject that allows students to go places!**
GRAPHICS

1. Why study Graphics?
Graphics engages students in solving design problems and presenting their ideas and solutions as graphical products. Students explore design problems through the lens of a design process where they identify and explore a need or opportunity of a target audience; research, generate and develop ideas; produce and evaluate solutions. Students communicate solutions in the form of graphical representations using industry conventions where applicable.

Graphics develops students’ understanding of design factors and design processes in graphical contexts. Design problems provide settings for units of work where students create graphical representations of design solutions for a range of audiences, including corporate and end-user clients. These design settings are based in the real-world design areas of industrial design, graphic design and built environment design (architecture, landscape architecture and interior design).

In the development of solutions to design problems, students sketch and draw freehand, develop spatial cognition and visualisation, produce technical graphical representations in both two-dimensional and three-dimensional formats and use existing and emerging technologies to present solutions graphically. Students will interpret, generate and create visual communications for particular purposes and audiences. Students plan and produce graphical representations in simulated real-world contexts. They make judgments and justify decisions.

Graphics contributes to the development of technological literacy and develops the communication, analytical and problem-solving skills required for a large number of educational and vocational aspirations, including the fields of graphic design, industrial design, built environment design (architecture, landscape architecture and interior design), engineering, urban and regional planning, surveying and spatial sciences, and building paraprofessionals.

2. Subject Facts
The core subject matter in Graphics is a design process, design factors, and a range of graphical representations. All core subject matter is included in Year 11 and then revisited and further developed in Year 12. Emphasis is on depth rather than breadth. Subject matter is developed within design areas. It is not expected that all subject matter will be covered in each unit. Graphical representations are produced as the result of learning experiences and assessment opportunities, as students solve design problems that are situated in three design areas. Across the course of study students must experience at least two of these design areas. The design areas are:
• Industrial design
• Built environment design (architecture, landscape architecture and interior design)
• Graphic design

3. Career/Tertiary Pathways
There is an incredibly broad and diverse range of careers that are available to students that have an interest or talent in the graphics field. Occupations could include: industrial design, drafting, engineering, architecture, business graphics, CAD operator, graphic artist, fashion, digital art, electronic gaming, graphic design, film & television, medical illustration, aeronautical design, animation, multimedia, advertising, etc.

4. Additional Information
Although not a prerequisite to studying Graphics in senior, it is beneficial that students have had some previous experience in Year 10 graphics.

5. Assessment
The following table is a sample of the assessment that is expected in senior graphics:

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Technique</th>
<th>Semester 2</th>
<th>Technique</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industrial Design, Graphic</td>
<td>Industrial Design,</td>
<td>Built Environment Design</td>
<td>Design Folio, Extended response test</td>
</tr>
<tr>
<td>Design</td>
<td>Graphic Design</td>
<td>Design</td>
<td></td>
</tr>
</tbody>
</table>

6. What do you need to be successful in Graphics?
A keen interest in the subject and technology literacy is recommended. Students also would benefit from the following:
• The ability to work independently and collaboratively.
• Ability to plan, organise and manage work and time; working to imposed deadlines
• An enthusiastic attitude.
• Written and communication skills.
HOME ECONOMICS

1. Why Study Home Economics?
   ♦ If you are looking for career opportunities in community services, fashion/textiles industry, food/nutrition industries or nursing.
   ♦ If you are looking for an academic subject with a strong practical component.
   ♦ If you are interested in how actions and attitudes determine present and future welfare, security, and happiness of individuals, families and communities.

2. Subject facts
   There are three core areas of study
   ♦ Individuals, families and communities.
   ♦ Nutrition and Food.
   ♦ Textiles and Fashion.

Elective elements will also be selected, in relation to core areas.

3. Career/Tertiary Pathways
   Successful students may gain entry into a variety of university diploma and degree courses or direct employment in a range of careers including but not limited to:
   ♦ Nursing
   ♦ Teacher
   ♦ Cook/Chef
   ♦ Youth/Social Worker
   ♦ Dietary Aide
   ♦ Nutritionist
   ♦ Home Economist
   ♦ Physical Trainer
   ♦ Food Technologist
   ♦ Dressmaker/Tailor
   ♦ Food Service Manager
   ♦ Dietician
   ♦ Interior Designer
   ♦ Textile Designer
   ♦ Food Journalist
   ♦ Fashion Designer
   ♦ Health Educator
   ♦ Cookery Demonstrator
   ♦ Product Designer
   ♦ Costume Designer
   ♦ Consumer Advisor

4. Additional Information
   Although no pre-requisites are required, it is recommended that you have achieved at least a C in Year 10 English if you endeavour to study Home Economics at the Senior Level.

5. Assessment
   Assessment involves students in:
   ♦ applying knowledge and understandings from the three core areas of study.
   ♦ using research techniques such as analytical expositions or research reports to investigate an issue related to an area of study or resolving a design challenge. Students will be required to complete independent research.
   ♦ producing a product which includes planning, evaluating and reflecting as well as the performance of a range of practical skills.

6. What do you need to be successful in Home Economics?
   ♦ Ability to plan, organise and manage work and time.
   ♦ A practical approach to work.
   ♦ Ability to work independently and collaboratively.
INFORMATION TECHNOLOGY SYSTEMS (ITS)

1. Why Study ITS?
ITS is a practical subject that prepares students to respond to emerging technologies and information technology trends. Students develop a range of theoretical knowledge and practical skills across several contexts including:

- Graphic Design and Photography
- Web Design and Development
- Video Production
- 3D Modelling, Printing and Animation

2. Subject Facts
Students studying ITS are assessed across three dimensions:

- Knowledge and Communication
- Design and Development
- Implementation and Evaluation

Subject matter is organised and taught in five interwoven elements:

- Theory & Techniques
- Problem Solving
- Project Management
- Client Relationships
- Social and Ethical Issues

3. Career/Tertiary Pathways
This subject may lead to employment in such areas as IT support, Graphic Design, Photography or Multimedia. Students may also choose to continue tertiary study in the fields of Software Engineering including Game Design or Multimedia including Graphic and Web Design just to name a few.

4. Additional Information
No Previous study in Multimedia is necessary, however, students who have studied Multimedia in Years 9 and 10 have a minor advantage. ITS students in Year 11 and 12 have access to the iMac Lab in A9 and can also install any required software applications on their school issued laptop.

5. Assessment
ITS is a predominately project-based course of study; however, there are theoretical components to the course. The theoretical components are assessed by extended written responses and research assignment.

6. What do you need to be successful in ITS?
Students should be interested in computers and Multimedia and be willing to work hard. Students will need to be able to work independently on individual tasks but also work collaboratively with other students. Students will need to be committed to spending some time completing work outside school hours. Time will, of course, be given in class for undertaking projects, but quality work always involves extra effort by students.
JAPANESE

1. Why study Japanese?
There is more to studying a foreign language than being able to speak it. It is also about:

• engaging with the global community
• widening cultural understanding and experiences
• developing new perspectives and opportunities
• gaining a competitive edge in the job market
• being able to travel through parts of the world more easily.

2. Subject Facts?
Learning a language requires communicating in meaningful and realistic situations. Students who pursue their Japanese studies into the senior years will enjoy a range of language activities including extending their Listening, Speaking, Reading and Writing skills. They will learn to increase their fluency in both the spoken language and written text.

Students will have the opportunity to increase their cultural knowledge through ‘Skype’ lessons with Japanese students in Japan. They will be offered the chance to host exchange students from Japan, and they may like to take up the opportunity to visit our sister school on a two-week school exchange.

Students are currently fluent in Hiragana and Katakana, with a smattering of Kanji knowledge. This will increase to the stage where they are confident to read and write approximately 200 kanji by the end of the course.

3. Career/Tertiary Pathways
The ability to speak an additional language can be essential in areas such as tourism and hospitality, business, international relations and diplomacy, education and communications. This ability also opens up opportunities to study abroad, and to travel and live in parts of the world that would not have been possible without the local language.

4. Assessment
Japanese will be assessed by listening, reading, speaking and writing.

You may be assessed, for example, by:
• answering questions about spoken and written texts in the language
• engaging in conversations and interviews
• writing letters, emails and articles.

Your ability to communicate is what is being assessed. You will need to show that you can understand and convey meaning in the spoken and written language

5. What do you need to be successful in Japanese?
Students, typically, will have studied Japanese throughout Years 8, 9 and 10. Other students with less formal language learning experience may also be able to meet the requirements of the syllabus successfully. Students also need to be committed to the rigour of learning a foreign language.
LEGAL STUDIES

1. Why study Legal Studies?
Students who study Legal Studies will be better informed of their legal positions, rights and responsibilities in society. Students will investigate and understand the reasons for, and be able to contribute to, constructive criticism and reform of a legal system that regulates their daily lives. Citizens who are informed of their basic rights, obligations and duties will be more likely to question constructively and help improve those laws, institutions and legal processes, than those who remain unconcerned or ill-informed.

Legal Studies is designed for students who, whatever their post-school destinations, wish to develop understandings, skills, abilities and attitudes about legal situations.

2. Topics studied:

Year Eleven
- The Legal System
- Criminal Law
- Civil Obligations; Sports in the Law

Year Twelve
- Human Rights; International Law
- Independent Inquiry
- Family and the Law

3. Additional Information
There are no prerequisite subjects for Legal Studies; however, it is advised that students are achieving at least a sound achievement in Year Ten English.

4. Career/Tertiary Pathways
- Professional Practice (Articled Clerk, Legal Practitioner)
- Public Administration (Legal Officer, Social Worker)
- Education (Academic, Teacher)
- Government (Police Officer, Child Welfare)
- Industry and Commerce (Corporate Lawyer, Accountant)
- Community (Youth Worker, Counsellor)
- Diploma of Justice Administration, Business
- Bachelor of Arts, Law, Education, Jurisprudence, Criminology

5. Assessment
Legal Studies is assessed by written exams, research assignments, essay and oral presentations.

6. What do you need to be successful in Legal Studies?
- An ability to complete research independently
- A sound level of written language skills
MATHEMATICS A

1. Why study Mathematics A?
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.

In Mathematics A, the skills needed to make decisions which affect students’ everyday lives are provided. These skills are also called on in other subjects and provide a good general background for many areas of tertiary study. The study of Mathematics A will emphasise the development of positive attitudes towards a student’s involvement in mathematics.

2. Subject Facts
Mathematics A consists of core and extension topics. The core topics are:

- Managing Money I and II (bank interest, credit cards, loans, foreign exchange, taxation, spreadsheets)
- Elements of Applied Geometry (single trigonometry, area and volume, latitude, longitude and time zones)
- Data Collection and Presentation (graphical and tabular presentations, simple methods for describing and summarising data)
- Linking Two and Three dimensions (scale drawings and plans, estimation of quantities and costings)
- Maps and Compasses involving Navigation (use of a variety of maps, compass bearings, orienteering, navigation, site plans)
- Exploring and Understanding Data (simple probability, interpretation of reports in the media, use of relative frequencies to estimate probabilities)

The Extension Topic studied at St Michael's is “Networks and Queuing”- a study of real life situations like roads, electricity supply grids, water supply lines as well as a mathematical look at queues.

3. Additional Information
The usual prerequisite for success in Mathematics A is at least a C+ achievement for the Year 10, Semester 1 Maths A preparation course prior to the student entering Year 11.

4. Career Pathways
Bank/Building Society/Credit Union Officer; Accountant; Financial Planner; Tax Agent; Teacher; Business Manager; Market Researcher; Marketing Representative; Real Estate.

5. Assessment
Assessment for this subject is both Formative and Summative. Mathematics A is assessed by written examination and research assignments/scientific reports on mathematical investigation. Oral presentations may form part of the overall assessment plan.

5. What do you need to be successful at Mathematics A?

- Commitment to doing regular homework. Approximately 1½ - 2 hours per week outside the classroom.
- Ability to ask for help when difficulties are encountered.
MATHEMATICS B

1. Why study Mathematics B?
Mathematics is an integral part of a general education. It underpins science and technology, most industry, trade and commerce, social and economic planning and communication systems and is an essential component of effective participation in a rapidly changing society. The modes of thinking developed in Mathematics B provide ways of modelling situations in order to explore, describe and understand the world’s social, biological and physical environment.

Mathematics B is designed to raise the students’ competence in and confidence with the mathematics needed to make informed decisions about society, to ensure scientific literacy and to function effectively in a technologically skilled workforce.

Students are given the opportunity to appreciate and experience the dynamic nature of mathematics. They are encouraged to study the power of mathematics through problem solving and applications in life-related contexts.

2. Subject Facts
The topics to be studied include:
- Introduction to Functions
- Applied statistical analysis
- Periodic functions and applications
- Rates of change
- Exponential and logarithmic functions and applications
- Optimisation using derivatives
- Introduction to Integration

3. Additional Information
The usual prerequisite for success in Mathematics B is at least a B achievement in the Year 10, Semester 1 Maths B preparation course.

4. Career Pathways
Accountant; Actuary; Bank Manager; Engineer; Economist; Financial Planner; Mathematician; Information Technology; Statistician; Tax Agent; Teacher; Medical Doctor; Dentist; Pharmacist; Surveyor; Valuer; Business Manager; Marketing Representative and many others.

5. Assessment
Assessment for this subject is both Formative and Summative. Mathematics B is assessed by written exams and research assignments. Sometimes, but not always, oral presentations of reports may be required.

6. What do you need to be successful in Mathematics B?
- Commitment to doing regular homework. Approximately 2-3 hours per week outside the classroom.
- An ability to ask for help when difficulties are encountered.
MATHMATICS C

1. Why study Mathematics C?
Mathematics plays an important role in many developments and decisions made in industry, commerce, government policy and planning and has been central to nearly all major scientific and technological advances.

In Mathematics C, students are given the opportunity to develop their full mathematical potential and extend the knowledge acquired in Mathematics B. They will be encouraged to recognise the dynamic nature of mathematics through problem solving and applications in life-related situations.

The additional rigour and structure of the mathematics required in Mathematics C will equip students with valuable skills which will serve them in more general contexts and provide an excellent preparation for further study of mathematics. Mathematics C is a highly desirable preparatory course for students who intend pursuing a career involving the study of mathematics at a tertiary level.

2. Subject Facts?
The syllabus contains both Core and Option topics. A course of study in Mathematics C contains six Core topics and a minimum of two complete Option topics. The Core Topics are:
♦ Introduction to Groups
♦ Real and Complex Number Systems
♦ Matrices and Applications
♦ Vectors and Applications
♦ Further Calculus
♦ Structures and Patterns
St Michael's has chosen the following two elective topics:
♦ Advanced Periodic & Exponential Functions
♦ Dynamics

3. Career Pathways
Accountant; Actuary; Bank Manager; Engineer; Economist; Financial Planner; Mathematician; Information Technology; Statistician; Tax Agent; Teacher; Medical Doctor; Dentist; Pharmacist; Surveyor; Valuer; Business Manager; Marketing Representative and many others.

4. Additional Information
Mathematics C can only be studied with Mathematics B. The usual prerequisite for success in Mathematics B is at least a B+ Achievement in the Year 10.

5. Assessment
Assessment for this subject is both Formative and Summative. Mathematics C is assessed by written examination as well as research assignments/scientific reports on mathematical investigation. Oral presentations may form part of the overall assessment plan.

6. What do you need to be successful in Mathematics C?
♦ Commitment to doing regular homework and a love for Mathematics. Approximately 2-3 hours per week outside the classroom.
♦ An ability to ask for help when difficulties are encountered.
MODERN HISTORY

1. Why Study Modern History?

Modern History focuses on those 20\textsuperscript{th} Century events and trends that have shaped the political, economic and social systems of today.

Studying Modern History helps students live more effectively as global citizens by developing decision making skills.

Modern History helps students to understand new situations, take a long-term view of issues, examine change and continuity, tolerate and acknowledge the views of others, develop personal values and reflect upon decisions.

2. The course at a glance

The course is conducted over four semester units:

- Semester 1 (Year 11): The history of ideas and beliefs
- Semester 2 (Year 11): Studies of Power
- Semester 3 (Year 12): Studies of Cooperation
- Semester 4 (Year 12): Studies of Hope

3. Tertiary Pathways

Modern History is a valuable preparation for university studies in arts, law, commerce, economics, education, Asian studies, languages/cultural studies, communications, journalism, government and politics. The skills in research, interpretation, analysis, evaluation and communication developed during the course will be very useful in many tertiary courses.

4. Career Pathways

Studies in Modern History are of direct benefit in many areas of employment such as:

- Journalism
- Legal Professions (ranging from law enforcement as police through to solicitors and barristers)
- Teaching
- Public Administration/Government (especially fields such as foreign affairs and trade)
- Advertising and Public Relations
- Publishing

5. Assessment

Modern History is a subject that allows students to keep their career options and tertiary education pathway options open!
**MUSIC**

1. **Why study Music**
Students live in a world in which music has an important and pervasive presence. Music is an integral part of everyday life serving self-expressive, celebratory, social, cultural, political and educational roles. As a powerful educative tool, music contributes to the holistic development of the individual. A study of music assists students in understanding and heightening the enjoyment of the arts in their lives and the music heritage of a range of cultures.

2. **Subject Facts**
The course is based on the concept of ‘audiation,’ which is the process by which the brain makes sense of what the ear hears. This is achieved by studying musical elements in the dimensions of analysing repertoire, composing and performing. **The course structure is outlined below:**

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation Unit</td>
<td>The development of musical analysis skills and the study of music from the 20th century</td>
<td>A study of Musical Theatre</td>
<td>An investigation into the identity of Australian music</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 12</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Film music</td>
<td>The development of musical analysis skills and the study of music from the 20th century</td>
<td>A study of Musical Theatre</td>
<td>Music beyond the classroom</td>
<td></td>
</tr>
</tbody>
</table>

3. **Career/Tertiary Pathways**
Music makes a significant contribution to the world economy, offering career opportunities in the performing and visual arts industries as well as providing a diverse set of skills, processes and techniques, many of which can be applied in a wider variety of occupations. Music can lead to careers in a variety of industries such as, performance, teaching, composition, acoustic engineering, recording engineering, music therapy, arts administration, and theatre technology.

4. **Additional Information**
To gain entry into Senior Music, it is generally assumed that students have acquired the skills associated Music in Years 8-10. It is advantageous if the student has a strong performance level on an instrument or voice as there is a strong practical performance component in the course. Students should be prepared to practise parts for ensemble and solo performance and work on composition assignments. Students need to have strong time management skills and be committed to private study and Music theory study.

5. **Assessment**
Students will need to prepare and perform solo and ensemble pieces, work on composition tasks and assignments and prepare for analysis of repertoire tests. Each year level has 3 major assessment tasks that are recorded on the student profile.

6. **What do you need to be successful in Music?**
A reasonable performance skill level on an instrument or voice and basic notation reading skills are essential. Students should have the desire to explore many different types of music and be prepared to actively participate in classroom and ensemble performances. Participation in a co-curricular ensemble would be an advantage. Most importantly, students need to be motivated and have a strong passion for this subject.
PHYSICAL EDUCATION

1. Why study Physical Education?
Physical Education involves students learning in, about and through physical activity. Through engagement with and in physical activity, students will become self directed, interdependent and independent learners.

2. Subject Facts?

**Year Eleven**
- **Term 1:** Badminton + Learning physical skills (Skill Acquisition)
- **Term 2:** Netball + Process and effects of training and exercise (Exercise Physiology)
- **Term 3:** Touch + Sport, physical activity and exercise in the context of Australian society (Sociology)
- **Term 4:** Gymnastics + Learning physical skills (Biomechanics)

**Year Twelve**
- **Term 1:** Badminton + Sport, physical activity and exercise in the context of Australian society (Sociology cont.)
- **Term 2:** Netball + Learning physical skills (Sports Psychology)
- **Term 3:** Touch + Process and effects of training and exercise (Exercise Physiology cont.)
- **Term 4:** Gymnastics + Sport, physical activity and exercise in the context of Australian society

3. Additional Information
There are no pre-requisite subjects for Physical Education; however, it is advised that students are achieving at least a sound achievement in Year Ten English and Physical Education. Students are **not** able to choose Physical Education and Recreation Pursuits (Authority Registered subject).

4. Career Pathways
Physiotherapist, Sports Scientist, Sports Psychologist, Sports Medicine, Nurse, Fitness Instructor, Doctor, Physical Education Teacher, Sports Editor, Tradesman, Policeman, Sports Trainer, Professional Coach, Dietetics, Rehabilitation Managers, Recreation Officer, Lifeguard, Acupuncturist, Nutritionist, Occupational Therapy, Health Industry / Sales, and lots more!

5. Assessment
Physical Education is assessed by written essay exams, reports, assignments, multi-media presentations and practical examinations. There is one piece of theory assessment and continual practical assessment per term.

6. What do you need to be successful in Physical Education?
- A passion for sport and physical activity
- A desire to participate in physical activity and improve physical skills
- A willingness to work in a team / co-operative environment
- A keenness to work individually
- A commitment to studying the theoretical components that underline physical movement.
- A positive attitude and a willingness to have fun
PHYSICS

1. Why study Physics?
If you have a passion for understanding how things work and enjoy scientific experiments and mathematics, then you should study physics. Physics is the foundation of modern science. It has fascinated men and women of every age including Newton, Maxwell, Curie, Einstein, Bohr, Schroedinger, Dirac, Meitner, Feynman, and Hawking.

It encompasses the study of the universe from the largest galaxies to the structure of matter: the atom, the nucleus, and quarks. Its concepts, from relativity to quantum mechanics, challenge the imagination. Moreover, physics and the technologies developed by physicists play a major role in chemistry, biology, medicine, electronics, geology, and in the applied fields of optics, anotechnology, computer science, and engineering.

A knowledge and understanding of the principles of physics not only leads to a profound understanding of the physical world but also supplies the scientist with the insight to develop new and innovative ideas. The technology and devices that influence our daily lives are based upon the discoveries of physics. The invention of the cell phone, the laser printer, the internet, MRI; the discovery of high-temperature superconductors; and the advances in high-speed computers are only a few examples of the phenomenal physics-based technological progress witnessed in recent times.

2. Subject Facts
The key units studied are:

<table>
<thead>
<tr>
<th>Year 11 Sem 1</th>
<th>Kinematics, Vectors, Physics of Sport</th>
</tr>
</thead>
</table>
| Year 12 Sem 1 | The Physics of Fluids
               | The Physics of Astrophysics |
| Year 12 Sem 2 | The Physics of Amusement Parks
               | The Physics of Forensics |
| Year 12 Sem 2 | The Physics of Communication,
               | Medicine & Electronics |

3. Career/Tertiary Pathways
Physics is strongly recommended for students interested in careers such as engineering, medicine, physiotherapy and science related fields.

4. Additional Information
Students who elect to study Physics are strongly recommended to take at least Mathematics B, otherwise they will find great difficulty in handling the problem solving elements of this course. Students should have studied Science in year 10 and have achieved at least a Sound Achievement.

5. Assessment
Students will be assessed by the following techniques: Written Tests, Extended Experimental Investigations and Extended Research Tasks.

6. What do you need to be successful in Physics?
Students need to possess the ability to organise time, work and subject materials to be successful in Physics. A strong mathematical ability is strongly recommended.
STUDY OF RELIGION

1. Why study Study of Religion (SOR)?
Study of Religion is a dynamic and exciting course that investigates the beliefs, ethics and philosophy of world religions. It has an in-depth investigation into our Catholic tradition.

1. Subject Facts

<table>
<thead>
<tr>
<th>CORE COMPONENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian religious perspectives</td>
</tr>
<tr>
<td>Aboriginal spiritualities, Torres Strait Islander religions, religion in the local community and religious diversity in Australia</td>
</tr>
<tr>
<td>World Religions</td>
</tr>
<tr>
<td>At least 4 of these religions covered in depth: Buddhism, Islam, Judaism, Hinduism, Christianity</td>
</tr>
<tr>
<td>The nature and significance of religion</td>
</tr>
</tbody>
</table>

Topics to be studied include Religion – State Relationships, Ritual, Sacred Texts, Ultimate Questions and Religion, Values and Ethics. These will be studied over the two-year course.

3. Career/Tertiary Pathways
Students report that choosing Study of Religion assists them in all their subjects – here and at the tertiary level. Particularly, SOR refines skills in research, evaluative process (such as analysis, synthesis and evaluation) and communicating ideas fluently and succinctly. SOR is therefore strongly recommended to any student contemplating tertiary study – particularly in the Humanities.

Study of Religion has a strong ethics unit. This subject is therefore recommended to any student who is considering a career in health and medical care, community services (army, police, etc), or any career that required students to complete psychology or ethics units (law, medicine, engineering, etc).

4. Additional Information
The Study of Religion course is approved by the Brisbane Archdiocese to be studied as a course in Religious Education. This course is recommended to students who achieved a C or higher in Year 10 Religious Education and English.

5. Assessment
The Study of Religion course will be assessed using a range of assessment items including: reports, essays, multi-modal presentations and examinations.

6. What do you need to be successful in SOR?
Be prepared to do an average of 30 minutes homework per night. Assignment preparation requires good reading, time management and organizational skills.
TECHNOLOGY STUDIES

1. Why study Technology Studies?
Technology Studies empowers students to explore the relationships between technology and society in order to be informed, responsible and responsive users and creators of technology. Technology encompasses the purposeful application of knowledge, resources, materials and processes to develop solutions. Solutions are the ideas and products developed in response to design problems. Technology Studies engages students in responding to real-world problems. These problems are based on identified human needs or become opportunities for improvement or advancement.

2. Subject Facts
The core subject matter in Technology Studies is a design process and design factors. All core subject matter is included in Year 11 and then revisited and further developed in Year 12.

- **Design Process**: Design processes are ways of thinking and working that are used to define a design problem and develop viable and innovative solutions that are produced and evaluated against design criteria. Design is a process that helps students develop creativity and innovation.

- **Design Factors**: Design factors describe the knowledge used when making decisions to solve real-world design problems. The design factors are integral to a design process and therefore are part of the core subject matter for this subject.

3. Additional Information
Technology Studies is an authority subject and assessment tasks have more depth in theoretical aspects than in practical skills. Successful completion of Year 10 Technology Studies is recommended.

4. Career/Tertiary Pathways
Architecture, Internal design, Architectural drafting, Building Construction diploma, Electrical design diploma, Engineering design, Plastics design, Ship and boat design, Boat manufacture, Furniture, Cabinet design, Ergonomic design and Engineering.

5. Assessment:
A student’s achievement is assessed on the basis of three dimensions: Analysing design problems (with dimensions of describing, interpreting and analysing) Applying design factors and communicating (with dimensions of application, analysis, manufacturing technologies, management skills, communication and computation) and Synthesising and evaluating designs (with dimensions of synthesis, justification and evaluation) The principal methods of assessment include student responses to design folios and reports.

6. What do you need to be successful in Technology Studies?
When using manufacturing technologies, materials and project management skills, students consider the practical knowledge required to use tools and materials. Students produce products that solve design problems and respond to design criteria. When project managing, students consider production processes, including resources and safety, to develop time and cost plans that involve planning and implementation to make products.
VISUAL ART

1. Why study Visual Art?
Visual Art is a powerful and pervasive means which students use to make images and objects, communicating aesthetic meaning and understanding from informed perspectives. In a world of increasing communication technologies, knowledge and understanding of how meanings are constructed and ‘read’ is fundamental to becoming a critical consumer and/or producer of art works.

Visual Art uses an inquiry learning model, enabling multi-modal thinking and individual responses though researching, developing, resolving and reflecting. Through making and appraising, resolution and display of artworks, students understand and acknowledge the role of visual art and the contributions of visual artists, designers and craftspeople.

2. Subject Facts
Using the inquiry processes of researching, developing, resolving and reflecting, students explore and express concepts and chosen focuses through a range of contexts and media areas. Each media area has its own knowledge, materials, techniques, technologies and processes. Students are encouraged to work across media areas, some listed below.

Note: Whilst some media explorations are teacher directed, students are encouraged to independently explore and experiment with media of their interest.

<table>
<thead>
<tr>
<th>DESIGN</th>
<th>• costume, make-up and stage • built environment and public space • graphic / illustration • product • curatorial • cross-arts projects/events</th>
</tr>
</thead>
<tbody>
<tr>
<td>TIME BASED MEDIA</td>
<td>electronic imaging • sound art • television • film &amp; animation</td>
</tr>
<tr>
<td>3-D OBJECTS</td>
<td>sculpture • ceramics • installation • performance art • fibre art • wearable art &amp; body adornment</td>
</tr>
<tr>
<td>2-D IMAGES</td>
<td>drawing • painting • printmaking • photographic</td>
</tr>
</tbody>
</table>

3. Additional Information
The Visual Arts is an OP based subject and assessment tasks have rigorous theoretical elements.

4. Career/Tertiary Pathways

5. Assessment
A range of assessment techniques are used to judge student achievement. These include:

- **making component**: experimental and resolved folios which require students to solve problems when creating and displaying artworks that communicate thoughts, feelings, ideas, experiences and observations through cognitive and sensory modes.
- **appraising component**: short and extended writing such as reports, essays, reviews, critiques

6. What do you need to be successful in Visual Art?
- The ability to think conceptually and to explore and experiment independently.

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Year 11 and 12

AUTHORITY-REGISTERED SUBJECT OUTLINES
ENGLISH COMMUNICATION

1. Why study English Communication?
English Communication provides students with an opportunity to increase their communication skills. These skills are related to their language and literacy competence. English Communication supports students in developing the capacity to learn from spoken, written and visual texts and allows students choice and negotiation while improving their potential for effective participation in fundamental life roles and engagement in lifelong learning. This subject is recommended for students who received a C or below in Year 10 English.

2. Subject Facts:
English Communication can establish a basis for further learning as well as developing essential communication skills to enhance employment opportunities for each student. This study area specification offers students’ opportunities within the contexts of work, community and leisure, to use language to perform tasks, use technology, express identity and interact in groups, organisations and the community. English Communication focuses on developing students’ understanding and use of language systems to communicate effectively. Students will have the opportunity to:
- make meanings of everyday, mass-media and literary texts, understanding the influence of cultural contexts and social situations
- develop abilities in speaking (signing), listening, reading, viewing, writing and shaping practices, responsive to and effective in diverse social contexts
- become confident, effective and critical users of texts and language, making judgments to accept or challenge meanings.

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

3. Career/Tertiary Pathways
English Communication offers students opportunities in the workforce and a tertiary course of study at TAFE. Students should check pre-requisites in the current ‘Job Guides’ or online.

4. Additional Information
English Communication aims to develop students’ ability to:
- develop positive attitudes to and strategies for engagement in lifelong learning
- gain knowledge, understanding and an appreciation of various forms of text
- reflect on their own knowledge, values and practices
- communicate appropriately, effectively and with confidence
- plan and work independently as a member of a group.

5. Assessment
- participating and organising displays, practical activities and field trips, small and large group discussions, seminars, panels, roleplaying and simulation activities.
- producing texts (eg. reports, journals, PowerPoint presentations, letters, magazines, web pages, video and digital images, oral presentations, scenarios, interviews).
- exploring language choices and representations in advertisements, newspaper articles, song lyrics, novels, films; researching information using a range of sources, from the internet, newspapers, magazines, books and interviews.

6. What do you need to be successful in English Communication?
- An ability to work collaboratively as part of a group.
- To be self-motivated and have a positive attitude to learning.
- Basic literacy skills in reading and writing.
CREATIVE ART STUDIES

1. Why study Creative Arts

The Creative Arts are the common threads of life in all communities and are mirrors of society’s aspirations. Artist practitioners fulfill many roles in a community. The Creative Arts provides opportunities for students to explore these roles through active engagement with the arts, and to understand the different careers available in the industry.

2. Subject Facts

Selected units of study are to encourage students to work towards becoming artist-practitioners. Therefore, units will be based on real-life professional industry practices and emphasize the practitioner. The course will inform students of professional associations and support networks.

Students will engage in discussions and workshops with professional practitioners, experience authentic arts works by attending or visiting exhibitions and explore possibilities in arts. Units may be based on the selection below and will ultimately be selected to suit student’s own interests and creativity.


3. Career/Tertiary Pathways

Through creativity and problem solving students are prepared for a variety of industry, including those that contribute to the design and manufacture of images and objects needed for living.

Folios of work are a requirement for many opportunities for further education in the Arts.

4. Additional Information

All units involve students in communicating ideas and information through art making. Units involve students in planning and investigating “solutions” to “problems”, as well as working with others and in teams.

5. Assessment

Assessment will be practical in nature and involve creating folios of creative work. Students will be encouraged to explain what they are doing and to talk about the choices they are making in creating art works. This will be done informally or formally throughout the two-year course.

6. What do you need to be successful in Dance?

An interest in the Arts and Design and a willingness to participate in Inquiry Based Learning.
FASHION

1. Why study Fashion?
Fashion is an integral part of everyday life, with individuals making choices about what clothing and accessories to wear. Your identity often shapes and is shaped by fashion choices. Fashion choice is determined through the integration of two or more of the following influences — culture, history, function (e.g. occasion, employment or recreation requirements), economic considerations, personal taste, peer group, availability and trends.

2. Subject Facts
In Fashion three core topics are explored — ‘Fashion culture’, ‘Fashion technologies’ and ‘Fashion design’. Fashion culture explores fashion history, trends and fashion careers. Fashion technologies examine textiles and materials and the technical skills required for garment, accessory and adornment construction. Fashion design focuses on the design process and visual literacies.

You will learn to appreciate the design aesthetics of others while developing your own personal style and aesthetic. You will explore contemporary and historical fashion culture; learn to identify, understand and interpret fashion trends; and examine how the needs of different markets are met. You will explore the following fashion contexts: Collections; Fashion designers; Fashion in history; Sustainable clothing; and Textiles

Through a design process you will engage in design challenges, meet the needs of clients, and develop products to suit design opportunities. You will investigate fashion merchandising and marketing and the visual literacies of fashion. You will also become a discerning consumer of fashion, appraising and critiquing fashion trends and items including your own fashion products.

Fashion has a practical focus and you will learn through doing as you engage in a design process to plan, generate and produce fashion items. You will investigate textiles and materials and their characteristics and how these qualities impact on their end use. You will experiment with combining textiles and materials and how to make and justify aesthetic choices. You will be challenged to use your imagination to create, innovate and express yourself and your ideas. You will undertake individual and group work, manage projects and work independently on some tasks.

3. Assessment
Assessment in Fashion gives you opportunities to demonstrate your knowledge, understanding and skills in fashion culture, technologies and design. In Fashion, assessment instruments include projects, investigations, extended responses to stimulus, and products (fashion solutions and items). In each year of the course, you will make fashion items and develop visual and/or design folios. In Year 12, you will be expected to complete three to four assessments including at least one response that demonstrates the stages of a design process and two fashion projects with a product component (i.e. fashion item/s).

4. Career/Tertiary Pathways
This subject contributes four credits towards the Queensland Certificate of Education (QCE) if you receive a sound achievement or higher. If you would like to learn more about this certificate, please visit the QCE page on the QCAA website, www.qcaa.qld.edu.au/589.html. A course of study in Fashion can establish a basis for further education and employment in the fields of design, personal styling, costume design, production manufacture, merchandising, and retail.

5. What do you need to be successful in this subject?
• A passion for fashion, textiles and sewing;
• Creativity;
• A willingness to work hard and be self motivated towards learning.
• Approximately one hour per week extra study (outside the classroom)
1. **Why study ICT?**
ICT is an authority Registered subject aimed at teaching specific ICT knowledge and skills, which can be used to produce solutions to simulated real-world problems. Students will also learn a range of general IT skills useful in all aspects of life.

2. **Subject facts**
This subject includes core knowledge, understanding and skills covering a range of contexts which students will find relevant and exciting. These could include:
- Animation
- Application Development
- Audio and Video Production
- Digital Imaging and Modelling
- Website Production

3. **Additional Information**
Whilst it is recommended that students have some prior knowledge or interest in ICT, it is not a pre-requisite. Previous student of this subject area can provide an advantage.

4. **Career/Tertiary pathways**
ICT prepares students for a wide range of roles within the IT industry. Possible pathways include: Web Design and Development, Graphic Design, Software Development and Animation and more.

5. **Assessment**
Students will complete 1 assessment item per term; this could be a Project or an Extended response to stimulus. All assessment items will include a practical as well as written, spoken or multimodal component.

6. **What do you need to be successful in this subject?**
A good attitude and dedication to study will see students enjoy and do well in this subject. It has been designed to be fun and engaging while teaching students a range of ICT skills.
1. **Why study PreVocational Mathematics?**

Mathematics is an integral part of a general education. It can enhance understanding of our world and the quality of our participation in a rapidly changing society. Mathematics pervades so many aspects of daily life that a sound knowledge is essential for informed citizenship.

PreVocational Mathematics is a subject designed to give students an opportunity to build confidence and success in handling mathematics in the workplace and everyday contexts.

PreVocational Mathematics is recommended for Vocational Education and training pathway students as the Queensland Certificate of Education requires at least one semester in a mathematics subject for the numeracy component.

2. **Subject facts**

The topics to be studied include:

- Mathematics for interpreting society: whole numbers, fractions, decimals, percentages
- Mathematics for interpreting society: data collection and organisation
- Mathematics for personal organisation: read and use maps to locate points and shapes; interpret time. Clocks and timetables
- Mathematics for practical purposes: measurement: the metric system and measuring equipment; 2D shapes and regular solids; representing everyday 2D and regular solids
- Mathematics for personal organisation: Finance: investing and borrowing money; spending money; obtaining an income

On successful completion of this subject, a student should be able to:

- Possess a range of skills, attitudes and knowledge which will assist in roles not specifically related to employment
- Carry out a range of basic mathematical techniques and simple operations applicable to vocational and industry areas
- Demonstrate increased confidence in using mathematics to solve real-life problems

3. **Additional Information**

Students who have not achieved a C in pre Maths A in year 10 should take this subject.

4. **Career/Tertiary pathways**

Any tradesperson, small business management, retail/sales assistant, hospitality and administrative assistant

5. **Assessment**

Assessment is both formative and summative. Tasks include formal tests, assignments, projects, oral and/or group presentations.

6. **What do you need to be successful in this subject?**

- Commitment to doing set homework/ folio work
- Approximately one hour per week extra study (outside the classroom)
- Ability to ask for assistance when difficulties are encountered
MEDIA STUDIES ARTS

1. Why study Media Arts?
Media Arts is a highly practical course of study, which focuses on developing technology skills. The Media Arts comprise a range of art forms that share in common their composition and transmission through film, television, radio, print, gaming and web-based media. Students will work individually and collaboratively on creative projects, which allow them the opportunity to gain experience in communication technology and media production while critically reflecting on the relationship between communication, media and culture.

2. Subject Facts
Students of Media Arts in Practice will develop knowledge, understanding and skills from three core topics; Media technologies, Media communications, and Media in society. The Assessment and learning frameworks are divided into four categories.

- **Project:** a response to a single task, situation and/or scenario.
- **Product:** the production of media artworks.
- **Extended response to stimulus:** the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.
- **Investigation:** investigative practices and the outcomes of applying these practices.

Units and areas of study include:

- Audio
- Graphic design
- Moving image
- Curating
- Interactive media
- Still image

3. Career/Tertiary Pathways
Media Arts prepares students for a wide range of roles within the media and cultural sectors. Some career pathways include: Film, TV & Radio Industry, Software & Gaming, Events & Public Relations, Multimedia and more.

4. Additional Information
Whilst it is recommended that students have some prior knowledge or interest in ITC, Multimedia or Media Art, it is not a pre-requisite. Previous study of these subjects can provide an advantage.

5. Assessment
Assessment tasks in senior Media Arts include:

- **Individual Portfolio of work**
- **Extended Analysis Exam**
- **Stop motion project**
- **Photography**
- **Group Film Production**
- **Multi-Modal Presentation**
- **Appreciation Essay**
- **Manipulation of images**
- **Oral Presentation**

6. What do you need to be successful in Media Arts?
Media Arts has both practical and theory forms of assessment throughout its 4 semesters. It is fundamental that students engage in both components of assessment and treat them of equal value. Media Arts involves a large amount of production time both inside and outside of classroom hours. Students must have a strong commitment to learning, as a lot of the program is individual work. Self discipline and active participation will ensure students are continually challenging what they know, and understanding all areas of the senior curriculum.
1. Why study Religion and Ethics?
Religion and Ethics assists students to know and understand the influence that values, belief systems or religious traditions have on their own and other people’s behaviour. It encourages students to develop ethical attitudes and behaviours required for effective participation in the community and to think critically, creatively and constructively about their future role in it.

2. Subject Facts
Religion and Ethics particularly focuses on the Catholic tradition. The program of study aims to foster critical literary skills to access, organise and analyse information and to communicate this information effectively to others through planning, cooperative team work and problem solving. It also aims to develop positive attitudes and strategies for engaging in lifelong education as reflective learners.

3. Career/Tertiary Pathways
Students who are anticipating a vocational pathway and are seeking a Queensland Certificate of Education will find this subject helpful.

4. Additional Information
The study area core of Religion and Ethics focuses on the ethics and meaning of life – incorporating personal, relational and spiritual dimensions of human religious experience. Year 10 students are directed to this course who received below a C standard on their Year 10, Semester 1 report.

Religion and Ethics is recommended for students choosing a Vocational Education & Training Pathway.

5. Assessment
There is one major assessment piece + 5 activities for the folio that must be submitted each term.

6. What do you need to be successful in this subject?
A satisfactory reading level is required.
RECREATIONAL PRACTICES

1. Why study Recreational Practices?

Recreation makes an important contribution to enhancing students' opportunities regarding employment, enterprise, further study, leisure and lifelong learning. It provides a unique opportunity for students to experience the challenge and fun of active participation in physical activity while developing beneficial vocational and life skills. Whether these skills are oriented towards work, or personal fitness and recreation, students will be involved in learning experiences that allow them to develop their interpersonal abilities, enabling them to understand and use their capacities for learning and functioning in varied situations. These activities should encourage them to appreciate and value their involvement in recreation activities, and to continue their active participation in personal and community activities in their adult life.

2. Subject Facts

Physical Recreation provides students with the opportunity to discover and explore new and varied recreational activities, as well as the possibility of giving students the opportunity to obtain numerous workplace and tertiary recognised certificates. Students will participate in the following recreational pursuits:

Year Eleven
Term One: Resistance Training
Term Two: Lawn Bowls
Term Three: Outdoor Education
Term Four: Baseball

Year Twelve
Term One: Bronze Medallion
Term Two: Self Defence
Term Three: Golf
Term Four: Minor Ball Games

3. Career/Tertiary Pathways

Students who are anticipating a vocational pathway and are seeking a Queensland Certificate of Education will find this subject helpful.

Fitness Instructor, Sports Coach, Sportsperson, Tradesperson, Police Officer, Recreational Officer, Marketing Officer, Ambulance Officer, Childcare, Group Leader, Life Guard, Nursing Assistant and lots more!

4. Additional Information

There are no pre-requisite subjects for Recreation. Students must have a strong desire to participate in physical activity. Students are not able to choose Recreation Practices and Physical Education

5. Assessment

Recreation is assessed by written essay exams, reports, assignments, and practical examinations. There is one piece of written assessment per term.

6. What do you need to be successful in this subject?

• A passion for sport and physical activity
• A desire to participate in physical activity and improve physical skills
• A willingness to work in a team / co-operative environment
• A keenness to work individually
• A positive attitude and a willingness to have fun
• A willingness to try new things
TOURISM

1. Why study Tourism?
Tourism provides with opportunities to develop digital skills, cultural awareness, communication, planning and problem solving skills essential for employment in the tourism industry. Reasoning processes, including analysis, evaluation and decision-making, that also support further study in tourism.

2. Subject Facts
Tourism is a four-semester course of study. Semesters 1 and 2 of the course are designed to allow students to begin their engagement with the course content, i.e. the knowledge, understanding and skills of the subject. Course content, learning experiences and assessment increase in complexity across the four semesters as students develop a greater independence as learners. Semesters 3 and 4 consolidate student learning.

Within the course there are:

<table>
<thead>
<tr>
<th>Core Topics</th>
<th>Elective Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tourism as an industry</td>
<td>Forms of tourism</td>
</tr>
<tr>
<td>The travel experience</td>
<td>Tourism client groups</td>
</tr>
<tr>
<td>Sustainable tourism</td>
<td>Tourist destinations and attractions</td>
</tr>
</tbody>
</table>

3. Career/Tertiary Pathways
A course of study in Tourism can establish a basis for further education and employment in Tourism and connected industries. Tourism related courses are available at certificate, diploma and degree levels: for example: Diploma of Events (Travel and Tourism), Certificate IV in Travel and Tourism, Diploma of Tourism / Bachelor of Business (Tourism, Leisure and Event Management), Bachelor of Tourism Management.

Employment opportunities in Tourism are particularly diverse in fields such as administration, attractions, caravan parks, cruising, gaming, government and industry associations, meetings and events, museums, galleries, tour operators, wineries, cultural tourism, leisure industry development and transport and travel. The roles within these fields include positions such as financial manager, HR, office administrator, food and beverage coordinator, ride operator, marketing coordinator, guest services, grounds manager, events co-coordinator, gaming supervisor, club manager, policy staff, visitor services, guide, flight attendant, cellar door manager, chief executive.

4. Additional Information
The dimensions and objectives assessed in Tourism are Dimension 1: Knowledge and Understanding, Dimension 2: Analysing and Applying and Dimension 3: Planning and Evaluation. There are 5 underpinning factors; which include: applied learning, community connections, Core Skills for Work, literacy and numeracy.

5. Assessment
Assessment uses the Inquiry Approach (define, apply and examine, synthesise, evaluate and justify, product, reflect and appraise). Assessment techniques will include; projects, investigations, extended response to stimulus and examinations. These may be supervised or unsupervised, individual, in a group or team and may use seen or unseen stimulus.

6. What so you need to be consider Tourism?
In order to be successfully in this course of study you will need a good level of literacy and numeracy skills, a commitment to completing class and homework. You will need to be self-motivated and have a keen interest in tourism and a willingness to participate in Inquiry Based Learning.
Year 11 and 12

VOCATIONAL EDUCATION & TRAINING
COURSE OUTLINES
Vocational Education and Training (VET)

WHAT IS VET?
Vocational Education and Training (also known as VET) is education and training that focuses on providing skills for work.

At St. Michael’s College, we currently offer the following VET courses:

YEAR 10
BSB10115 Certificate I in Business (semester course)

YEAR 11/12
CPC10111 Certificate I in Construction
(in partnership with TAFE Queensland, Gold Coast) 3QCE points
BSB20115 Certificate II in Business 4QCE points
SIT20213 Certificate II in Hospitality 4QCE points
10432NAT Certificate III in Christian Ministry and Theology
(in partnership with the Institute of Faith Education) 7QCE points
CHC30113 Certificate III in Early Childhood Education & Care
(in partnership with Cairn’s Training Academy) 8QCE points
BSB30115 Certificate III in Business
(in partnership with Cairn’s Training Academy) 8QCE points
SIS30313 Certificate III in Fitness
(in partnership with Cairn’s Training Academy) 8QCE points

At St Michael’s College we also offer:

- School Based Traineeships
- School Based Apprenticeships
- TAFE Courses
- Work Experience

If interested in traineeships, apprenticeships, TAFE Courses and/or work experience, please contact Trudi Neely, Vocational Pathways and Careers Coordinator.

Code of Practice
As a Registered Training Organisation (RTO) Provider number: 30490, St. Michael’s College has agreed to operate within the standards detailed in the National Quality Framework (NQF). This includes a commitment to recognise the training qualifications issued by other Registered Training Organisations.

St. Michael’s College is registered to deliver VET courses under the direction of the Queensland Curriculum & Assessment Authority (QCAA) as a delegate for the Australian Skills Quality Authority (ASQA).

All of the VET courses offered by this College can lead to nationally recognised qualifications – a certificate (if all of the requirements of the qualification are completed) or a statement of attainment (for those parts that are successfully completed where the full qualification is not completed). This certificate/statement of attainment will be recognised in nationally throughout Australia. This is because Australia has a national qualifications framework called the Vocational Qualifications Framework (VQF). Certificates gained can lead directly to employment, further study or tertiary pathways.
Service Agreement
Educational pathway programs are generally two-year courses. St. Michael's College will provide all students with every opportunity to complete the certificate courses offered as per the rights and obligations outlined in the enrolment process and student information handbooks. Students successfully achieving all qualification requirements will be provided with a Qualification and a Record of Results. Students who achieve at least one unit (but not a full qualification) for a certificate will receive a Statement of Attainment for units successfully achieved.

All reasonable opportunities will be provided to students, who enter a VET course after the initial start date, to complete the full certificate. However, this may not be achievable in all cases and students will be provided with a Statement of Attainment for competencies achieved from their entry point. Students who depart a certificate course prior to its completion date will receive a Statement of Attainment for competencies completed at the date of exit from the course.

All courses offered need to be of a viable class size for the College to run them. In the event that a VET subject may not run or the school can no longer deliver a course offered, every effort will be made to ensure that students may complete their studies through another RTO. In some cases this may incur costs.

Learning Experiences
Assessment is competency based. Students must demonstrate competence on more than one occasion to be deemed competent. A range of teaching and learning strategies will be used to deliver competencies. These may include, but are not limited to: practical tasks, group work, activities in simulated work environments, student workbooks, role plays, work placements and industry excursions and activities.

Appropriately qualified staff will assess the extent to which a student is likely to achieve the stated competency standards and outcomes of the course, based on his/her qualifications and experience.

Structured Work Placement
Many VET courses have compulsory structured work placement to be undertaken throughout the two-year course. Due to the nature of individual industry requirements, work placement may occur during school hours or may need to be undertaken out of school hours or in school holidays. Please refer to individual course outlines for work placement requirements.

Third Party Arrangements
In some instances, St Michael's College will partner with another training organisation to deliver training, for either an individual unit of competency or for a full qualification. In these cases, St Michael's College will deliver the qualification in accordance with the partnership agreement on behalf of another RTO. Costs may be incurred, as outlined in the individual subject/course outlines that follow in this handbook.

Please contact the VET and Careers Coordinator, Trudi Neely for further information 07 5530 2722 mailto:tneely@stmichaels.qld.edu.au
**BSB20115 Certificate II in Business**

Delivered by St. Michael’s College under delegation of Queensland Curriculum and Assessment Authority (QCAA).

<table>
<thead>
<tr>
<th></th>
<th>St. Michael’s College</th>
<th>RTO Number 30490</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Website</td>
<td><a href="http://www.stmichaels.qld.ed.au">www.stmichaels.qld.ed.au</a></td>
</tr>
<tr>
<td></td>
<td>Phone</td>
<td>07 5530 2722</td>
</tr>
</tbody>
</table>

**Course Details**

This qualification reflects the role of workers in a range of business environments. This qualification reflects the role of individuals in a variety of junior administrative positions who perform a range of mainly routine tasks using limited practical skills and fundamental operational knowledge in a defined context. Individuals in these roles generally work under direct supervision. It offers a wide range of skills that would be advantageous to most students in their job prospects. Depending on the setting, students may work under direct supervision autonomously. To undertake this course students should have a good attendance record at school and a good work ethic and commitment to completing work requirements.

<table>
<thead>
<tr>
<th>Student Selection</th>
<th>Persons with the language, literacy and numeracy skills to fulfil their job role</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Intake</strong></td>
<td>Year 11 / 12</td>
</tr>
<tr>
<td><strong>Delivery Mode</strong></td>
<td>Class based</td>
</tr>
<tr>
<td><strong>Fee and Refund Policy</strong></td>
<td>SATS (School Based Traineeships)</td>
</tr>
<tr>
<td><strong>Resources</strong></td>
<td>Learning and assessment resources supplied</td>
</tr>
<tr>
<td><strong>Outcome</strong></td>
<td>BSB20115 Certificate II in Business</td>
</tr>
<tr>
<td><strong>Pathway</strong></td>
<td>BSB30115 Certificate III in Business</td>
</tr>
<tr>
<td><strong>Job Role</strong></td>
<td>Entry level employment in both public and private sector industries including: running a business, trades people, banking, insurance, retail, travel, tourism and hospitality, real estate etc.</td>
</tr>
<tr>
<td><strong>Delivery</strong></td>
<td>Access to a variety of theory and practical learning opportunities, which equips students with the necessary skills to secure employment and further career choices. Students are encouraged to undertake some voluntary work placement in this filed during the course.</td>
</tr>
<tr>
<td><strong>Recognition of Prior Learning</strong></td>
<td>Students may apply for RPL (Recognition of prior learning) for specific units of competency, where competency in current knowledge and skills can be provided and verified</td>
</tr>
<tr>
<td><strong>Credit Transfer</strong></td>
<td>Credit transfer for a unit of competency completed in another course will be allocated on presentation of a current and valid Statement of Attainment</td>
</tr>
<tr>
<td><strong>Learning Support</strong></td>
<td>Assistance with language, literacy and numeracy is available and may be provided in consultation with course teacher and learning support coordinator</td>
</tr>
</tbody>
</table>

**12 Units (1 Core unit plus 11 Elective units)**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
<th>Core/Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWHS201 *</td>
<td>Contribute to health and safety of self and others</td>
<td>Core</td>
</tr>
<tr>
<td>BSBITU101 *</td>
<td>Operate a personal computer</td>
<td>Elective</td>
</tr>
<tr>
<td>BSBIND201 *</td>
<td>Work effectively in a business environment</td>
<td>Elective</td>
</tr>
<tr>
<td>BSBWOR202 *</td>
<td>Organise and complete daily work activities</td>
<td>Elective</td>
</tr>
<tr>
<td>BSBUS201 *</td>
<td>Participate in environmentally sustainable work practices</td>
<td>Elective</td>
</tr>
<tr>
<td>BSBWOR204</td>
<td>Use business technology</td>
<td>Elective</td>
</tr>
<tr>
<td>BSBITU203</td>
<td>Communicate electronically</td>
<td>Elective</td>
</tr>
<tr>
<td>BSBCM201</td>
<td>Communicate in the workplace</td>
<td>Elective</td>
</tr>
<tr>
<td>BSBITU201</td>
<td>Produce simple word processed documents</td>
<td>Elective</td>
</tr>
<tr>
<td>BSBCUS201</td>
<td>Deliver a service to customers</td>
<td>Elective</td>
</tr>
<tr>
<td>BSBITU202</td>
<td>Create and use spread sheets</td>
<td>Elective</td>
</tr>
<tr>
<td>BSBITU302</td>
<td>Create electronic presentations</td>
<td>Elective</td>
</tr>
</tbody>
</table>

* These units of competency are undertaken as part of the BSB10115 Certificate I in Business in year 10. If a student successfully completed this qualification in year 10, these units of competency will not need to be undertaken again and will credit will be provided for this certificate.
BSB30115 Certificate III in Business

Delivered through a partnership between St. Michael’s College and Cairns Training Academy. Results will be issued by Cairns Training Academy.

<table>
<thead>
<tr>
<th>Cairns Training Academy</th>
<th>RTO Number</th>
<th>30857</th>
</tr>
</thead>
<tbody>
<tr>
<td>Website</td>
<td><a href="http://www.cta.qld.edu.au">www.cta.qld.edu.au</a></td>
<td></td>
</tr>
<tr>
<td>Phone</td>
<td>0740 545511</td>
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</tbody>
</table>

Course Details
This qualification reflects the role of individuals who apply a broad range of competencies in a varied work context using some discretion, judgement and relevant theoretical knowledge. They may provide technical advice and support to a team.

<table>
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</thead>
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<td>Year 11 / 12</td>
</tr>
<tr>
<td>Delivery Mode</td>
<td>Class and workplace</td>
</tr>
<tr>
<td>Course Duration</td>
<td>4 semesters over 2 years (year 11 and 12)</td>
</tr>
<tr>
<td>Fees and Refund Policy</td>
<td>SATS (School Based Traineeships) Nil Fee for Service $600.00</td>
</tr>
<tr>
<td></td>
<td>CTA does not refund fees paid by students due to heavy discount. $150.00 per term added to school fees in year 11 Refer to the fees and refund policy on the school website</td>
</tr>
<tr>
<td>Resources</td>
<td>Learning and assessment resources supplied</td>
</tr>
<tr>
<td></td>
<td>Industry placement 120 hours minimum</td>
</tr>
<tr>
<td>Outcome</td>
<td>BSB30115 Certificate III in Business</td>
</tr>
<tr>
<td>Pathway</td>
<td>BSB40215 Certificate IV in Business, or a range of other Certificate IV qualifications</td>
</tr>
<tr>
<td>Job Role</td>
<td>Varied and may include; Data Entry, Customer service Advisor, General Clerk, Word Processing Operator, Administration Officer, Receptionist, Personal Assistant</td>
</tr>
<tr>
<td>Delivery</td>
<td>Access to a variety of theory and practical learning opportunities, including industry placement, which equips students with the necessary skills to secure employment and further career choices.</td>
</tr>
<tr>
<td>Recognition of Prior Learning</td>
<td>A process that maps your current knowledge and skills to a unit of competency; without study.</td>
</tr>
<tr>
<td>Credit Transfer</td>
<td>Statement of Attainment for a unit that you hold that can be also used in another course.</td>
</tr>
<tr>
<td>Learning Support</td>
<td>Assistance with language, literacy and numeracy is available and may be provided in consultation with the course teacher and the learning support coordinator</td>
</tr>
</tbody>
</table>

12 Units (1 Core unit plus 11 Elective units)

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
<th>Unit Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWHS302</td>
<td>Apply knowledge of WHS legislation in the workplace</td>
<td>Core</td>
</tr>
<tr>
<td>BSBCCM201</td>
<td>Communicate in the workplace</td>
<td>Elective</td>
</tr>
<tr>
<td>BSBCCM301</td>
<td>Process customer complaints</td>
<td>Elective</td>
</tr>
<tr>
<td>BSBWRT301</td>
<td>Write simple documents</td>
<td>Elective</td>
</tr>
<tr>
<td>BSBFLM303</td>
<td>Contribute to effective workplace relationships</td>
<td>Elective</td>
</tr>
<tr>
<td>BSBADM311</td>
<td>Maintain business resources</td>
<td>Elective</td>
</tr>
<tr>
<td>BSBITU302</td>
<td>Create electronic presentations</td>
<td>Elective</td>
</tr>
<tr>
<td>BSBITU303</td>
<td>Design and produce text documents</td>
<td>Elective</td>
</tr>
<tr>
<td>BSBITU304</td>
<td>Produce spreadsheets</td>
<td>Elective</td>
</tr>
<tr>
<td>BSBITU306</td>
<td>Design and produce business documents</td>
<td>Elective</td>
</tr>
<tr>
<td>HLTHIR403C</td>
<td>Work effectively with culturally diverse clients and co-workers</td>
<td>Elective</td>
</tr>
<tr>
<td>BSBADM307</td>
<td>Organise schedules</td>
<td>Elective</td>
</tr>
</tbody>
</table>

As per training package rules, listed units reflect industry choices; selected by Cairns Training Academy
Certificate III in Christian Ministry and Theology 10432NAT

This is a nationally accredited course, delivered through a partnership between St. Michael’s College and the Institute of Faith Education (IFE). Results will be issued by the Institute of Faith Education.

Course Details
Certificate III in Christian Ministry and Theology is specifically written for Catholic schools or those schools who are interested in further exploring Catholic spirituality and beliefs, interpretation of scripture and ethics. Within this course, students learn theology through a variety of hands-on activities that are relevant to real life situations. The subject is available to all students irrespective of individual religious beliefs but does specifically focus on the Catholic tradition. Certificate III in Christian Ministry and Theology aims to: enable students to study theology at an elementary level, developing their skills in theological and scriptural studies and in reading, writing, presenting and discussing theological issues, expand students’ knowledge, understanding and appreciation of major themes of theology and scripture and develop students’ spiritual awareness and sense of selfhood.

Student Selection
Persons with the language, literacy and numeracy skills to fulfil their job role. Recommended that students pass year 10 English to successfully complete this qualification.

Student Intake
Year 11 / 12

Delivery Mode
Class and workplace

Course Duration
4 semesters over 2 years (years 11 and 12)

Fees and Refund Policy
Fee for Service $640.00

$160.00 per term added to school fees in year 11 Refer to the fees and refund policy on the school website

Resources
Learning and assessment resources supplied

Industry placement School based

Outcome
10432NAT Certificate III in Christian Ministry and Theology

QCE placement 7

Pathway
10433NAT Certificate IV in Christian Ministry and Theology.

Job Role
This course offers foundation skills that will be of particular value into careers in the Catholic sector including health care, education, teaching and child care. Students will also gain valuable employability skills. They will prepare themselves for life choices they will make outside of school. Students will gain skills in connecting with different people from all walks of life. Students will gain a deeper understanding of the spiritual and religious influences in the world.

Delivery
Access to a variety of theory and practical learning opportunities, including industry placement, which equips students with the necessary skills to secure employment and further career choices.

Recognition of Prior Learning
A process that maps your current knowledge and skills to a unit of competency; without study.

Credit Transfer
Statement of Attainment for a unit that you hold that can be also used in another course.

Learning Support
Assistance with language, literacy and numeracy is available and may be provided in consultation with the course teacher and the learning support coordinator

Course Outline
10432NAT Certificate III in Christian Ministry and Theology is designed for Year 11 and 12 students and covers the four strands of religious education for senior secondary students as outlined by Brisbane Catholic Education in Brisbane Syllabus for Religious Education (Archdiocese of Brisbane, 1997). The course consists of four self-contained modules:

<table>
<thead>
<tr>
<th>YEAR 11</th>
<th>Semester 1</th>
<th>YEAR 11</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1 – Spirituality Today</td>
<td>This module explores what is meant by spirituality. It explores the relationship between spirituality and religion. Spirituality here is used to denote all practices that engage with God. This topic provides an entry-point for considering all aspects of Catholicism.</td>
<td>Module 2 – The Story</td>
<td>In this module students gain an overview of the Scriptures and learn skills for biblical interpretation. There are opportunities to dig deep into the texts and to explore how they are used today.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR 12</th>
<th>Semester 1</th>
<th>YEAR 12</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 3 – Choices</td>
<td>In this module students are introduced to ethics and Catholic social justice teaching. Current moral/ethical issues and case studies provide the opportunity to reflect on the choices we make and how these impact on life. Students learn to make connections between beliefs and their application to life.</td>
<td>Module 4 – The Edge</td>
<td>This module provides an opportunity for students to reflect on their life journey and to explore further the nature of God as well as their own beliefs. The module also explores the questions of evil and suffering.</td>
</tr>
</tbody>
</table>
CPC10111 Certificate I in Construction

Delivered through a partnership between St. Michael’s College and TAFE Queensland Gold Coast. Results will be issued by TAFE Queensland Gold Coast.

<table>
<thead>
<tr>
<th>Course Details</th>
</tr>
</thead>
</table>
This qualification provides an introduction to the construction industry, its culture, occupations, job roles and workplace expectations. The units of competency cover essential work health and safety requirements, the industrial and work organisation structure, communication skills, work planning, and basic use of tools and materials. The qualification is built around a basic construction project unit that integrates the skills and embeds the facets of employability skills in context. This qualification is designed to give the students the skills that; will assist them in successfully undertaking a Certificate II pre-vocational program or job outcome qualification, or will facilitate entry into an Australian Apprenticeship. Students require a good school attendance record a good work ethic and commitment to completing theory work and the ability to work independently and as a member of a team.

<table>
<thead>
<tr>
<th>Student Selection</th>
<th>Persons with the language, literacy and numeracy skills to fulfil their job role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Intake</td>
<td>Year 11 / 12</td>
</tr>
<tr>
<td>Delivery Mode</td>
<td>Class based</td>
</tr>
<tr>
<td>Course Duration</td>
<td>4 semesters over 2 years (year 11 and 12)</td>
</tr>
<tr>
<td>Fees and Refund Policy</td>
<td>VETIS This course is funded under the VETIS employment stream funding; therefore there is no cost to the student. Please be aware that students may only gain ONE funded employment stream qualification whilst still at school. If the student entitlement has already been used then a Fee for Service price will apply. Refer to fees and refund policy on the school website</td>
</tr>
<tr>
<td>Resources</td>
<td>Learning and assessment resources supplied</td>
</tr>
<tr>
<td>Industry placement</td>
<td>Recommended (voluntary)</td>
</tr>
<tr>
<td>Outcome</td>
<td>Certificate III qualifications in bricklaying/blocklaying, cabinet making, carpentry, landscape construction, painting and decorating, shop fitting and wall and floor tiling</td>
</tr>
<tr>
<td>QCE Points</td>
<td>3</td>
</tr>
<tr>
<td>Pathway</td>
<td>There are no specific job outcomes to this qualification, but the skills achieved will assist in successfully undertaking a Certificate II pre-vocational program or job outcome qualification, or will facilitate entry into an Australian Apprenticeship in the trades listed in the job role section.</td>
</tr>
<tr>
<td>Job Role</td>
<td>Bricklayer-blocklayer, cabinet maker, carpenter, floor coverer, furniture finisher, glazier, painter, plasterer, plumber, roof tiler, shopfitter, stonemason, wall and floor tiler, wood machinist</td>
</tr>
<tr>
<td>Delivery</td>
<td>Access to a variety of theory and practical learning opportunities, which equips students with the necessary skills to secure employment and further career choices. Students are encouraged to undertake some voluntary work placement during the course, once they have obtained their white card. The learning resources for this qualification are available online for classroom delivery.</td>
</tr>
<tr>
<td>Recognition of Prior Learning</td>
<td>Students may apply for RPL (Recognition of prior learning) for specific units of competency, where competency in current knowledge and skills can be provided and verified</td>
</tr>
<tr>
<td>Credit Transfer</td>
<td>Credit transfer for a unit of competency completed in another course will be allocated on presentation of a current and valid Statement of Attainment</td>
</tr>
<tr>
<td>Learning Support</td>
<td>Assistance with language, literacy and numeracy is available and may be provided in consultation with course teacher and learning support coordinator</td>
</tr>
</tbody>
</table>

11 Units (8 Core units plus 3 Elective units)

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CPC10112A</td>
<td>Work effectively and sustainably in the construction industry</td>
<td>Core</td>
</tr>
<tr>
<td>CPC1013A</td>
<td>Plan and organise work</td>
<td>Core</td>
</tr>
<tr>
<td>CPC1014A</td>
<td>Conduct workplace communication</td>
<td>Core</td>
</tr>
<tr>
<td>CPC1015A</td>
<td>Read and interpret plans and specifications</td>
<td>Core</td>
</tr>
<tr>
<td>CPC1015B</td>
<td>Use construction tools and equipment</td>
<td>Core</td>
</tr>
<tr>
<td>CPC1016A</td>
<td>Work safely in the construction industry</td>
<td>Core</td>
</tr>
<tr>
<td>CPC1017A</td>
<td>Apply OHS requirements, policies and procedures in the construction industry</td>
<td>Core</td>
</tr>
<tr>
<td>CPC1018A</td>
<td>Undertake a basic construction project</td>
<td>Core</td>
</tr>
<tr>
<td>CPC1019A</td>
<td>Carry out measurements and calculations</td>
<td>Core</td>
</tr>
<tr>
<td>CPC1020A</td>
<td>Handle construction materials</td>
<td>Elective</td>
</tr>
<tr>
<td>LMFF1006B</td>
<td>Hand make timber joints</td>
<td>Elective</td>
</tr>
</tbody>
</table>

*As per the training package rules, listed units reflect industry choices, selected by TAFE Queensland Gold Coast*
CHC30113 Certificate III in Early Childhood Education and Care

Delivered through a partnership between St. Michael’s College and Cairns Training Academy. Results will be issued by Cairns Training Academy.

**Course Details**

This qualification reflects the role of workers in a range of early childhood education and care settings who work within the requirements of the Education and Care Services National Regulations and the National Quality Standard. They support the implementation of an approved learning framework, and support children’s wellbeing, learning and development.

Depending on the setting, educators may work under direct supervision or autonomously.

<table>
<thead>
<tr>
<th>Student Selection</th>
<th>Persons with the language, literacy and numeracy skills to fulfil their job role</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Intake</strong></td>
<td>Year 11 / 12</td>
</tr>
<tr>
<td><strong>Delivery Mode</strong></td>
<td>Class and workplace</td>
</tr>
<tr>
<td><strong>Course Duration</strong></td>
<td>4 semesters over 2 years (year 11 and 12)</td>
</tr>
</tbody>
</table>

**Fee and Refund Policy**

SATS (School Based Traineeships) Nil

Fee for Service

Course Fee: $600.00

First Aid

Cost: $120.00

CTA does not refund fees paid by students due to heavy discount

$150.00 per term added to school fees in year 11

$120.00 for First Aid unit of competency added to school fees in year 12

Refer to fees and refund policy on the school website

**Resources**

Learning and assessment resources supplied

Industry placement 120 hours (minimum)

**Outcome**

CHC30113 Certificate III in Early Childhood Education and Care

QCE Points 8

**Pathway**

CHCCHC50113 Diploma of Early Childhood Education and Care

**Job Role**

Early Childhood Educator working in an Early Childhood Education and Care setting

**Delivery**

Access to a variety of theory and practical learning opportunities, including industry placement, which equips students with the necessary skills to secure employment and further career choices.

**Recognition of Prior Learning**

Students may apply for RPL (Recognition of prior learning) for specific units of competency, where competency in current knowledge and skills can be provided and verified.

**Credit Transfer**

Credit transfer for a unit of competency completed in another course will be allocated on presentation of a current and valid Statement of Attainment.

**Learning Support**

Assistance with language, literacy and numeracy is available and may be provided in consultation with course teacher and learning support coordinator.

18 Units (15 Core units plus 3 Elective units)

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
<th>Core</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCCS400C</td>
<td>Work within a relevant legal and ethical framework</td>
<td>Core</td>
</tr>
<tr>
<td>CHCECE001</td>
<td>Develop cultural competence</td>
<td>Core</td>
</tr>
<tr>
<td>CHCECE002</td>
<td>Ensure the health and safety of children</td>
<td>Core</td>
</tr>
<tr>
<td>CHCECE003</td>
<td>Provide care for children</td>
<td>Core</td>
</tr>
<tr>
<td>CHCECE004</td>
<td>Promote and provide healthy food and drinks</td>
<td>Core</td>
</tr>
<tr>
<td>CHCECE005</td>
<td>Provide care for babies and toddlers</td>
<td>Core</td>
</tr>
<tr>
<td>CHCECE007</td>
<td>Develop positive and respectful relationships with children</td>
<td>Core</td>
</tr>
<tr>
<td>CHCECE009</td>
<td>Use an approved learning framework to guide practice</td>
<td>Core</td>
</tr>
<tr>
<td>CHCECE010</td>
<td>Support the holistic development of children in early childhood</td>
<td>Core</td>
</tr>
<tr>
<td>CHCECE011</td>
<td>Provide experiences to support children’s play and learning</td>
<td>Core</td>
</tr>
<tr>
<td>CHCECE013</td>
<td>Use information about children to inform practice</td>
<td>Core</td>
</tr>
<tr>
<td>CHCPRT001</td>
<td>Identify and respond to children and young people at risk</td>
<td>Core</td>
</tr>
<tr>
<td>HLTAID004**</td>
<td>Provide an emergency first aid response in an education and care setting</td>
<td>Core</td>
</tr>
<tr>
<td>HLTWHS001</td>
<td>Participate in work health and safety</td>
<td>Core</td>
</tr>
<tr>
<td>HLTHIR040D</td>
<td>Work effectively with Aboriginal and/or Torres Strait Islander people</td>
<td>Core</td>
</tr>
<tr>
<td>CHCECE006</td>
<td>Support behaviour of children and young people</td>
<td>Elective</td>
</tr>
<tr>
<td>CHCECE012</td>
<td>Support children to connect with their world</td>
<td>Elective</td>
</tr>
<tr>
<td>CHCORG303C</td>
<td>Participate effectively in the work environment</td>
<td>Elective</td>
</tr>
</tbody>
</table>

*As per training package rules, listed units reflect industry choices; provided by Cairns Training Academy

** HLTAID004 training and Statement of Attainment is provided by Alert First Aid Training (working under Allens Training Pty Ltd) RTO Number 90909

Senior Learning Pathways Handbook 2016-17  62
**SIS30313 Certificate III in Fitness**

Delivered through a partnership between St. Michael's College and Cairns Training Academy. Results will be issued by Cairns Training Academy.

**Course Details**
This qualification provides the skills and knowledge for an individual to be competent in a range of activities and functions requiring autonomous work within a defined range of exercise instruction situations and activities. Qualification outcomes will depend on the elective grouping chosen and may include providing exercise instruction for group, aqua or gym programs. This course is a Pre-requisite course required for students wanting to complete a Certificate IV in Fitness – (personal trainer). Depending on the setting students may work under direct supervision or autonomously.

<table>
<thead>
<tr>
<th>Student Selection</th>
<th>Persons with the language, literacy and numeracy skills to fulfil their job role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Intake</td>
<td>Year 11 / 12</td>
</tr>
<tr>
<td>Delivery Mode</td>
<td>Class and workplace</td>
</tr>
<tr>
<td>Course Duration</td>
<td>4 semesters over 2 years (year 11 and 12)</td>
</tr>
</tbody>
</table>
| Fees and Refund Policy | Fee for Service | Course Fee $600.00  
Plus $120.00 for Provide First Aid qualification |
| Course Fee        | CTA does not refund fees paid by students due to heavy discount.  
$150.00 per term added to school fees in year 11  
$120.00 for Provide First Aid qualification added to school fees in year 12  
Refer to the fees and refund policy on the school website |
| Resources         | Learning and assessment resources supplied                                      |
| Industry placement| 120 hours minimum                                                               |
| Outcome           | SIS30313 Certificate III in Fitness.                                             |
| QCE Points        | 8                                                                               |
| Pathway           | SIS40210 Certificate IV in Fitness.                                              |
| Job Role          | Career pathways in personal training, exercise instructor in gyms, fitness facilities, pools, community facilities, recreational management |
| Delivery          | Access to a variety of theory and practical learning opportunities, including industry placement, which equips students with the necessary skills to secure employment and further career choices. |
| Recognition of Prior Learning | A process that maps your current knowledge and skills to a unit of competency; without study. |
| Credit Transfer   | Statement of Attainment for a unit that you hold that can be also used in another course. |
| Learning Support  | Assistance with language, literacy and numeracy is available and may be provided in consultation with course teacher and the learning support coordinator |

**15 Units (10 Core units plus 5 Elective units)**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SISFFIT301A</td>
<td>Provide fitness orientation and health screening</td>
</tr>
<tr>
<td>SISFFIT302A</td>
<td>Provide quality service in the fitness industry</td>
</tr>
<tr>
<td>SISFFIT303A</td>
<td>Develop and apply an awareness of specific populations to exercise delivery</td>
</tr>
<tr>
<td>SISFFIT305A</td>
<td>Apply anatomy and physiology principles in a fitness context</td>
</tr>
<tr>
<td>SISFFIT306A</td>
<td>Provide healthy eating information to clients in accordance with recommended guidelines</td>
</tr>
<tr>
<td>HLTAID003 **</td>
<td>Provide first aid **</td>
</tr>
<tr>
<td>SISXFAC207</td>
<td>Maintain sport and recreation equipment for activities</td>
</tr>
<tr>
<td>SISXIND101A</td>
<td>Work effectively in sport and recreation environments</td>
</tr>
<tr>
<td>SISXOHS101A</td>
<td>Follow occupational health and safety policies</td>
</tr>
<tr>
<td>SISXRSK301A</td>
<td>Undertake risk analysis of activities</td>
</tr>
<tr>
<td>SISFFIT307A</td>
<td>Undertake client health assessment</td>
</tr>
<tr>
<td>SISFFIT308A</td>
<td>Plan and deliver gym programs</td>
</tr>
<tr>
<td>SISFFIT311A</td>
<td>Deliver approved community fitness programs</td>
</tr>
<tr>
<td>SISFFIT312A</td>
<td>Plan and deliver an endurance training program</td>
</tr>
<tr>
<td>SISFFIT304A</td>
<td>Instruct and monitor fitness programs</td>
</tr>
</tbody>
</table>

*As per training package rules, listed units reflect industry choices, selected by Cairns Training Academy ** HLTAID003 Provide First Aid training and Statement of Attainment provided by Alert First Aid Training (working under Allen’s Training Pty Ltd) RTO Number 90909*

Senior Learning Pathways Handbook 2016-17  63
### SIT20213 Certificate II in Hospitality

**Delivered by St. Michael’s College under delegation of Queensland Curriculum and Assessment Authority (QCAA).**

**St. Michael’s College**

**RTO Number 30490**

**Website**

www.stmichaels.qld.edu.au

**Phone**

07 5530 2722

#### Course Details

This qualification aims to develop in students the ability to select, prepare, present and serve foods and beverages as well as the knowledge, understanding, attitudes and skills related to: occupational fields involved in planning, preparation and service of food and beverages, management and decision-making in the provision of food for home, institutional and commercial purposes and problem solving through analysis, research, evaluation and creativity providing food to suit the occasion. Depending on the setting, students may work under direct supervision or autonomously. To undertake this course students will need to be comfortable working with foods and beverages, have good team work skills and have the ability to “think on their feet”, as well as a good work ethic and commitment to completing work requirements. Students may be required to attend Hospitality functions outside of normal school hours.

### Student Selection

Persons with the language, literacy and numeracy skills to fulfil their job role

### Student Intake

Year 11 / 12

### Delivery Mode

Class based

### Course Duration

4 semesters over 2 years (year 11 and 12)

### Fees and Refund Policy

**SATS (School Based Traineeships)**

**Fee for Service**

St. Michael’s College does not charge a fee for this course

Refer to fees and refund policy on the school website

### Resources

Learning and assessment resources supplied

Industry placement

12 service shifts in a Hospitality aligned workplace

### Outcome

SIT20213 Certificate II in Hospitality

QCE Points

4

### Pathway

SIT30713 Certificate III in Hospitality

### Job Role

This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafes and coffee shops. Possible job titles include: bar attendant, bottle shop attendant, cafe attendant, catering assistant, food and beverage attendant, front office assistant, gaming attendant, porter, room attendant.

### Delivery

Access to a variety of theory and practical learning opportunities, which equips students with the necessary skills to secure employment and further career choices. Students are required to undertake structured work placement in a Hospitality aligned workplace. This may require work outside of school hours or during school holidays.

### Recognition of Prior Learning

Students may apply for RPL (Recognition of prior learning) for specific units of competency, where competency in current knowledge and skills can be provided and verified

### Credit Transfer

Credit transfer for a unit of competency completed in another course will be allocated on presentation of a current and valid Statement of Attainment

### Learning Support

Assistance with language, literacy and numeracy is available and may be provided in consultation with course teacher and learning support coordinator

### 12 Units (6 Core units plus 6 Elective units). 9 electives will be provided to allow for greater range of job prospects

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>SITHIND201</td>
<td>Source and use information on the hospitality industry</td>
<td>Core</td>
</tr>
<tr>
<td>SITHIND202</td>
<td>Use hospitality skills effectively</td>
<td>Core</td>
</tr>
<tr>
<td>BSBWOR203B</td>
<td>Work effectively with others</td>
<td>Core</td>
</tr>
<tr>
<td>SITXWHS101</td>
<td>Participate in safe work practices</td>
<td>Core</td>
</tr>
<tr>
<td>SITXCCS202</td>
<td>Interact with customers</td>
<td>Core</td>
</tr>
<tr>
<td>SITXCOM201</td>
<td>Show cultural and cultural sensitivity</td>
<td>Core</td>
</tr>
<tr>
<td>SITXPIN201</td>
<td>Process financial transactions</td>
<td>Elective</td>
</tr>
<tr>
<td>SITXFS101</td>
<td>Use hygienic practices for food safety</td>
<td>Elective</td>
</tr>
<tr>
<td>SITHCC103 *</td>
<td>Prepare sandwiches</td>
<td>Elective</td>
</tr>
<tr>
<td>SITHCC202 *</td>
<td>Produce appetisers and salads</td>
<td>Elective</td>
</tr>
<tr>
<td>SITHFAB101 *</td>
<td>Clean and tidy bar areas</td>
<td>Elective</td>
</tr>
<tr>
<td>SITHFAB203 *</td>
<td>Prepare and serve non-alcoholic beverages</td>
<td>Elective</td>
</tr>
<tr>
<td>SITHFAB204 *</td>
<td>Prepare and serve espresso coffee</td>
<td>Elective</td>
</tr>
<tr>
<td>SITHFAB201</td>
<td>Provide responsible service of alcohol</td>
<td>Elective</td>
</tr>
<tr>
<td>SITHFAB202 **</td>
<td>Operate a bar</td>
<td>Elective</td>
</tr>
</tbody>
</table>

*SITXFSA101 Use hygienic practices for food safety is a pre-requisite for these units of competency

** SITHFAB201 is a pre-requisite for this unit of competency

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