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July 2013

Dear Parents

This handbook is designed to assist students and parents in making an appropriate selection of courses and subjects for Years 11 and 12 as the learning journey continues.

Committing to an individual learning pathway is important in senior as we know education is the key to economic, social and personal stability and success in our increasingly complicated society. At St Francis College we offer pathways to post school life. Student goals post school vary - university, apprenticeship, traineeships or work. All are valid and not mutually exclusive; but all require a commitment to ‘learning’ so students are equipped for employment or ready for further study and/or training.

St Francis College is a Franciscan school committed to a holistic education so we continue to develop the spiritual, intellectual and personal qualities of each student within a caring Christian community. In senior, we expect students to be active and willing participants in their educational journey. Obviously, students educational journey is more fruitful with the active support of parents; and where a partnership is evident between the students, parents and the College. Parental support and involvement in the life of St Francis is important to students and greatly valued by the College.

The Queensland Certificate of Education (QCE) provides for many valid pathways for students. All pathways require a significant amount of learning to an agreed standard, including literacy and numeracy. Thus the decision made by students with regard to subject selection needs both careful research and sound guidance. In order to thrive, students need to commit to their individual learning and to contribute to the St Francis College community. Thus students will need to commit to:

- the Franciscan ethos and catholic values of St Francis College;
- regular study;
- full participation in the pastoral activities;
- a willingness to be involved in the co-curricular life of St Francis College; and
- to leave a positive legacy for the College.

We look forward to working with students and families as students pursue their individual goals while contributing to the great community that is St Francis.

Yours sincerely

Ms Patricia Kennedy
Principal
SENIOR PHASE OF LEARNING GOALS

I/We agree to meet all the conditions of enrolment, set out below, that are required of Senior Students at St Francis College.

Because the College wishes to promote the faith development of our students...

Senior Students are required to:
- show respect for the sacred in persons, places and symbols
- participate in the faith rituals of the College
- appreciate the Gospel values that underpin the College curriculum

Because this college community wants to protect and promote the welfare of its members...

Senior Students are required to:
- be courteous
- be concerned for others
- model appropriate behaviour for Junior students

Because the College Community wants to protect and promote the environment...

Senior Students are required to:
- respect the College property
- assist with cleanliness of the College grounds
- respect the ownership of others’ property

Because the College Community is responsible for student safety...

Senior Students are required to:
- follow all College procedures as set out by the College Administration and as set out in College Diary.
- be aware of and meet all Classroom Expectations as set out in the Homework Diary.
- follow all teacher instructions.
- adhere to the College policy on the use of cars by students.

Because the College Community seeks to promote the academic development of all students...

Senior Students are required to:
- assume responsibility, with the help of teachers, for work and study and for the submission of essays, projects and assignments by due dates.
- attend school, and all classes, regularly and punctually.
- contribute personal gifts and talents to the school community in curricular and extra-curricular activities, particularly through the Senior Leadership system.
- take part in excursions, retreat days, camps and other outings, as determined by the College curriculum.

Because the College recognises the importance of proper relationships with the wider community...

Senior Students are required to:
- act politely and in a co-operative way when travelling to or from school or as part of a College activity.
- abide by all College regulations in regard to student use of cars.

Because the College Community believes that students are required to show pride in themselves and their school...

Senior Students are required to:
- be neatly dressed on school days in the complete school uniform; and on sports days, in the complete sports uniform.
- abide by the College regulations in respect to hair, make-up, jewellery and personal appearance.

Student’s Signature: ……………………………………………………………………………………………………………………………………………………………

Date: ……………………………………………

Parent/Caregiver Signature: ……………………………………………………………………………………………………………………………………………………………
Course Selection Process

- Year 10 Careers program includes distribution of Job guides, guest speakers and address by subject co-ordinators
- Attend university and TAFE Open Days as advertised in newsletter.
- Career Education (including work experience in industry)

YEAR 10 SUBJECT SELECTION INTERVIEWS
- Subject choices and Student Education and Training (SET) plan discussed at interview
- All Year 10 parents and students are expected to attend a 30 min interview in Term 3
- Senior Studies Handbook and Tertiary Prerequisites Booklet distributed to students and parents at a Subject Evening in Term 3

- Timetable produced from student subject choices
- Once lines finalised, students then complete Online Subject Selection in early Term 4
- Where subject choices cannot be met, further discussion will be required.
The Senior Phase of Learning

- Career Plan
- Registration
- Learning Account
- Cert III
- Senior Statement
- QCE
- QCIA
- OP

All learning achievements
Pattern and standard

Legislation: Compulsory Participation Phase
Queensland Certificate of Education (QCE)

There are different components that work together in the senior phase of learning. In Year 10, students will develop a career plan or Senior Education and Training plan (SET plan) to help them plan possible careers and develop a program of study to provide the pathway to their future goals.

In the year before turning 16, students will register with the Queensland Studies Authority (QSA) and open a learning account. Recordable amounts of learning, called learning achievements, can then be banked into the learning account.

There are a number of outcomes that could arise from this learning account:

- a Senior Statement - the record of all learning achievements banked by someone completing Year 12.
- a Queensland Certificate of Education (QCE) - attesting to a significant amount of learning at a set standard and meeting literacy and numeracy requirements.
- an OP - indicating a student’s rank order position based on overall achievement in Authority subjects and used to gain entry to universities.
- a VET Certificate III - certifying competence in a course or qualification level
- a Queensland Certificate of Individual Achievement (QCIA) - recognises schooling achievements that cannot generally be recorded on the senior statement.
QCE Planning Pathway

To gain a QCE, students need:

- 20 credits

- Sound Achievement, Pass or equivalent

in a SET PATTERN:
- at least 12 credits from completed Core courses of study
- an additional 8 credits from a combination of any courses of study
- meet literacy and numeracy requirements.

About the QCE

The Queensland Certificate of Education (QCE) is Queensland’s senior schooling qualification.

- The QCE is awarded to eligible students — usually at the end of Year 12.
- Students can still work towards a QCE after Year 12 or if they leave school.
- Learning options are grouped into four categories (see opposite).
- The QCE offers flexibility in what, where and when learning occurs.

How the QCE works

To achieve a QCE a student needs 20 credits in a set pattern.

- At least 12 credits must come from completed Core courses.
- Additional 8 credits can come from a combination of any courses.
- Students must achieve a Sound, Pass or equivalent to receive QCE credits.
- Literacy and numeracy requirements must be met (see opposite).

Planning a QCE pathway

QCE planning usually starts in Year 10.

- A Senior Education and Training (SET) Plan is developed to map a student’s future education and/or employment goals and their QCE pathway.
- Learning options include senior school subjects, vocational education and training, apprenticeships and traineeships, university subjects done while at school, recognised workplace learning, certificates and awards.
- Students choose their own QCE pathway — there are hundreds of possible course combinations.

START HERE

Can the literacy requirement be met?

- Yes
- No

Can the numeracy requirement be met?

- Yes
- No

Can the completed Core requirement be met?

- Yes
- No

Can a Mathematics subject change or an English subject change meet the requirement?

- Yes
- No

Can 20 credits be gained from courses of study?

- Yes
- No

Can 18 or 19 credits be gained from courses of study?

- Yes
- No

If a subject exited at Limited Achievement after 1 or 2 semesters?

- Yes
- No

Learning options and credit values

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CREDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CORE courses</strong>: usually undertaken by students in the senior phase of learning</td>
<td>At least 12 credits are needed. At least 1 credit undertaken while enrolled at school.</td>
</tr>
<tr>
<td>Authority or Authority-registered subjects</td>
<td>Per course (4 semesters)</td>
</tr>
<tr>
<td>Subjects assessed by a Senior External Examination</td>
<td>4</td>
</tr>
<tr>
<td>VET Certificate II, III or IV qualifications (includes school-based traineeships that incorporate on-the-job training)</td>
<td>Certificate II 5, 6, 7 or 8</td>
</tr>
<tr>
<td>School-based apprenticeships</td>
<td>Certificate II competencies 2</td>
</tr>
<tr>
<td>On-the-job component</td>
<td>4</td>
</tr>
<tr>
<td>Tailored training programs</td>
<td>Per course 4</td>
</tr>
<tr>
<td>Recognised international learning programs</td>
<td>4</td>
</tr>
</tbody>
</table>

| PREPARATORY courses: generally used as stepping stones to further study at a school | A maximum of 6 credits can contribute. |
| VET Certificate I/IV vocational qualifications | Employment skills development programs approved under the VET Act 2000 |
| (Max. of 2 qualifications can count) | (Max. of 1 program can count) |
| Re-engagement programs | 2 |
| Short course in literacy or short course in numeracy developed by the QSA | Per course 1 |

| ENRICHMENT courses: add value or complement Core courses of study | A maximum of 8 credits can contribute. |
| Recognised certificates and awards | As determined by QSA |
| Recognised structured workplace or community-based learning programs | As determined by QSA |
| Learning projects — workplace, community, self-directed | 1 |
| Authority extension subjects, such as English Extension | 2 |
| Career development: A short course in numeracy | As determined by QSA |

| ADVANCED courses: go beyond senior secondary schooling | A maximum of 8 credits can contribute. |
| One or two-year university subjects completed while enrolled at a school | One-year subject 1 |
| One-year subject 2 | 2 |
| Two-year subject | 4 |
| Competencies contributing to VET diplomas or advanced diplomas while enrolled at a school | Up to 8 credits (1 credit per competency) |
| Recognised certificates and awards | As determined by QSA |

Literacy and numeracy requirements

The QCE offers students a range of options to satisfy the literacy and numeracy requirements, including:

- at least a Sound Achievement in one semester of a QCE developed English and Mathematics subject
- at least a Sound Achievement in QCE developed short courses in literacy and numeracy
- competence in VET Vocational Literacy 3 (38153 QLD) and Numeracy 3 (38163 QLD) — expired 30 Sept 2011
- a Pass grade in a literacy and numeracy course recognised by the QSA
- at least a C on the Queensland Core Skills Test
- at least a 4 for an International Baccalaureate examination in English and Mathematics
- completion of 39282QLD Certificate I in Core Skills for Employment and Training — Communication
- completion of 39282QLD Certificate I in Core Skills for Employment and Training — Numeracy

June 2012
The Senior Statement

**Senior Statement**

This is to certify that ANDREA TOWNSEND having completed Year 12 in 2014 has achieved the results reported on this statement.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Semesters</th>
<th>Level of Achievement</th>
<th>Year</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>1 2</td>
<td>Transfer</td>
<td>2014</td>
<td></td>
</tr>
<tr>
<td>Mathematics B</td>
<td>1 2</td>
<td>Limit</td>
<td>2014</td>
<td></td>
</tr>
<tr>
<td>Accounting</td>
<td>1 2</td>
<td>Transfer</td>
<td>2014</td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td>1 2</td>
<td>Transfer</td>
<td>2014</td>
<td></td>
</tr>
<tr>
<td>Legal Studies</td>
<td>1 2</td>
<td>Transfer</td>
<td>2014</td>
<td></td>
</tr>
<tr>
<td>Aboriginal &amp; Torres Strait Islander Studies</td>
<td>1 2</td>
<td>Sound</td>
<td>2014</td>
<td>2</td>
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</tbody>
</table>

**Year 12 Academic Program - Collaborative College for Girls**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Semesters</th>
<th>Level of Achievement</th>
<th>Year</th>
<th>Credit</th>
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</thead>
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<tr>
<td>English</td>
<td>3 4</td>
<td>High</td>
<td>2006</td>
<td>4</td>
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<tr>
<td>Mathematics A</td>
<td>3 4</td>
<td>High</td>
<td>2006</td>
<td>2</td>
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<tr>
<td>Accounting</td>
<td>3 4</td>
<td>High</td>
<td>2006</td>
<td>4</td>
</tr>
<tr>
<td>Economics</td>
<td>3 4</td>
<td>High</td>
<td>2006</td>
<td>4</td>
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<tr>
<td>Legal Studies</td>
<td>3 4</td>
<td>High</td>
<td>2006</td>
<td>4</td>
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</tbody>
</table>

**Authority-registered subjects**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Semesters</th>
<th>Level of Achievement</th>
<th>Year</th>
<th>Credit</th>
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</thead>
<tbody>
<tr>
<td>Recreational Studies</td>
<td>3 4</td>
<td>High</td>
<td>2006</td>
<td>2</td>
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</tbody>
</table>

**Provisional**

**Institutional Education and Training (IET)** for details see Appendix.

**External Subjects Offered - QCE**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
<th>Result</th>
<th>Year</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>T101</td>
<td>Certificate in Hospitality (Kitchen Operators)</td>
<td>Awarded</td>
<td>2006</td>
<td>2</td>
</tr>
</tbody>
</table>

The Queensland Certificate of Education (QCE)

**Queensland Certificate of Education**

Awarded to Andrea Townsend having met the requirements for certification.

Bob McHugh
Chairperson QSA
Date of issue: 19 December 2010

This certificate is issued by the Queensland Studies Authority without alteration or omission. This certificate is recognised within the Australian Qualifications Framework. Studies no. 35-004-0104-6
The Queensland Certificate of Individual Achievement (QCIA)

The Tertiary Entrance Statement

Tertiary Entrance Statement

2010

This is to certify that:

ANDREA TOWNSEND

for tertiary entrance purposes is positioned as follows:

Overall Position (OP) 6

Note: Overall Position (OP) scores position on a scale of 1 to 25, with 1 indicating the highest position and 25 the lowest position.

Field Positions (FPs)

A. Extended written expression involving complex analyses and synthesis of ideas 3
B. Short written communication involving reading comprehension and expression in English or a foreign language 3
C. Basic numeracy involving simple calculations and graphical and tabular interpretation 6
D. Solving problems involving mathematical symbols and abstractions -
E. Substantial practical performance involving physical or creative arts or expressive skills 4

Notes:
Fields A to E receive positions on a scale from 1 to 10.
- The highest position is 1, and the lowest position is 10.
- "-" denotes that the student is not eligible for the field.

Bob McHugh
Chairperson CISA

Date of issue: 19 December 2010

Issued to: 199008000 without alteration or erasure

SIA 111111111

St Francis College – Senior School Studies Handbook 2014 - 2015
Choosing Appropriate Courses

The subjects chosen in Year 11 can have an effect on job/career prospects, the availability of tertiary courses, and on the student's personal well being. For these reasons, it is important that students discuss selection of subjects with their parents, teachers and Subject Co-ordinators. **Students should bear the following in mind when choosing the most suitable subjects for Senior.**

**Achievement**

A student who has done well in a subject in Year 9 and 10 is likely to continue to do well in that subject. However, she/he should be careful about her/his choice of Science subjects. A good pass in Mathematics (Very High Achievement or High Achievement) is essential for any hope of succeeding in either Physics, Chemistry or Maths B.

**Ability**

A student should be realistic about their ability and refrain from fantasizing about vast improvements they will make should they do three times as much study as they did in Year 10. Chances are they will need to do much more study in the following year to even maintain their present level of achievement.

**Interest**

Through studies in Years 8, 9 and 10, students should have a fair idea as to the types of subjects in which they are interested.

**Entry Requirement (Prerequisites)**

A student should make sure that their choice of subjects includes those prescribed for entry to courses at tertiary institutions including Defence Force Colleges and Academies or for the field of work that they might be considering. Some subjects are also useful for certain courses even though they may not be prescribed.

**Self-improvement**

A student should regard their studies in Years 11 and 12 as the chance to improve the skills needed for a job. The ability to express themselves well and to write down ideas in correct English and demonstrate reasonable word processing skills are qualities for which many employers look. Subjects which require a substantial amount of reading, note taking and essay writing will improve these skills.

**Number of subjects**

**CORE:** All students in OP courses are required to study English and either Mathematics A or Mathematics B, and either Study of Religion or Religion and Ethics.

**ELECTIVES:** Three others must be chosen from the list of subjects outlined in this handbook. Changes sometimes need to be discussed for programming reasons and class-size allocation. All reasonable efforts are made to cater for individual needs, but the College reserves the right to direct students away from courses which are obviously too difficult or unsuitable for them. In this context, the higher Mathematics and Science courses are mentioned above. The College will take past performances, and not promises of what may happen in the future, as the criterion in such cases.
CATEGORIES OF COURSES

Authority Subjects
Authority subject have the following characteristics:

- The syllabus for the subject has been approved by the Queensland Studies Authority (QSA).
- The work program has been accredited by the QSA.
- The assessment of student achievement has been certified by the QSA.
- Results from Authority subjects can count in the calculation of Ops and FPs — the most common selection devices used by the tertiary sector.

Purpose:
The course is designed for students who wish to be eligible for tertiary entrance. The range of choices allows students to specialise in interest and ability areas or to undertake a broad based course, thereby keeping their options open.

Requirements:
A minimum of 20 semester units of Authority subjects, (that is, five (5) Authority subjects x 4 semesters). Three (3) of these subjects (12 units) must be studied for two (2) years.

Core subjects:
- Study of Religion
- English
- Maths A or Maths B

Electives:
Three (3) subject choices are to be made. These can be a combination of Authority, Authority-registered or VET subjects.

Prerequisites:
Please check each Authority subject description for minimum entry requirements and seek further advice if the prerequisite has not been met.

Authority-Registered Subjects
Authority-registered courses have the following characteristics:

- Allow for more study of a practical nature
- Results in SAS (Authority-registered) subjects are not included in the calculation of Ops and FPs but can be included in the calculation of a Tertiary Entrance Rank (TER).
- Certificate I, II and III level courses are offered by the College

Purpose:
The course is designed to prepare students for the transition to work and/or continue with tertiary studies. For the selection process to tertiary institutions and TAFE Colleges, students are awarded a rank, which is obtained from Levels of Achievement in the case of Authority-registered subjects or from the completion of Certificate level qualifications. A schedule is used to convert these levels to a Tertiary Entrance Rank (TER).

This course is more practical than theoretical, designed to give students a wide range of skills. Work experience and school-based apprenticeships and traineeships are also available through this program.

Requirements:
Two years of study of a combination of senior subjects. Three (3) of these subjects (12 units) must be studied for two (2) years.

Core subjects:
- Religion and Ethics
- English Communications
- Pre-vocational Maths

Electives:
- Authority-Registered subjects
- Drama Studies
- Music Studies
- Recreation Studies

VET Courses (Vocational Education & Training)
- BSB20112 Cert II in Business
- BSB30112 Cert III in Business
- 30771QLD Cert III in Christian Ministry & Theology
- CHC30708 Cert III in Children’s Services
- SIS30310 Cert II in Fitness
- LMF20309 Cert II in Furniture Making
- AHC20410 Cert II in Horticulture
- SIT20312 Cert II in Kitchen Operations
- AHC21610 Cert II in Landscaping
- CUF20111 Cert II in Visual Arts
- 30981QLD Cert II in Workplace Practices
### Table of Subject Weights for Fields

<table>
<thead>
<tr>
<th>NAME</th>
<th>Syllabus</th>
<th>FIELD A</th>
<th>FIELD B</th>
<th>FIELD C</th>
<th>FIELD D</th>
<th>FIELD E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>2004</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Business Communication &amp; Technologies</td>
<td>2012</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry</td>
<td>2007</td>
<td>4</td>
<td>3</td>
<td>5</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Drama</td>
<td>2013</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
<td>5</td>
</tr>
<tr>
<td>English</td>
<td>2010</td>
<td>5</td>
<td>4</td>
<td>1</td>
<td>N/A</td>
<td>3</td>
</tr>
<tr>
<td>Graphics</td>
<td>2013</td>
<td>1</td>
<td>3</td>
<td>5</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Home Economics</td>
<td>2010</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>2013</td>
<td>5</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Mathematics A</td>
<td>2008</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>Mathematics B</td>
<td>2008</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>Modern History</td>
<td>2004</td>
<td>5</td>
<td>4</td>
<td>2</td>
<td>N/A</td>
<td>3</td>
</tr>
<tr>
<td>Music</td>
<td>2013</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2010</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Physics</td>
<td>2007</td>
<td>4</td>
<td>3</td>
<td>5</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Study of Religion</td>
<td>2008</td>
<td>5</td>
<td>4</td>
<td>2</td>
<td>N/A</td>
<td>2</td>
</tr>
<tr>
<td>Visual Art</td>
<td>2007</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>N/A</td>
<td>5</td>
</tr>
</tbody>
</table>

- This information has been provided to schools by the Queensland Studies Authority (QSA) in June 2013. The Weights for Fields for all subjects may change in future years. The table is correct at time of printing. This table is for use by students completing (Qld) Year 12 in 2015.

### FIELD DESCRIPTIONS

**FIELD A**
- Extended written expression involving complex analysis and synthesis of ideas.

**FIELD B**
- Short written communication involving reading, comprehension and expression in English or a foreign language.

**FIELD C**
- Basic numeracy involving simple calculations, and graphical and tabular interpretation.

**FIELD D**
- Solving complex problems involving mathematical symbols and abstractions.

**FIELD E**
- Substantial practical performance involving physical or creative arts or expressive skills.
Determining Ranks for OP-Ineligible Students

Students who study less than 5 Authority subjects are eligible for an Australian Tertiary Admissions Rank (ATAR). Selection ranks for OP ineligible students are calculated from schedules developed by the Queensland Studies Authority (QSA) and QTAC in consultation with tertiary institutions. Like OPs, the schedules provide selection ranks that are based on the best possible information about how well a student did against all other OP and OP ineligible students. To calculate a selection rank for an OP ineligible student, QTAC uses the achievement levels for Authority, Authority-registered and approved Vocational Educational and Training (VET) modules reported on the Senior Statement only. Only the best 20 semester units of study are used.

<table>
<thead>
<tr>
<th>AUTHORITY SUBJECT</th>
<th>LEVEL OF ACHIEVEMENT</th>
<th>VLA</th>
<th>LA</th>
<th>SA</th>
<th>HA</th>
<th>VHA</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOLOGY</td>
<td>0.7</td>
<td>2.6</td>
<td>5.7</td>
<td>8.1</td>
<td>9.8</td>
<td></td>
</tr>
<tr>
<td>BCT</td>
<td>0.7</td>
<td>1.7</td>
<td>3.6</td>
<td>5.8</td>
<td>7.4</td>
<td></td>
</tr>
<tr>
<td>CHEMISTRY</td>
<td>0.7</td>
<td>4.8</td>
<td>7.4</td>
<td>9.2</td>
<td>10.7</td>
<td></td>
</tr>
<tr>
<td>DRAMA</td>
<td>0.7</td>
<td>1.3</td>
<td>3.2</td>
<td>6.3</td>
<td>8.3</td>
<td></td>
</tr>
<tr>
<td>ENGLISH</td>
<td>0.7</td>
<td>2.0</td>
<td>5.0</td>
<td>7.6</td>
<td>9.5</td>
<td></td>
</tr>
<tr>
<td>GRAPHICS</td>
<td>0.7</td>
<td>2.3</td>
<td>4.7</td>
<td>7.1</td>
<td>8.8</td>
<td></td>
</tr>
<tr>
<td>HOME ECONOMICS</td>
<td>0.7</td>
<td>1.4</td>
<td>3.6</td>
<td>6.2</td>
<td>8.1</td>
<td></td>
</tr>
<tr>
<td>LEGAL STUDIES</td>
<td>0.7</td>
<td>2.4</td>
<td>5.2</td>
<td>7.5</td>
<td>9.2</td>
<td></td>
</tr>
<tr>
<td>MATHEMATICS A</td>
<td>0.7</td>
<td>1.7</td>
<td>3.5</td>
<td>6.0</td>
<td>7.6</td>
<td></td>
</tr>
<tr>
<td>MATHEMATICS B</td>
<td>0.7</td>
<td>5.5</td>
<td>7.2</td>
<td>8.6</td>
<td>10.1</td>
<td></td>
</tr>
<tr>
<td>MODERN HISTORY</td>
<td>0.7</td>
<td>2.6</td>
<td>5.4</td>
<td>7.8</td>
<td>9.5</td>
<td></td>
</tr>
<tr>
<td>MUSIC</td>
<td>0.7</td>
<td>1.7</td>
<td>3.4</td>
<td>6.5</td>
<td>8.6</td>
<td></td>
</tr>
<tr>
<td>PHYSICAL EDUCATION</td>
<td>0.7</td>
<td>1.1</td>
<td>2.9</td>
<td>6.3</td>
<td>8.5</td>
<td></td>
</tr>
<tr>
<td>PHYSICS</td>
<td>0.7</td>
<td>5.0</td>
<td>7.3</td>
<td>9.2</td>
<td>10.6</td>
<td></td>
</tr>
<tr>
<td>STUDY OF RELIGION</td>
<td>0.7</td>
<td>3.3</td>
<td>5.9</td>
<td>8.0</td>
<td>9.7</td>
<td></td>
</tr>
<tr>
<td>VISUAL ART</td>
<td>0.7</td>
<td>2.0</td>
<td>4.5</td>
<td>6.7</td>
<td>8.3</td>
<td></td>
</tr>
</tbody>
</table>

Table 2 Authority-registered subjects including Subject Area Specifications (SAS)

<table>
<thead>
<tr>
<th>AUTHORITY REGISTERED SUBJECT</th>
<th>LEVEL OF ACHIEVEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>VLA</td>
</tr>
<tr>
<td>All subjects</td>
<td>0.1</td>
</tr>
</tbody>
</table>

Table 3 Successful/Competent Vocational Education and Training (VET)

<table>
<thead>
<tr>
<th>MODULES</th>
<th>VRQA LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Enabling</td>
</tr>
<tr>
<td>All Successful / Competent Modules (based on Semester equivalents)</td>
<td>1.3</td>
</tr>
</tbody>
</table>
### Working it all out

Example below demonstrates how the rank is calculated based on 2012 student data.

**Example 1:** Jane attained a QCS Grade of C and the following subject results:

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>SUBJECT TYPE</th>
<th>LEVEL OF ACHIEVEMENT</th>
<th>SEMESTERS</th>
<th>SUBJECT WEIGHTING MULTIPLIED BY NUMBER OF SEMESTERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Comm</td>
<td>SAS</td>
<td>VHA</td>
<td>4</td>
<td>3.5 x 4 = 14</td>
</tr>
<tr>
<td>Maths A</td>
<td>Authority</td>
<td>SA</td>
<td>4</td>
<td>3.5 x 4 = 14</td>
</tr>
<tr>
<td>Religion &amp; Ethics</td>
<td>SAS</td>
<td>HA</td>
<td>4</td>
<td>2.9 x 4 = 11.6</td>
</tr>
<tr>
<td>Drama Studies</td>
<td>SAS</td>
<td>HA</td>
<td>3</td>
<td>2.9 x 3 = 8.7</td>
</tr>
<tr>
<td>BCT</td>
<td>Authority</td>
<td>LA</td>
<td>1</td>
<td>1.7 x 1 = 1.7</td>
</tr>
<tr>
<td>Music Studies</td>
<td>SAS</td>
<td>HA</td>
<td>4</td>
<td>2.9 x 4 = 11.6</td>
</tr>
<tr>
<td>Recreation Studies</td>
<td>SAS</td>
<td>HA</td>
<td>4</td>
<td>3.5 x 4 = 14</td>
</tr>
</tbody>
</table>

**Total** - Grade average based on best 20 Semester units. Jane has 24 semester units, so results in the lowest point value subject are not used (ie Drama Studies/BCT).

QTAC Selection Rank based on grade average of 3.26 and QCS Test Grade of C (*Refer to Schedule S1402*)

\[
\text{Rank} = \frac{65.2}{20} = 3.26
\]

### How do I find out what selection rank I have been given?

QTAC's OP ineligible Estimator assists you to estimate the OP ineligible rank that may be allocated to your 2012 Queensland Year 12 studies if you do not qualify for an OP.

Queensland OP ineligible students who lodge a QTAC application can find out their OP ineligible selection rank by accessing QTAC’s *Current Applicant* online service in late December. This service enables applicants to view and print a record of the QTAC selection rank allocated to their Year 12 qualification.

OP ineligible students who have not lodged a QTAC application can find out their OP ineligible selection rank by calling QTAC Information Services on 1300 GO QTAC (1300 467 822).
Alternative Study Options

Partnership with Schools Program

Metropolitan South Institute of TAFE’s Partnership with Schools (PWS) program is now in its fifth year and continues to allow students to complete a broad range of industry focused vocational qualifications as part of their Year 11 and 12 study program.


All full qualification PWS programs are free of tuition and amenities costs for students enrolled in a Queensland secondary school. Students only pay for materials and textbooks where applicable and administration fee when studying on an MSIT campus. However students must remain enrolled and in attendance at school until the end of program if they wish to receive this tuition free of charge.

Students completing MSIT PWS programs gain automatic entry to higher level MSIT Certificate/Diploma programs when they finish Year 12 and can then continue on to a direct articulated entry to University study.

TAFE study is also recognised as an entry pathway by major universities with the following OP equivalency:

<table>
<thead>
<tr>
<th>Level of study</th>
<th>OP / Rank score available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate III</td>
<td>OP 16 / 68</td>
</tr>
<tr>
<td>Certificate IV</td>
<td>OP 13 / 74</td>
</tr>
<tr>
<td>Diploma</td>
<td>OP 10 / 82</td>
</tr>
<tr>
<td>Advanced Diploma</td>
<td>OP 6 / 91</td>
</tr>
</tbody>
</table>

SkillsTech Australia

At SkillsTech Australia, students have the opportunity to study for a trade and technician qualification in a number of ways.

Students in years 11 and 12 can access a range of programs that will provide them with practical, hands-on training.

By completing a SkillsTech Australia VET in Schools program, students have the opportunity to:

- access a wider range of program offerings through their school
- gain credit points towards their Queensland Certificate of Education (QCE)
- gain real vocational skills and qualifications while completing their QCE
- gain a competitive edge in the employment marketplace
- gain credit towards further TAFE study
- learn from qualified industry professionals.

School-based apprenticeships and traineeships (SATs) allow high school students to work towards a recognised qualification and complete their secondary school studies.

Combined senior studies

Combine your senior studies Certificate of Education with one of SkillsTech Australia’s pre-apprenticeship programs: automotive, construction, electrical, furnishing/cabinet making, mechanical general, metal fabrication, plumbing.

For further details, a separate handbook is available on request for each of these programmes from the Careers Pathways/VET Co-ordinator.
**Education in Australia**

In Australia there is a national framework for all government-accredited courses.

The **Australian Qualifications Framework**

<table>
<thead>
<tr>
<th>SCHOOLS SECTOR</th>
<th>VOCATIONAL EDUCATION &amp; TRAINING SECTOR</th>
<th>HIGHER EDUCATION SECTOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Statement</td>
<td>Advanced Diploma</td>
<td>Doctoral Degree</td>
</tr>
<tr>
<td>Queensland Certificate of Education</td>
<td>Diploma</td>
<td>Masters Degree</td>
</tr>
<tr>
<td></td>
<td>Certificate IV</td>
<td>Graduate Diploma</td>
</tr>
<tr>
<td></td>
<td>Certificate III</td>
<td>Graduate Certificate</td>
</tr>
<tr>
<td></td>
<td>Certificate II</td>
<td>Bachelors Degree</td>
</tr>
<tr>
<td></td>
<td>Certificate I</td>
<td>Advanced Diploma</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Diploma</td>
</tr>
</tbody>
</table>

A student can progress from one qualification to another within or across sectors. The following diagram illustrates the most common pathways.
BUILT ENVIRONMENT AND DESIGN

**RECOMMENDED SUBJECTS**
- English
- Mathematics
- Graphics
- Visual Art

**COMPLEMENTARY SUBJECTS**
- Study of Religion
- CII/III in Business
- Cert III in Christian Ministry
- Cert II in Furniture Making
- Cert II in Landscaping
- Cert II in Horticulture

**DEGREE COURSES**
- Bachelor of Building Design
- Bachelor of Building Surveying
- Bachelor of Construction Management
- Bachelor of Environment Planning
- Bachelor of Built Environment

**PRE-REQUISITES (USUALLY)**
- English
- Maths B

**DIPLOMAS & CERTIFICATES**
- Advanced Diploma of Building Design
- Advanced Diploma of Building Design
- Diploma of Interior Technology
- Certificate in Construction

**PRE-REQUISITES**
- English
- Any Year 12 Maths

**TRAINEESHIP & APPRENTICESHIPS**
- Timber Fabricated Products
- Timber Merchandising
- Wood Panel Products
- Boat Building
- Bricklaying
- Cabinet Making
- Carpentry
- Floor Finishing
- French Polishing
- Joinery
- Painting - Decorating
- Plastering
- Plumbing
- Polishing
- Shop Fitting
- Tiling
- Wood Machining

**CAREER PATHS**
- Architecture
- Architectural Drafting/Building Design
- Building Design
- Building
- Building Surveying
- Construction Management
- Industrial Design
- Landscape Architecture
- Property Economics
- Quantity Surveying
- Urban, Regional, Town and Country Planning
- Graphic Designer
- Town Planner
- Cartographer
- Carpenter/Joiner
- Cabinet Maker
- Picture Framer
- Wood Machinist
- Painter and Decorator
- Tiler
- Bricklayer
- Shop Fitting
- Teacher
BUSINESS

RECOMMENDED SUBJECTS
English
Mathematics
Legal Studies
Business Com. & Technologies
Cert III in Business

COMPLEMENTARY SUBJECTS
Cert II in Kitchen Operations
Study of Religion
Cert III in Christian Ministry
Modern History

DEGREE COURSES
Bachelor of Business/Business Administration
Bachelor Business Communication
Bachelor in Retail Management
Bachelor International Finance
Bachelor Commerce/ Economics

CAREER PATHS
Business Computing
Economics
Finance & Banking
Industrial Relations
International Business
Insurance
Human Resource Management
Public Relations
Real Estate Agent
Marketing
Catering/food & Service Management
Club Management
Hotel Management
Leisure Studies Management
Travel / Tourism Management
Bank Officer
Administrative Officer
Receptionist
Accounts Clerk
Tax Agent
Article Clerk
Teacher

PRE-REQUISITES (USUALLY)
English
Maths B

DIPLOMAS & CERTIFICATES
Adv. Diploma Business Accounting
Diploma Business
Diploma Human Resource Management
Diploma Management / Marketing
Diploma Retail Management
Certificate in Clerical Administration
Certificate in Retail Operations

PRE-REQUISITES
English

TRAINEESHIP & APPRENTICESHIPS
Business - Office Administration
Information Technology
Office Administration
Public Administration
Small Business
CREATIVE & PERFORMING ARTS

RECOMMENDED SUBJECTS
English
Study of Religion
Cert III in Christian Ministry
Drama
Drama Studies
Music
Music Studies
Visual Art
Cert II in Visual Arts

DEGREE COURSES
Bachelor of Jazz Studies
Bachelor of Education
Bachelor of Arts in Creative Arts
Bachelor of Photography
Bachelor of Visual Arts

PRE-REQUISITES (USUALLY)
English
Audition/Folio

CAREER PATHS
Creative Writing
Dance
Teacher
Drama & Theatre
Graphic Design
Interior Design
Fashion / Textile Design
Film
Multimedia
Visual / Fine Arts
Set Designer
Actor
Sound Technician
Ticket Usher

COMPLEMENTARY SUBJECTS
BCT
Physical Education
Home Economics
Graphics

DIPLOMAS & CERTIFICATES
Diploma of Commercial Art
Diploma of Photography
Adv. Diploma of Arts
Diploma of Visual Arts
Diploma of Fine Arts
Diploma of Multimedia
Diploma of Arts - Graphic Design

PRE-REQUISITES
English / Eng Communication
Folio

TRAINEESHIP & APPRENTICESHIPS
Arts Administration
Multimedia
Printing Design
Screenprinting
Graphic Reproduction
Signwriting
Jewellery
ENGINEERING and TECHNOLOGY

RECOMMENDED SUBJECTS
- English
- Maths B
- Study of Religion
- Cert III in Christian Ministry
- Physics
- Chemistry

COMPLEMENTARY SUBJECTS
- Graphics
- Cert II in Furniture Making

DEGREE COURSES
Bachelor of Engineering:
- Naval Architecture
- Ocean Engineering
- Technology
- Civil Engineering
- Environmental Engineering
- Microelectronics
- Aviation
- Electronics
- Mechanical
- Electrical
- Surveying

CAREER PATHS
- Aeronautical & Aerospace Engineer
- Agricultural Engineer
- Chemical Engineer
- Civil Engineer
- Computer Systems Engineer
- Electrical Engineer
- Electronic Systems Engineer
- Environmental Engineer
- Manufacturing & Material Engineer
- Mechanical Engineer
- Medical Engineer
- Mechantronics Engineer
- Minerals Process Engineer
- Microelectronic Engineer
- Mining Engineer
- Naval Architecture
- Ocean Engineering Software
- Engineering
- Panel Beater
- Fitter
- Metal Mechanist
- Sheet Metal Worker
- Metal Fabricator
- Mechanic
- Electrician
- Plumber
- Teacher

PRE-REQUISITES (USUALLY)
- English
- Maths B, C
- Physics
- Chemistry

DIPLOMAS & CERTIFICATES
- Adv. Diploma of Engineering:
  - Mechanical
  - Electrical / Electronics
  - Manufacturing
  - Computer Systems

PRE-REQUISITES
- English
- Maths A, B or C

TRAINEESHIP & APPRENTICESHIPS
- Advanced Engineering
- Automotive / Mechanical
- Electronics / Electrical
- Aircraft Maintenance
- Boatbuilding
- Vehicle Building
- Fabrications
HEALTH AND RECREATION

RECOMMENDED SUBJECTS
- English
- Mathematics
- Study of Religion
- Cert III in Christian Ministry
- Physical Education
- Recreation Studies
- Chemistry
- Biology

COMPLEMENTARY SUBJECTS
- Physics
- Modern History
- Home Economics
- Cert III in Fitness
- Cert III in Children's Services

DEGREE COURSES
- Bachelor of Nursing
- Bachelor of Health
- Bachelor of Human Movement
- Bachelor of Biomedical Science
- Bachelor of Applied Science
- Optometry
- Bachelor of Health Science
- Health Administration
- Nutrition and Dietetics
- Occupational Health & Safety
- Public Health
- Bachelor of Dental Science
- Bachelor of Pharmacy
- Bachelor of Medicine
- Bachelor of Physiotherapy

PRE-REQUISITES (USUALLY)
- English
- Maths B
- Physics, Chemistry, Biology

DIPLOMAS & CERTIFICATES
- Adv. Diploma of Health
- Adv. Diploma of Recreation - Management / Fitness / Sports Coaching
- Diploma of Dental Technology
- Diploma of Nursing Care

PRE-REQUISITES
- Any Year 12 English
- Any Year 12 Maths

TRAINEESHIP & APRENTICESHIPS
- Sports and Recreation
- Aged Care Worker
- Child Care
- Health Care Support
- Dental Technician
- Jockey
- Optical Mechanics
- Wordsperson

CAREER PATHS
- Biomedical Science
- Dentistry
- Environmental Health
- Exercise Science
- Family and Consumer Studies
- Health Administration
- Health Information Management
- Homeopathy
- Human Movement Studies
- Indigenous Health Care
- Naturopathy
- Nursing
- Nutrition and Dietetics
- Occupational Health & Safety
- Occupational Therapy
- Optometry
- Dental Hygienist / Technologist
- Pharmacy
- Physiotherapy
- Podiatry
- Sports Coaching
- Recreation Management
- Speech Pathology
- Fitness Instructor
- Lifeguard
- Ambulance Officer
- Firefighter
- Jockey
- Sports Activities Officer
- Gym Manager
- Outdoor Education Officer
- Teacher
## HOSPITALITY and TOURISM

### RECOMMENDED SUBJECTS
- English
- Study of Religion
- Cert III in Christian Ministry
- Cert II in Kitchen Operations
- Home Economics
- BCT

### COMPLEMENTARY SUBJECTS
- Physical Education
- Recreation Studies
- Modern History
- Cert III in Business
- Cert III in Fitness
- Cert III in Children's Services

### DEGREE COURSES
- Bachelor of Hotel Management
- Bachelor of Business in Tourism
- Bachelor of Business - Hospitality Management

### PRE-REQUISITES (USUALLY)
- English

### DIPLOMAS & CERTIFICATES
- Diploma of Hospitality Management
- Diploma of Management
- Diploma of Tourism

### PRE-REQUISITES
- Any Year 12 English

### CAREER PATHS
- Catering / Food & Service Management
- Club Management
- Hotel Management
- Food & Beverage Service
- Front Office
- Housekeeping
- Gaming
- Food Technologist
- Chef
- Flight Attendance
- Teacher

### TRAINEESHIP & APPRENTICESHIPS
- Hospitality -
  - Food & Beverage
  - Kitchen Practices
  - Breadbaking
  - Pastry Cooking
  - Cooking
  - Meat Processing
HUMANITIES & SOCIAL SCIENCES

RECOMMENDED SUBJECTS
English
Study of Religion
Cert III in Christian Ministry
Modern History
Legal Studies
BCT
Drama

COMPLEMENTARY SUBJECTS
Physical Education
Cert III in Fitness
Home Economics
Cert II in Kitchen Operations
Cert III in Children’s Services
Cert II in Visual Arts
Drama Studies

DEGREE COURSES
Bachelor of Arts
Bachelor of Social Sciences
Bachelor of Communication
• Media Studies
• Journalism
Bachelor of Law
Bachelor of Social Work
Bachelor of Arts –
• Languages
• Politics
• Japanese
• Justice Administration
• Psychology
Bachelor of Education
Bachelor of Behavioural Science
Bachelor of Human Services

PRE-REQUISITES (USUALLY)
English

DIPLOMAS & CERTIFICATES
Adv. Diploma Arts
Adv. Diploma of Communications
Diploma of Community and Human Service
Diploma of Child Care & Education
Diploma of Children’s Services
Diploma of Library Information Studies
Diploma of Justice

PRE-REQUISITES
Nil

TRAINEESHIP & APPRENTICESHIPS
Child Care
Education
Public Administration
Communications - Customer Support

CAREER PATHS
Art Historian
Architectural Studies
Anthropology
Archaeology
Government / Public Policy
Psychology
Social Work
Sociology
Tourism and Leisure Studies
Tour Operator
Travel Agent
Librarian
Religion
Archivist
Public Relations Officer
Publisher
Journalist
Personnel Manager
Solicitor
Police Officer
Geographer
Economist
Teacher
INFORMATION TECHNOLOGY

RECOMMENDED SUBJECTS
English
Maths B
Study of Religion
Physics
Cert III in Business

COMPLEMENTARY SUBJECTS
Biology
Chemistry
Graphics
Visual Art
Cert II in Visual Arts
Cert III in Fitness

DEGREE COURSES
Bachelor of Information Systems
Bachelor of Information Technology
Bachelor of Multimedia
Bachelor of Computer Science

CAREER PATHS
Aviation
Nautical Science
Biochemistry
Physiology
Microbiology
Biotechnology
Food Science & Technology
Archaeology
Geochemist
Geophysicist
Oceanographer
Meteorologist
Ecotourism Management / Operator
Land and Water Scientist
Statistician
Medicine
Sports Medicine
Industry Chemist
Physicist
Veterinary Scientist
Computer Programmer
Telecommunications Technician
Electronics Engineer
Systems Analyst
Computer Sales Representative
Computer Service Technician
Computer Engineer
Computer Software Specialist
Teacher

PRE-REQUISITES (USUALLY)
English
Maths B or C

DIPLOMAS & CERTIFICATES
Adv. Diploma of Information Technology
Diploma of Information Technology
Diploma of Multimedia Technology
Cert II & IV in Information Technology

PRE-REQUISITES
Nil

TRAINEESHIP & APPRENTICESHIPS
Computer Assembly
Information Technology Engineering - Electronics
SCIENCES

RECOMMENDED SUBJECTS
English
Maths A or B
Physics
Chemistry
Biology

COMPLEMENTARY SUBJECTS
Study of Religion
Cert III in Christian Ministry
Physical Education
Cert III in Fitness
Home Economics
Cert II in Kitchen Operations

DEGREE COURSES
Bachelor of Applied Science
Bachelor of Aviation
Bachelor of Biomedical Science
Bachelor of Biomolecular Science
Bachelor of Science
Bachelor of Science
Bachelor of Biotechnology
Bachelor of Food Science and Nutrition
Bachelor of Photonics and Nanoscience

PRE-REQUISITES (USUALLY)
English
Maths A, B or C
Physics, Chemistry and/or Biology

DIPLOMAS & CERTIFICATES
Diploma of Applied Science
D Laboratory Technology
D Laboratory Operations (Food Testing)

PRE-REQUISITES
English

TRAINEESHIP & APPRENTICESHIPS
Laboratory Technician
Anaesthetic Technician
Chemical Industry Technician

CAREER PATHS
Air Force Officer
Pilot
Biotechnologist
Chemical Scientist
Food Technologist
Laboratory Technician
Marine Biologist
Medical Practitioner
Pathologist
Scientist
Researcher
Pharmacist
Physicist
Microbiologist
Mathematician
Environmental Consultant
Environmental Scientist
Teacher
IMPORTANT NOTE
The offerings outlined in this Curriculum Handbook are made subject to the availability of teachers and resources. The Principal reserves the right to withdraw any units or Subjects where resource limitations or insufficient student numbers make it impractical to pursue the offering. In general, class groups of fewer than sixteen (16) students will not operate. In some subjects a combined class of Year 11 and 12 students may operate rather than not offer the subject.

It is possible that the subject selections of a small number of students may not be able to be timetabled. In such situations students will be advised to re-select subjects.
Drama Studies
Authority-Registered Subject (4 credits)

Prerequisites and recommendations
It is essential that students entering this course have a genuine interest in the performing arts. Students need to have done some drama in Year 9 and 10 and need to have a strong interest in the practical side of performance work.

Aims of the course
Drama is a powerful tool with which students can examine and explore themselves and the world around them. The Drama Studies course allows students to explore Drama as a vehicle for self-expression and communication. The course fosters students’ creativity and encourages them to build practical skills which will allow them to comment on the world around them and to respond to a range of issues and themes. The focus of the course is to build on the practical, performing, elements of drama.

What is studied?
The focus of the course is to build on the practical, performing, elements of drama. Units studied will be selected from the following areas:

- Community theatre
- Set and prop design and construction
- Improvisation
- Acting for film and television
- The skills of an actor
- Stage management
- Performance work

How are students assessed?
Students are assessed across a range of areas. These include script writing, a range of performance work, directing other actors, review writing, set design and notes, stage management tasks, marketing and publicising a show.

Career applications
The skills developed in the course are applicable to a wide range of career options, particularly those careers that require strong communication skills. Careers that would benefit from such a course are: hospitality work, retail work, legal work, teaching, community work, arts, administration, performance work, stage management and general theatre work, office administration.

Excursions
Students will have the opportunity to attend a number of live performances over the course of study. Students are also required to participate in presenting drama performances for events such as the annual Arts Festival and other College activities.
English Communication
Authority-Registered Subject (4 credits)

Prerequisites and recommendations
There are no prerequisite subjects for this course.

Aims of the course
This study area specification offers students opportunities, within the contexts of work, community and leisure, to use language to perform tasks, use technology, express identity, and interact in groups, organisations and the community. It focuses on developing students’ understanding and use of language systems to communicate effectively. Students will have the opportunity to:

- make meanings in and of everyday, mass-media and literary texts, understanding the influence of cultural contexts and social situations
- develop abilities in speaking (signing), listening, reading, viewing, writing and shaping practices, responsive to and effective in diverse social contexts
- become confident, effective and critical users of texts and language, making judgments to accept or challenge meanings.

What is studied?
The concept of language and literacy as social practice is fundamental to this study area specification. It is through texts that people express and share the vitality of cultures and communities; tell the stories of cultures; contribute to the shaping of personal, group and national identities; explore ideas and feelings that invite reflection on knowledge, values and practices; promote shared cultural understandings; and participate actively in communities. Students will utilise, manipulate and critically reflect on a range of texts in the contexts of work, community and leisure.

How are students assessed?
An exit level of achievement will be awarded on completion of the program of study for English and Communication. The criteria on which students will be judged are derived from the general objectives of the course: knowledge of contextual factors, knowledge of textual features, and knowledge and understanding of texts.

Career applications
Students will be involved in learning experiences that allow them to develop their interpersonal skills, to learn and function in various situations, and to acquire specific knowledge and skills relevant to future life and further training and employment. Students are supported in developing the capacity to learn from and about spoken, written and visual texts.
Music Studies
Authority-Registered Subject (4 credits)

Prerequisites and recommendations
There are no prerequisite subjects for this course, although students should have studied at least one semester of Music in Year 10 and achieved a ‘C’.

Aims of the course
Music Studies provides students with opportunities to specialise and perform on a range of instruments (including voice). Students should develop skills in composing, creating and arranging music. Through the study of music, students should develop skills to perform successfully, whether as an ensemble or soloist, in chosen genres and styles.

What is studied?
The Music Studies course offers a range of units in the following areas:
1. Instrumental music - provided opportunities to specialise and perform on their chosen instrument (including voice) through involvement in the school choir.
2. Music creation - provides students with opportunities to develop skills in composing, creating and arranging music.
3. Music management - provides students with opportunities to develop management skills within a music industry context.
4. Music performance - provides students with opportunities to develop instrumental and/or vocal skills to perform successfully.

How are students assessed?
Assessment will be practical in nature and be mostly oral and/or be in the form of a performance or demonstration. Students should be encouraged to explain what they are doing and to talk about the choices they are making in creating and presenting music. This can be done informally or formally throughout the two-year course, with notes of the student’s discussions kept by the teacher. Techniques include: teacher observation, checklist, peer assessment and self-assessment, student-teacher consultation, improvisation, short responses (written or oral), demonstrations, performances, presentations.

Career applications
This course is designed to give student a general introduction to the music industry. This course can lead into further study in the area of music at Tafe such as Certificate III in Music, Diploma of Music in Corporate Performance, Performance, Music Industry and Technical Production. Careers such as Corporate entertainer, musician, music producer, music retailer, jingle composer MIDI programmer, band manager, live music producer and performer are possible with further study after Year 12.
Prevocational Mathematics
Authority-Registered Subject (4 credits)

Prerequisites and recommendations
There are no prerequisite subjects for this course. Students who wish to enter this course are those whose post-secondary options do not require an Authority Mathematics subject. Pre-Vocational Mathematics allows students to attain vital workplace knowledge and numeracy skills which enhance employability.

Aims of the course
This course is designed to provide opportunities for students to improve their numeracy to assist them in pursuing a range of vocational and personal goals. It develops not only students' confidence and positive attitudes towards mathematics but also their mathematical knowledge and skills, and their communication skills.

During a course of study, students should:
- build confidence and experience success when using mathematics in everyday contexts
- improve their preparedness for entry to work, apprenticeships, traineeships, or further study by developing their numeracy
- develop skills such as using a calculator, identifying, measuring, locating, interpreting, estimating, applying, communicating, explaining, problem solving, making informed decisions, and working cooperatively with others and in teams
- be able to organise mathematical ideas and represent them in a number of ways such as objects and pictures, numbers and symbols, rules, diagrams and maps, graphs, tables, and texts
- be able to present findings orally and in writing
- be able to use relevant technologies
- be able to make informed decisions

What is studied?
- Mathematics for interpreting society: number (study area core)
- Mathematics for interpreting society: data
- Mathematics for personal organisation: location and time
- Mathematics for practical purposes: measurement
- Mathematics for personal organisation: finance

How are students assessed?
In Prevocational Mathematics, judgments made about student achievement in the general objectives of knowing, applying and explaining contribute to the exit level of achievement. Decisions about levels of achievement are based on information gathered through the process of continuous assessment.

The exit criteria are:
- knowing
- applying
- explaining

Career applications
This course prepares students for entry into apprenticeships, traineeships and further study.
Recreation Studies
Authority-Registered Subject (4 credits)

Prerequisites and recommendations
There are no particular requirements necessary. However, the students must be enthusiastic and wanting to further their own skills and knowledge in physical pursuits.

Aims of the course
The course is designed to:
• meet the needs and interests of those students who do not cope with the more demanding academic subjects and provide students with an alternative and interesting area of study which incorporates the practical and theoretical components of physical recreation
• provide students with a better insight into the Recreation Industry and what it has to offer the community
• encourage students to appreciate and value their involvement in recreation pursuits and to continue their participation in personal, employment and community activities in their adult life.

What is studied?
Over the two years, students will study four (4) semester units with subject matter drawn from the following elements:
• the effects of recreation on individuals and on the community
• the role of physical activity in maintaining good health
• strategies to promote safety
• the personal and interpersonal skills needed to achieve goals.

How are students assessed?
Assessment in Recreation Studies is designed to enable students to demonstrate achievement of the objectives of the study area which are grouped under the headings of acquiring, applying and evaluating.

Students will be expected to show that they have been able to:
• demonstrate physical responses appropriate to selected recreation pursuits
• learn and understand some of the relevant information and procedures
• plan, organise and review activities to achieve personal and group goals
• communicate ideas and information
• make informed decisions to enhance the performance of self and others.

Practical assessment will include: skill development, performance of skills in simple/complex environments, team and group work, knowledge and application of rules, strategies and tactics appropriate to particular games and sports (Athletics, European Handball, Softball and Ultimate Disc).

Theoretical assessment will include: examinations, oral presentations, assignments, portfolios and practical assessments.

Career applications
Recreation Industry - Guide, Lifeguard (pool), Gymnasium manager or instructor, Fitness leader
Recreation Studies – Netball
Authority-Registered Subject (4 credits)

Prerequisites and recommendations
Students who enjoy the sport of Netball and want to advance their skills should select this subject. In addition students wanting to be selected for the Confraternity team in the senior years should select this subject to develop their skills and knowledge of Netball in an effort to enhance their selection in the team. Students will also have to apply to be accepted into this program.

Aims of the course
The course is designed to:

• meet the needs and interests of those students who do not cope with the more demanding academic subjects and provide students with an alternative and interesting area of study which incorporates the practical and theoretical components of physical recreation
• provide students with a better insight into the Recreation Industry and what it has to offer the community
• encourage students to appreciate and value their involvement in recreation pursuits and to continue their participation in personal, employment and community activities in their adult life.
• prepare students physically and mentally for the State wide school netball competition known as the Queensland Independent Secondary Schools Competition.

What is studied?
Over the two years, students will study four (4) semester units with subject matter drawn from the following elements:

• the effects of recreation on individuals and on the community
• the role of physical activity in maintaining good health
• strategies to promote safety
• the personal and interpersonal skills needed to achieve goals.

How are students assessed?
Assessment in Recreation Studies is designed to enable students to demonstrate achievement of the objectives of the study area which are grouped under the headings of acquiring, applying and evaluating.

Students will be expected to show that they have been able to:

• demonstrate physical responses appropriate to netball
• learn and understand some of the relevant information and procedures
• plan, organise and review activities to achieve personal and group goals
• communicate ideas and information
• make informed decisions to enhance the performance of self and others.

Practical assessment will include: skill development, performance of skills in simple/complex environments, team and group work, knowledge and application of rules, strategies and tactics appropriate to Netball. Theoretical assessment will include: examinations, assignments, coaching certificates, basic First Aid, umpiring exams

Career applications
Recreation Industry - Netball coach, Netball umpire
Recreation Studies – Rugby League
Authority-Registered Subject (4 credits)

Prerequisites and recommendations
There are no particular requirements necessary. However, the students must be enthusiastic and wanting to further their own skills and knowledge in Rugby League.

Aims of the course
The course is designed to:
- meet the needs and interests of those students who do not cope with the more demanding academic subjects and provide students with an alternative and interesting area of study which incorporates the practical and theoretical components of physical recreation
- provide students with a better insight into the Recreation Industry and what it has to offer the community
- encourage students to appreciate and value their involvement in recreation pursuits and to continue their participation in personal, employment and community activities in their adult life.

What is studied?
Over the two years, students will study four (4) semester units with subject matter drawn from the following elements:
- the effects of recreation on individuals and on the community
- the role of physical activity in maintaining good health
- strategies to promote safety
- the personal and interpersonal skills needed to achieve goals.

How are students assessed?
Assessment in Recreation Studies is designed to enable students to demonstrate achievement of the objectives of the study area which are grouped under the headings of acquiring, applying and evaluating.

Students will be expected to show that they have been able to:
- demonstrate physical responses appropriate to selected recreation pursuits
- learn and understand some of the relevant information and procedures
- plan, organise and review activities to achieve personal and group goals
- communicate ideas and information
- make informed decisions to enhance the performance of self and others.

Practical assessment will include: skill development, performance of skills in simple/complex environments, team and group work, knowledge and application of rules, strategies and tactics appropriate to particular games and sports.

Theoretical assessment will include: examinations, assignments, coaching certificates, First Aid

Career applications
Recreation Industry or Rugby League Coach
Religion and Ethics
Authority-Registered Subject (4 credits)

Prerequisites and recommendations
There are no prerequisite subjects for this course.

Aims of the course
The Senior Religion Program aims to help students to:

- recognise and reflect on the personal, relational and spiritual dimensions of human experience
- appreciate the influence of ethical and religious people
- develop a sense of purpose and personal integrity
- think critically, creatively and constructively about their future roles and responsibilities
- develop a critical awareness of ethical issues
- foster an appreciation of and respect for diverse value systems, beliefs and cultures
- develop critical literacy skills to access, organise and analyse information
- develop positive attitudes and strategies for engaging in lifelong learning as reflective learners.

What is studied?
Topics covered include:

- Religions of the World
- Ethics and Morality
- Spirituality and Ritual
- Sacred Stories
- Social Justice
- Origins, Purpose, Destiny
- Life Choices
- Peace Studies

How are students assessed?
Throughout the years, assessment is given regularly and is based on criteria similar to those used in other subjects.

- knowledge and understanding including comprehension, interpretation;
- processing skills including research, analysis, synthesis, evaluation;
- communication skills including written, multimodal, creative

Affective objectives such as industry, respect are assessed informally.

A varied range of tasks is used for the purpose of updating of information on student achievement. Tasks may include interviews, multimodal presentations, research assignments and written tests.

Career applications
Like other humanities subjects, Religion helps generally with literacy, and the world of ideas. More importantly, it promotes the search for a quality of life irrespective of specific career.
VET SUBJECTS

Students may enter a VET subject at any semester. Students who enter the subject after semester one will be able to receive a Statement of Attainment for individual units in which they are competent.
BSB20112 Certificate II in Business

Stand-alone VET (4 credits)

Prerequisites and recommendations
Business and Technology is useful but not essential. Completion of Certificate I Business would be advantageous. USB required.

Aims of the course
This course is designed to equip students with knowledge and understanding of business environments as well as the skills required for effective participation in the workforce as active and informed citizens. Students will also develop the ability to effectively apply a range of business technologies.

What is studied?
This BSB20107 Certificate II in Business structure is based on the packaging rules described in the Business Services training package (BSB07). To achieve the qualification, students must achieve competence in the core unit of competency, and in eleven elective units of competency.

AQTF Certificates

<table>
<thead>
<tr>
<th>Core competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWHS201A</td>
</tr>
<tr>
<td>Contribute to health and safety of self and others</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBADM101A</td>
</tr>
<tr>
<td>Use business equipment and resources</td>
</tr>
<tr>
<td>BSBADM201A</td>
</tr>
<tr>
<td>Communicate in the workplace</td>
</tr>
<tr>
<td>BSBUS201A</td>
</tr>
<tr>
<td>Deliver a service to customers</td>
</tr>
<tr>
<td>BSBIND201A</td>
</tr>
<tr>
<td>Work effectively in a business environment</td>
</tr>
<tr>
<td>BSBITU101A</td>
</tr>
<tr>
<td>Operate a personal computer</td>
</tr>
<tr>
<td>BSBITU201A</td>
</tr>
<tr>
<td>Produce simple word processed documents</td>
</tr>
<tr>
<td>BSBITU202A</td>
</tr>
<tr>
<td>Create and use spreadsheets</td>
</tr>
<tr>
<td>BSBSUS201A</td>
</tr>
<tr>
<td>Participate in environmentally sustainable work practices</td>
</tr>
<tr>
<td>BSBWOR202A</td>
</tr>
<tr>
<td>Organise and complete daily work activities</td>
</tr>
<tr>
<td>BSBWOR203A</td>
</tr>
<tr>
<td>Work effectively with others</td>
</tr>
<tr>
<td>BSBWOR204A</td>
</tr>
<tr>
<td>Use business technology</td>
</tr>
</tbody>
</table>

How are students assessed?
The majority of assessment will be practical work, though theory assessment will take place. Practical and theoretical questions will take the form of hand-written and electronically produced solutions. There will be an underpinning theme of events and tourism.

Career applications
Students can continue their studies into Certificate III or Diploma of Business course at TAFE Queensland and other private providers. Useful skills are learnt for work in an office environment. Students will also be able to transfer these skills into the running of a small sole trader business.
BSB30112 Certificate III in Business

Stand-alone VET (8 credits) (new)
Delivered in partnership with Binnacle Training College Pty Ltd
Provider No. 31319

Prerequisites and recommendations
While there are no prerequisites for the course, students should have a ‘C’ pass in English and commit to bringing their laptop computer to every class to ensure continuity of learning and meeting the objectives of the course. It is recommended that you have an interest in business and running a business. Completion of Certificate I in Business would benefit any student who is considering the Certificate III in Business.

Aims of the course
The Certificate III in Business will develop skills in leadership, innovation, customer service and personal management through hands on delivery of projects and services. Projects will be conceived, developed and conducted by students over a two year period. Students should meet all competencies within this timeframe.

What is studied?
This course is based on the packaging rules described in the Business Services training package (BSB12). To achieve the qualification, students must achieve competence in the core unit of competency, and 11 elective units of competency as detailed below. Further information about the content of the competencies can be acquired at www.training.gov.au.

AQTF Certificates

<table>
<thead>
<tr>
<th>Core competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWHS302A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBCUS301B</td>
</tr>
<tr>
<td>BSBINN301A</td>
</tr>
<tr>
<td>BSBITU306A</td>
</tr>
<tr>
<td>BSBPRO301A</td>
</tr>
<tr>
<td>BSBWOR301B</td>
</tr>
<tr>
<td>BSBFLM312C</td>
</tr>
<tr>
<td>BSBWRT301A</td>
</tr>
<tr>
<td>BSBCRT301A</td>
</tr>
<tr>
<td>BSBHOS303B</td>
</tr>
<tr>
<td>BSBLED301A</td>
</tr>
<tr>
<td>BSBHSM201A</td>
</tr>
</tbody>
</table>

How are students assessed?
The majority of assessment will be practical work, though theory assessment will take place. Theoretical questions will take the form of hand-written and electronically produced solutions. Practical application of skills will be done through the delivery of projects and services within the school community. Students are also observed in the work that they undertake.

Career applications
Students can continue their studies into Certificate IV or Diploma of Business course at TAFE Queensland and other private providers. This may lead onto small business ownership, project management and marketing manager. Useful skills are learnt for working in a business environment.
CHC30708 Cert III in Children’s Services

Stand-alone VET (6 credits)
Delivered in partnership with MOM Training College Pty Ltd
Provider No. 30857

Prerequisites and recommendations
There are no prerequisite subjects for this course.

Aims of the course
This qualification covers workers who use organisation policies, procedures and individual children's profiles to plan activities and provide care to children, facilitating their leisure and play and enabling them to achieve their developmental outcomes. Depending on the setting, workers may work under direct supervision or autonomously.

What is studied?

<table>
<thead>
<tr>
<th>Units of competency</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCCHILD401A</td>
<td>Identify and respond to children and young people at risk</td>
</tr>
<tr>
<td>CHCCN301B</td>
<td>Ensure the safety of children</td>
</tr>
<tr>
<td>CHCCN302A</td>
<td>Provide care for children</td>
</tr>
<tr>
<td>CHCCN303A</td>
<td>Contribute to provision of nutritionally balanced food in a safe and hygienic manner</td>
</tr>
<tr>
<td>CHCCS400B</td>
<td>Work within a relevant legal and ethical framework</td>
</tr>
<tr>
<td>CHCF0301A</td>
<td>Support the development of children</td>
</tr>
<tr>
<td>CHCIC301E</td>
<td>Interact effectively with children</td>
</tr>
<tr>
<td>CHCPR301B</td>
<td>Provide experiences to support children's play and learning</td>
</tr>
<tr>
<td>CHCPR303D</td>
<td>Develop an understanding of children's interests and developmental needs</td>
</tr>
<tr>
<td>HLTF301C</td>
<td>Apply first aid</td>
</tr>
<tr>
<td>HLTOHS300B</td>
<td>Contribute to OHS processes</td>
</tr>
<tr>
<td>CHCCN305B</td>
<td>Provide care for babies</td>
</tr>
<tr>
<td>CHCORG303B</td>
<td>Participate effectively in the work environment</td>
</tr>
<tr>
<td>HLTHIR403C</td>
<td>Work effectively with culturally diverse clients and co-workers</td>
</tr>
<tr>
<td>CHCRF301E</td>
<td>Work effectively with families to care for the child</td>
</tr>
</tbody>
</table>

How are students assessed?
Assessments are competency based and include a variety of written, project and practical work.

Career applications
Employment opportunities could include roles such as Child care assistant, Playgroup supervisor, Family day care worker, Child care worker, Nanny and Mobile assistant.

Structured Workplace Experience
Students will need to gain industry experience of approximately 80 hours.
St Francis College – Senior School Studies Handbook 2014 - 2015

30771QLD Certificate III in Christian Ministry and Theology

Stand-alone VET (5 credits)
Delivered in partnership with Institute of Faith Education (IFE)
Provider No. 31402

Prerequisites and recommendations
A minimum of a C in Humanities (English; Religion) is recommended. Successful completion of this course currently contributes five (5) points towards the Queensland Certificate of Education (QCE) and gives a Tertiary Entrance Rank (TER) of 68 or an equivalent to an OP of approximately 16. OP equivalence will vary each year.

Aims of the course
- To enable students to study theology at an elementary level, developing their skills in theological and scriptural studies and in reading, writing, presenting and discussing theological issues;
- To expand students' knowledge, understanding and appreciation of major themes of theology and Scripture;
- To provide students with opportunities for personal formation through reflection on their beliefs and through the application of learning to life;
- To develop students' spiritual awareness and sense of selfhood.

What is studied?
The course consists of four separate modules. One module is completed each semester of senior secondary years (11 and 12). Each module is self-contained.

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1 - Module 1: Spirituality Today</td>
<td>Semester 3 - Module 3: Choices</td>
</tr>
<tr>
<td>Semester 2 - Module 2: The Story</td>
<td>Semester 4 - Module 4: The Edge</td>
</tr>
</tbody>
</table>

Competencies
This course has been built around the following competencies. Students will develop the competencies through all the processes which form part of the course (e.g. discussions, note taking, and end of unit projects or written reports.)

<table>
<thead>
<tr>
<th>Competency Code</th>
<th>Competency Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMT001</td>
<td>Identify how Christian Scripture, life and practice are understood today</td>
</tr>
<tr>
<td>CMT002</td>
<td>Identifies theological data</td>
</tr>
<tr>
<td>CMT003</td>
<td>Identifies a range of information within a theological theme or issue</td>
</tr>
<tr>
<td>CMT004</td>
<td>Identifies new theological insights</td>
</tr>
<tr>
<td>CMT005</td>
<td>Identifies theological knowledge in relation to the Christian way of life</td>
</tr>
<tr>
<td>CMT006</td>
<td>Communicates theology in everyday language</td>
</tr>
<tr>
<td>BSBCRT301A</td>
<td>Develop and extend critical and creative thinking skills</td>
</tr>
<tr>
<td>CHCEDS314A</td>
<td>Work effectively in an education team</td>
</tr>
</tbody>
</table>

How are students assessed?
Assessment will be based on in-class, practical projects and activities and is competency-based.

Employability/Vocational Skills
Students are encouraged to systematically improve the skills set as outlined below:
- Communication, Teamwork, Problem Solving, Initiative & Enterprise, Planning & Organising, Self-Management, Learning and Technology.
**SIS30310 Certificate III in Fitness**

Stand-alone VET (9 credits) (new)
Delivered in partnership with Binnacle Training College Pty Ltd
Provider No. 31319

**Prerequisites and recommendations**

Students must have a passion for and/or interest in pursuing a career in the fitness and sport industries. They must have good quality written and spoken communication skills and an enthusiasm / motivation to participate in physical activity sessions.

**Aims of the course**

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 community and commercial fitness settings.

Upon successful completion, students are certified with 9 Queensland Certificate of Education (QCE) Credits:

- Nationally recognised qualification - Certificate III in Fitness (8 Credits - Core)
- [Recreation Short Course](#) (1 Credit – Enrichment)

This program also includes the following features:

- A range of career pathway options including an alternative entry into university.
- Direct pathway into SIS40210 Certificate IV in Fitness (Exercise Trainer – Personal Trainer)
- First Aid qualification and CPR certificate.

**What is studied?**

<table>
<thead>
<tr>
<th>CORE (10)</th>
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<tbody>
<tr>
<td>SISFFIT301A</td>
<td>Provide fitness orientation and health screening</td>
</tr>
<tr>
<td>SISFFIT302A</td>
<td>Provide quality service in the fitness industry</td>
</tr>
<tr>
<td>SISFFIT303A</td>
<td>Develop and apply an awareness of specific populations to exercise delivery</td>
</tr>
<tr>
<td>SISFFIT305A</td>
<td>Apply anatomy and physiology principles in a fitness context</td>
</tr>
<tr>
<td>SISFFIT306A</td>
<td>Provide healthy eating information to clients in accordance with recommended guidelines</td>
</tr>
<tr>
<td>SISXFAC207</td>
<td>Maintain sport and recreation equipment for activities</td>
</tr>
<tr>
<td>SISXIND101A</td>
<td>Work effectively in a sport and recreation environment</td>
</tr>
<tr>
<td>SISXOHS101A</td>
<td>Follow occupational health and safety policies</td>
</tr>
<tr>
<td>SISXRISK301A</td>
<td>Undertake risk analysis of activities</td>
</tr>
<tr>
<td>HLTFA311A</td>
<td>Apply first aid</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELECTIVES (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gym Instructor (3)</td>
</tr>
<tr>
<td>SISFFIT304A</td>
</tr>
<tr>
<td>SISFFIT307A</td>
</tr>
<tr>
<td>SISFFIT308A</td>
</tr>
</tbody>
</table>

**PLUS (additional 2)**

- SISFFIT311A | Deliver approved community fitness programs |
- BSBWOR301B | Organise personal work priorities and development |

**How are students assessed?**

Assessment tasks may consist of a number of assessment techniques completed over a period of time and cover a range of aspects and may include: practical tasks, hands-on activities involving clients, group work and work experience within the school gym.

**Career Applications**

The Certificate III in Fitness will predominantly be used by students seeking to enter the fitness industry and/or as an alternative entry into University. For example:

- Exercise Physiologist, Teacher – Physical Education, Sport Scientist
LMF20309 Certificate II in Furniture Making

Stand-alone VET (4 credits)

Prerequisites and recommendations
There are no prerequisite subjects for this course but the completion of at least one semester of Year 9 Workshop would be an advantage. Credit can be granted towards this qualification by those who have completed LMF10108 Certificate I in Furnishing.

Aims of the course
This qualification describes the skills and knowledge required to perform the manufacture of free-standing furniture or built-in cabinets, and provide on-site assistance in the installation of furniture or cabinets involving known routines and procedures and some accountability for the quality of outcomes.

What is studied?

Core
LMFFM2001B Use furniture making sector hand and power tools
MSAPMSUP106A Work in a team
MSAPMSUP102A Communicate in the workplace
MSAPMOPS101A Make measurements
MSAENV272B Participate in environmentally sustainable work practices

Electives
CPCCOHS1001A Work safely in the construction industry
LMFFM2005B Join solid timber
LMFFM2006B Hand make timber joints
LMFFM2010B Set up, operate and maintain basic static machines
LMFFF2004B Prepare surfaces for finishing
LMFFM2007B Follow plans to assemble production furniture
MSACMT251A Apply quality standards
MSAPMSUP273A Handle goods

How are students assessed?
Assessment is competency-based. A variety of assessment tasks will be undertaken during the course of study to measure student achievement and will include observation checklists and oral questioning.

Career applications
The LMF20309 Certificate II in Furniture Making reflects vocational outcomes for those performing assistant cabinet maker, assistant installer of built-in cabinets, and production operator within a cabinet making enterprise. Cabinets include free-standing and built-in furniture.

Pathways from the qualification
Further training pathways from this qualification may include LMF30302 Certificate III in Furniture Making, LMF32109 Certificate III in Cabinet Making and relevant competitive manufacturing qualifications.
AHC20410 Certificate II in Horticulture
Stand-alone VET (4 credits) (new)

Aims of the course
This qualification provides an introduction to the horticulture industry, its culture, occupations, job roles and workplace expectations. The units of competency cover essential occupational health and safety and environmental requirements, the industrial and work organisation structure, communication skills, work planning, and basic use of tools and materials. There is a major focus on the care and maintenance of plants.

What is studied?

<table>
<thead>
<tr>
<th>Core</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>AHC0HS201A Participate in OHS procedures</td>
<td></td>
</tr>
<tr>
<td>AHCWRK209A Participate in environmentally sustainable work practices.</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>Electives</td>
</tr>
<tr>
<td>AHCPCM202A Collect, prepare and preserve plant specimens</td>
<td>AHCARB203A Perform above ground pruning</td>
</tr>
<tr>
<td>AHCARB204A Undertake standard climbing techniques</td>
<td>AHCNSY203A Undertake propagation activities</td>
</tr>
<tr>
<td>AHCNSY204A Maintain indoor plants</td>
<td>AHCCARB204A Undertake standard climbing techniques</td>
</tr>
<tr>
<td>AHCNSY204A Maintain indoor plants</td>
<td>AHCPPGM202A Prepare and maintain plant displays</td>
</tr>
<tr>
<td>AHCPPGM202A Prepare and maintain plant displays</td>
<td>AHCPPGM204A Transplant small trees</td>
</tr>
<tr>
<td>AHCPPGM204A Transplant small trees</td>
<td>AHCTRF203A Renovate grassed areas</td>
</tr>
<tr>
<td>MEM18001C Use hand tools</td>
<td>AHCTRF203A Renovate grassed areas</td>
</tr>
<tr>
<td>AHCWRK205A Participate in workplace communications</td>
<td>AHCTRF203A Renovate grassed areas</td>
</tr>
<tr>
<td>AHCWRK209A Participate in environmentally sustainable work practices.</td>
<td>AHCTRF203A Renovate grassed areas</td>
</tr>
<tr>
<td>TLID1001A Shift materials safely using manual handling methods</td>
<td>AHCTRF203A Renovate grassed areas</td>
</tr>
<tr>
<td>AHCBAC202A Assist agricultural crop maintenance</td>
<td>AHCTRF203A Renovate grassed areas</td>
</tr>
</tbody>
</table>

How are students assessed?
This qualification is assessed using school based projects that integrate the skills and embeds the facets of employability skills in a working environment context. A variety of assessment tasks are undertaken during the course of study to measure student achievement and may include: observation of performance, practical tasks, written tests, journal, oral presentations and theory workbooks. Assessment is competency-based.

Career applications
Gardeners plant, cultivate, maintain plants, shrubs and trees. They plan and construct parks, gardens and landscapes, and inspect, diagnose and treat trees and shrubs. Students may use this qualification as the basis for an introduction to working in the Horticulture and Landscaping industry as a horticultural assistant in parks and gardens, nurseries and landscaping businesses. They may also wish to enter into further study in higher qualifications in the Horticulture/Landscaping vocational training area.
SIT20312 Certificate II in Kitchen Operations

Stand-alone VET (4 credits)

Prerequisites and recommendations
There are no prerequisite subjects for this course. An interest in hospitality is essential. Students also have the opportunity to obtain a school-based apprenticeship or traineeship in Hospitality, which is completed in conjunction with this subject and is provided in partnership through Icon Training Academy Pty Ltd.

Aims of the course
This qualification provides the skills and knowledge for an individual to be competent in a range of kitchen functions and activities that require the application of a limited range of practical skills in a defined context. Work would be undertaken in various hospitality establishments where food is prepared and served, including restaurants, hotels, catering operations, clubs, pubs, cafes, cafeterias and coffee shops. Individuals may work with some autonomy or in a team but usually under close supervision.

The qualification is suitable for an Australian apprenticeship pathway and for VET in Schools delivery.

What is studied?

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWOR203B</td>
<td>Work effectively with others</td>
</tr>
<tr>
<td>SITHCCCI01</td>
<td>Use food preparation equipment</td>
</tr>
<tr>
<td>SITHCCC201</td>
<td>Produce dishes using basic methods of cookery</td>
</tr>
<tr>
<td>SITHCCC207</td>
<td>Use cookery skills effectively</td>
</tr>
<tr>
<td>SITHKOP101</td>
<td>Clean kitchen premises and equipment</td>
</tr>
<tr>
<td>SITXFSA101</td>
<td>Use hygienic practices for food safety</td>
</tr>
<tr>
<td>SITXINV202</td>
<td>Maintain the quality of perishable supplies</td>
</tr>
<tr>
<td>SITXWHS101</td>
<td>Participate in safe work practices</td>
</tr>
</tbody>
</table>

Five Elective Units

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SITHFAB203</td>
<td>Prepare and serve non-alcoholic beverages</td>
</tr>
<tr>
<td>SITHFAB204</td>
<td>Prepare and serve espresso coffee</td>
</tr>
<tr>
<td>SITXFIN201</td>
<td>Process Financial Transactions</td>
</tr>
<tr>
<td>SITHFAB206</td>
<td>Serve Food and Beverage</td>
</tr>
<tr>
<td>BSBCM201A</td>
<td>Communicate in the Workplace</td>
</tr>
</tbody>
</table>

How are students assessed?
Assessment in this subject will cover a range of techniques with emphasis on practical tasks and preparing and organising food for events. Other assessment will include catering for a function, knowledge tests consisting of multiple choice and short responses and a research project.

Career Opportunities
Individuals with this qualification are able to perform tasks and duties such as: preparing breakfast items, preparing a range of fast food items, preparing and serving a range of non-alcoholic drinks, preparing and serving espresso coffee and preparing sandwiches. Possible job roles include: Kitchen Hand, Breakfast Cook, Short Order Cook, Fast Food Cook and apprenticeship pathway.
AHC21610 Certificate II in Landscaping

Stand-alone VET (4 credits)

Aims of the course
This qualification provides an introduction to the horticulture industry, its culture, occupations, job roles and workplace expectations. The units of competency cover essential occupational health and safety and environmental requirements, the industrial and work organisation structure, communication skills, work planning, and basic use of tools and materials.

What is studied?

| Core | | | |
|------|------------------|------------------|
| AHCIOHS201A | Follow OHS procedures |
| AHCLSC201A | Assist with landscape construction |
| AHCLSC202A | Construct low-profile timber or modular retaining walls |
| AHCLSC203A | Install aggregate paths |
| AHCLSC204A | Lay paving |
| AHGMMOM203A | Operate basic machinery and equipment |
| AHCPGD201A | Plant trees and shrubs |
| AHCPCM201A | Recognise plants |

| Electives | | | |
|-----------|------------------|------------------|
| AHCWRK204A | Work effectively in the industry |
| AHCWRK205A | Participate in workplace communications |
| AHCPGD203A | Prune shrubs and small trees |
| AHCTRF204A | Support turf establishment |
| AHCMOM204A | Undertake operational maintenance |
| AHCMOM204A | Lay irrigation and/or drainage pipes |

How are students assessed?
This qualification is assessed using school based projects that integrate the skills and embeds the facets of employability skills in a working environment context. A variety of assessment tasks are undertaken during the course of study to measure student achievement and may include: observation of performance, practical tasks, written tests, journal, oral presentations and theory workbooks. Assessment is competency-based.

Career applications
Gardeners plant, cultivate, maintain, plan and construct parks, gardens and landscapes, and inspect, diagnose and treat trees and shrubs. Landscape Architects design commercial, industrial, institutional, residential and recreational buildings and landscapes. Students may use this qualification as the basis for an introduction to working in the Horticulture and Landscaping industry. They may also wish to enter into further study in higher qualifications in the Horticulture/Landscaping vocational training area.
CUV20111 Certificate II in Visual Arts

Stand-alone VET (4 credits)

Prerequisites and recommendations
There are no prerequisite subjects for this course.

Aims of the course
This qualification allows students to develop the basic creative and technical skills that underpin visual arts and craft practice. The course will allow students the opportunity to explore various arts practices, to actively engage with the arts and to understand the different careers available.

What is studied?

<table>
<thead>
<tr>
<th>Core competency</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBOHS201A Participate in OHS processes</td>
<td></td>
</tr>
<tr>
<td>CUVACD101A Use basic drawing techniques</td>
<td></td>
</tr>
<tr>
<td>CUVPRP201A Make simple creative work</td>
<td></td>
</tr>
<tr>
<td>CUVRES201A Source and use information relevant to own arts practice</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td></td>
</tr>
<tr>
<td>CUVDIG201A Develop digital imaging skills</td>
<td></td>
</tr>
<tr>
<td>CUVPRI201A Develop printmaking skills</td>
<td></td>
</tr>
<tr>
<td>CUFIND201A Develop and apply creative arts industry knowledge</td>
<td></td>
</tr>
<tr>
<td>CUVPAT201A Develop painting skills</td>
<td></td>
</tr>
<tr>
<td>CUVCER201A Develop ceramic skills</td>
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</tr>
</tbody>
</table>

How are students assessed?
As this is a creative course, the majority of student assessment is based on skills. Students keep an art diary (Portfolio) of experiments, research and ideas for each of their creative works. Projects they are assessed on include a painting, printmaking, ceramic sculpture and digital Imaging Artworks.

Career applications
The course gives students a higher understanding of the creative arts and a folio of work which can be used to gain access to higher level education in the arts sector. Employment opportunities could include roles such as an art maker, technician or manager across numerous creative industries.

Excursions
As part of the course students will have the opportunity to visit various galleries and interact with numerous members of the arts community.
30981QLD Certificate II in Workplace Practices
Stand-alone VET (4 credits)

Aims of the course
The aim of this course is to provide students with a ‘hands-on’ understanding of workplace culture and
general workplace workforce practices. In simple terms, to provide young people with the knowledge
and skills needed ‘to hit the ground running’ and to make a positive impression when they first enter
employment. This course enables students to seek entry into further study, enter the workforce
directly or enter the workforce through an apprenticeship or traineeship.

What is studied?
To acquire the Certificate II in Workplace Practices it is recommended that students be required to
undertake a total of 220 nominal hours that consists of 140 hours of supervised learning to undertake
seven (7) units of competency plus 80 hours structured workplace learning. The learning will take place
over two semesters. The workplace component will be organised by the College.

Units of competency

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>GENPCD201C</td>
<td>Manage career planning and further learning</td>
</tr>
<tr>
<td>GENENP201C</td>
<td>Undertake an individual or team enterprise project</td>
</tr>
<tr>
<td>GENJAS201C</td>
<td>Manage personal employment options</td>
</tr>
<tr>
<td>BSBCMM201A</td>
<td>Communicate in the workplace</td>
</tr>
<tr>
<td>BSBIND201A</td>
<td>Work effectively in a business environment</td>
</tr>
<tr>
<td>BSBWHS201A</td>
<td>Contribute to health and safety of self and others</td>
</tr>
<tr>
<td>GENSWL201C</td>
<td>Participate in structured workplace learning 2</td>
</tr>
</tbody>
</table>

Skill development
Students will develop skills in:
- Communication skills that contribute to productive and harmonious relations between
  employees and customers;
- Team work skills that contribute to productive working relationships and outcomes;
- Problem solving skills that contribute to productive outcomes;
- Initiative and enterprise skills that contribute to innovative outcomes;
- Planning and organising skills that contribute to long-term and short-term strategic planning;
- Self-management skills that contribute to employee satisfaction and growth;
- Learning skills that contribute to employee satisfaction and growth; and
- Technology skills that contribute to effective execution of tasks.

How are students assessed?
Assessment in this subject reflects its active and practical nature. The theoretical learning of the
classroom comes to life in the workplace. Workplace Practices is designed to enable students to
demonstrate achievement in all aspects of the objectives, i.e. practical skills, knowledge and
understanding, and reasoning. To determine a student’s level of achievement, a range of tasks maybe
used. Assessment is mostly practical in nature and includes research, orals, interviews, folio of work,
media presentation, case study and practical work placements.

Structured Work Placement
The subject contains 80 hours of structured workplace learning over two years. The workplace
competencies may be achieved through specific structured workplace learning.

Correct at time of publication, but subject to change.
AUTHORITY
SUBJECTS
Biology
Authority Subject (4 credits)

Prerequisites and recommendations
Students wishing to study this subject should have achieved the following results:
- Year 10 Science (B desirable)
- Year 10 English (C or better)

Very good reading and comprehension skills are necessary, as well as the ability to learn considerable amounts of detail. Students must be self-motivated and able to work well with others.

Aims of the course
Biology aims to provide an understanding of the nature of living things and their environment. There are two broad aspects to these natural systems. One is concerned with the study of the different kinds of organisms and their interactions with each other and with the non-living parts of their environment. The other aspect is the study of the internal structure of organisms and of the processes which maintain life.

What is studied?
Biology is an Authority subject and is based on contextual learning and throughout the two years, the four general objectives covered are: understanding Biology, investigating Biology, evaluating Biological issues, attitudes and values.

The themecontexts studied at St Francis College are:
- Life on Earth (Diversity & Classification)
- Everybody (Animal Physiology)
- Our Local Ecosystems (Ecology)
- How does my Garden Grow (Plant Physiology)
- Living Chemical Factories (Cell Biology)
- The Origin of the Future (Humans & Evolution)
- Cracking the Code (Genetics)
- The Enemies (Immunology)

Learning experiences include practical and theoretical investigations, communicating ideas and information, working in teams, solving problems and using technology.

How are students assessed?
Assessment falls into three assessment categories: extended response, written tasks and extended experimental investigation. Assessment items include formal supervised examinations, oral reports, scientific reports and research reports. A two day field trip is held in year 11 and a report based on this field trip is assessed.

Career applications
- General background for everyday life.
- Not usually a prerequisite for any tertiary course but is often included as one of either Biology, Chemistry or Physics. It is a desirable extra for some nursing and Biomedical courses.
- Most helpful for students doing tertiary studies in medical, paramedical or environmental areas.
Business Communication and Technologies
Authority Subject (4 credits)

Prerequisites and recommendations
A minimum of a 'C' in English and a 'C' in a Business & Technology subject or completion of Certificate I in Business would be useful but not essential.

Aims of the course
Business Communication and Technologies (BCT) 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.

What is studied?
The BCT syllabus has had a change of direction in that the use of technology is embedded in the program and topics to select from better reflect the skills used in a current work environment. The topics that students will study are:

- 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
- School-developed issues study

How are students assessed?
Students are assessed against standards described in terms of: knowing and understanding business, investigating business issues and evaluating business decisions. Students may be involved in activities that include: evaluating case studies; investigations and inquiry learning; manipulating and using business technologies; participating in excursions to suitable venues and communicating using a variety of modes

Career applications
Students can undertake courses into Certificate II & III or Diploma of Business courses at TAFE Queensland and other private providers. Bachelor of Education Business at QUT offers BCT as a major. Useful skills are learnt for work in an office environment.
Chemistry
Authority Subject (4 credits)

Prerequisites and recommendations
Students wishing to study this subject should have achieved the following results:
- Year 10 Mathematics (B or better)
- Year 10 Science (B or better)

In exceptional circumstances, students who have achieved a B or better in core Science only, may be considered for entry to this course. Very good reading, reasoning and comprehension skills are necessary, as well as the ability to problem solve. Students must be self-motivated and able to work well with others.

Aims of the course
Through a study of Chemistry, students develop an ongoing ability to extend their scientific literacy. They are able to do this by working scientifically in Chemistry contexts related to everyday life. Their capacity to solve problems is increased and opportunities to use technology are extended. Students are able to work as members of a team and explore and appreciate the issues and impacts of Chemistry.

What is studied?
Chemistry is an Authority subject and is based on contextual learning. Throughout the two years, the four general objectives covered are: knowledge and conceptual understanding, investigative processes, evaluating and concluding and attitudes and values.

The theme/contexts studied at St Francis College are:
- Equilibrium – a driving force (Equilibrium theory and reversible reactions)
- All States of Matter (Physical and chemical properties of common substances)
- Energy in chemical reactions (Energy and Electrochemistry)
- Organics for Life (Carbon chemistry, polymers, bio-molecules)

Learning experiences include practical and theoretical investigations, communicating ideas and information, working in teams, solving problems and using technology. One day and part day field trips form a significant part of this course of study.

How are students assessed?
Assessment falls into three categories: supervised assessment, extended response tasks and extended experimental investigation. Assessment items include formal supervised examinations, oral and multimodal reports, scientific reports and research reports.

Career applications
Chemistry is a prerequisite for some university courses. It is often studied in the first year of many tertiary Science courses. It is also desirable for various apprenticeships and Science teaching. The study of Chemistry provides a good understanding of the way in which chemicals are of great benefit in society, but also of the way in which they can be harmful if misused.
Drama
Authority Subject (4 credits)

Prerequisites and recommendations
Students should have successfully completed at least one semester of Junior Drama to gain enrolment in this subject. Students should also have gained a minimum of a 'C' in Junior English.

Aims of the course
Drama is the making and communicating of meaning involving performers and audiences, engaging in a suspension of disbelief. It provides a medium for personal exploration, social criticism, celebration and entertainment. It is explored through the dimensions of forming, presenting, and responding. Students who study Drama are actively participating in an experiential mode of learning that blends intellectual and emotional experience and offers a unique means of enquiry that contributes to knowing and understanding themselves and the world. Drama provides students with a range of skills transferable to a variety of pathways. Now and in the future, drama supports workers who are innovative thinkers, adept communicators and excellent team players.

What is studied?
Drama explores and celebrates the human presence drawing on experiences from real life, the imagination and the realms of media. Students study dramatic languages (elements of drama, skills of performance, styles and their conventions, contexts and texts) and dramatic perspectives. Students will study a variety of historical (pre 1980) and contemporary (post 1980) texts from both western and non western theatre forms. They will examine and gain an understanding and appreciation of world and social theatre, acting methods and philosophies, from a range of cultures and perspectives. Units studied include:
- Butoh and physical theatre
- Stanislavsky and Realist theatre
- Brecht and Political theatre
- Shakespeare and Elizabethan theatre
- Roles of the theatre including scriptwriter, director, choreographer, light and sound, costume design etc.

How are students assessed?
In each unit students are required to form, present and respond to live performances; scripts and other written texts; their own and others performances. Assessment tasks include the following:
- Performing & presenting polished pieces for an audience
- Analytical essays
- Critical reviews of own and others work
- Writing and producing scripts
- Performing solo and in groups
- Examining and creating playscripts and live performances

Career applications
The following careers/occupations would benefit from experiences gained through the study of Drama: Lawyer, Public Relations, Retail work, Journalism, Teaching, Health & medical profession, Acting /presenting in television & film, Radio work, Hospitality work, Administration, Stage management, and a range of service industries where communication is vital. Through Drama students develop personal confidence and an appreciation of working with others. Team work is also an essential component of Drama. Students learn to develop their creative skills and to think laterally.
English

Authority Subject (4 credits)

Prerequisites and recommendations
Students entering the course will have completed English to Year 10 level and achieved a C.

Aims of the course
Students studying Senior English will learn to:

- communicate effectively in Standard Australian English for a range of social and cultural purposes and audiences
- enjoy and appreciate a range of literary and non-literary texts
- study closely a range of literary and non-literary works in English, in various types of texts, modes and mediums across diverse cultures and periods
- interpret, analyse, evaluate, respond to and construct a wide range of texts through reading, listening, viewing, speaking, writing and shaping
- make choices about generic structures, language, textual features and technologies to best convey intended meaning in the most appropriate medium and genre
- control language (written, spoken or signed and visual), using grammar, punctuation, vocabulary and spelling.

What is studied?
There will be a range and balance in the texts that students read, view and listen to. Australian texts by Indigenous and non-Indigenous writers will be included as will texts from different times, places and cultures. Texts will encompass traditional, contemporary and translated works, and will include:

- novels, short stories and poetry
- scripted drama and drama performed as theatre
- reflective texts such as biographies, autobiographies and journals
- popular culture, media and multimodal works
- spoken and written everyday texts of work, family and community life.
- students learn by working with language and texts. Learning experiences in English are designed to cater for the diverse range of learning styles, interests and abilities of senior students. They may include:
  - individual, small group and whole class activities such as workshops, conferencing, debates, discussions
  - reading, analysing and producing texts
  - attending plays, films and forums
  - listening to guest speakers and experts.

How are students assessed?
Assessment in senior English is criterion-based and is designed to help students to demonstrate achievement in the objectives of the syllabus. The criteria used are: understanding and responding to contexts, understanding and controlling textual features and making and evaluating meaning. Assessment is both written and spoken or signed. Students complete three or four written tasks and two or three spoken or signed tasks in each year. Some assessment tasks are completed under test conditions, some using a combination of class and student time.

Career applications
Success in post-compulsory English is personally rewarding. It is clearly the basis of successful written and spoken communication. English at a Sound Level of Achievement is a prerequisite for all tertiary institutions. It is also considered by employers for most business positions.
Graphics
Authority Subject (4 credits)

Prerequisites and recommendations
Students taking this subject must have completed 12 months of CAD Graphics.

Aims of the course
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 provides the opportunity to express simple and complex information through visual imagery and representations, encouraging clearer and more efficient communication. It provides a solid foundation to careers in industrial design, graphic design, architecture, drafting and web design. The study has developed from technical drawing through art and animation into 3D modelling and video, which are vital components in many professions and vocations.

What is studied?
Graphics at senior level comprises two areas of study designed to provide learning experiences in the major areas of graphical communications.
- 3-dimensional viewing
- 2-dimensional viewing

The course will be delivered through three contextual units.
- Production Graphics
- Business Graphics
- Built Environment

Contextual units have been designed to integrate, expand upon and apply the underlying principles of graphics in situations that are as close to industry practice as possible. It also introduces the use of Computerised CAD programs (AutoCAD).

How are students assessed?
Assessment in Graphics is designed to enable students to demonstrate a broad range of achievement in data research, drawing, reasoning, communication and presentation. Many assessment techniques and instruments are used, including folios of graphical responses to tasks, visual presentations, tests and assignments.

Semesters 1 and 2 will be used for formative assessment; semesters 3 and 4 will be used for summative assessment. However, it is important that constant and diligent study/work methods be applied throughout the entire course, as each unit of work is structured on the preceding units.

Career applications
At the successful completion of the course, students should be motivated to pursue such vocational interests and/or occupational areas as: Commercial Art, Technical Illustration, Design/Project Engineer, Surveying Geology Drafting, Engineering Technician, Typography/Layout/Text Editor, Publishing/ Illustrator, Home Builder, Advertising, Fine Artist, and Electronic Media. Design - Architectural, Mechanical/Electrical, Machine/Mechanical, Fashion/Textile, Landscape, Environmental, Interior or Industrial.
Home Economics
Authority Subject (4 credits)

Prerequisites and recommendations
Students who studied Home Economics in Years 9 and 10 will have sound background knowledge for the subject at the Senior level. English to Year 10 level and achieved a minimum of a C.

Aims of the course
The study of Home Economics offers students opportunities to discover and further develop critical and creative capabilities that enhance individual and family wellbeing. In turn, these attributes can be used in their personal and professional lives, informing their future decisions and actions. A central premise of Home Economics is that today’s actions and attitudes determine present and future welfare, security, and happiness of individuals, families and communities.

Each area of study is underpinned by broad understandings that guide a course of study. These broad understandings are that:
- the wellbeing of individuals, families and communities is explored through various points of view
- purposeful and informed decision making and action as citizens and consumers will help bring desired results
- a range of practical skills is essential for resourceful, creative and innovative design and production.

What is studied?
Home Economics is concerned with developing deep understandings about the reciprocal impacts that capabilities, choices and priorities — of individuals, families, government and non-government organisations and local and global communities — have on each other’s wellbeing through three areas of study:
- Individuals, families and communities
- Nutrition and food
- Textiles and fashion.

There will be two substantial units of work — one in Year 11 and one in Year 12. These permit depth and sophistication of understanding and increased complexity across the areas of study.

How are students assessed?
Assessment in Home Economics enables students to demonstrate achievement in the three dimensions of knowledge and understanding, reasoning and communicating processes and practical performance. Students will complete a range of assessment items such as design projects with supporting documentation of a design journal, research assignments and written knowledge tests.

Career applications
Home economists educate, inform and advise government, industry and the community. Their advice can help individuals make better lifestyle choices. Career opportunities are available in community and education agencies such as health, families, housing, and community services as well as in industries related to design, fashion, food and textiles.
Legal Studies
Authority Subject (4 credits)

Prerequisites and recommendations
It is recommended that students have maintained a 'B' in Year 10 English. Individual consultations by appointment can be made with the subject co-ordinator if the student has not met the minimum requirement.

Aims of the course
By completing a course in Legal Studies, students will develop an understanding of the ways in which the legal system can affect their daily lives. They will examine historical and social factors that led to the development of a legal system. Students will develop knowledge and understanding of the legal system; analyse that system which will lead to students considering the impact of legal decisions and the impact of those decisions on Australian society and the diverse groups within that society.

Knowledge and skills will be acquired through inquiry, analysis, examination and problem solving. Students examine and justify their own opinions and attitudes to legal and social issues needing resolution, preparing them to participate in society as active and informed citizens.

What is studied?
In 2014 there is a new syllabus for Legal Studies. The program is now divided into four core areas and elective areas. The core areas are:

- the legal system - How does the Australian legal system meet society's needs?
- criminal law - To what extent does the criminal justice system successfully balance the rights of individuals with society's need for order?
- introduction to civil obligations - How do civil agreements and the laws of negligence impact on citizens in a society?; and
- human rights - Does the Australian legal system adequately protect and enforce individual rights?.

The elective areas of study are:
- civil wrongs (torts) and the law
- employment and the law
- environment and the law
- family and the law
- housing and the law
- Indigenous Australians and the law
- international law
- sport and the law
- technology and the law.

How are students assessed?
Assessment is divided into three modes - written responses, spoken responses and multimodal. These modes are then assessed by examination or extended response. Students are given a significant number of assessment opportunities over the course of two years of study. The purpose of assessment is that it is meaningful, systematic and is an ongoing collection of information about student learning and their progress. It is to inform parents, carers, and teachers about the progress and achievements of students to assist them to achieve to the best of their capability.

Career applications
The course would assist in the further study of law at a university level. It can also lead to employment in fields such as barristers, solicitors, police, clerks of court, probation officers and prison officers. The relevant knowledge in this subject forms a valuable asset in any occupation.
Mathematics A

Authority Subject (4 credits)

Prerequisites and recommendations
Students who wish to enter this course should have completed **Year 10 Intermediate or Extension Mathematics** with at least a sound achievement. This is designed to equip students with confidence, understanding, skills and strategies to apply mathematics techniques to the analysis and solution of problems.

Aims of the course
The syllabus of Mathematics A emphasises the practical, social and cultural applications of Mathematics. The subject focuses on the applications of mathematics in real-life situations, and the use of Mathematics in problem solving. Mathematics is an integral part of a general education. It is important in making informed decision on everyday issues such as:
- choosing between loan repayment schedules or insurance plans
- interpreting information in the media
- reading maps or house plans
- estimating quantities of materials.

In Mathematics A, the skills needed to make decisions which affect students’ everyday lives are provided. These skills are also called on in other subjects and provide a good general background for many areas of tertiary study. The study of Mathematics A will emphasise the development of positive attitudes towards a student’s involvement in mathematics. This development is encouraged by an approach involving problem solving and applications, working systematically and logically, and communicating with and about mathematics.

What is studied?
Mathematics A consists of core and elective topics. **Core topics** are:
- Managing money I and II - bank interest, credit cards, loans, taxation, budgeting, investments
- Data collection and presentation - graphical and tabular presentations, simple methods for describing and summarising data
- Elements of applied geometry - simple trigonometry, area and volume, latitude, longitude and time zones
- Linking two and three dimensions - scale drawings and plans, estimation of quantities and costings
- Exploring and understanding data - summary statistics, simple probability, interpretation of reports in the media.
- Maps and compasses involving navigation - practical use of a variety of maps, compass bearings, orienteering, navigation, site plans.

The **Elective topic** is operations research - networks and queuing.

How are students assessed?
In Year 11, this assessment is used mainly for diagnostic purposes with the entire summative testing program occurring throughout Year 12. Assessment in Mathematics A will involve a variety of methods so as to enable students to demonstrate their standards of achievement in three criteria: knowledge and procedures, modelling and problem solving and communication and justification.

The following categories of assessment techniques may be considered: extended modelling and problem-solving tasks (at least once a year), reports (at least once a year), and supervised tests.

Career applications
The content of this course is designed to give the student general mathematical skills and knowledge for living. The coverage of financial, statistical and navigation/land measurement makes this an attractive course for students intending to go into tertiary studies in either Humanities or Social Science faculties. This subject contributes to TAFE or university entrance in various fields.
Mathematics B
Authority Subject (4 credits)

Prerequisites and recommendations
Entry to this course is restricted to students who have obtained at least a sound achievement in Year 10 Accelerated Mathematics. A student who is not able to obtain consistently sound achievement in year 10 Accelerated Mathematics in semester 2 is unlikely to succeed in this subject. This is designed for students with an interest in Mathematics and whose future pathways may involve mathematics at university.

Aims of the course
Mathematics is an integral part of a general education. It underpins science and technology, most industry, trade and commerce, social and economic planning and communication systems and is an essential component for effective participation in a rapidly changing society. In Mathematics B, mathematical skills are developed which form the basis for further study in mathematics. These skills are needed not only in the traditional careers of engineering or the physical sciences, but also as tools in fields as diverse as agriculture, food technology, geography, biology, economics and management. The modes of thinking developed in Mathematics B provide ways of modelling and problem solving in situations in order to explore, describe and understand the world’s social, biological and physical environment. Mathematics B is designed to raise students’ competence in and confidence with the mathematics needed to make informed decisions to ensure scientific literacy and to function effectively in a technologically skilled work force. They are encouraged to study the power of mathematics through problem solving and applications in life-related contexts.

What is studied?
The course include:
- Introduction to functions - linear, trigonometric, periodic, power, exponential and logarithmic
- Rates of change - instantaneous and average rate of change
- Periodic functions and applications - recognition of periodic functions, sketching, investigating shapes and relationships, general forms of periodic functions
- Exponential and logarithmic functions and applications - exponential functions, logarithmic functions, the relationships between them, compound interest, annuities
- Optimisation using derivatives - differentiation as a tool in a range of situations which involve the optimisation of continuous functions
- Introduction to integration - applications of integration
- Applied statistical analysis - types of variables and data, stem-and-leaf and box-and-whisker plots, probability, random sampling, discrete and continuous probability distributions, inference.

How are students assessed?
Assessment in Mathematics B will involve a variety of methods so as to enable students to demonstrate their standards of achievement in three criteria: knowledge and procedures, modelling and problem solving and communication and justification. The following categories of assessment techniques may be considered: extended modelling and problem-solving tasks (at least once a year), reports (at least once a year), and supervised tests (two per each semester).

Career applications
Mathematics B serves as a prerequisite for many professions such as an Architect, Audiologist, Dentist, Engineer, Medical Practitioner, Optometrist, Pharmacist, Physicist, Physiotherapist, Scientist, Surgeons, Surveyor and Veterinarian etc. (For specific course prerequisites students should refer to “Summary of Selection Criteria for Entry to Universities and Colleges”). The skills and knowledge gained through studying Mathematics B are also extremely relevant in many other fields of employment.
Modern History
Authority Subject (4 credits)

Prerequisites and recommendations
Students wishing to study this subject should have achieved a ‘C’ in Year 10 English and History and studied at least one semester of History.

Aims of the course
To develop abilities to:
- research, analyse, and evaluate evidence;
- organise an arguments / theme on particular topics;
- present such themes logically (verbal/written form).

Students gain an understanding of the main themes underlying the development of our contemporary world, and are encouraged to use such knowledge in being an active and informed citizen.

What is studied?

Semester 1: Introductory Studies and Studies of Conflict
Depth Studies: Communism and Capitalism
- Indonesia - ‘Confrontasi’

Semester 2: Studies of Co-operation
Depth Studies: League of Nations
- United Nations

Semester 3: History of Ideas and Beliefs
Depth Studies: Anti-Semitism in the Twentieth Century
- Fascism and Nazi Germany

Semester 4: National History
Depth Studies: Australia after World War II
- Australia in the 1970’s ... The Whitlam Government Dismissal

How are students assessed?
Year 11 is basically diagnostic, with the learning of the necessary skills in research, and assignments, essays, paragraphs and oral presentations. Year 12 sees summative assessment of these skills in semester 3 and 4.

Career applications
- Careers requiring analytical skills in both the public service and in private enterprise.
- Students in tertiary courses such as Architecture, Economics, Education, Government, Law, Journalism, Media Studies, Psychology and social work benefit greatly from studying Modern History.
- The skills and attitudes of the historian form a valuable asset in any occupation.
Music
Authority Subject (4 credits)

Prerequisites and recommendations
Students wishing to study Music, must have completed at least one semester of Music in Year 9 and 10, successfully completed English and Maths at a high level and attend an audition.

Aims of the course
Music is an integral part of everyday life serving self-expressive, celebratory, social, cultural, political and educational roles. A study of music helps students understand and heighten the enjoyment of the arts in their lives and the music heritage of a range of cultures. Studying Music fosters students’ confident expression of their creativity and individuality through composing and performing music to communicate feelings, thoughts and ideas, whether at home or in the wider community.

What is studied?
Students develop “audiation”, which is the process by which the brain makes sense of what the ear hears, or the ability to “think in sound”. They apply their developing audiation through exploring the musical elements: duration, dynamics, harmony, melody, structure, texture and timbre, within a variety of contexts, genres and styles.
Students study music by:
- analysing and evaluating repertoire from a variety of social and cultural contexts
- creating music compositions in a variety of genres and styles; students are encouraged to move towards developing their own creative style
- performing musical repertoire by playing an instrument, singing or conducting; performing may include solo or ensemble experiences.

How are students assessed?
Schools select from a wide range of assessment techniques to judge student achievement. These include: extended writing, formal examination, oral, such as interview, viva voce, debate, seminar, compositions (in any style) for instruments, voice, and combinations of these, compositions using non-Western instruments and groupings, compositions generated by electronic means and contemporary technologies, compositions that respond to particular stimuli, e.g. another composer’s work or a visual stimulus such as a film clip or advertisement performance (in any style) such as small ensemble, solo performance, performance of student compositions, improvisation, conducting, performance from the co-curricular vocal or instrumental program, accompaniment.

Achievement in Music is judged by matching a student’s achievement in the assessment tasks with the exit criteria of the subject. These criteria are: “Composing”, “Performing” and “Analysing Repertoire”.

Career applications
Music Professionals write, arrange, orchestrate, conduct and perform musical compositions. Private Tutors and Teachers teach students in the practice, theory and performance of subjects, such as art, dance, drama and music, in private training establishments. The study of Music can lead to higher tertiary study both at TAFE and University.
Physical Education
Authority Subject (4 credits)

Prerequisites and recommendations
A ‘C’ in Year 10 elective Health and Physical Education and English would be the minimum expected for this course. However, other students who have a genuine interest in the area, a willingness to be involved, and general good health will be considered.

Aims of the course
Physical Education is designed to:
- engage students as intelligent performers, learning in, through and about physical activity;
- investigate on the complexity of, and inter-relationship between, psychological, biomechanical, physiological and sociological factors which influence individual and team physical performances and wider social attitudes to physical activity;
- develop a variety of psychomotor skills, interest and participation in physical activity and selected sports on a lifelong basis.

What is studied?
Over the two years, students will study through a variety of written, oral and physical learning experiences, subject matter drawn from a range of physical activities and content areas. These include: Futsal, Touch Football, Athletics and Volleyball.

- **Learning Physical Skills**: How are skills learned, implemented, maintained and enhanced?
- **Processes and Effects of Training and Exercise**: How can an understanding of physiology of exercise, training and program development improve team and individual performance?
- **Equity and access to exercise, sport and physical activity in Australian society**: How do socio-cultural understandings of sport, physical activity and exercise influence personal, team and community participation, appreciation and values within Australian society?

How are students assessed?
A wide range of assessment techniques will be used for the assessment of student performance and the reporting of student achievement. Continual assessment will take a variety of forms including:
- practical performance tests, written examinations, research reports/assignments, and multi-modal presentations.
- Assessment can range from 800 word assignments in Year 11 to 1500 word assignments in Year 12 therefore students should be confident and capable in extended writing.

The achievement level awarded to each student on exit from the course will be based on the fullest and latest information about student performance in the assessable criteria of: acquiring, applying and evaluating. Year 11 assessment is formative in nature while Year 12 is summative.

Career applications
This subject would be of benefit in any tertiary study involving study of anatomy and physiology such as physiotherapy, science, speech therapy, occupational therapy, medicine, dentistry, human movement, nursing; employment fields encompassing leisure and recreations including recreation officer, gymnasium manager, sports trainer as well as primary, secondary and preschool physical education teachers.
Physics
Authority Subject (4 credits)

Prerequisites and recommendations
Students wishing to study this subject should have achieved the following results:
- Year 10 Mathematics (B or better);
- Year 10 Science (B or better).

In exceptional circumstances, students who have achieved a B or better in core Science only, may be considered for entry to this course. Very good reading, reasoning and comprehension skills are necessary, as well as the ability to problem solve. Students must be self-motivated and able to work well with others.

Aims of the course
Through a study of Physics, students develop an ongoing ability to extend their scientific literacy. They are able to do this by working scientifically in Physics contexts related to everyday life. Their capacity to solve problems is increased and opportunities to use technology are extended. Students are able to work as members of a team and explore and appreciate the issues and impacts of Physics.

What is studied?
Physics is an Authority subject and is based on contextual learning. Throughout the two years, the four general objectives covered are: knowledge and conceptual understanding, investigative processes, evaluating and concluding and attitudes and values. The theme/contexts studied at St Francis College are based on the three main areas of forces, energy and motion:

<table>
<thead>
<tr>
<th>Introduction: History of Physics</th>
<th>Cars: Speed and Safety</th>
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<tbody>
<tr>
<td>Sport Science</td>
<td>Amusement Parks</td>
</tr>
<tr>
<td>Bungee Jumping</td>
<td>Music and Audio Production Studio</td>
</tr>
<tr>
<td>Thermal Physics</td>
<td>Household Electricity</td>
</tr>
<tr>
<td>Automobile Electric</td>
<td>Nuclear Physics</td>
</tr>
<tr>
<td>Medical Physics</td>
<td>Modern Physics</td>
</tr>
</tbody>
</table>

How are students assessed?
Assessment falls into three assessment categories: supervised assessment, extended response tasks and extended experimental investigation. Assessment items include formal supervised examinations, oral and multimodal reports, field reports, scientific reports and research reports. An extended response task incorporates a field trip to Dreamworld in Year 11 or Year 12.

Career applications
Physics may be a prerequisite for Engineering at some Universities. It is also studied in the first year of many tertiary science courses. It is a desirable subject for various apprenticeships and secondary science teaching. Physics is the study of the Universe and how it works. It values methods of precise measurement, reproducible experimentation and mathematical relationships. Its applications produce benefits to our society across a wide range of fields. The study of Physics provides a greater understanding of our world.
Study of Religion
Authority Subject (4 credits)

Prerequisites and recommendations
Generally, students require a C from Year 10 humanities classes e.g., Religion, History, English.

Aims of the course
Study of Religion helps students to:
• understand and appreciate the purpose meaning and significance of religion in the lives of individuals and communities
• investigate patterns of belief, religious traditions and the ways these contribute to shaping and interpreting people’s lives and experiences
• respect and appreciate the beliefs, attitudes and values of others while retaining one’s own beliefs and values
• understand that religions are dynamic and living, not static, with transformative power for their adherents
• value the study of world religions and the phenomena of religion, and evaluate critically religions and religious traditions

What is studied?
Core Components
• Australian religious perspectives, including: Aboriginal spiritualities, religion in the local community and religious diversity in Australia
• World religions (a minimum of 4 of the following to be studied over the four semesters: Hinduism, Judaism, Buddhism, Christianity and Islam)
• The nature and significance of religion

Elective Topics:
In addition, a minimum of four of the following topics are to be studied: Religion and State relations; Ritual; Sacred texts; Ultimate questions; and, Religion, values and ethics.

How are students assessed?
Exit Levels of Achievement are based on a student’s ability to fulfil the following criteria:
• knowledge processes including comprehension, interpretation;
• evaluative processes including analysis, synthesis;
• research and communication skills.

Affective objectives such as industry and respect are assessed informally.

Each semester, assessment includes a varied combination of some of: essay writing; research assignments; field reports; case studies; responses to stimulus materials; multimodal and creative presentations.

Career applications
Like other humanities subjects, Study of Religion provides access to careers in education, law, sociology, psychology, diplomacy and journalism plus a variety of tertiary courses.

More importantly, it promotes the search for a quality of life irrespective of specific careers.
Visual Art
Authority Subject (4 credits)

Prerequisites and recommendations
It is expected that students enrolling in this subject have completed at least one semester of junior Art. Students who have not completed studies in junior art may have difficulties with some of the media and content areas in visual art. Students should also have gained a minimum of a 'C' in Junior English and need to possess a good ability to communicate visually and organise work time effectively.

Aims of the course
Visual Art is a powerful and pervasive means which students use to make images and objects, and communicate aesthetic meaning and understanding. In a world of increasing communication technologies, knowledge and understanding of how meanings are constructed and 'read' is fundamental to becoming a critical consumer of art and life. Visual Art uses an inquiry learning model, enabling multi-modal thinking and individual responses through researching, developing, resolving and reflecting about art and artworks. Through making, appraising, resolving and displaying artworks, students understand and acknowledge the role of visual art and the contributions of visual artists, designers and craftspeople.

What is studied?
Students will study a range of historical and contemporary artists and art periods; and experiment with a variety of traditional and contemporary art media and techniques including drawing, painting, printmaking, ceramics, sculpture, computer generated imagery, electronic media, installation and performance art. In Year 11 students will experiment with a range of styles, media areas and techniques initiated by teacher directed exercises, in order to begin formulating their own ideas and interests about art and artmaking. Media areas studied include life drawing, printmaking, realistic and abstract painting, constructing ceramics and sculpture. In year 12 students will focus on current art trends and developments; and have the opportunity to focus on their own personal areas of interest in both their artistic and analytical/theory practice. Students will complete two bodies of work, each with a practical folio that includes both experimental and resolved artworks, and an analytical response (written essay). Independent creative thinking is developed as students take on the role of artist practitioner.

How are students assessed?
Assessment procedures are designed to be as objective as possible in order to arrive at a just and fair statement of student achievement. Year 11 is formative. Students will work through a variety of making and appraising tasks covering the characteristics, elements and principles of design, and explore a range of 2D and 3D media areas and concepts. All units in Year 12 are summative and contribute to a student's O.P. Students will study 2 units over three terms, each with a different concept. Students will also complete a 4 week extension folio at the end of the year. A Visual Diary is an integral part of each unit requirements and the daily life of an Art student.

Career applications
Careers that use visual arts skills include computer graphics designers, architects, photographers, interior designers, landscape designers, teachers, sign-writers, cartoonists, illustrators, fashion designers, jewellers, technicians in theatre and television areas, arts administrators, events organizers, graphic artists, floral artists, colour consultants, interior decorators and artists.
Internet Websites

There are numerous websites that you can log on to access information. The following are just some.

### Post-secondary Education
- Qld Studies Authority - www.qsa.qld.edu.au
- Qld Tertiary Admissions Centre (QTAC) - http://www.qtac.edu.au
- Griffith University - http://www.gu.edu.au
- James Cook University of North Queensland - http://www.jcu.edu.au
- Queensland University of Technology - http://www.qut.edu.au
- Southern Cross University - http://www.scu.edu.au
- The University of Queensland - http://www.uq.edu.au
- University of Southern Queensland - http://www.usq.edu.au
- TAFE Queensland - http://www.tafe.qld.edu.au
- TAFE Queensland online - http://www.tafe.net/
- The TAFE Student Handbook - www.tafe.net

### General Career Information
- Career Information Service site - www.cis.qsa.qld.edu.au
- Careers online - http://www.careersonline.com.au
- Australia's career information service - http://www.myfuture.edu.au
- Helps at risk young people - http://jpp.dest.gov.au
- Helps young people get through school and transition to further study, training and work - http://www.youthpathways.dest.gov.au

### Employment and Jobs
- A way to search for a job - http://jobsearch.gov.au
- Find answers to job questions - http://www.curriculum.edu.au/ozjac
- Australian National Training Authority (ANTA) - http://www.anta.gov.au
- Centrelink - http://www.centrelink.gov.au

### Apprenticeships and Traineeships
- Educate and train the Trades people and small business owners of the future - http://www.australiantechnicalcolleges.gov.au
- Find out about apprenticeships, training and the labour market - http://www.getatrade.gov.au
Glossary

AQTF  
Australian Qualification Training Framework. Students undertaking a subject with a vocational outcome may receive a certificate at level 1, 2, 3 or 4. The certificates are recognised nationally under the AQTF, which determines levels of achievement.

Authority Subject  
These subjects meet the requirements of a syllabus provided by the Queensland Studies Authority and qualify students for an OP.

Authority-Registered Subjects  
These subjects are listed on the Senior Certificate and contribute to a TER. Students completing all course requirements will obtain a level of achievement and an AQTF Certificate.

Banking achievements  
This is the process of adding learning achievements to a Learning Account.

Competency-Based Training  
CBT recognises the units of competence based on endorsed industry standards relating to knowledge, skills and the application of the same in an occupation at a particular AQTF level. Modules completed by senior students are reported on the Senior Certificate as competent or not yet competent.

Compulsory Participation Phase  
This is the legislated requirement for young people to participate in education or training for a further two years beyond year 10, or until they have gained a QCE (formerly the Senior Certificate) or a Certificate III qualification, or until they have turned 17.

Credit  
Credit is a defined and assessable quantity of learning at the set standard that is the minimum achievement that can contribute to the QCE.

Field Positions  
Provide information on how students achieve relative to others in important skill areas of senior curriculum.

Formative  
Formative assessment is assessment that does not count towards the final result in a subject unless the student finishes before the end of the four semesters.

Learning Account  
A learning account is an account which is opened for each learner on registration with the QSA. The Learning Account records all learning achievements banked during the Senior Phase of Learning and is accessed online.

OP  
Overall Position. Indicates a student’s rank order based on overall achievement in Authority Subjects. It is based on five Authority subjects over four semesters and Queensland Core Skills Test results.

Pre-requisites  
These are subjects students need in order to be able to access further studies.

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

QCST  
Queensland Core Skills Test is closely related to the Senior Curriculum and is designed to assess common elements in the curriculum. It consists of an extended writing task, short answers and multiple-choice questions. All students must sit the test to gain an OP or TER.

QSA  
The Queensland Studies Authority is a statutory body which is the result of the Queensland School Curriculum Council, the Authority of Senior Secondary School Studies and the Tertiary Entrance Procedures Authority combining to form a new authority.
## Glossary

<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality Criteria</td>
<td>This is the mechanism for deciding whether a course of study can contribute to the Senior Statement and the QCE.</td>
</tr>
<tr>
<td>Registration</td>
<td>Registration is the process of gathering demographic information about a young person, their general goal and where their goal will be achieved in the Senior Phase of Learning.</td>
</tr>
<tr>
<td>RPL</td>
<td>Recognition of Prior Learning. If advanced standing or credit transfer is not available a student may be able to demonstrate evidence of prior learning that can be recognised and so reduce the time of a particular course.</td>
</tr>
<tr>
<td>RTO</td>
<td>The Registered Training Organisation is an institution which is registered by a registering body in accordance with the Australian Quality Training Framework to deliver nationally accredited training.</td>
</tr>
<tr>
<td>School-based Apprenticeships</td>
<td>This term refers to apprentices and trainees and can be commenced while students are still at school.</td>
</tr>
<tr>
<td>Senior Statement</td>
<td>This refers to the transcript, issued by the QSA, that records all learning achievements banked by someone completing Year 12. This statement will attest to a person's completion of 12 years of schooling.</td>
</tr>
<tr>
<td>SETPs</td>
<td>Senior Education and Training Plans are an individual's personal learning plan of action to achieve success in the Senior Phase of Learning.</td>
</tr>
<tr>
<td>Set Standard</td>
<td>This refers to the standard of achievement that attracts credit towards the QCE. In VET the set standard is 'competence', in Authority courses it is at least 'Sound Achievement' and in many other courses it is at least 'pass' or 4 on a 7-point scale.</td>
</tr>
<tr>
<td>Structured Work Placement (SWP)</td>
<td>This refers to an extended period of time in a workplace where young people gain experience, skills and other attributes in a specified occupational field. A young person's amount of workplace learning must be at least 160 hours. Evidence of learning achievement must be endorsed by an employer.</td>
</tr>
<tr>
<td>Summative</td>
<td>Summative assessment does count towards the final result for that subject.</td>
</tr>
<tr>
<td>TER</td>
<td>Tertiary Entrance Rank. Students completing Year 12 who do not qualify for an OP are allocated a rank based on their Senior Certificate and results in the Queensland Core Skills Test.</td>
</tr>
<tr>
<td>Traineeship</td>
<td>School-based traineeships or apprenticeships enable students to study for their Senior Certificate and at the same time complete a nationally recognised training qualification as paid employees.</td>
</tr>
<tr>
<td>VET</td>
<td>Vocational Education and Training. Students undertaking subjects with a vocational outcome will receive AQTF certificates issued by the Queensland Studies Authority, a TAFE College, or Private Provider.</td>
</tr>
</tbody>
</table>
St Francis College
Senior Education and Training Plan (SET Plan)

First Name: 
Last Name: 
Pastoral Group: 

Set Plan Status

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<tr>
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<th>Point in time</th>
<th>Type</th>
<th>Date signed off</th>
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<tbody>
<tr>
<td></td>
<td>Year 10 original</td>
<td>Standard</td>
<td></td>
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<tr>
<td></td>
<td>Year 11</td>
<td>Amendment</td>
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<td></td>
<td>Year 11</td>
<td>Amendment</td>
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<td></td>
<td>Year 12</td>
<td>Amendment</td>
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<td>Year 12</td>
<td>Amendment</td>
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</table>

1. Career goals

2. Courses of study required to achieve career goals (if applicable)

3. Post-secondary learning options (please tick all relevant boxes)

- University study
- Vocational study
- Full-time apprenticeship
- Employment

4. After year 10 or turning 16, I intend to: (please tick one)

- continue my studies at this school
- continue my studies at a different school (name of school)
- combine studies at this school with training at Registered Training Organisation (RTO) on the elected school day
- combine studies at this school with a school-based apprenticeship/traineeship on the elected school day
- continue at school until get a job
- get a job with a minimum 25 hours per week (name and address of employer, if known)
5. **My senior schooling goal is to achieve:** (please tick all relevant boxes)

- [ ] Queensland Certificate of Education (QCE)
- [ ] Overall Position for Tertiary Entrance (OP)
- [ ] VET Certificate II
- [ ] VET Certificate III
- [ ] Australian School-based Apprenticeship (ASBA)
- [ ] Queensland Certificate of Individual Achievement (QCIA) (subject to approval by Head of Special Education Services)
- [ ] University/TAFE Direct Entry study during Year 12

6. **My selection of subjects for year 11**

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<tr>
<th>Authority subjects (sometimes called OP subjects)</th>
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<td>Subject</td>
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<table>
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<th>Authority-registered subjects (sometimes called non-OP subjects)</th>
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<td>Subject</td>
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### VET Certificate I qualifications (note that only two Certificate Is can contribute towards a QCE)

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<tr>
<th>Qualification</th>
<th>Provider (where)</th>
<th>Reason</th>
<th>Completion *</th>
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### VET Certificate II, III, or IV qualifications

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<th>Qualification</th>
<th>Provider (where)</th>
<th>Reason</th>
<th>Completion *</th>
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* Please enter the date you completed or expect to complete the particular qualification.

### Notes

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Agreement — terms and conditions of set plan

The young person will:
- take primary responsibility for the development and safekeeping of their SET Plan.

The parents/carers will:
- support the young person in their care to develop and implement his/her SET Plan.

The young person and parents/carers will jointly:
- keep the original plan
- contribute to the development of the plan
- accept support in implementing and monitoring the plan.

The school/learning provider will:
- manage the process of developing the SET Plan
- assist the young person to implement and monitor the SET Plan
- keep a copy of the original plan and any updated plans, noting any changes made and the date of each change
- provide a copy of the original plan and any updated plans to the young person and parents/carers.

Privacy statement

s.426 of the Education (General Provisions) Act 2006 (Qld) applies to employees of the Department of Education and Training recording, using and disclosing the personal information of State school students. The Information Privacy Act 2009 (Qld) requires the department to collect and manage the personal information of parents, staff and other members of the public (other than State school students) in accordance with the Information Privacy Principles contained in the Act (Chapter 2). The school/learning provider will at all times record, store, use and disclose all students’ SET Plans in accordance with these authorities and any other confidentiality or privacy provisions to which they are bound.

Having due regard to the privacy and confidentiality of the personal information included in the SET Plan, the school learning provider:
- will take reasonable steps to store SET Plans securely
- will permit only authorised personnel to access the SET Plan
- may disclose information from a SET Plan to a youth support coordinator or other government agency to assist the young person to achieve their stated goals in instances where the young person needs additional support or is at risk of disengaging from learning
- may contact other learning providers to support the young person and disclose information from the student’s SET Plan to the other learning provider to enable such support
- may request a copy of the student’s SET Plan from another school/learning provider for newly enrolled students
- may forward a copy of the SET Plan to a new school/learning provider within 12 weeks of receipt of request from new school/learning provider to assist in ensuring the continuity of a young person’s learning pathways
- will keep a copy of the latest plan as per the retention period for the student file
- may forward statistical information to education and training sectors and authorities for the purposes of data collection/reporting.

Signatories
By signing this agreement, all signatories acknowledge that they have read and understood, and agree to be bound by, the terms and conditions as outlined in the agreement.

Young person
Name:
Signature:
Date:
Witness:

Parents/carers
Name:
Signature:
Date:
Witness:
Name:
Signature:
Date:
Witness:

School/learning provider
Name of school or learning provider: St Francis College, Crestmead
Name of delegated officer:
Position of delegated officer:
Signature:
Date:
Witness:

Notes