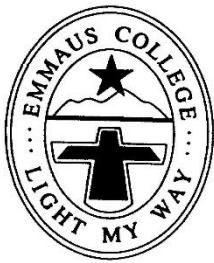


EMMAUS COLLEGE  
ROCKHAMPTON

**SENIOR  
SUBJECT  
INFORMATION  
HANDBOOK  
2017**



# VISION STATEMENT

**The Emmaus journey seeks truth, wisdom and justice.  
As a community of hope we celebrate God's love and the dignity of  
each person.  
Walk with us and let Christ's fire burn within us.**

## CENTRAL IDEAS

**JOURNEY  
HOPE**

**WELCOMING  
COMMITMENT**

**COMMUNITY  
ENTHUSIASM**

## EDUCATIONAL MISSION WORDS

### EMMAUS COLLEGE EDUCATIONAL MISSION STATEMENT

The **educational mission** of Emmaus College is to provide **holistic, relevant, Catholic secondary education** to students and families who seek its values.

**RESPECT  
RELATIONSHIPS  
INTEGRITY  
EMPOWERMENT**

This mission is enacted through a wide variety of learning experiences which are enriching and founded on **right relationships**.

## PASTORAL MISSION WORDS

### EMMAUS COLLEGE PASTORAL MISSION STATEMENT

The **pastoral mission** of Emmaus College is to be a community of care, which gives witness to the message of Jesus.

**SUPPORT  
NURTURE  
JUSTICE  
BELONGING**

This mission is enacted through pastoral support that provides care and encourages each person to accept responsibility for their choices and to live justly.

## RELIGIOUS / SPIRITUAL MISSION WORDS

### EMMAUS COLLEGE RELIGIOUS/SPIRITUAL MISSION STATEMENT

The **religious/spiritual mission** of Emmaus College is to have a clear Catholic identity that is open and inclusive.

**FAITH  
COMPASSION**

As part of a wider faith tradition, this mission is enacted through the provision of opportunities for spiritual growth of the community and all its members.

CHOOSING SENIOR SUBJECTS .....	5
GUIDELINES FOR SELECTION.....	6
GENERAL INFORMATION.....	7
RELIGIOUS EDUCATION.....	7
GENERAL PATHWAYS.....	7
STUDENT EDUCATION PROFILE.....	7
QUEENSLAND CERTIFICATE OF EDUCATION (QCE).....	8
THE SENIOR STATEMENT.....	9
THE TERTIARY ENTRANCE STATEMENT.....	9
QUEENSLAND CERTIFICATE OF INDIVIDUAL ACHIEVEMENT (QCIA).....	9
QUEENSLAND CORE SKILLS TEST.....	10
TERTIARY ENTRANCE PATHWAYS.....	11
THE OVERALL POSITION (OP).....	11
THE QTAC SELECTION RANK (TER) .....	11
TERTIARY ENTRANCE FOR STUDENTS NOT ELIGIBLE FOR AN OP.....	12
CHANGING SUBJECTS.....	13
VOLUNTARY WORK EXPERIENCE .....	13
SCHOOL-BASED APPRENTICESHIPS & TRAINEESHIPS (SAT'S).....	13
SUBJECT OUTLINES.....	14
QUEENSLAND CURRICULUM AND ASSESSMENT AUTHORITY (QCAA).....	14
SUBJECT CATEGORIES.....	14
AUTHORITY SUBJECTS.....	15
ACCOUNTING.....	15
ANCIENT HISTORY.....	17
BIOLOGY.....	18
BUSINESS COMMUNICATION AND TECHNOLOGIES.....	20
CHEMISTRY.....	22
DANCE.....	23
DRAMA.....	24
ENGLISH.....	25
ENGLISH FOR ESL LEARNERS.....	26
ENGLISH EXTENSION (LITERATURE) (YEAR 12 ONLY).....	27
GEOGRAPHY.....	27
GRAPHICS.....	29
HEALTH EDUCATION.....	30
HOME ECONOMICS.....	31
INFORMATION PROCESSING AND TECHNOLOGY.....	32
JAPANESE.....	33
LEGAL STUDIES.....	34
MATHEMATICS COURSES.....	36
MODERN HISTORY.....	37
MUSIC.....	38
PHYSICAL EDUCATION.....	39
PHYSICS.....	41
STUDY OF RELIGION.....	43
TECHNOLOGY STUDIES.....	44
VISUAL ART.....	45
AUTHORITY-REGISTERED SUBJECTS.....	47
BUSINESS STUDIES.....	47
CREATIVE ARTS - VISUAL ARTS IN PRACTICE.....	48
ENGLISH COMMUNICATION.....	49
HOSPITALITY PRACTICES.....	50
INFORMATION & COMMUNICATION TECHNOLOGY.....	51
MANUFACTURING – ENGINEERING SKILLS.....	53
MANUFACTURING – FURNISHING SKILLS.....	54
MANUFACTURING – INDUSTRIAL GRAPHICS SKILLS.....	55
PREVOCATIONAL MATHEMATICS.....	56
RECREATION.....	57
RELIGION & ETHICS.....	59
SOCIAL AND COMMUNITY STUDIES - BUSINESS.....	60

SOCIAL AND COMMUNITY STUDIES – SOCIAL SCIENCE .....	61
TOURISM.....	62
VOCATIONAL EDUCATION AND TRAINING (VET).....	63
CERTIFICATE III IN ALLIED HEALTH.....	64
CERTIFICATE III IN BUSINESS.....	65
CERTIFICATE III IN EARLY CHILDHOOD EDUCATION AND CARE (CHC30113).....	66
CERTIFICATE III IN CHRISTIAN MINISTRY & THEOLOGY.....	68
CERTIFICATE III IN FITNESS.....	70
EMMAUS COLLEGE SENIOR SUBJECT SELECTION GUIDE – 2017 .....	72
TABLE OF FIELD WEIGHTS .....	74

## CHOOSING SENIOR SUBJECTS

It is important to choose senior subjects carefully as your decisions may affect not only the type of careers you can follow later, but also your success at school and feelings about school.

The final subject choices, therefore, should be made only after much careful consideration.

As an overall plan, you are advised to choose subjects:

- in which you have demonstrated ability or aptitude
- that will extend and challenge you
- that satisfy prerequisites for possible courses of study
- which help you reach your career and employment goals
- you enjoy.

This handbook has been prepared to assist students and parents with selection of subjects.

Emmaus College offers a wide range of senior subjects in order to satisfy the needs of students with different abilities and interests. Students entering Year 11 must choose a course of subjects that will ensure they are eligible to qualify for a QCE. Therefore all students will be selecting six (6) subjects in the following way:

- 3 CORE subjects including an RE, English and Maths course and
- 3 ELECTIVE subjects from the extensive range on offer.

Students wishing to take advantage of Voluntary Work Experience or a School Based Traineeship or Apprenticeship will need to contact the Work Experience & Careers Co-ordinator for full details and processes.

Note that final subject offerings will depend on viable course numbers and some subjects may not be offered due to insufficient uptake. Emmaus College requires all students to choose two (2) reserve electives to be used in the case of timetabling restrictions.

### Is there another course that would suit my needs?

It should be stressed that the traditional academic course of study is not merely a continuation of Years 7 to 10. The increase in difficulty of the subject matter and in the amount of time required for homework and independent study is quite substantial. On the other hand, the more VET oriented subjects bridge the gap between school and employment by helping students to develop skills, attitudes and knowledge that will make them more readily acceptable and useful in the workforce.

Students may seek access to higher tertiary education courses via a VET certificate pathway, rather than through the traditional tertiary entrance pathway.

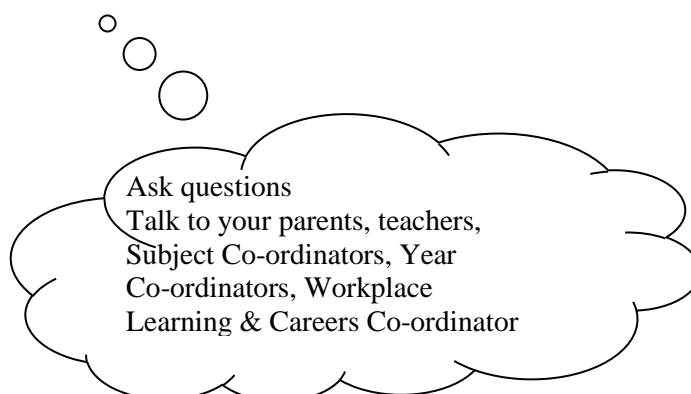


## GUIDELINES FOR SELECTION

1. Read the handbook.  
Consider your PLP.  
Follow the relevant links on the Emmaus College website  
Consult your present teachers.  
Talk to subject co-ordinators and/or teachers of Year 11 subjects.
2. What subjects do you like?  
What subjects are you good at?
3. Based on your answers to the above draw up a list of subjects.
4. Write down the careers you might like to follow after school. Websites such as [www.myfuture.edu.au](http://www.myfuture.edu.au) or [www.jobguide.thegoodguides.com.au](http://www.jobguide.thegoodguides.com.au) are also very useful to help you choose or find information about careers.
5. If your career requires further qualifications after school check whether entrance to the TAFE/University Course requires prerequisite school subjects. Write down the prerequisite subjects for these careers. You may need to consult the QTAC book: "Tertiary Prerequisites" or you may need to speak to someone with the necessary qualifications to provide professional guidance in the career you wish to follow. .
6. If your career requires university qualifications then:
  - a) calculate your eligible field positions using the table of field weights listed towards the end of the handbook.
  - b) using the QTAC book, compare the fields for which you are eligible with the fields listed for courses in which you are interested. (Note that most students will be selected for tertiary courses without the need for field positions to be considered. Non qualification for a field position is not a barrier for most students to qualify for a tertiary course. For most students qualification for a course will be based solely on their overall position, OP.)
7. If after steps 5 and 6, the subjects you have chosen do not tally with prerequisite subjects or preferred selection fields for tertiary courses, you may decide to –
  - change subjects
  - re-think career options

Remember if you have chosen subjects you like and are good at, it may well be that your career choice needs modification. If this happens you need to talk to others, for example, your parents, teachers or careers advisor.
8. You will have further opportunities to discuss your subjects at your enrolment interviews.

**If I am not sure, have I kept my options open?**



## GENERAL INFORMATION

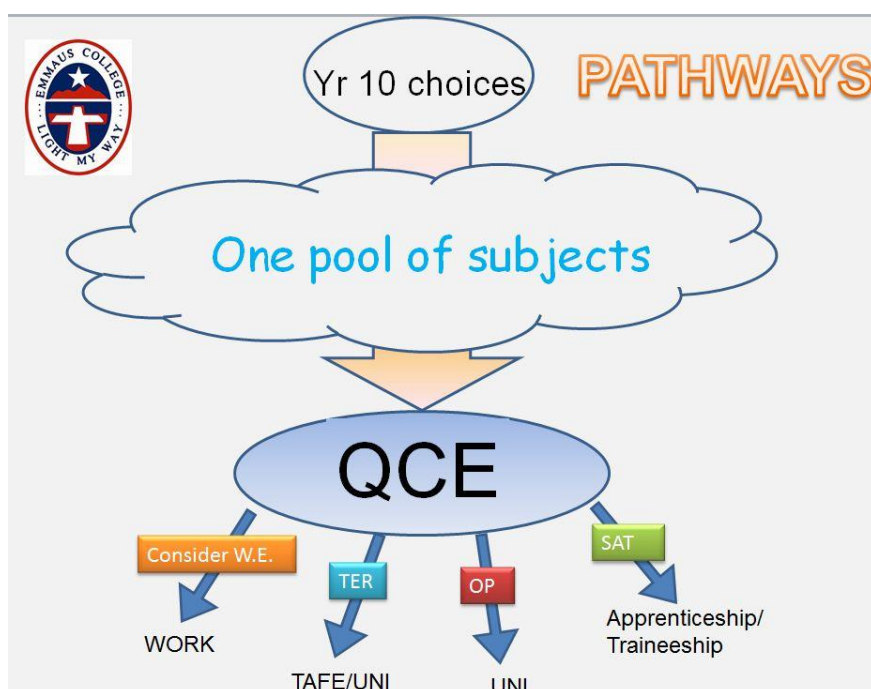
### RELIGIOUS EDUCATION

The value of Religious Education in a Catholic School cannot be over-emphasised. It is an essential contributor to the students' spiritual and personal development and presents an avenue for a student's growth towards maturity. It should also be stated that in terms of cognitive development, the Religious Education program offers tremendous scope in developing those intellectual skills and social and moral values necessary for the post-school years.

Students are expected to participate in a variety of activities including Retreats and Community Service as well as classroom Religious Education.

At Emmaus students need to choose between the VET Subject, *Certificate III in Christian Ministry & Theology*, the Authority-Registered Subject *Religion & Ethics* or the Authority Subject, *Study of Religion*.

### GENERAL PATHWAYS



The following information is adapted from QCAA website and documents

### STUDENT EDUCATION PROFILE

At the completion of Year 12, students receive a Student Education Profile (SEP). This profile consists of the following documents:

- Senior Statement
- Queensland Certificate of Education (QCE) (if attained)
- Tertiary Entrance Statement (if eligible)
- Queensland Certificate of Individual Achievement (QCIA) (for selected students)

These documents contain information relating to achievement in:

- Authority subjects
- Authority-registered Subjects including any VET Certificates and Competencies gained from modules studied
- The QCS test result
- Recorded subjects (e.g. AMEB or Trinity)

Results achieved are recorded on the Senior Statement issued by the QCAA.

A Tertiary Entrance Statement is issued to OP eligible students by the Queensland Curriculum and Assessment Authority (QCAA). Overall Position (OP) and Field Positions (FPs) are recorded on this document.

Remember, all students receive a Senior Statement on completion of Year 12; however, only OP eligible students will receive a Tertiary Entrance Statement.

The aim of the SEP is to provide tertiary institutions and potential employers with a wide range of information about school leavers, their abilities and their achievements while at school. This detailed information allows universities and TAFE colleges to adopt a "profile approach" to selection of students rather than relying on a single score. Year 12 applicants for standard admission to tertiary courses will be selected on the basis of academic merit as indicated in the SEP, the information being used in the following sequence:

- Satisfactory completion of prerequisite subjects
- Overall Position
- Field Position(s), if required – e.g. in the case of high demand courses where the number of applicants in an OP band is too large for offers to be made to all of them
- Additional criteria, if required – e.g. consideration of achievement level in prerequisite subjects, school reports, additional information supplied by the applicant, and interviews.

However, selection in some courses, especially those in the visual and performing arts, will continue to be based primarily on interview and folio of work or audition. In the case of most TAFE Associate Diploma and Certificate courses entry is currently open to students with or without an Overall Position or Core Skills Test result in their Student Education Profile.

## **QUEENSLAND CERTIFICATE OF EDUCATION (QCE)**

The Queensland Certificate of Education (QCE) is a school-based qualification awarded to young people at the completion of the senior phase of learning, usually at the end of Year 12. All students have the opportunity to receive a QCE if they gain the required set standard from their studies.

The requirements of the QCE include:

- a significant amount of learning
- a set standard of achievement and
- meeting literacy and numeracy requirements.

A QCE will be awarded when the student has achieved 20 credits which includes:

- a minimum of 12 credits from completed core courses
- a maximum of 8 credits from a combination of core, preparatory, enrichment, advanced courses of study
- the requirement for literacy and numeracy

At Emmaus College all subjects offered are classified as core. The only exception is English Extension (Literature) which is included in the enrichment category and is only offered to Year 12 students.

Different types of learning attract different credit values. A credit is the minimum amount of learning at the set standard that can contribute towards the QCE. The maximum credits that can be gained from a course are listed with each course in the subject descriptions section.

### **What are the standards?**

- For Authority and Authority-registered subjects, the agreed standard is a Sound Level of Achievement and completion usually means four semesters. Therefore a student who gains a sound achievement after four semesters study in an Authority or Authority-registered subject will gain 4 credit points towards a QCE.
- For VET certificates, the agreed standard is Competence.
- For other courses of study recognised or approved by the QCAA the agreed standard is a Pass or the equivalent.

All Emmaus College students entering Year 11 will be eligible to qualify for a QCE. **Students can achieve**

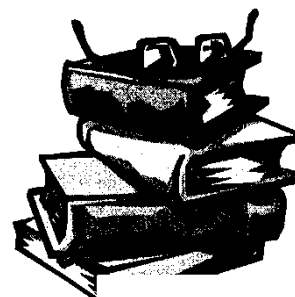
**the 20 credit points from their course providing they meet the above mentioned required standards.** Students applying for school based apprenticeships or traineeships are urged to consult with the Workplace Learning & Careers Co-ordinator about eligibility. In most cases these students will be eligible and could gain the 20 points needed once their apprenticeship or traineeship is completed, most likely a year or two after they finish year 12.

For more information about the QCE please visit the QCAA website [www.qcaa.qld.edu.au](http://www.qcaa.qld.edu.au) or contact the school.

## THE SENIOR STATEMENT

The Queensland Curriculum and Assessment Authority issue this Statement in mid-December. It is a formal record of achievement to indicate that a student has completed five years of secondary education to Year 12 level, and shows:

- The school which assessed the student's achievement.
- The subjects studied in Years 11 and 12.
- The number of semester units studied in each QCAA subject and, where relevant, the particular units.
- The level of achievement for each subject.
- The student's result on the Queensland Core Skills Test if the student sat for this test.
- Competencies achieved in VET Certificate courses.
- Recorded Subjects e.g. AMEB and Trinity College.
- Eligibility for QCE.



## THE TERTIARY ENTRANCE STATEMENT

At completion of Year 12, a student who has studied **five** QCAA Authority subjects (three of which must be studied for four semesters) **and** sat the QCS test, also receives a Tertiary Entrance Statement. The Tertiary Entrance Statement shows an eligible student's Overall Position (OP) and Field Positions (FPs). These rankings are used to determine eligibility for direct admission to tertiary courses.

The Tertiary Entrance Statement provides information that is recognised by interstate and international universities and tertiary providers and may be required in order for a student to enrol in study at institutions outside Queensland.

## QUEENSLAND CERTIFICATE OF INDIVIDUAL ACHIEVEMENT (QCIA)

The Queensland Certificate of Individual Achievement (QCIA) recognises the achievements of students who are on individualised learning programs.

The certificate is an official record that students have completed at least 12 years of education, and provides students with a summary of their skills and knowledge that they can present to employers and training providers.

The QCIA records the student's educational achievement in two areas:

The **Statement of Achievement** provides descriptions of the student's demonstrated knowledge and skills in areas of study and learning; communication and technologies; community, citizenship and the environment; leisure and recreation; personal and living dimensions; and vocational and transition activities.

The **Statement of Participation** lists activities that a student has undertaken, for example, community-based learning, work placement or work experience, extra-curricular activities, community access programs or mentor programs with employers.

## QUEENSLAND CORE SKILLS TEST

At Emmaus we believe it is strongly in the students' best interests to sit for the QCS test and to do their best. This could be of benefit for students seeking alternative pathways into further study as any result better than an E will increase a student's Selection Rank. All students who sit for the QCS Test will receive an individual result from A to E.

Therefore all students completing the senior phase of their education at Emmaus will be expected to sit the QCS test. In addition all students will be required to undertake the QCS test preparation program designed to assist students to gain specific skills in QCS test awareness and procedures. When signing the subject selection form students also make a commitment to undertake QCS preparation.

The Queensland Core Skills Test is compulsory for all students who want to receive an OP and as stated previously, at Emmaus all students are expected to sit the QCS test. This test is closely related to the Queensland Senior curriculum and designed to assess common elements of that curriculum. The test consists of four papers using three modes of response:

1. Extended Writing
2. Short Answers / Free Response
3. Multiple Choice

Students are given their individual results as one of five grades, A (highest) to E (lowest), which is recorded on the Senior Statement.

The QCS Test is also used as part of the scaling process intended to make OPs and FPs dependent on an individual's school achievement and not dependent on the group. At present the QCS Test result is not used for standard admission to tertiary courses. Note: only students eligible for an OP have their QCS results used in the scaling processes. All other students receive a stand-alone result from A to E recorded on their senior statement and any result greater than E improves a student's rank score.

Emmaus College conducts preparation for the QCS test to familiarise students with the terminology used in the questions as well as the style of the questions. Students also develop skills in how to go about responding to the QCS test questions. All students are expected to commit to the QCS preparation Emmaus provides through their signing of the enrolment agreement form.

To assist in the preparation, students will receive a QCS Test Workbook. As part of the feedback to students, a number of practice tests will be marked by an accredited test marker from outside Emmaus.



# **TERTIARY ENTRANCE PATHWAYS**

## **OVERALL POSITION AND QTAC SELECTION RANK**

### **THE OVERALL POSITION (OP)**

An OP is a student's position in a state wide rank order based on their overall achievement in QCAA-approved subjects. It indicates how well a student has done in comparison to all other OP-eligible students in Queensland and is used for tertiary entrance purposes only. Students are placed in one of 25 OP bands from OP1 (highest) to OP25 (lowest).

#### **How do I get an OP?**

To get an OP you must study a certain number of Authority subjects and satisfy other requirements including completion of Year 12 and the Queensland Core Skills (QCS) Test. The basic eligibility requirement is 20 semester units of credit in Authority subjects with at least three subjects taken for four semesters. Authority subjects are based on syllabuses that have been approved and issued by the QCAA.

#### **How is my OP calculated?**

OP calculations begin with the results you get in the subjects you study in Year 12. These results are reported on your Senior Statement in terms of five levels of achievement: Very High Achievement, High Achievement, Sound Achievement, Limited Achievement and Very Limited Achievement. The levels of achievement alone are too broad to calculate OPs so finer-grained comparisons of student achievement are necessary. These comparisons are provided by the subject achievement indicators (SAIs). SAIs are numbers (from 400 to 200) assigned by teachers to OP-eligible students. They show individual achievement compared with the achievement of other students in each subject studied at school.

#### **Are some subjects worth more than others?**

All QCAA subjects count equally for the Overall Position, which is the main determinant. In Field Positions, some subjects are weighted differently, according to which skill is being measured. For example, Maths C is highly weighted in Fields C and D but lowly weighted in Fields A, B and E. English is highly weighted in Field A, B, and E and is lowly weighted in Fields C and D. But remember that all subjects are weighted highly in at least one field.

#### **What if I want to change subjects halfway through Years 11 and 12?**

Students can change some, but not all subjects. To get a complete Student Education Profile, students need to do at least three (3) Authority subjects over all four (4) semesters. The best twenty semester units will count towards the Overall Position and the Field Position.

#### **OP Myths**

Follow the link to the QCAA website for more information concerning popular myths surrounding the OP system. <http://www.qcaa.qld.edu.au/641.html>

### **THE QTAC SELECTION RANK (TER)**

**A selection rank, like an OP, is a measure that places students in an order of merit for entry to tertiary courses.**

The differences are:

- that ranks apply to OP ineligible students,
- ranks can also apply to OP students in some instances (QTAC uses best rank – OP or TER)
- the scale is 1-99, with 99 being the highest. (OP is 1 highest to 25 lowest)

QTAC produces a table of equivalences between OPs and Ranks each year. (There are variations from year to year and these QTAC schedules for Year 11 and Year 12 students studying and seeking admission to tertiary institutions will apply.)

Some ways a student could obtain a QTAC Selection Rank are:

- through a calculation that takes into account the student's results in Authority and Authority-registered Subjects (minimum of 20 semester units) and the QCS Test.
- through undertaking a School Based Traineeship or Apprenticeship
- through completion of Certificate III or higher
- using units of competency completed as part of a VET program delivered by the College
- undertaking AMEB or Trinity music courses.

There is not an assumption of commonality of grades and points values for Authority subjects. Authority subjects are scaled for calculating Tertiary Entrance Ranks.

In addition, VET modules are treated the same whether studied as stand-alone or embedded in subjects. The depth (AQF level) and breadth (i.e. duration of) VET modules is considered. For example, an AQF IV Module will have a higher point value than an AQF II module.

## **TERTIARY ENTRANCE FOR STUDENTS NOT ELIGIBLE FOR AN OP**

Students who complete Year 12 but do not qualify for an OP may still be eligible to apply through QTAC for courses. Students can apply to QTAC for a selection rank based on results in their best 20 semester units of Authority and Authority-registered subjects and VET units of competency/modules recorded on the Senior Statement and their results in the Queensland Core Skills (QCS) Test. A poor result in the QCS does not have a negative effect on a student's selection rank; it will only be used to moderate the rank upwards.

Points to note:

- Undertaking an OP ineligible Senior secondary school program may make it difficult and in some cases impossible to achieve the high ranks necessary for entry to very competitive tertiary courses.
- Students completing Year 12 with fewer than 20 semester units of Authority and Authority-registered subjects, and VET units of competency/modules will still be eligible to apply for a QTAC selection rank but it will be less competitive than if they had completed 20 units.
- Where embedded units of competency/modules are reported on the Senior Statement, these can be used to make up the best 20 semester units, if this advantages the applicant.
- Students not undertaking the standard tertiary pathway, i.e. being eligible for an Overall Position, may not be considered for tertiary entry interstate and should contact the relevant institution.

### **How do I apply?**

Students apply for courses through QTAC in the same way as OP eligible students. You will receive help in Year 12 to apply to QTAC.

### **How are students selected for a course if they don't have an OP?**

The process for applying to QTAC and being offered a place in a tertiary course is the same for all Year 12 applicants, whether they have an OP or not. Applicants are selected for courses in order of merit (either by OP or rank). QTAC will offer an applicant a place in the course highest on their preference list for which they have fulfilled all the necessary requirements and for which a place is still available.

The Queensland Curriculum and Assessment Authority (QCAA) provides QTAC with the results for all Year 12 students. For non-OP students, QTAC uses the achievement levels for Authority and Authority-registered subjects listed on their Senior Statement to calculate a tertiary entrance selection score called a 'rank'. Results on the Queensland Core Skills Test are used and additional information such as certificates gained through a school-based traineeship or apprenticeship can also be used in the calculation of a Tertiary Entrance Rank.

## **What about prerequisites?**

To be eligible to receive an offer of a place in a tertiary course, you must satisfy all prerequisites. These may include specific results in particular Senior (usually Authority and/or Authority Registered) subjects, an audition, a portfolio, an interview, or the completion of a questionnaire.

## **CHANGING SUBJECTS**

In some cases a student may wish to change one or two subjects at the end of a semester. Such changes are not made lightly and permission to change will depend on such factors as student ability, student attitude, prerequisites for further study after Year 12, QCAA requirements for OP eligibility, effect on QCE eligibility, existing class size and school facilities. A set procedure has been established within the school for changing subjects and any student contemplating such a change should consult with their subject teacher, parents, Tute Teacher, Workplace Learning & Careers Co-ordinator and Deputy Principal.

## **VOLUNTARY WORK EXPERIENCE**

Students wishing to participate in voluntary work experience will need to consider the following:

- It is the student's responsibility to organise their own work placements during school vacation periods.
- A logbook/student record book is to be kept by students to record skills learnt.
- Students do not get paid for their time in the workplace.
- Students are required to fill out an application form and be interviewed by the Work Experience & Careers Coordinator.

## **SCHOOL-BASED APPRENTICESHIPS & TRAINEESHIPS (SAT'S)**

As a result of a major change to the vocational education and training system across Australia, students are now able to study for their Senior Statement, while also working in an apprenticeship or traineeship.

Generally, the student spends some time during the school week in paid employment, some time for off-the-job training, and the balance spent completing normal school studies.

The advantages for a student placed in a school-based apprenticeship or traineeship include:

- having a paid job while learning new skills at the same time
- gaining a qualification that is recognised Australia wide
- having a head start in the job market with firsthand experience in the industry
- making an easier move from school to work
- the ability to use a VET qualification to get into tertiary education, such as diploma courses

School-based apprenticeships and traineeships are available in a number of different industry areas, for example, automotive, child care, engineering, sport and recreation, retail, and office administration just to name a few. Sometimes employers will advertise the availability of SAT's with the school. Most times, however, it is the enthusiasm of a student employee who promotes the possibility of a SAT to an employer.

### **IT IS THE RESPONSIBILITY OF THE STUDENT TO ARRANGE THESE EXPERIENCES AND COMPLETE THE NECESSARY PAPERWORK.**

If you wish to find out any more information about school-based apprenticeships or traineeships, please contact the College's Careers and Workplace Learning Co-ordinator, at the College.

## SUBJECT OUTLINES

NOTE: In many of the following subject outlines the terms "formative" and "summative" are used in referring to assessment. They may need some explanation.

Summative Assessment: tests, assignments, etc., which count towards final senior results.

Formative Assessment: tests, assignments, etc., which do not count towards final senior results, but are used to give indications of student progress for reports, etc. and can assist in developing the skills students need to succeed in the subject.

It should be noted that if a student leaves a subject after one, two or three semesters then all assessment could be considered summative and therefore count towards their overall result.

## QUEENSLAND CURRICULUM AND ASSESSMENT AUTHORITY (QCAA) SUBJECT CATEGORIES

QCAA Subjects are classified as **Authority** or **Authority Registered** and have the following characteristics:

- Each subject is worth credit points towards a Queensland Certificate of Education (QCE) (providing the minimum standard is achieved).
- Each subject studied appears on the Senior Statement.
- Each subject is divided into Semester Units – 2 per year so that a student studying a subject continuously over two years will complete four semester units per subject.
- Students work towards a level of achievement ranging from Very High to Very Limited.
- Schools must have QCAA accredited work programs or study plans for all QCAA subjects for achievement to be recorded on the Senior Statement.
- Authority Subjects can lead to an OP while Authority-Registered Subjects could be used to gain a Tertiary Entrance Rank however both types of courses can contribute credits towards a QCE.
- Authority Subjects follow a strict moderation process including verification of assessment and student's work before final results are approved for inclusion on the Senior Statement and being credited towards a QCE.

***Results of QCAA Subjects studied for one semester or more will appear on the Senior Statement.***

## **AUTHORITY SUBJECTS**

Authority subjects are those courses of study which have Queensland Curriculum and Assessment Authority (QCAA) approved syllabuses and achievements contribute towards an OP.

These subjects also contribute to the calculation of QTAC Selection Ranks for students not satisfying the criteria for an OP.

Authority subjects can also contribute to the calculation of QCE credits providing the final standard is Sound achievement or better.

## **ACCOUNTING**

STATUS:        AUTHORITY SUBJECT  
QCE:           4 CREDIT POINTS POSSIBLE  
OP:            CONTRIBUTES

### PREREQUISITES

There is no prerequisite for Accounting. Year 10 Practical Bookkeeping is an advantage.

### WHY STUDY THIS SUBJECT

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

The study of accounting enables students to understand the processes involved in generating, recording, classifying, analysing, interpreting and reporting accounting information as a basis for planning, control and effective decision making. Students are encouraged to think logically, to apply accounting principles in a consistent and effective manner, and to become independent learners. Students will use information technology to enable them to apply the accounting process in business.

### COURSE CONTENT

During the course, students may study:

- principles of double-entry accounting
- accrual accounting and accounting for GST
- accounting packages
- control of the major financial elements of a business – cash, credit transactions, inventories and non-current assets
- preparation of accounting records and reports, and the use of ICTs relevant to the preparation of accounting records and reports
- analysis and interpretation of financial and company reports
- managerial decision making, including cost-volume-profit analysis
- personal financing and investing
- electronic business.

Knowledge and application of spreadsheeting is essential to this subject and students will be required to design and construct spreadsheets.

The accounting procedures taught are consistent with the practices of professional bodies.

## ASSESSMENT

There are three equally weighted dimensions -

- *Knowledge and procedural practices* requires students to explain and apply fundamental accounting concepts and procedures to a broad range of accounting information.
- *Interpretation and evaluation* requires students to analyse a variety of accounting situations, develop logical arguments and communicate a justified position.
- *Applied practical processes* require students to synthesise challenging practical accounting situations by recording, processing and reporting accounting information.

A wide variety of assessment techniques will be used. These may include supervised written assessment, extended responses and practical assessment.

## HOW CAN PARENTS/CARERS HELP

Parents can help students by providing a supportive environment in the home, by showing an interest in what students are doing daily, and by encouraging them in their studies. Parents/carers have experience in financial matters and can therefore discuss financial issues in the home, thereby stimulating students' interest in Accounting.

Text books are available under the College Book Hire System.

The school will provide sufficient access to Accounting software.

## ANCIENT HISTORY

STATUS: AUTHORITY SUBJECT  
QCE: 4 CREDIT POINTS POSSIBLE  
OP: CONTRIBUTES

### PREREQUISITES

A sound level of achievement in English is desired, as a major part of the work involves reading and writing. Studying History in Year 10 is not required but could be useful.

### WHY STUDY THIS SUBJECT

Ancient History provides an intriguing insight into the lives of our distant ancestors. It can open up a whole world of interesting people, places and events that could provide the basis for lifelong interest. Through the study of Ancient History, we can understand how the modern world has been influenced by the peoples and achievements of the distant past. This leads to a greater understanding of society today by tracing developments and institutions from their very beginning e.g. systems of government, the arts and religion. This subject also allows students to appreciate the diversity of human culture across different time spans. Through studying Ancient History students learn analytical, research and problem solving skills, gain a critical understanding of values, identify changes and continuities and develop effective communication skills. These are important skills both for future tertiary study and also everyday life and work.

### COURSE CONTENT

The course will be structured around a number of different themes. Some themes may run for a few weeks, a term or a semester. Within each theme a number of specific inquiry topics will be investigated. For example, the Trojan Wars could be a possible inquiry topic included in the Studies of Conflict theme.

Themes and Inquiry Topics:

- Studies of Everyday Lives in Ancient Societies:
  - Growing Up – food, agriculture, education, clothes and family in Greece, Mesopotamia, Rome and Egypt
- Studies of Funerary Practices: Egyptian Mummification
- Studies of Changing Practices in Society & Government in the Greek World: Greek Democracy
- Studies of Religion: Roman Religion and Roman Mythology
- Studies of Power:
  - Development of the Roman Republic
  - The Rule of Augustus
- Personalities in History: Julio-Claudian Emperors, Famous and Infamous Personalities
- The Influence of Groups in Ancient Societies: Women & Gladiators

### ASSESSMENT

All assessment completed in Year 11 will provide students with expertise in responding to particular types of tasks. This formative assessment will be used to provide feedback to students, parents and teachers and assist in improving student performance. All assessment completed in Year 12 will be used to provide information on which exit level of achievement they will receive.

Students will complete all of the following assessment categories at various intervals throughout the two year course of study:

- Extended written response to historical evidence
- Written research task
- Multimodal presentations
- Other test formats including short answer content tests

## BIOLOGY

STATUS: AUTHORITY SUBJECT  
QCE: 4 CREDIT POINTS POSSIBLE  
OP: CONTRIBUTES

### PREREQUISITES

A Sound Achievement in Year 10 Science

### WHY STUDY THIS SUBJECT

Biology is the study of the natural systems of the living world. It is characterised by a view of life as a unique phenomenon with fundamental unity. Living processes and systems have many interacting factors that make quantification and prediction difficult. An understanding of these processes and systems requires integration of many branches of knowledge.

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, which lead to the discovery of new knowledge
- develop a deeper understanding and an enhanced 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 for the living world of their own, and society's, activities. This will enable them to participate as informed and responsible citizens in decision-making processes, the outcomes of which will affect the living world both now and in the future.

### COURSE CONTENT

Biology is concerned with the study of the phenomenon of life in all its manifestations. It encompasses studies of the origin, development, functioning and evolution of living systems and the consequences of intervention in those systems. Understandings are developed in terms of concepts inherent in the principles of biology which are:

- Survival of species is dependent on individuals staying alive long enough to reproduce.
- At every level of organisation in the living world structure and function are interrelated. Each level of organisation in the living world has its own unique aspects and there is continual interaction of structure and function between these levels.
- Continuity and change occurs at all organisational levels in the living world. Changes may be cyclical or directional. The continuity of life is a balance between all the change processes.

### WHAT DO STUDENTS DO

Students of Biology will participate in a wide range of activities to develop their knowledge of biology and their ability to solve problems arising in their everyday experiences.

The course places considerable emphasis upon practical work conducted within a laboratory and in the field. There is a minimum time commitment for field work of ten hours which will consist of at least 1 visit to each of the following: Kershaw Gardens, Moores Creek and field trip to Capricorn Coast

Field work is integrated with the study of the key concepts to help students better understand biological phenomena. During practical activities students learn to examine collected data, suggest hypotheses that explain observations, and design and conduct experiments.

## ASSESSMENT

The assessment program will include a variety of assessment techniques which are integrated with the learning experiences. The achievement level awarded each student on exit from the course will be based on the fullest and latest information about student performance on the dimensions of:

- *Understanding Biology* — to demonstrate knowledge and understanding of the key concepts and ideas of biology
- *Investigating Biology* — collectively and individually access, collect, derive and interpret various forms of biological data.
- *Evaluating Biological Issues* — develop the ability to embrace current biological understandings and ideas to evaluate the effect of their application on present day and future society.

## BUSINESS COMMUNICATION AND TECHNOLOGIES

STATUS: AUTHORITY SUBJECT  
QCE: 4 CREDIT POINTS POSSIBLE  
OP: CONTRIBUTES

### PREREQUISITES

There are no prerequisites for Business Communication and Technologies. A Sound Achievement in Year 10 English is desirable but not essential. Keyboarding skills are an advantage.

### WHY STUDY THIS SUBJECT

Business Communication and Technologies offers students opportunities to engage in and understand a range of business administrative practices through real-life situations and simulations. The course is designed to provide a foundation in the study of business and to prepare students for further education, training and employment.

Business Communication and Technologies fosters intellectual, social and moral development by encouraging students to think critically about the role and ethical responsibilities of business in society.

### COURSE CONTENT

Business Communication and Technologies encompasses theoretical and practical aspects of business in contexts students will encounter throughout their lives. The underpinning practices of Business Communication and Business Technologies are integral to all business relationships and dealings, and shape the development of students' knowledge and skills. A course in Business Communication and Technologies will be designed from a selection of topics:

- Business environments
- Managing people
- Industrial relations
- International business
- Workplace health, safety and sustainability
- Organisation and work teams
- Managing workplace information
- Financial administration
- Social media
- Events administration

Guest speakers will be sought to explain procedures in specific business areas.

### ASSESSMENT

Assessment has three dimensions:

- *Knowledge and understanding business* involves the retrieval, comprehension and use of information and skills associated with selected topics of study and underpinning practices, to develop an understanding of business knowledge.
- *Investigating business issues* involves exploring and dissecting business data and information to identify and analyse business issues.
- *Evaluating business decisions* involves communicating and synthesising understandings gained to make judgements about the performances of businesses. This dimension involves drawing conclusions, making decisions, providing recommendations to solve problems and justifying solutions and/or actions.

A wide range of assessment techniques will be used. These include short and/or extended responses, research assignments, projects and reports. Multimodal presentations may also be used.

### HOW CAN PARENTS/CARERS HELP

Parents can assist students in their learning by providing a supportive environment. By showing interest and encouraging students in their work, parents/carers will support them in their academic endeavours. Parents can draw attention to business-related issues, both local and global, as presented by and in the media. Encouraging students to develop an appreciation of learning and a willingness to be an active participant in lifelong learning will also benefit students.

Text books are available under the College Book Hire System.

# CHEMISTRY

STATUS: AUTHORITY SUBJECT  
QCE: 4 CREDIT POINTS POSSIBLE  
OP: CONTRIBUTES

## PREREQUISITES

Year 10 Science. It is strongly recommended that students attain High Achievement or better in Year 10 Science to be able to cope comfortably with Chemistry.

## WHY STUDY THIS SUBJECT

Chemistry is the gateway to careers in science and technology. Year 12 Chemistry provides entry to medicine, dentistry, science and engineering. The study of Chemistry also leads to careers that deal directly with the science of Chemistry, for example, Chemistry teachers and science journalists. Pharmacists, chemical engineers, nutritionists, assayers and analytical chemists are examples of careers for which the study of chemistry is the basis.

## COURSE CONTENT

The study of Chemistry aims not only to provide entry to the careers discussed above, but to give students an understanding of the structure and properties of matter. Students learn to use chemical symbols and formulae and to classify and identify chemicals. They study a wide range of chemical reactions, both theoretically and in the laboratory. Substances studied include typical elements and organic and inorganic substances. Atomic and molecular structure, organic reactions and electrochemistry are important topics. Students are introduced to investigations of reaction rates and chemical equilibrium and electrolyte solutions.

The course will acquaint students with the language and fundamentals of chemical science so that they develop an interest in, and understanding of, the changes which occur in chemical reactions.

## ASSESSMENT

Assessment will be over three areas:

1. Knowledge and Conceptual Understanding (KCU)
2. Scientific Investigation (SI) and
3. Evaluating and Concluding (EC).

There will be a variety of assessment items including:

- Extended Experimental Investigation (EEI) – is a research task with an experimental component. Students will be required to conduct an investigation over a lengthy period of time.
- Supervised Assessment (SA) – commonly includes quantitative and qualitative tasks and are carried out under examination conditions.
- Extended Response Task (ERT) – is a non-experimental task that enables students to demonstrate an understanding of a chosen issue through an informed response.

## DANCE

STATUS: AUTHORITY SUBJECT  
QCE: 4 CREDIT POINTS POSSIBLE  
OP: CONTRIBUTES

### PREREQUISITES

It is recommended that students who take this subject should have completed a selection of dance, drama and/or music units offered in Years 9 and 10, or at least one year of recent and continual study of dance outside the school's curriculum.

### WHY STUDY THIS SUBJECT

Dance is a language of movement which focuses on the use of the body as the instrument of communication and expression. As a senior school subject, Dance fosters the development of special interests and talents not emphasised in other educational areas. It provides opportunities for students to choreograph, perform and appreciate dance works, exploring the interrelationship between practical and theoretical aspects of dance in various contexts, genres and styles. Dance provides a foundation for future involvement in Dance and related art forms for employment and leisure. Students develop important transferrable social, emotional, physical and intellectual skills. Students' self-confidence and the necessary social skills to work effectively, individually and in teams are developed with the study of Dance. The study of Senior Dance, encourages students to develop insights about the world in which they live, and promotes an understanding of their own culture as well as sensitivity to other cultures.

### COURSE CONTENT

While the subject of Dance has a practical basis, students should note that the subject requires learning of theoretical dance concepts. While studying Dance within a variety of dance contexts, genres and styles throughout the two year course, students will:

- choreograph dance works by using dance components and skills to explore and create movement
- perform dance works by developing and demonstrating dance components and skills to interpret and communicate a choreographic intent
- appreciate dance works by developing their knowledge and understanding of dance components and skills to respond to dance texts from differing contexts

### ASSESSMENT

In Dance, students are assessed in the following dimensions, which are equally weighted:

- Performance e.g. adapted repertoire, prepared movement sequences, choreographed sequence by teacher or student performed under various conditions
- Choreography e.g. prepared in response to selected stimuli and statement of intent, devised as a combination of improvised and prepared material, informed by a particular style, adapted from an existing dance work, enhanced by non-movement components, created for a target audience, focused on specifically selected action vocabulary, spatial and dynamic elements and form inclusive of technology.
- Appreciation e.g. an extended written response in forms such as an analytical exposition, magazine article, newspaper article, critique, review, persuasive essay, argumentative essay, comparative analysis; spoken and multi-modal techniques in forms such as an interview, speech, seminar or workshop, PowerPoint presentations

Students are expected to complete practical assessments in both group and individual contexts.

All assessment completed in Semesters 3 and 4 (Year 12) are summative.

### SPECIFIC COURSE REQUIREMENTS

Students are required to wear appropriate dance attire for every practical lesson. Specific dance shoes (e.g. tap, ballet, jazz and chorus) may also be required to enhance and enrich learning in certain areas of study within this subject.

## DRAMA

STATUS: AUTHORITY SUBJECT  
QCE: 4 CREDIT POINTS POSSIBLE  
OP: CONTRIBUTES

### PREREQUISITES

Students who take this course should have completed some Drama units at Year 9 and 10 levels, therefore displaying a keen interest in Drama, and a Sound Achievement in Year 10 English.

### WHY STUDY THIS SUBJECT

Drama provides students with a range of skills transferable to a variety of vocational and future pathways. In a knowledge-based economy, the world requires workers who are innovative thinkers, adept communicators and excellent team players. The collaborative nature of Drama as an art form provides students with opportunities to learn and to manage the interpersonal and intrapersonal skills required to work effectively, both individually and in groups. Engaging in Drama promotes imagination, critical and creative thinking, problem solving, cultural engagement and communication, and provides opportunities to share ideas with others through informal and formal performances. Students engage in learning experiences that integrate oral, kinaesthetic and visual communication to create aesthetic and artistic meaning.

### COURSE CONTENT

Drama provides students with a variety of experiences in the dramatic arts. Within this framework, students will study the content areas of:-

#### YEAR A

- Historical Identity – Elizabethan Drama (Shakespeare's Othello and Frantic Assembly's Performance)
- Political Identity – Political Drama (Boal, Brecht and Post-Brechtian contemporary practitioners)
- Social Identity – Non-Realist and Surrealist Theatre
- Celebrating Past Identity – Theatre of the Absurd

#### YEAR B

- Finding Identity – Realism and Stand-up comedy
- Exploring Physical Identity – Physical Theatre
- Exploring New Identity – Australian Gothic Theatre
- Exploring the Eclectic – Contemporary Eclectic Theatre

Units are designed to cater for building skills in Year 11, while Year 12 units allow more for the implementation of those skills.

Within the learning experiences associated with these content areas, the students will also cover:-

1. Communication, Group Dynamics and Social Processes.
2. Technical aspects of theatre production.
3. Related Expressive Forms (poetry, mime, movement).

### ASSESSMENT

Overall, the Drama course has a practical basis, with assessment being divided into the following areas:-

1. Forming e.g. devising, directing, applying stagecraft, scriptwriting, improvising
2. Presenting e.g. performance of scripted text, student devised drama, working as an ensemble
3. Responding e.g. critiquing, folios, journals, reviews, text analysis, analytical essays.

Students are expected to complete practical assessments in both group and individual contexts.

All summative assessment is in Semesters 3 and 4 (Units 5-8).

## ENGLISH

STATUS: AUTHORITY SUBJECT  
QCE: 4 CREDIT POINTS POSSIBLE  
OP: OP ELIGIBLE STUDENTS **MUST** CHOOSE THIS SUBJECT

### PREREQUISITES

No prerequisites required.

### WHY STUDY THIS SUBJECT

The subject English focuses on the study of language and texts. There is a focus on students developing their understanding of English and how it is used to convey meaning in a variety of contexts and for a variety of audiences. The study of English is underpinned by a growing awareness and understanding of how texts can convey and transform social and cultural perspectives. It is an undisputable requirement that students engage with a large variety of literary texts – a minimum of 15 – and non-literary texts – a minimum of 5 – in order to develop critical language skills to convey understanding of how texts reflect or challenge cultural and social perspectives while also developing a sense of cultural heritage encapsulated in those texts and authors which are highly valued by our society. Overall, English is the study of language which is one of the central aspects of life in all cultures. The subject aims to develop the full potential of each student in the areas of reading, writing, listening, speaking and viewing. The study of English promotes and assists students to develop independence, critical thought and initiative through competence in writing and speaking in a variety of situations and for a variety of purposes.

As well as being a requirement for tertiary study, many employers require a prospective employee to have a sound level of achievement at Year 12 Exit level. In order to successfully complete the Senior English course, prospective students should be aware that they **must** pass **both** written and spoken components of the program.

### COURSE CONTENT

The course comprises four semesters of study. Presently these units include: The short story; The study of Australian Identity through literary and non-literary texts; In depth novel studies that examine themes relevant to society today; Popular Culture and the legacies left behind by generations; An exploration of conscience through novels and Shakespeare; A movie study that examines how society is reflected back to us in literature and movies.

### ASSESSMENT

In response to the study of language, literature and media students will produce work from a range of genres including public speaking, dramatic monologues, analytical essays, creative writing and feature articles. These tasks will be assessed under a range of conditions including exams and assignment work. It should be noted that in order to successfully exit from English, students must achieve sound levels of achievement in both oral and written assessment tasks.

## ENGLISH FOR ESL LEARNERS

STATUS: AUTHORITY SUBJECT  
 QCE: 4 CREDIT POINTS POSSIBLE  
 OP: CONTRIBUTES

### PREREQUISITES

English for ESL learners is a course designed specifically for students who do not have English as their first language.

### WHY STUDY THIS SUBJECT

Students who study this course will gain explicit teaching in listening, speaking, reading and writing skills necessary to participate in communities where English is used.

English for ESL provides students with:

- Tuition in the knowledge and skills required for English language learners to become competent users of written and spoken English in a variety of contexts,
- Higher order functional competence in English language situations
- A tailored course that meets the structural and grammatical requirements for the academic English required in tertiary studies
- Access to cultural thought processes in Western language and literature.

English for ESL students will produce:

- Written texts – expositions, persuasive texts, creative and reflective texts
- Spoken texts – expository, imaginative, reflective and persuasive
- Multimodal texts – persuasive

### Units studied presently

Semester 1	Area of Study	Focus	Assessment
	Language of Literature	Who am I? A search for identity	Written – reflective 600-800 words Spoken task – a comparison of cultures – 3-4 minutes
	Language of the Media	Immigration in Australia	Written task - persuasive – Letter to the Editor
Semester 2	Language for academic purposes	Language in context: contexts that matter	Written task – supervised exam
	Language of the Media	How advertising works	Multimodal imaginative/persuasive
Semester 3	Language for academic purposes/language of the media	Social/environmental issues and different political and national audiences	Written task persuasive Feature article Spoken – analytical speech
	Language of Literature	Close study of a novel	Written task – imaginative Written task = analytical essay under exam conditions
Semester 4	Language of literature/language of academic learning	Reflections of identity in popular culture	Spoken task - persuasive
	Comparing narratives	Comparative study movie and novel	Written task – reflective

## ENGLISH EXTENSION (LITERATURE) (YEAR 12 ONLY)

STATUS: AUTHORITY SUBJECT  
QCE: 2 CREDIT POINTS POSSIBLE  
OP: CONTRIBUTES

### PREREQUISITES

Year 11 English: Very High Achievement (preferable) or High Achievement with strength in written analytical genres.

This subject is studied in parallel with English at Year 12 only. Most students change from another subject at the end of Year 11. Normally the classes take place from 7.30am to 8.30am, five mornings of the week or at a time agreed upon by the teacher and students. Its partial or complete inclusion in the rest of the timetable is under consideration, dependent on numbers in a given year.

### WHY STUDY THIS SUBJECT

English Extension (Literature) further develops students' understandings of how language is affected by us as text decoders and text creators. It focuses on four approaches to reading: the reader-centred approach, the author-centred approach, the text-centred approach and the world context-centred approach. In each of these, the four different components influence the reader to gain multiple meanings from one text.

Through the study of different theories and with a strong philosophical emphasis, students learn to use different reading practices and examine the ways that literature can be read. They manipulate their own texts to foreground different ideologies

The subject encourages an aesthetic enjoyment of reading and an appreciation of literary heritages and cultural diversity through analytical, critical and creative responses to texts.

English Extension (Literature) is recommended for students who wish to further their studies in language and those who have an interest in philosophy. It is highly recommended that students have achieved at a VHA level in Year 11 English.

### COURSE CONTENT

English Extension (Literature) is comprised of three units. The units progress with increasing complexity through traditional and contemporary theoretical approaches:

1. Approaches to reading and literary theory. How do I read? – an introduction to literary theory and the associated reading practices.
2. Rewriting text: A complex transformation and defence – an exploration of how rewriting is rereading. Literature: past into the present – an exploration of how narratives enable ideologies to be foregrounded and how texts act as symbolic resources across cultures and times.
3. How do theoretical to reading complement one another or clash in producing close readings of literacy texts.

Much of the reading of fiction is student-directed, though a range of traditional, contemporary and non-print texts is explored as a class.

### ASSESSMENT

Assessment is all assignment based. Task lengths are in the 10 – 15 minute range for spoken and 1500-3000 words for the written assignments.

### SPECIFIC COURSE REQUIREMENTS

Students are required to have a reading journal (scrap or project book) and should be enthusiastic readers.

## GEOGRAPHY

STATUS: AUTHORITY SUBJECT  
QCE: 4 CREDIT POINTS POSSIBLE  
OP: CONTRIBUTES

### PREREQUISITES

A Sound level of achievement in English is recommended.

### WHY STUDY THIS SUBJECT

Geography is a study of the geographical patterns and processes that occur on this earth. Because of the practical value of understanding the physical world, students should develop a balanced appreciation of the effect of humanity on the earth.

As a Social Science, Geography offers an outlook on life that will enable students to examine the world from a different point of view. It should therefore allow them to contribute to society through greater understanding of the many facets of humanity's interaction with the land.

Career opportunities which may stem from the study of Geography would include.-

Surveyor	Social Worker	Tertiary Lecturer
Park Ranger	Oceanographer	Mining Engineer
Meteorologist	Geologist	Town Planner
Architect	Pilot	Foreign Affairs Officer
Travel Agent	Teacher	Landscape Architect
Agricultural Research		

### COURSE CONTENT

- Theme 1 *Managing the Natural Environment – Physical Geography*  
This theme introduces students to Physical Studies in Geography. The theme explores the relationships of people with the natural environment. Specific units within this theme could include Responding to Natural Hazards, Managing Catchments and Water Conservation.
- Theme 2 *Social Environments – Social Geography*  
This theme introduces students to studies in urban and rural geography and looks at the sustainability of these environments. Students are encouraged to become informed about planning processes within their community. Specific communities to be investigated could include Rockhampton, Canberra and South-East Queensland.
- Theme 3 *People and Development – Cultural Geography*  
This theme relates to variations in living conditions that exist within and between people from different regions and countries and factors causing these differences. Specific units may include The Geography of Disease and Feeding the World's People.
- Theme 4 *Resources and Environment – Conservation Geography*  
This theme relates specifically to environmental geography. It focuses on issues related to human use of, and reliance on, the environment. Units to be studied may include Living with Climate Change and Sustaining Biodiversity.

### ASSESSMENT

All assessment completed in Year 11 will provide students with expertise in responding to particular types of tasks. This formative assessment will be used to provide feedback to students, parents and teachers and assist in improving student performance. All assessment completed in Year 12 will be used to provide information on which exit level of achievement they will receive.

Students will complete all of the following assessment categories at various intervals throughout the two year course of study: tests, essays, practical exercises and field reports.

### SPECIFIC COURSE REQUIREMENTS

Three of the semesters include excursions which will incur separate costs.

## GRAPHICS

STATUS: AUTHORITY SUBJECT  
QCE: 4 CREDIT POINTS POSSIBLE  
OP: CONTRIBUTES

### PREREQUISITES

Year 10 Graphics is *strongly* advised.

In special circumstances, students without the prerequisite may take this course if they intend to study Engineering, Architectural or allied subjects at tertiary level, provided they have had appropriate graphics experience in junior years. Consultation with the Head of Department would be strongly advised.

### WHY STUDY THIS SUBJECT

Graphics contributes to the development of technological literacy and develops the communication and problem-solving skills required for a large number of educational and vocational aspirations.

Graphics engages students in solving design problems and presenting their ideas and solutions as graphical products. Students design products in the real-world design areas of Industrial design, Graphics design and Built environment design (architecture, landscape architecture and interior design). It provides the opportunity to express simple and complex information through visual imagery and representations, encouraging clearer and more efficient communication. Graphics provides a solid foundation to careers in engineering, industrial design, graphic design, architecture, drafting and web design.

### COURSE OUTLINE

Students will be involved in solving design problems graphically using the design process of exploring design problems, developing ideas and producing graphical products.

Contextual Units follow a theme and are structured towards the practical application of the core areas of study by creating situations that are as close to industry practice as possible.

Through practical activities students should develop innovative ways of presenting folio work, and skill in generating hand and computer-aided drawings consistent with Australian Standards.

### ASSESSMENT

Student achievement is assessed on the basis of three criteria:

1. Knowledge and understanding
2. Analysis and application
3. Synthesis and evaluation

Graphics uses two assessment techniques over the two year course to measure student achievement in the three criteria. Design Folios and Extended Response Tests.

### SPECIFIC COURSE REQUIREMENTS

Due to our commitment to follow industry needs and the latest developments in technology, students taking Graphics will be using Computer Aided Drafting (CAD) packages on a regular basis and will be required to enhance this knowledge outside of set class time. Although it is not compulsory, it is highly recommended that, where possible, students obtain these packages. If this is not possible, students will have opportunities to access the Graphics room outside of school time.

## HEALTH EDUCATION

STATUS: AUTHORITY SUBJECT  
QCE: 4 CREDIT POINTS POSSIBLE  
OP: CONTRIBUTES

### PREREQUISITES

Sound Achievement in Year 10 English is highly recommended.

### WHY STUDY THIS SUBJECT

The focus of Health Education is the understanding of health in the context of society, and the mechanisms necessary to develop and promote health for individuals, groups, communities and nations. It does this by examining the quality of life, which is determined between individuals and their sociocultural, economic, political and physical environment.

Health Education provides a context for exploring health issues. It uses an inquiry approach to investigate health issues where students will devise recommendations and strategies for change through action research. It is an action-based subject that inspires students to implement and evaluate their own and others' strategies to maximise the health and wellbeing of those in their communities. Units are sequenced from personal through to community to specific populations so as to develop an altruistic perspective.

This subject will interest students who are concerned about social justice issues and who have a strong commitment to community.

Health Care and Social Assistance is now Australia's largest employing industry with Medical and Health Care Services having the strongest growth in employment opportunities and is considered to contribute to further growth.

Health policy	Health and Safety
Health advocates	Health information
Counselling	Social work
Registered nurses	Aged care
Disability care	Personal care
General practitioners	Welfare support
Medical technicians	

### COURSE CONTENT

The QCAA Authority subject of Health Education involves the students learning –

Personal Health, Peer Health and Family Health
Community Health and Health of Specific Populations

### ASSESSMENT

Health Education assessment takes different forms-

- Research assessment which includes completion/evaluation of an action strategy, analytical essay, action research project, report, multimodal, etc.
- Supervised written assessment which is an examination.

## HOME ECONOMICS

STATUS: AUTHORITY SUBJECT  
QCE: 4 CREDIT POINTS POSSIBLE  
OP: CONTRIBUTES

### PREREQUISITES

No prerequisites required. Students who have not studied Food and Textile related subjects at Year 10 level can, with commitment and energy, take up this subject at Year 11.

### WHY STUDY THIS SUBJECT

Home Economics has a unique place in the school curriculum as it offers students opportunities to discover and further develop their critical and creative capabilities that enhance individual and family wellbeing. It is these skills and attributes that students acquire that may positively impact on their future decisions and actions.

This subject forms part of the human sciences field of study and draws from a range of disciplines in order to support and promote sustainable living for individuals, families and communities. The content bases that Home Economics draws from include clothing, consumerism, community services, design, families, fashion, food, food science, health, human development, living environments, management, nutrition, textiles and much more. The diversity of this subject is appealing to students who may find that these areas are utilised in their personal and professional lives.

There are numerous career options related to the study of Home Economics that are available in community and education agencies in the field of health, families, housing and community services as well as in industries related to design, fashion, food and textiles.

### COURSE CONTENT

A four semester course of study in Home Economics has core areas consisting of three areas of study developed through an inquiry approach which explores issues and design challenges. The areas of study are:-

- Individuals, families and communities
- Nutrition and food
- Textiles and fashion

### ASSESSMENT

You will be assessed using dimensions according to how well you have achieved the objectives of the course. The dimensions in this subject are:-

- Dimension 1: Knowledge and understanding
- Dimension 2: Reasoning and communicating processes
- Dimension 3: Practical performance

All items assessed in Year 11 are formative; however, Semesters 3 and 4 in Year 12 are summative and will determine an exit level of achievement.

## **INFORMATION PROCESSING AND TECHNOLOGY**

STATUS: AUTHORITY SUBJECT  
QCE: 4 CREDIT POINTS POSSIBLE  
OP: CONTRIBUTES

### PREREQUISITES

A Sound Achievement in English. Year 9/10 Software Applications and Programming are an advantage.

### WHY STUDY THIS SUBJECT

Information technology refers to the creation, manipulation, storage, retrieval and communication of information and to the range of technological devices and systems used to perform these functions.

Information Processing and Technology touches many aspects of human life and draws on and is applied to diverse fields of study such as mining, engineering, education or business. As a result, the study of this subject will contribute in a significant way to the general education of students, whether they intend proceeding to employment specific to information technology.

### COURSE CONTENT

Information Processing and Technology has a practical approach and a significant emphasis on problem solving through applying the design, develop and evaluate cycle. The course has the following as core subject material:

- Algorithms
- Relational information systems
- Software programming
- Structured query language
- Social and ethical issues
- Human-computer interaction.

### ASSESSMENT

Student achievement is assessed on the basis of three dimensions:

- Knowledge and application
- Analysis and synthesis; and
- Evaluation and communication.

Student achievement is assessed through supervised written assessment, extended response assessment and product assessment.

### HOW CAN PARENTS/CARERS HELP

Parents can help students by providing a supportive environment in the home. They should encourage their child to read widely in the subject and to remain abreast of recent developments in information technology. Students should be encouraged to take an interest in topical issues related to information technology. Media reports often focus on such issues. These issues could be discussed and a reasoned, critical response encouraged. Students should be encouraged to use their laptops at home to practise and refine the skills and techniques introduced in the classroom.

The school will provide access to laptops, peripherals and software needed to complete the course.

Textbooks are available under the College Book Hire System.

## **JAPANESE**

STATUS: AUTHORITY SUBJECT  
QCE: 4 CREDIT POINTS POSSIBLE  
OP: CONTRIBUTES

### **PREREQUISITES**

Year 10 Japanese: Sound Achievement

### **WHY STUDY THIS SUBJECT**

Becoming conversant in Japanese offers a range of benefits to students in achieving a well-rounded education. The very nature of Australia's geographic location and trading relationships highlights the importance of building an understanding of Asian Languages and Cultures. Japanese remains predominant among these. Career opportunities are therefore enhanced by the study of the Japanese Language, notably in the tourism and hospitalities industries, international affairs, business and trade areas.

The importance of studying a Language is further highlighted by recent government initiatives, focus of Languages in the National Curriculum, and Queensland universities operation of the Bonus Rank Scheme. This scheme awards students in their senior year with bonus points toward their entry rank into the universities of: Australian Catholic University (ACU), Griffith University, Queensland University of Technology (QUT), University of Southern Queensland (USQ), University of Qld (UQ), Southern Cross University (SCU), and the University of Sunshine Coast (USC) and recognises student achievement in Languages.

Students can also gain further credits on their Queensland Certificate of Education (QCE) for successful completion of the Japanese Language Proficiency Test.

### **COURSE CONTENT**

The course aims to help students gain a practical and communicative knowledge of standard Japanese, speak with appropriate fluency, write in authentic scripts and comprehend written material. An appreciation of culture is also developed through the study of the language.

### **ASSESSMENT**

Students are assessed in the four main areas of listening, speaking, reading and writing. These four areas are weighted equally in each semester's assessment.

The student's mastery of Japanese near the end of the two year course is of the most importance. Therefore, their fullest and latest results during Year 12 receive most consideration. However, to give students and parents the most information on progress, there will be ongoing testing and monitoring of all skills, throughout the two years of the course.

## LEGAL STUDIES

STATUS: AUTHORITY SUBJECT  
QCE: 4 CREDIT POINTS POSSIBLE  
OP: CONTRIBUTES

### PREREQUISITES

There are no prerequisites for Legal Studies. A Sound Achievement in Year 10 English is desirable but not essential.

### WHY STUDY THIS SUBJECT

Legal Studies is about developing an understanding of the Australian legal system and how it affects your basic rights, obligations and responsibilities. Students will explore how to become an active and informed citizen and learn how to constructively question and contribute to the improvement of laws and legal processes. By examining factors that have led society to create a legal system, students will develop knowledge and understanding of the frameworks which regulate and shape our society. Students will develop confidence in approaching and accessing the Australian legal system and will develop a better appreciation of the relationship between social and legal structures.

### COURSE CONTENT

The following four core units will be studied in Year 11:

- The legal system
- Criminal law
- Introduction to civil obligations
- Human right

The following elective units will be studied in Year 12:

- Family and the law
- Sport and the law
- Technology and the law
- Indigenous Australians and the law

It is vital that students are willing to read newspapers and listen to the news and keep abreast of current events so as to identify examples of relevant social issues.

Community involvement is an important resource within Legal Studies. It allows students to become familiar with the current issues. Students will have access to a variety of resources from the wider community e.g. guest speakers, court visit.

### ASSESSMENT

There are three equally weighted dimensions:

- *Knowing and understanding the law* involves describing, explaining and communicating legal facts, concepts and processes.
- *Investigating legal issues* involves exploring legal situations through selecting, organising and analysing information to demonstrate legal inquiry processes.
- *Responding to the law* involves examining the attempts of the law to achieve just, fair and equitable outcomes to legal issues.

Assessment instruments included extended responses (including an independent inquiry) and examinations. An independent inquiry involves undertaking an independent, self-directed, in-depth investigation of a topical legal issue facing Australian society. Extended responses include responses to research or stimulus materials, such as legal case studies, legislation, essays, articles, speeches or presentations. Examinations may be extended response tests or short response tests, which include short answer responses.

### HOW CAN PARENTS/CARERS HELP

Students should be encouraged to watch and discuss television programs that are educational as well as entertaining in order to recognise situations where legal implications emerge. Providing access to radio programs, newspapers and journal articles assists the students to consider a variety of opinions on legal and social issues and situations. Parents can also help by discussing alternative propositions and points of view about selected issues and situations in an open-minded manner, and debating the implications of these.

Textbooks are available under the College Book Hire System.

Cost of excursions e.g. to the Courts, will be advised.

## MATHEMATICS COURSES

STATUS: ALL AUTHORITY SUBJECTS  
QCE: EACH HAS 4 CREDIT POINTS POSSIBLE  
OP: ALL CONTRIBUTE

At the end of Year 10, students may select from the following strands of Mathematics for Years 11 and 12.

Mathematics A (Authority Subject)	Measurement & Geometry or Algebra & Functions is prerequisite
Mathematics B (Authority Subject)	Algebra & Functions is prerequisite
Mathematics C (Authority Subject)	Must also choose Mathematics B

### Mathematics A

Mathematics A is designed to raise the level of competence in mathematics required for intelligent citizenship. The emphasis in this course is on teaching mathematics that will be useful when the student leaves school and enters society. The core of Mathematics A focuses on three strands of mathematics - Financial Mathematics, Applied Geometry, and Statistics and Probability. Students who have successfully studied Measurement and Geometry in Year 10 are advised to choose Mathematics A.

### Mathematics B

Mathematics B is designed to raise the level of competence in the mathematics required for intelligent citizenship, to increase students' confidence in using mathematics to solve problems and to provide the basis for further studies. Mathematics B is a prerequisite for many tertiary courses. The core material of Mathematics B focuses on 5 main areas - Applied Geometry, the study of Functions, Calculus, Financial Mathematics and Applied Statistics. Students need to possess adequate skills in algebra to cope with Mathematics B. Students who have successfully studied the Algebra and Functions elective in Year 10 are advised to choose Mathematics B.

### Mathematics C

The study of Mathematics C will give students the opportunity to extend their mathematical knowledge into new areas, and hence will provide an excellent preparation for the further study of mathematics in a wide variety of fields. The additional rigour and structure of the mathematics required in this subject will equip students with valuable thinking skills which will serve them in more general contexts. Students who have obtained above average results in the Algebra and Functions elective in Year 10, and who enjoy doing mathematics are advised to choose Mathematics C.

### OPTIONS

Students have the following options.

1. Maths A only.
2. Maths B only.
3. Maths B and Maths C.

In deciding which of the three options to take, attention should be given to the following-

- Current Maths teacher's recommendation.
- Prerequisites for tertiary courses.
- OP eligibility.
- Interest and ability in mathematics.

Ability and aptitude of the student is important. A student should take the level appropriate to his/her ability. Problems associated with taking a level which is beyond the student include frustration, boredom and feeling of failure. Parents should be realistic about their child's abilities and are encouraged to discuss their choice with their student's Year 10 maths teacher. It is not always possible to change mathematics subjects throughout Year 11 due to timetable restrictions.

Assessment in all strands of mathematics will come from a mixture of assignments and examinations over all four semesters.

### COURSE REQUIREMENTS

- A minimum of 30 minutes homework every night is essential.
- A scientific calculator for Maths A.

## MODERN HISTORY

STATUS: AUTHORITY SUBJECT  
QCE: 4 CREDIT POINTS POSSIBLE  
OP: CONTRIBUTES

### PREREQUISITES

At least a sound level of achievement in Year 10 English is desired, as a major part of the work involves reading and writing.

### WHY STUDY THIS SUBJECT

Why is our world in conflict today? Can the individual make a difference? In order to understand our own society we need to look to the recent past. Modern History is about change and how past events affect our future. It looks at peoples over time, past and present, in different societies, explaining their attitudes, beliefs and behaviours and interpreting their reactions to various conditions and events. The ultimate purpose of Modern History is to give meaning to our own life. We incorporate into our own experiences and understandings the examples of other people from the past. Through studying Modern History students learn analytical and problem solving skills, gain a critical understanding of values, identify changes and develop effective communication skills. These are important both for future tertiary study and also to help us to make wise decisions as effective citizens in everyday life and work.

### COURSE CONTENT

The course will be structured around a number of different themes. Some themes may run for a few weeks, a term or a semester. Within each theme a number of specific inquiry topics will be investigated.

#### Themes and Inquiry Topics

- The History of Ideas and Beliefs – Nationalism and Imperialism
- Studies of power:
  - Power and the Nazis
  - The Frontier in Australia
  - The Vietnam Wars
  - What Makes a Person Powerful?
- National History – China
- Studies of Conflict – Genocide in the 20<sup>th</sup> Century
- Studies of Hope – Anti-discrimination Movements

### ASSESSMENT

All assessment completed in Year 11 will provide students with expertise in responding to particular types of tasks. This formative assessment will be used to provide feedback to students, parents and teachers and assist in improving student performance. All assessment completed in Year 12 will be used to provide information on which exit level of achievement they will receive.

Students will complete all of the following assessment categories at various intervals throughout the two year course of study:

- Extended written response to historical evidence
- Written research task
- Multimodal presentations
- Essay tests responding to stimulus

# MUSIC

STATUS: AUTHORITY SUBJECT  
QCE: 4 CREDIT POINTS POSSIBLE  
OP: CONTRIBUTES

## PREREQUISITES

At least two years recent and continual study of music outside the school's curriculum, or a selection of music units offered in Years 9 and 10 within the curriculum.

## WHY STUDY THIS SUBJECT

Music is a unique art form that uses sound and silence as a means of personal expression. It allows for expression of the intellect, imagination and emotion and the exploration of values. Music occupies a significant place in the everyday life of all cultures and societies serving social, cultural, celebratory, political and educational roles. As a powerful educative tool, with its own discrete knowledge, processes and skills, Music contributes to the holistic development of the individual. A study of music helps students to develop their practical and creative potential as well as their understanding of artistic processes which contributes to the development of the aesthetic, cognitive, psychomotor and affective domains. The course encourages students to become creative and adaptable thinkers and problems solvers who are able to make informed decisions, and develop their abilities to analyse and critically evaluate. The discipline and commitment of music making builds students' self-esteem, personal motivation and independence, as well as providing opportunities for refining their collaborative teamwork skills.

## COURSE CONTENT

Students should note that the subject requires the formal learning of theory, which will be an extension of previously acquired skills.

Each term, Music students develop skills pertaining to aural musicology skills, visual musicology skills, performance and composition, while studying a particular style of Music, historical period and/or purpose.

Within this framework, students will study the content areas of:-

### YEAR A:

- Bach to Basics
- Jazz It Up
- Musical Theatre
- Music in Reaction

### YEAR B:

- World Music (Crossover Styles)
- Moving Images (Music for Film)
- Music of the Spirit
- Entertain Me (Music for Entertainment)

## ASSESSMENT

Students complete six pieces of assessment per year on/for their chosen instrument. Assessment is divided into the following areas (all weighted evenly).-

1. Composition e.g. arrangements, composing in a particular genre.
2. Musicology e.g. text analysis, written assignments.
3. Performance

Students can complete practical assessments either in small ensembles or as a solo performance.

Throughout the two-year course, assessment items are selected to contribute to final exit levels. However, greater emphasis is placed on items coming from Year 12.

## PHYSICAL EDUCATION

STATUS: AUTHORITY SUBJECT  
QCE: 4 CREDIT POINTS POSSIBLE  
OP: CONTRIBUTES

### PREREQUISITES

Sound Achievement in Year 10 English is highly recommended. It is an advantage to have studied the Year 10 Physical Education elective. This course is approximately 50% theoretical and 50% physical performance.

Participation is essential in all physical performance areas as the course is fully integrated.

### WHY STUDY THIS SUBJECT

Physical Education sees students involved in highly personalised studies of physical performances which are based on and related to their individual capabilities. Students will be involved in both team and individual performance situations. The development of critical judgments regarding their involvement as a participant underpins the entire course. The subject also encourages students to consider wider complex social issues which surround participation in physical activity in Australia.

Physical Education focuses on the complexity of and interrelationships between the psychological, biomechanical, physiological and sociological factors which influence individual and team performances and the wider social attitudes to physical activity.

- Human movements
- Exercise science
- Sports management
- Marketing and sales
- Sports policy development
- Sport Psychology
- Athlete conditioning
- Sport development
- Sport coaching
- Athlete management
- Physical training
- Teaching

### COURSE CONTENT

The QCAA Authority subject of Physical Education involves the students learning:

- about physical activity as a result of studying and participating in games and related activities.
- in physical activity through participation in team and individual sports.
- through these activities by examining and appreciating their place in Australian society.

The theory and physical performance areas of the course are fully integrated with related themes such as Sociology, Exercise Physiology, Biomechanics, and Sports Psychology.

### ASSESSMENT

In Physical Education assessment takes different forms-

- Research assessment which includes analytical essay, report and multimodal presentation.
- Supervised written assessment which is an examination.

The physical performance areas of direct interceptive, indirect interceptive and performance sports are assessed through the use of-

- Anecdotal observation of student skill performance in authentic game environments.

The weighting of theory and physical performance is equal.

#### SPECIFIC COURSE REQUIREMENTS

Uniform: Students are required to wear the College sports uniform and sports shoes to all physical performance lessons.

#### ADDITIONAL COSTS

There may be additional costs incurred during the course in various units where sporting venues away from the school maybe used and hire of equipment and travel costs are incurred.

## PHYSICS

STATUS: AUTHORITY SUBJECT  
QCE: 4 CREDIT POINTS POSSIBLE  
OP: CONTRIBUTES

### PREREQUISITES

Year 10 Science and Mathematics. It is recommended that students attain High Achievement or better in Year 10 Science and Year 10 Algebra and Functions to cope comfortably with Physics.

### WHY STUDY THIS SUBJECT

Physics is a fundamental science that endeavours to explain all the natural phenomena that occur in the universe, from the incredibly small to the incredibly large. Physics has helped to unlock the mysteries of the universe and provides the foundation of understanding upon which modern technologies and all other sciences are based.

Students learn how an understanding of physics is central to the identification of, and solutions to, some of the key issues facing an increasingly globalised society. They consider how physics contributes to diverse areas in contemporary life, such as engineering, renewable energy generation, communication, development of new materials, transport and vehicle safety, medical science, an understanding of climate change, and the exploration of the universe.

Studying senior secondary Science provides students with a suite of skills and understandings that are valuable to a wide range of further study pathways and careers. Studying physics will enable students to become citizens who are better informed about the world around them and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues. The subject will also provide a foundation in physics knowledge, understanding and skills for those students who wish to pursue tertiary study in science, engineering, medicine and technology.

### COURSE CONTENT

The study of Physics aims to give students an understanding of the basic concepts of Physics, Forces, Energy and Motion.

Understandings of ideas of forces are powerful tools that can be used to describe and predict the phenomena of motion. The revolutionary insights of Sir Isaac Newton into the connection between movement and force laid the foundations for our current understanding of how matter interacts. All interactions involve one or more of the four fundamental forces — gravity, electromagnetism, and strong and weak nuclear forces. These forces act upon matter and determine the way in which it behaves.

Students learn that the world is made up of objects that interact with each other and in doing so energy is usually transferred. This theme develops the concepts of energy and momentum that culminate in the laws of conservation of these two quantities. Energy has applications in medical, industrial and commercial fields, e.g. radiation, electronics and alternative technologies.

Motion is common to most of our everyday experiences. This is formalised mathematically in kinematics, which is the study of how objects move. Students will be reminded that the types of motion are highly idealised and may seem to have little to do with the real world as we observe it. Students first investigate these simple and idealised motions and their descriptions to obtain a firm understanding of the basis of kinematics. Once this goal has been achieved, they are in a position to apply their knowledge to the more complex real-world situations, and study phenomena in the quantum realm, which is outside their everyday experiences.

## ASSESSMENT

Assessment will be over three areas:

- *Knowledge and Conceptual Understanding (KCU)*
  - recall and interpret concepts, theories and principles of Physics
  - describe and explain processes and phenomena of Physics
  - link and apply algorithms, concepts, theories and schema of Physics
- *Investigative Processes (IP)*
  - conduct and appraise Physics research tasks
  - operate scientific equipment and technology safely
  - use primary and secondary data
- *Evaluating and Concluding (EC).*
  - determine, analyse and evaluate the interrelationships involved in applications of Physics
  - predict outcomes and justify conclusions and recommendations
  - communicate information in a variety of ways

There will be a variety of assessment items including:

- *Extended Experimental Investigation (EEI)* – is a research task with an experimental component. Students will be required to conduct an investigation over a lengthy period of time.
- *Supervised Assessment (SA)* – commonly includes quantitative and qualitative tasks and are carried out under examination conditions.
- *Extended Response Task (ERT)* – is a non-experimental task that enables students to demonstrate an understanding of a chosen issue through an informed response.

## STUDY OF RELIGION

STATUS: AUTHORITY SUBJECT  
QCE: 4 CREDIT POINTS POSSIBLE  
OP: CONTRIBUTES

All Year 11 and 12 students at Emmaus College must study a Religion subject, and can choose between the Authority subject, *Study of Religion*, the Authority-Registered subject *Religion and Ethics* and *Certificate III in Christian Ministry & Theology*, which is a VET subject.

### PREREQUISITES

At least a Sound level of achievement in English and a High level of achievement in Year 10 Religious Education are desired.

### WHY STUDY THIS SUBJECT

Australian society is rich and diverse, bringing together people from many different ethnicities, cultures and religious traditions. Within each culture, religion plays a significant role in shaping an individual's way of looking at the world and their place within it. By studying a variety of religious traditions, students are equipped to move past biased, stereotypical and simplistic understandings of other cultures and develop the ability to reflect on their own culture, its beliefs and values.

### COURSE CONTENT

While content is an essential element of any subject, Study of Religion places emphasis on how to learn, not just what to learn. The subject uses a very specific inquiry process which teaches students how to formulate ideas, make judgments and reach conclusions. These are significant skills which are transferable to any number of subjects. It encourages students to move beyond acquisition of facts to the development of ideas and concepts.

The students use this inquiry process to examine a range of topics including:

- Art and Religion
- Values and Ethics
- Ultimate Questions
- Sacred Texts.

Each topic is explored in terms of three core components: World Religions, Australian Religious Perspectives and the Nature and Significance of Religion.

### ASSESSMENT

Students will be assessed by a variety of techniques, including multimodal presentations, extended written responses, and response to stimulus tasks. In each task, students are given the opportunity to demonstrate their ability in three areas:

- Knowledge and understanding (ability to recall explicit information about religion, and comprehend and apply information in familiar and unfamiliar contexts)
- Evaluative processes (ability to analyse, synthesise and evaluate information about religion)
- Research and communication (ability to gather, select, sort, organise and present information about religion)

## TECHNOLOGY STUDIES

STATUS: AUTHORITY SUBJECT  
QCE: 4 CREDIT POINTS POSSIBLE  
OP: CONTRIBUTES

### PREREQUISITES

A Sound Achievement in English and Junior Manual Arts (either Woodwork or Metalwork) is recommended. It would also be an advantage for students to have studied Graphics at a Junior level. Students without prior knowledge and skills in these areas will find parts of Technology Studies very difficult. Consultation with the Head of Department would be strongly advised.

### WHY STUDY THIS SUBJECT

Technology Studies engages students in responding to real-world problems. Using a design process, students investigate design problems from a variety of contexts considering the needs of individuals and communities or responding to identified opportunities.

Students build the skills of project management, enabling them to manage resources and risks effectively to develop solutions to design problems critiquing and evaluating ideas and products against design criteria.

Technology Studies involves students in designing, engineering and producing innovative and creative products. These products encompass artifacts, processes, systems and environments.

Through the course, students are required to solve human needs or problems through inquiry, design and problem-solving methodologies. The subject helps students understand and use past, present and future industrial technologies to meet the demands and needs of the 21st century.

Technology Studies offers a variety of perspectives and depth of study oriented towards work, training and university pathways. The course of study in Technology Studies can establish a basis for further education and employment in the fields of industrial design, product design, civil engineering, mechanical engineering, electrical engineering, architecture and project management.

### COURSE CONTENT

Technology Studies is a course of study taught over a two year period, with Year 11 being a foundation year and Year 12 being an extension and refinement year.

In studying Technology Studies, students are involved in a range of practical and theoretical learning experiences which involve situations where a practical solution to a problem is desired.

Students are required to utilise a design folio format to explore and develop design problems. Students will use the design folio to produce their solution/s in a workshop environment.

Students will also be required to use the research report format to investigate various aspects of technology and its relationship to society.

### ASSESSMENT

Student achievement is assessed on the basis of three criteria:

1. Analysing design problems.
2. Applying design factors and communicating.
3. Synthesising and evaluating designs.

The two principal methods of assessment are Design Folios and Reports.

## VISUAL ART

STATUS: AUTHORITY SUBJECT  
QCE: 4 CREDIT POINTS POSSIBLE  
OP: CONTRIBUTES

### PREREQUISITES

There are no prerequisites for entry into the Senior Visual Art Program. Students who have completed junior art (Year 9 or 10) may have a clearer understanding of the nature of the creative process and be more aware of the expectations of the art teachers, - however it is not necessary to be a "Good Artist", or to be "Good at Drawing", to take art as a Senior subject. You do, however, need to have a genuine interest and perhaps curiosity for visual images and how they are created.

### WHY STUDY THIS SUBJECT

Visual Art is a powerful and pervasive means which students use to make images and objects, communicating meaning and understanding from informed perspectives. In a world of increasing communication technologies, knowledge and understanding of how meanings are constructed and "read", is fundamental to becoming a critical consumer and/or producer of artworks.

Visual Art prepares young people for a future in the workforce by requiring them to seek creative solutions to complex design problems, think divergently and use higher order learning skills to articulate an informed and individualised aesthetic (style/expression). At a time when creativity is sought by industry, visual art significantly contributes to the design and manufacture of images and objects needed for living. Artists, designers and craftspeople reflect, identity and document culture through persuasive and inventive ideas.

The Year 11 and 12 Art course is designed primarily for:

- Students who wish to continue their general education in Years 11 and 12 and maintain and/or develop their own creative talents as an important aspect of their character.
- Students seeking employment at the end of Year 12 - perhaps in some creative area where an Art subject would be a decided advantage, (i.e. Interior Decorator, Hairdresser, Printing industry, Signwriter, Chef, Landscape Gardener etc.).
- Students intending further studies in Art at a Tertiary Institution, and perhaps looking towards a career in the Art field - (i.e. Commercial advertising, Photography, Fashion Design, Computer Image manipulation, Animation, Web Design, Graphic Design, Illustration, etc.)

### COURSE CONTENT

The framework of this course incorporates the elements of "MAKING", and "APPRAISING".

In **MAKING** artworks, students define and solve visual problems by using visual language and expression, experimenting and applying media to communicate thoughts, feelings, ideas, experiences and observations. In **APPRAISING** artworks, students investigate artistic expression and critically analyse artworks within diverse contexts.

#### Areas of study in Year 11 (2 Semesters)

Four Term units centred on specific themes, these are:

- Term 1: Figurative Desires — Technology Studies - Print-Making/Digital
- Term 2: Artistic Voice — 2-D Studies - Drawing/Painting/Collage
- Term 3: The Sublime — 3-D Studies - Sculpture
- Term 4: Surfaces & Forms — Own choice of material

Achievement will be determined using various assessment devices, these are:

- Written Assignments
- Folios of Practical work

- Visual Journal containing experiments, classwork etc.

Year 11 assessment is all FORMATIVE, and does not count towards a final achievement at the end of Year 12.

#### Areas of Study in Year 12 (Electives) - (2 Semesters)

Students are encouraged to pursue their own learning under two Basic units centred on specific themes, these are:

- Elective 1 – Who are we? - Own choice of material
- Elective 2 – Where are we going? - Own choice of material

Year 12 assessment is all SUMMATIVE, and does count towards a final achievement at the end of year 12.

SUMMATIVE ASSESSMENT will be determined using:

- Bodies of Work completed in chosen elective areas.
- Written Assignments.
- Visual Journal containing experiments, media exploration, design thoughts, classwork etc.

The school will endeavour to supply most general materials used in the senior course, however depending on the electives chosen, students may need to provide some of their own more specific items and specialised materials.

## Authority-Registered Subjects

Authority registered subjects are developed by the QCAA from Study Area Specifications (SASs) in several broad curriculum areas. Achievements in these subjects do not contribute towards an OP but are used in the calculation of Selection Ranks and contribute towards the QCE providing the final standard is Sound achievement or better.

***Results of QCAA Subjects studied for one semester or more will appear on the Senior Statement.***

### BUSINESS STUDIES

STATUS: AUTHORITY-REGISTERED SUBJECT  
QCE: 4 CREDIT POINTS POSSIBLE  
OP: DOES NOT CONTRIBUTE

#### PREREQUISITES

There are no prerequisites for Business Studies. A Sound Achievement in Year 10 English is desirable but not essential.

#### WHY STUDY THIS SUBJECT

Business Studies provides opportunities for students to develop practical business knowledge, understanding and skills for use, participation and work in a range of business contexts. Students will explore business functions and develop business practices required to produce solutions to real life or simulated problems. Business practices and functions bind an organisation together, enable it to operate and connect it to its customers, stakeholders and community. Business Studies can establish a basis for further education and employment in office administration, data entry, retail, sales, reception, small business, finance administration, public relations, property management, events administration and marketing.

#### COURSE CONTENT

A course of study for Business Studies includes:

- Contextualised units of work – these may include entertainment, events management, financial services, health and well-being, insurance, legal, media, mining, not-for-profit, real estate, retail, rural, sports management, technical, tourism and travel.
- Business practices – business fundamentals, financial literacy, business communication and business technology – across the course of study.
- Business functions – working in administration, working in finance, working with customers and working in marketing – across the course of study.

#### ASSESSMENT

Student performance will be judged according on three equally weighted dimensions. There are –

- *Knowing and understanding* refers to the knowledge, understanding and skills required in business functions.
- *Applying and examining* refers to the analysis of business contexts and the selection and application of knowledge, understanding and skills to these contexts.
- *Producing and evaluating* refers to the planning and development of business solutions and outcomes in business contexts. Planning refers to the management and organisation of resources for business solutions and outcomes. Evaluating refers to the reflection on solutions and outcomes to consider ways to improve future responses.

A range of assessment techniques will be used. These include projects, extended response to stimulus and examinations.

#### HOW CAN PARENTS/CARERS HELP?

Parents can help students by providing a supportive environment at home and showing an interest in students' learning activities. The opportunity to discuss current and social issues with family members can provide students with valuable social perspectives.

## **VISUAL ARTS IN PRACTICE**

STATUS: AUTHORITY-REGISTERED SUBJECT  
QCE: 4 CREDIT POINTS POSSIBLE  
OP: DOES NOT CONTRIBUTE

### PREREQUISITES

There are no special prerequisites for this subject; however, an interest in Art would be an advantage.

### WHY STUDY THIS SUBJECT

Visual Art Studies aims to foster an interest in the arts by providing more practical, skills based activities for students. Technical areas of study may include:

- Visual Art (drawing, painting, sculpture, printing)
- Arts and Crafts (mosaics, wind chimes, candle making)
- Fibre Arts (kites, lamps & tie-dying)

The course also aims to promote:

- individual worth through building of personal confidence and positive self-image.
- group decision making skills and group commitment
- communication in everyday situations
- negotiation and promotion skills.

### ASSESSMENT

Achievement will be determined using various assessment devices. These are:

- Practical Folios
- Visual Journals

## ENGLISH COMMUNICATION

STATUS: AUTHORITY-REGISTERED SUBJECT  
QCE: 4 CREDIT POINTS POSSIBLE  
OP: DOES NOT CONTRIBUTE

### PREREQUISITES:

No prerequisites required.

### WHY STUDY THIS SUBJECT

English Communication is an English-based subject designed to assist students in Years 11 and 12 to improve their potential for effective participation in fundamental life roles i.e. those related to work, community and leisure. These three areas provide the basis of the three strand approach to studies in English Communication.

Students work to develop abilities to compose and comprehend English language texts which:

- are related to workplace situations/activities
- provide information and opinion on matters of community and national interest e.g. newspapers, magazines, documentaries, non-fictional prose
- provide enjoyment e.g. film, television, radio, drama, prose fiction and biographies, magazines, song lyrics and poetry.

### WORK STRAND

In the work strand, students develop an understanding of and practical experience in a range of workplace communications; from simple, routine requirements to more complex interactions involved in job seeking, working together in teams, dealing with clients and making presentations to specified audiences.

### COMMUNITY STRAND

This strand includes issues of local and national significance drawn from the mass media. It deals with the importance of the media in shaping opinion, with advertising, and the associated skills of analysing and organising information and presenting in appropriate forms.

### LEISURE STRAND

This strand affords students the opportunity to study and respond to language as used in literature, magazines, drama, film and the range of entertainments offered on television and radio.

### ASSESSMENT

In English Communication 50% - 70% of the tasks contributing to summative assessment are predominantly spoken and 30% - 50% predominantly written.

## **HOSPITALITY PRACTICES**

STATUS: AUTHORITY-REGISTERED SUBJECT  
QCE: 4 CREDIT POINTS POSSIBLE  
OP: DOES NOT CONTRIBUTE

### PREREQUISITES

Students who take this course must have a keen interest in the hospitality industry and may be interested in further employment in this industry.

### WHY STUDY THIS SUBJECT

The hospitality industry is one of the largest employers in the country and therefore acquisition of knowledge and skills in this area, to meet the needs of their clients, is valuable for life in the workforce. This dynamic industry offers a variety of exciting and challenging long-term career opportunities in the service of others, across a range of businesses for those who may choose this as an occupation. This subject focuses on team work, co-operative planning, problem solving and decision making which are all relevant and essential skills for everyday life.

### COURSE CONTENT

A course of study comprises 3 core topics:

- Navigating the hospitality industry
- Working effectively with others
- Hospitality in practice

These three core topics will be embedded in two electives which are Kitchen Operations and Beverage Operations and Service.

Hospitality in Practice is a critical element of this subject and students will be involved in planning and implementing at least two actual events each year. These events provide opportunities for students to participate in and produce food and beverage products and perform service for customers in real-world hospitality contexts.

### ASSESSMENT

Student assessment is based on achievement in three dimensions which are as follows:-

- Knowing and understanding
- Examining and applying
- Planning and evaluating

Assessment techniques include an extended respond to stimulus, an examination and two projects per year.

## INFORMATION & COMMUNICATION TECHNOLOGY

STATUS: AUTHORITY-REGISTERED SUBJECT  
QCE: 4 POINTS  
OP: DOES NOT CONTRIBUTE

### PREREQUISITES

There is no prerequisite for Information and Communication Technology. A Sound Achievement in Software Applications is desirable but not essential.

### WHY STUDY THIS SUBJECT

Information and Communication Technology (ICT) focuses on the knowledge, understanding and skills related to engagement with information and communication technology through a variety of elective contexts derived from work, study and leisure environments of today.

Information and Communication Technology is concerned with skills in applying knowledge of ICT to produce solutions to simulated problems referenced to business, industry, government, education and leisure contexts. Through practice in problem-solving in a variety of contexts, both individually and collaboratively, it promotes adaptable, competent and self-motivated users and consumers of ICT who can work with clients and colleagues to identify issues and solve problems.

Computers are an integral part of today's work, study and leisure and students must know how to use them effectively, efficiently, and ethically. Most social environments involve the use of information and communication technology in some form of entertainment, education and recreational purposes.

Since technology changes so rapidly, the specific knowledge, processes and skills associated with working with information and communication technology should be periodically updated to ensure that the facilities provided by newly developed technologies can be exploited.

### COURSE CONTENT

A course of study for ICT will include core topics and elective contexts. The core topics are:

- Hardware
- Software
- ICT in society

The elective contexts are:

- Animation
- Application development
- Audio and video production
- Data management
- Digital imaging and modelling
- Document production
- Network fundamentals
- Online communication
- Website production

### ASSESSMENT

ICT has three equally weighted dimensions:

- *Knowing and understanding* refers to students being familiar with the concepts and ideas, knowledge, understanding and skills used in solving ICT problems within ICT contexts.
- *Analysing and applying* refers to the analysis of ICT problems and the selection, application and organisation of knowledge, understanding and skills in ICT contexts to carry out and complete tasks.
- *Producing and evaluating* – Producing refers to utilising ICT to carry out a plan for solving a given ICT problem that meets certain specifications. Evaluating refers to the reflection on the students' problem-solving process and solutions to consider ways to improve future responses to ICT problems.

Assessment techniques may include projects and extended response to stimulus.

Textbooks are available under the College Book Hire System.

Students must ensure their laptops are in good working order and ready for use during class. The school will provide sufficient access to peripherals and software.

#### HOW CAN PARENTS/CARERS HELP

Students should be encouraged to take an interest in topical issues related to information technology. One of the best ways of doing this is for parents/carers to show a personal interest in the area. Media reports often focus on such issues. These issues could be discussed and a reasoned, critical response encouraged.

## MANUFACTURING – ENGINEERING SKILLS

STATUS: AUTHORITY-REGISTERED SUBJECT  
QCE: 4 CREDIT POINTS POSSIBLE  
OP: DOES NOT CONTRIBUTE

### PREREQUISITES

It would be an advantage to the student to have done Metalwork at a Junior level.

NOTE: It is envisaged that Engineering students would take advantage of Work Placement opportunities to complement their vocational studies.

### WHY STUDY THIS SUBJECT

This subject is designed as a project/activity based course of study that focuses on the use of current industry practices and production processes to solve problems or complete tasks in a workshop environment. The course is designed to benefit those students who may wish to enter directly into the workforce by developing their practical skills, or those who wish to enter a traineeship or apprenticeship, and complete further studies at TAFE.

In general, a student who undertakes this course should have an interest in the field of metalwork, be self-motivated and derive satisfaction from working with materials, tools and machines as they prepare for further employment and/or recreation and leisure activities. A course of study in Engineering Skills can establish a basis for further education and employment by providing students with the knowledge and skills that will enhance their employment prospects in the manufacturing industries. With additional training and experience, potential employment opportunities may be found in engineering trades which includes sheet metal trades worker, metal fabricator, welder, maintenance fitter, metal machinist, locksmith, air conditioning mechanic, refrigeration mechanic and automotive mechanic.

### COURSE CONTENT

Engineering Skills at Emmaus is a two year course of study comprising approximately 220 hours of training.

A course of study in Engineering Skills comprises 2 core topics:

- Industry practices
- Drafting processes

These 2 core topics will be embedded in at least two other electives comprising of sheet metal working, welding and fabrication or fitting and machining.

Students will work through a series of projects designed to teach and enhance basic and advanced metalworking skills. They will also study the associated theory and safety relevant to these skills.

### ASSESSMENT

Student assessment is based on achievement in three dimensions which are as follows:-

- Knowing and understanding
- Analysing and applying
- Producing and evaluating

Assessment techniques will most likely include:

- Projects
- Practical demonstration
- Examinations

## MANUFACTURING – FURNISHING SKILLS

STATUS: AUTHORITY-REGISTERED SUBJECT  
QCE: 4 CREDIT POINTS POSSIBLE  
OP: DOES NOT CONTRIBUTE

### PREREQUISITES

It would be an advantage to the student to have done Woodworking at a Junior level.

NOTE: It is envisaged that Furnishing students would take advantage of Work Placement opportunities to complement their vocational studies.

### WHY STUDY THIS SUBJECT

This subject is designed to develop transferable skills relevant to a range of industry contexts as a project/activity based course of study that focuses on the use of current industry practices and production processes to solve problems or complete tasks in a workshop environment. The course is designed to benefit those students who may wish to enter directly into the workforce by developing their practical skills, or those who wish to enter a traineeship or apprenticeship, and complete further studies at TAFE.

In general, a student who undertakes this course should have an interest in the field of woodworking, be self-motivated and derive satisfaction from working with materials, tools and machines as they prepare for further employment and/or recreation and leisure activities. A course of study in Furnishing Skills can establish a basis for further education and employment by providing students with the knowledge and skills that will enhance their employment prospects in the manufacturing industries. With additional training and experience, potential employment opportunities may be found in furnishing trades which includes furniture maker, wood machinist, cabinet maker, polisher, shopfitter, upholsterer, furniture restorer, picture framer, floor finisher and glazier.

### COURSE CONTENT

Furnishing Skills at Emmaus is a two year course of study comprising approximately 220 hours of training.

A course of study in Furnishing Skills comprises 2 core topics:

- Industry practices
- Drafting processes

These 2 core topics will be embedded in furniture making plus at least two other electives comprising of cabinet making, furniture finishing, glazing and framing, or upholstery.

Students will work through a series of projects designed to teach and enhance basic and advanced woodworking skills. They will also study the associated theory and safety relevant to these skills.

### ASSESSMENT

Student assessment is based on achievement in three dimensions which are as follows:-

- Knowing and understanding
- Analysing and applying
- Producing and evaluating

Assessment techniques will most likely include:

- Projects
- Practical demonstration
- Examinations

## **MANUFACTURING – INDUSTRIAL GRAPHICS SKILLS**

STATUS: AUTHORITY-REGISTERED SUBJECT  
QCE: 4 CREDIT POINTS POSSIBLE  
OP: DOES NOT CONTRIBUTE

### PREREQUISITES

It would be an advantage to the student to have done Graphics at a Junior level although it is not essential.

NOTE: It is envisaged that Industrial Graphics students would take advantage of Work Placement opportunities to complement their vocational studies.

### WHY STUDY THIS SUBJECT

This subject caters for students that are interested in a range of roles and trade areas in the manufacturing industries and CAD operations within these areas. Industrial Graphics Skills focuses on current industry practices and drafting processes required to produce the technical drawings used in a variety of manufacturing industries including building and construction, engineering and furnishing. The course is designed to benefit those students who may wish to enter directly into the workforce by developing their Graphical communication skills, or those who wish to enter a traineeship or apprenticeship, and complete further studies at TAFE.

Many employment opportunities exist within the trade areas for employees that have Graphical communication and CAD skills. A course of study in Industrial Graphics Skills can establish a basis for further education and employment by providing students with the knowledge and skills that will enhance their employment prospects in a range of roles and trades in the manufacturing industries. With additional training and experience, potential employment opportunities may be found in drafting roles such as architectural drafter, estimator, mechanical drafter, electrical drafter, structural drafter, civil drafter and survey drafter.

### COURSE CONTENT

Industrial Graphics Skills at Emmaus is a two year course of study comprising approximately 220 hours of training.

A course of study of study in Industrial Graphics comprises 2 core topics:

- Industry practices
- Drafting processes

These 2 core topics will be embedded in at least 3 of the following electives:

- Building and construction drafting
- Engineering drafting
- Furnishing drafting.

Students will work through a series of projects designed to teach and enhance basic and advanced Industrial Graphics skills. They will also study the associated theory relevant to these skills.

### ASSESSMENT

Student achievement is assessed on the basis of three criteria:

- Knowing and understanding
- Analysing and applying
- Producing and evaluating

Assessment techniques will most likely include:

- Projects
- Practical demonstration
- Examinations

## **PREVOCATIONAL MATHEMATICS**

STATUS: AUTHORITY-REGISTERED SUBJECT  
QCE: 4 CREDIT POINTS POSSIBLE  
OP: DOES NOT CONTRIBUTE

The emphasis of this course is to provide students with a relevant and practical mathematical basis for entering the workplace or continuing onto TAFE. It primarily focuses on five core units - Basic Skills, Measurement and Geometry, Probabilities and Statistics, Finance, and Data Collection, Display and Interpretation. Students who have experienced difficulty with application questions in Year 10 Core Mathematics would have greater success with Prevocational Maths rather than Maths A. Students need to consider their OP eligibility before selecting this subject.

### OPTIONS

In deciding whether to choose this subject, attention should be given to the following-

- Current Maths teacher's recommendation.
- Prerequisites for tertiary courses.
- OP eligibility (Mathematics A should be chosen if you wish to be OP eligible).
- Interest and ability in mathematics.

Ability and aptitude of the student is important. A student should take the level appropriate to his/her ability. Problems associated with taking a level which is beyond the student include frustration, boredom and feeling of failure. Parents should be realistic about their child's abilities and are encouraged to discuss their choice with their student's Year 10 Maths teacher. It is not always possible to change mathematics subjects throughout Year 11 due to timetable restrictions.

Assessment in all strands of mathematics will come from a mixture of assignments and examinations over all four semesters.

### COURSE REQUIREMENTS

A minimum of 20 minutes homework every night is essential.

## RECREATION

STATUS: AUTHORITY-REGISTERED SUBJECT  
QCE: 4 CREDIT POINTS POSSIBLE  
OP: DOES NOT CONTRIBUTE

### PREREQUISITES

Participation in physical activity **is essential**.

### WHY STUDY THIS SUBJECT

Recreation is a growth industry in Australian society and includes social sport, fitness programs and outdoor pursuits and forms a substantial part of leisure time. This subject focuses on the role recreation has in the life of individuals and communities. It is a subject that provides students with the opportunities to learn in, through and about recreation activities.

Recreation builds on the knowledge, skills and understandings covered in the Australian Curriculum Health and Physical Education syllabus F-10.

Activities students will be required to participate in are selected from the following categories:

- Active play and minor games,
- Challenge and adventure activities,
- Games and sports,
- Health-related physical activities, and
- Rhythmic and expressive movement activities.

Recreation can enhance 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. The skills developed in Recreation may be oriented towards work, personal fitness, or general health and wellbeing.

The recreation activities are the medium through which students examine the Core Subject material of:

- Recreation, you and the community,
- Physical activity and healthy living,
- Health and safety in recreation and
- Personal and interpersonal skills in recreation activities.

Recreation involves students working individually, with others and in teams and can establish a basis for further education and employment in the fields of fitness, outdoor recreation and education, sports administration, community health and recreation and sport.

The electives students are engaged in often attract an **additional cost** as students participate in activities which are outsourced to community providers. An approximation of these costs is further outlined in the ADDITIONAL COSTS section.

A three day, two night camp held on Humpy Island in Semester 4 forms the final assessment for the subject and attracts an **additional cost**.

### ASSESSMENT

Assessment in Recreation varies and includes:

- Project where assessment encompasses at least two genres from the following written, spoken, multimodal and performance.
- Investigation where assessment can be written, spoken or multimodal.
- Performance which can encompass skilled performances, participation, coaching, refereeing, supervising, organising or managing events.

### SPECIFIC COURSE REQUIREMENTS

Uniform: Students are required to wear the College sports uniform and sports shoes for all physical performance activities.

### ADDITIONAL COSTS

An additional expense of approximately \$100 will be incurred for the Humpy Island camp in Semester 4, Year 12.

There are also a variety of costs associated with the electives students undertake each year. These costs can range from \$10.00 to \$15.00 per person, per visit for activities such as squash/tennis, fitness, 10 pin bowling and alternative recreation activities (high ropes and rock climbing).

## RELIGION & ETHICS

STATUS: AUTHORITY-REGISTERED SUBJECT  
QCE: 4 CREDIT POINTS POSSIBLE  
OP: DOES NOT CONTRIBUTE

### WHY STUDY THIS SUBJECT

Religion & Ethics helps students to know and understand the influence that values, belief systems or religious traditions have on their own and other people's behaviour. A search for meaning helps students from various backgrounds to learn about and reflect on the richness of religious and ethical worldviews. Religion & Ethics 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.

### COURSE CONTENT

Over the two year course, students will study a range of topics including: Social Justice, Australian Spirituality, Sacred Texts, World Religions, Values and Ethics and Life Choices. Each topic is examined in terms of its personal, relational and spiritual significance.

### ASSESSMENT

Assessment in Religion & Ethics is designed to enable students to demonstrate achievement in the areas of knowledge and understanding, processing skills and communication skills. To determine a student's level of achievement a wide range of tasks is used. Assessment techniques may include: response to stimulus materials (written or oral), presentations such as artistic, non-written or other forms of presentations including collages of images, preparing and presenting a class or school ritual/event or religious service, objective and short-answer tests. Tasks such as journals, project outcomes or oral or visual presentations could be the result of a field study.

## SOCIAL AND COMMUNITY STUDIES - BUSINESS

STATUS: AUTHORITY-REGISTERED SUBJECT  
**INCOMPATIBLE WITH SOCIAL AND COMMUNITY STUDIES – SOCIAL SCIENCE**  
QCE: 4 CREDIT POINTS POSSIBLE  
OP: DOES NOT CONTRIBUTE

### PREREQUISITES

There are no prerequisites for Social and Community Studies. A Sound Achievement in Year 10 English is desirable but not essential.

### WHY STUDY THIS SUBJECT

Social and Community Studies deals with the skills students need to function efficiently and positively in current and future life roles. Social and Community Studies fosters personal development and social skills which lead to self-reliance, self-management and concern for others. It fosters appreciation of, and respect for, cultural diversity and encourages responsible attitudes and behaviours required for effective participating in the community and for thinking critically, creatively and constructively about their future role in it.

Note: Social and Community Studies – Business cannot be studied at the same time as Social and Community Studies – Social Science

### COURSE CONTENT

A course of study for Social and Community Studies includes:

- Three core life skills areas – personal, interpersonal and citizenship integrated in elective units.

These elective units may include:

- Australia's place in the world
- Legally, it could be you
- Money management
- Science and technology
- Today's society
- The world of work

### ASSESSMENT

Student performance will be judged according on three equally weighted dimensions. There are –

- *Knowing and understanding* refers to the concepts, ideas, knowledge, understanding and skills required for social investigations.
- *Applying and examining* refers to the ability to apply concepts, ideas, knowledge, understanding and skills in, about and through social investigation.
- *Producing and evaluating* refers to the management of resources and the planning involved in undertaking social investigations and/or events.

A wide range of assessment techniques will be used. These include projects, investigations, extended response to stimulus and examinations.

### HOW CAN PARENTS/CARERS HELP?

Parents can help students by providing a supportive environment at home and showing an interest in students' learning activities. The opportunity to discuss current and social issues with family members can provide students with valuable social perspectives.

## SOCIAL AND COMMUNITY STUDIES – SOCIAL SCIENCE

STATUS: AUTHORITY-REGISTERED SUBJECT  
**INCOMPATIBLE WITH SOCIAL AND COMMUNITY STUDIES – BUSINESS**  
QCE: 4 CREDIT POINTS POSSIBLE  
OP: DOES NOT CONTRIBUTE

### PREREQUISITES

No prerequisites required.

### WHY STUDY THIS SUBJECT

Social and Community Studies deals with skills needed to function effectively and positively in both current and future life roles. The four life skills dealt with in this subject are personal skills, social/relationship skills, resource management skills and responsible citizenship skills.

Students investigate the life roles through a variety of elective units dealing with topics such as *Legally it is Up to You*, *The Community and the Environment*, *Science and Technology* and *Health and Recreation*.

Note: Social and Community Studies – Business cannot be studied at the same time as Social and Community Studies – Social Science

### COURSE CONTENT

Year 11 Course Overview:

Units of work to be covered include:

- ✚ Gender and Identity. "What does it mean to be a women?" This unit looks to understand that gender roles play a significant part in how we construct our personal identities
- ✚ *The Arts and the Community. This unit looks to explore the Cultural identity of Indigenous Australians that is expressed through visual art.*
- ✚ *Science and Technology. This unit looks to consider the major influences on the growth of social media as a communication technologies.*
- ✚ Health- food and nutrition. This unit looks to develop an understanding of the importance of need to have a balanced diet in order to meet daily nutrition requirements.

Year 12 Course Overview:

Units of work to be covered include:

- ✚ Health - food and nutrition / Diabetes. This unit looks to understand the need to have a healthy life style.
- ✚ *Today's Society. "Challenges faced by an aging population". This unit examines how identities of individuals and community groups are constructed in the modern media.*
- ✚ Today's Society. "Technologies in the community". This unit looks at the impact of scientific discoveries and new technologies and their enhancement on our own lives.

### ASSESSMENT

Assessment tasks will vary depending on the unit studied and will be practical in nature. They could include visual, oral and non-written presentations, short exams, assignments or major projects.

# TOURISM

STATUS: AUTHORITY-REGISTERED SUBJECT  
QCE: 4 CREDIT POINTS POSSIBLE  
OP: DOES NOT CONTRIBUTE

## PREREQUISITES

No prerequisites required.

## WHY STUDY THIS SUBJECT





Tourism has become the world's biggest industry and its potential impact on societies and their economic and ecological future is enormous. The tourism industry is one of Australia's fastest growing industries. It has assumed increasing importance in Australian society as a source of expanding employment opportunities in related tourism sectors of travel, hospitality and visitor services. The tourism industry provides the context for students to understand the industry's workplace culture and practices, and also to develop the skills, processes and attitudes crucial for making valid decisions about career pathways.

Students have the opportunity to gain an understanding of the role of the tourism industry and structure, scope and the operation of the tourism sectors of travel, hospitality and visitor services. Students are also encouraged to investigate tourism as a source of leisure activity, life skills and as an avenue for further study and employment opportunities.

## COURSE CONTENT





The four core study areas are: Global Tourism, The Nature of Tourism, Tourism Information, and Tourism as a Business. These core study areas are integrated across the two-year program of study.

### Year 11 Course Overview

-  Introduction to Tourism
-  Tailoring the travel experience
-  Australian Destinations and Attractions
-  Cultural Awareness and Languages

Learning experiences may include: investigating past and present patterns of tourism, observing different tourist groups, designing travel itineraries, visiting tourism attractions, and cultural and language learning.

### Year 12 Course Overview

-  Marketing of Tourism
-  An emerging Tourist Market; Eco-Tourism
-  Overseas Destinations
-  Tourist Accommodation and transport

Learning experiences may include: promoting local tourism attractions, preparing brochures, cultural and language learning, investigating overseas time zones, presenting tour commentaries, visiting accommodation facilities and tourist information centres, and observing transportation options in the local area.

## ASSESSMENT

Assessment in Tourism will vary according to the unit studied and will be practical in nature. Assessment techniques may include: Short written responses, written tests, oral multimodal presentations, field trip reports.

## Vocational Education and Training (VET)

Emmaus College offers students the opportunity to participate in several VET certificates within the Australian Qualifications Framework (AQF), Australia's system of nationally accredited vocational education and training. VET is offered through several Cert III courses available through private VET providers. Students who are ineligible for OPs may have their VET certificates and school-based apprenticeships and traineeships considered as part of the tertiary selection process. All VET certificates successfully completed are used to provide credits towards the QCE.

***Successful Competencies recorded in Certificate courses that are not completed will appear on the Senior Statement.***

### **VET Subjects Disclaimer**

*"The school must have certain teachers and equipment to run this course. If the school loses access to these resources, the school will provide students with alternative opportunities to complete the course and the related qualifications. The school retains the right to cancel the vocational component of the course if it is unable to meet requirements. Costs to students for delivery of the Certificate courses are determined by the individual RTO delivering the course and are subject to change from time to time."*

## **CERTIFICATE III IN ALLIED HEALTH**

STATUS: VET SUBJECT-CERTIFICATE  
EXTERNAL RTO  
QCE: 8 CREDIT POINTS POSSIBLE

### **PREREQUISITES**

Students who take this course must have a keen interest in working in the Allied Health Industry and should have achieved a satisfactory standard in English.

### **WHY STUDY THIS SUBJECT**

This certificate course is a two year course of study for students in Years 11 and 12. The Certificate III in Allied Health Assistance provides students with knowledge of allied health practices and theory related to the health care industry. Allied Health Assistants work under the supervision of the relevant Allied Health Professional. Allied Health includes a range of disciplines including optometry, paramedic, podiatry, psychology, physiotherapy, orthotics and prosthetics, radiation therapy and speech pathology.

### **COURSE CONTENT**

- Assist with an allied health program
- Contribute to effective workplace relationships
- Communicate and work effectively in health
- Interpret and apply medical terminology appropriately
- Organise workplace information
- Recognise healthy body systems in a health care context
- Maintain high standard of client service
- Assist with client movement
- Comply with infection control policies and procedures
- Participate in WHS processes
- Apply First Aid
- Work effectively with culturally diverse clients and co-workers
- Work effectively with older people
- Work effectively with people with a disability
- Interact effectively with children

### **ASSESSMENT**

Students are assessed in the areas of:-

- Practical competencies
- Theoretical competencies
- Simulated training activities

### **COST**

Over the two year course, students will study fifteen units of work and must obtain a First Aid Certificate. The course is overseen by Cairns Training Academy and there is an enrolment fee of \$90, plus \$65 per term as well as the cost of the First Aid Certificate approximately \$80.

### **PATHWAYS**

University = Certificate III in Allied Health Assistance + 5 Authority Subjects of which one must be Study of Religion

Alternative = Certificate III in Allied Health Assistance + 5 subjects selected from Authority or Authority Registered Subjects or combination of both. This would be an OP ineligible pathway.

## CERTIFICATE III IN BUSINESS

STATUS: VET SUBJECT CERTIFICATE – EXTERNAL RTO  
QCE: 8 CREDIT POINTS POSSIBLE

### PREREQUISITES

There are no prerequisites for Certificate III in Business. A Sound Achievement in Year 10 English is desirable but not essential. Keyboarding skills are an advantage.

### WHY STUDY THIS SUBJECT

Certificate III in Business is offered as a senior subject where students learn what it takes to become a Business Professional. Students achieve skills in leadership, innovation, customer service and personal management – through the delivery of a range of projects and services within their school community. Micro business opportunities are also explored.

Upon successful completion, students are certified with 8 Queensland Certificate of Education (QCE) credits.

### COURSE CONTENT

Code	Competency Name
CORE (1)	
BSBWHS302A	Apply knowledge of WHS legislation in the workplace
ELECTIVES*	
BSBCUS301B	Deliver and monitor a service to customers
BSBINN301A	Promote innovation in a team environment
BSBITU306A	Design and produce business documents
BSBPRO301A	Recommend products and services
BSBWOR301B	Organise personal work priorities and development
BSBFLM312C	Contribute to tea effectiveness
BSBWRT301A	Write simple documents
BSBCRT301A	Develop and extend critical and creative thinking skills
BSBWHS303A	Participate in WHS hazard identification, risk assessment and risk control
BSBLED301A	Undertake e-learning
BSBSMB201A	Identify suitability for micro business
FNSFLT301A	Be MoneySmart

\*Elective units are subject to change prior to the commencement of the 2017 school year.

### ASSESSMENT

Students will undertake competency-based assessment towards achieving the selected certificate. A wide range of assessment techniques will be used. Competency based assessment is the process of gathering evidence and making judgements on whether the student can consistently demonstrate knowledge and skill, and the application of that knowledge and skill to the standard of performance required in the workplace. These include observation of performance, oral presentations, short written response, extended written response, projects and procedural applications.

### HOW CAN PARENTS/CARERS HELP

Parents can assist students in their learning by providing a supportive and challenging learning environment. By showing interest and encouraging students in their work, parents/carers will support them in their academic endeavours. Parents can draw attention to business-related issues, both local and global, as presented by and in the media. Encouraging students to develop an appreciation of learning and a willingness to be an active participant in life-long learning will also benefit students.

### COST

The cost of the Certificate III in Business offered by Binnacle Training (RTO) and delivered by the College will be \$198 + a program fee. The program fee will be dependent on the number of students who elect to study the Certificate III in Business.

## CERTIFICATE III IN EARLY CHILDHOOD EDUCATION AND CARE (CHC30113)

STATUS: VET SUBJECT-CERTIFICATE  
EXTERNAL RTO  
QCE: 8 CREDIT POINTS POSSIBLE

### PREREQUISITES

Students who take this course must have a keen interest in working with young children.

### WHY STUDY THIS SUBJECT

This certificate course is a two year course of study for students in Years 11 and 12. It provides students with knowledge of quality childcare practices related to the wellbeing of children and the expectations of the childcare industry.

Workers in the childcare industry know and appreciate the joy of working with young people who have been placed in their care. With 90% of a child's brain connection made by the time they reach five years of age, childcare is a highly regarded profession. Students studying this subject will be well equipped with the knowledge and skills required to work in this industry will have the added benefit of putting their knowledge into practice through 120 hours of mandatory work placement during allocated work placement school weeks.

### COURSE CONTENT

Students will undertake a Certificate III in Early Childhood Education and Care by successfully completing the following 18 units of competency over the course of four semesters as set out below:

#### **Units (15 Core units plus 3 Elective units)**

Unit Code	Unit Title	
CHCLEG001	Work legally and ethically	Core
CHCECE001	Develop cultural competence	Core
CHCECE002	Ensure the health and safety of children	Core
CHCECE003	Provide care for children	Core
CHCECE004	Promote and provide healthy food and drink	Core
CHCECE005	Provide care for babies and toddlers	Core
CHCECE007	Develop positive and respectful relationships with children	Core
CHCECE009	Use an approved learning framework to guide practice	Core
CHCECE010	Support the holistic development of children in early childhood	Core
CHCECE0011	Provide experiences to support children's play and learning	Core
CHCECE0013	Use information about children to inform practice	Core
CHCPRT001	Identify and respond to children and young people at risk	Core
HLTAID004	Provide an emergency first aid response in an education and care setting	Core
HLTWHS001	Participate in work health and safety	Core
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety	Core
CHCECE006	Support behaviour of children and young people	Elective
CHCECE012	Support children to connect with their world	Elective
CHCDIV001	Work with diverse people	Elective

## ASSESSMENT

Students undertake competency-based assessment towards achieving the certificate. A wide range of assessment techniques will be used which involves students completing theoretical and practical competencies.

In addition to class work, students are required to undertake on-the-job placement which is 120hours over the two year course at registered childcare centres, family day care, kindergartens and preschools to gain credit for practical competencies. Employees in day care and childcare centres must have completed this certificate.

## COST

Over the two year course, students will study eighteen units of work and must obtain a First Aid Certificate. The course is overseen by an external provider and there is an enrolment fee of \$75, plus \$30 per unit as well as the cost of the First Aid Certificate.

## CERTIFICATE III IN CHRISTIAN MINISTRY & THEOLOGY (10432NAT)

STATUS: VET SUBJECT-CERTIFICATE  
EXTERNAL RTO  
QCE: 8 CREDIT POINTS POSSIBLE

This course for senior secondary students has been developed by the Institute of Faith Education (IFE), a Registered Training Organisation (Provider No. 31402) in the Archdiocese of Brisbane. Certificate III in Christian Ministry and Theology is a nationally accredited qualification which has been developed in the context of Catholic Education in Queensland.

This course offers a foundation that will be of particular value for pathways into careers in the Catholic sector including healthcare, education, teaching and childcare. This course is delivered over the senior years of schooling (year 11 and 12) and consists of four self-contained modules.

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

### Module 1 – Spirituality Today

(Year 11 Semester One)

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.

#### Units of Competency

BSBCRT301	Develop and extend critical and creative thinking skills
DEFGEN001	Work in a team
CMTTHE303A	Identify a range of information within a theological theme or issue

### Module 2 – The Story

(Year 11 Semester Two)

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.

#### Units of Competency

CMTTHE301A	Identify how Christian Scripture, life and practice are understood today
CMTTHE302A	Identify theological data

### Module 3 – Choices

(Year 12 Semester One)

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

#### Units of Competency

CMTMIN301A	Identify theological knowledge in relation to the Christian way of life
CMTMIN302A	Communicate theology in everyday language

### Module 4 – The Edge

(Year 12 Semester Two)

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.

#### Units of Competency

CMTTHE304A	Identify new theological insights
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### Why do this course?

- Students will gain valuable employability skills which will be of benefit in seeking careers in the Catholic sector.
- Students will gain more options in terms of career/study pathways.
- Students will prepare themselves for life choices they will make outside of school.
- Students will gain skills in connecting with different people from all walks of life.
- Students will gain a deeper understanding of the spiritual and religious influences in the world.

### Credit Points toward the Queensland Certificate of Education (QCE)

Successful completion of this course currently contributes

- **8 points** towards the Queensland Certificate of Education
- a Tertiary Entrance Rank **(TER) of 68 or an equivalent to an OP 15** (OP equivalence will vary each year)

(Correct as at 22/03/2016)

Certificate III in Christian Ministry and Theology provides an alternative pathway to tertiary study. This can be an important safety net for OP students and an excellent outcome for OP-ineligible students.

(Source: 2018 QTAC Tertiary Prerequisites)

### Assessment

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

### Cost

Course fees are not subject to change for the cohort commencing the course in Year 11 (2017) and completing the course in Year 12 (2018).

### COST

Course fees are not subject to change for the cohort commencing the course in Year 11 (2017) and completing the course in Year 12 (2018).

The fees for this course are to be met by the student and are \$160 per module in 2017 (for Modules 1 and 2) and \$165 per module in 2018 (for Modules 3 and 4). The slight increase in fees is due to CPI costs only. The total course fee is \$650.

## CERTIFICATE III IN FITNESS

STATUS: VET SUBJECT-CERTIFICATE EXTERNAL RTO  
QCE: 9 CREDIT POINTS POSSIBLE

### PREREQUISITES

There are no prerequisites for Certificate III in Fitness. Good written and spoken communication is important as well as a passion for and an interest in pursuing a career in the Fitness and Sport industries. Enthusiastic participation in physical activity is essential.

### WHY STUDY THIS SUBJECT

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

Upon successful completion, students are certified with 8 Queensland Certificate of Education (QCE) Credits:

- Nationally recognised qualification – Certificate III in Fitness (8 Credits - Core)

This program also includes the following:

- First Aid qualification and CPR certificate.
- A range of career pathway options including an alternative entry into university.
- Direct pathway into Certificate IV in Fitness (Personal Trainer) with [Fitlink Australia](#)

### CONTENT

Students will undertake the Certificate III in Fitness (SIS30310) by successfully completing the competencies listed below over the course of four semesters.

TOPICS OF STUDY	YEAR 11			
	TERM 1	TERM 2	TERM 3	TERM 4
	<ul style="list-style-type: none"> <li>Sport, fitness and recreation industry</li> <li>Health and safety in fitness</li> <li>Fitness equipment use &amp; maintenance</li> <li>Anatomy and physiology</li> </ul>	<ul style="list-style-type: none"> <li>Customer service</li> <li>Risks in the workplace</li> <li>Anatomy and physiology</li> </ul>	<ul style="list-style-type: none"> <li>Community fitness programs</li> <li>Anatomy and physiology</li> <li>Health assessments and fitness programs</li> </ul>	<ul style="list-style-type: none"> <li>Client screening and health assessments</li> <li>Instructing clients</li> <li>Meeting client needs</li> </ul>
	YEAR 11			
	TERM 1	TERM 2		
	<ul style="list-style-type: none"> <li>Nutrition</li> <li>Specific populations</li> <li>Circuit training</li> </ul>	<ul style="list-style-type: none"> <li>Supervising gym programs</li> <li>Fitness advice</li> <li>Nutrition</li> <li>Anatomy and physiology</li> </ul>	<ul style="list-style-type: none"> <li>Specific populations</li> <li>Customised gym programs</li> <li>Risk assessment</li> <li>First Aid qualification and CPR certificate</li> </ul>	

### ASSESSMENT

Program delivery will combine both class-based tasks and practical components in a real gym environment at the school.

This involves the delivery of a range of fitness programs to clients within the school community (students, teachers, and staff).

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

- Practical tasks
- Hands-on activities involving clients
- Group work
- Practical experience within the school fitness facility

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

**NOTE: This program involves a mandatory 'outside subject' weekly component of 90 minutes per week across a minimum of one term of study – delivering fitness programs and services to a variety of clients, including adults.**

### COST

The cost of the Certificate III in Fitness offered by Binnacle Training (RTO) and delivered by the College is currently:

- Yr 11 will be **\$259.00** (Binnacle Training Fees - 2 instalments of \$130 charged Term 1 and Term 2) + Binnacle RTO Program fee (calculated on cohort size).
- Yr 12 will be **\$33.00** (First Aid Certificate costs)

### **IMPORTANT: PROGRAM DISCLOSURE STATEMENT (PDS)**

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

To access Binnacle's PDS, visit: <http://www.binnacletraining.com.au/rto.php> and select 'RTO Files'.

# EMMAUS COLLEGE SENIOR SUBJECT SELECTION GUIDE – 2017

Students will be submitting subject selection information online via Web Preferences. Information about the system will be given to students when the selection process starts. All students will receive a code and password to access selection information late in term 3.

Use this guide when considering senior subjects and when filling out the online subject selection form to remind you of the different types of subjects available.

<b>To be eligible for an OP you must study at least 5 QCE/OP subjects. Count up all QCE/OP subjects (excluding reserves) selected from sections A B C and D</b>	<b>QCE/OP</b>	
	Y	N
<b>If you are OP eligible then you need to check your Field Weights. Circle your eligible Field Positions. (See Table of Field Weights on page 73)</b>	A B C D E	

All Year 11 and 12 students must study one of:

- (A) Study of Religion, Cert III in Christian Ministry & Theology or Religion & Ethics
- (B) English or English Communication
- (C) Maths A, Maths B or Pre-Voc. Maths

In addition, all students will study three(3) other subjects of four semesters duration chosen from list (D)

Students are to choose:

- One (1) subject from each of the groups A,B and C by placing **X** in the appropriate box
- Three (3) subjects from the remainder of subjects listed in group D, numbering selections from 1 to 3. (Where 1 is your first choice and 3 your least preferred subject.)
- You should also list two (2) reserve choices

Refer to the following page for notes on QCE, OP and FP eligibility.

A		
<b>Study of Religion</b>	<b>QCE/OP</b>	
<b>Cert III in Christian Ministry &amp; Theology</b>	<b>QCE/Rank</b>	
<b>Religion &amp; Ethics</b>	<b>QCE/Rank</b>	
B		
<b>English</b>	<b>QCE/OP</b>	
<b>English for ESL Learners</b>	<b>QCE/OP</b>	
<b>English Communications</b>	<b>QCE/Rank</b>	
C		
<b>Mathematics A</b>	<b>QCE/OP</b>	
<b>Mathematics B</b>	<b>QCE/OP</b>	

<b>Pre-Vocational Mathematics</b>	<b>QCE/Rank</b>	
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D		
	<b>QCE/Rank</b>	<b>QCE/OP</b>
Accounting		
Ancient History		
Biology		
Business Studies		
Business Communication & Technologies		
Certificate III in Allied Health		
Certificate III in Business		
Certificate III in Early Childhood Education and Care (CHC30113)		
Certificate III in Fitness		
Chemistry		
Creative Arts – Visual Art Studies		
Dance		
Drama		
Geography		
Graphics		
Health Education		
Home Economics		
Hospitality Practices		
Information & Communication Technology		
Information Processing & Technology		
Japanese		
Legal Studies		
Manufacturing – Engineering Skills		
Manufacturing – Furnishing Skills		
Manufacturing – Industrial Graphics Skills		
Mathematics C		
Modern History		
Music		
Physical Education		
Physics		
Recreation		
Social and Community Studies – Business		
Social and Community Studies – Social Science		
Technology Studies		
Tourism		
Visual Art		

## General notes:

### Queensland Certificate of Education QCE

All students completing the senior phase of education at Emmaus College are eligible to qualify for a QCE provided they achieve 20 credits and satisfy the Literacy and Numeracy requirements. Students are reminded that they must gain at least 12 credits from completed core typically this means the successful completion of 3 subjects. Completion of a subject is done over 4 semesters. Students completing Certificates will need to monitor the credits they receive as they progress through years 11 and 12.

Students not eligible for an OP can request a Rank to gain entry to many university courses. Whereas OPs are based on a 1 (highest) to 25 (lowest) scale, ranks are allocated on a 99 (Highest) to 40 (lowest) scale. A table comparing OPs and ranks is usually included in QTAC's Queensland Tertiary Courses book issued to all Year 12 students.

Ranks are calculated from special tables developed each year by QTAC called 'schedules'.

### FIELD POSITIONS

Each AUTHORITY Subject is allocated different weightings for the different field descriptions. Below is an explanation of the field descriptions:

- A. Extended written expression involving complex analysis and synthesis of ideas.
- B. Short written communication involving reading and comprehension and expression.
- C. Basic numeracy involving simple calculations and graphical and tabular interpretation.
- D. Solving complex problems involving mathematical symbols and abstractions.
- E. Substantial practical performance involving physical or creative arts or expressive skills.

To be eligible for a field position (FP), a student must –

- Satisfy the requirements for overall position.
- Have the required number of weighted positions, 15 or more, in the various fields.

Most students are normally eligible for two or three fields. The easiest way to determine eligibility is to add up the field weights for the subjects selected and if any column totals fifteen (15) or more, then the student is eligible in that field.

Use the following table to calculate your eligible FPs. (Note English has already been included.)

Subject (do not include reserve preferences)	FP A	FP B	FP C	FP D	FP E
English	5	4	1	NA	3
Total: To be eligible you must have 15 or more weights					

# Table of Field Weights

AUTHORITY SUBJECTS	FIELD WEIGHTS				
	A	B	C	D	E
Accounting	3	3	5	3	1
Ancient History	5	4	2	NA	3
Biology	5	4	4	3	2
Business Communication & Technologies	3	4	4	3	3
Chemistry	4	3	5	5	2
Dance	2	1	1	NA	5
Drama	3	2	1	NA	5
English	5	4	1	NA	3
English Extension (Literature) (Yr 12 only)	5	2	1	NA	2
English for ESL Learners	3	4	1	NA	3
Geography	4	5	4	3	2
Graphics	1	3	5	3	4
Health Education	5	2	3	2	2
Home Economics	3	4	3	2	4
Information Processing & Technology	3	2	4	4	3
Japanese	1	5	1	NA	3
Legal Studies	5	4	2	1	2
Mathematics A	1	2	5	4	NA
Mathematics B	1	2	5	5	NA
Mathematics C	1	2	5	5	NA
Modern History	5	4	2	NA	3
Music	3	1	2	1	5
Physical Education	3	1	3	2	5
Physics	4	3	5	5	2
Study of Religion	5	4	2	NA	2
Technology Studies	2	1	4	3	4
Visual Art	4	2	2	NA	5

To be eligible for a field position (FP), a student must –

- Satisfy the requirements for overall position.
- Have the required number of weighted positions, 15 or more, in the various fields.