St Francis College

Senior School Studies
HANDBOOK
2016 - 2017
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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
- care for others
- be concerned for others
- care for their personal health and well being
- model appropriate behaviour for younger 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.
**Course Selection Process**

- **Year 10 Careers program** includes distribution of Job guides, guest speakers and address by subject co-ordinators.

- **Legislation: Compulsory Participation Phase**
  - Attend university and TAFE Open Days as advertised in newsletter.

- **Career Education including Coaching Young People for Success - My Life and Career Pathway Course**

- **YEAR 10 SUBJECT SELECTION INTERVIEWS**
  - All Year 10 parents and students are expected to attend a 20 min interview in Term 3.

- **Subject choices are submitted.**

- **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 minimum subject numbers are confirmed students are allocated final subjects late Term 3**

- **Where subject choices cannot be met, further discussion will be required.**
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 Curriculum and Assessment Authority (QCAA) 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 - 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

- **an AMOUNT of LEARNING**
  - 20 credits

- **at a SET STANDARD**
  - 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 any 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 in trades, and apprenticeships and traineeships, university subjects done while at school, recognised workplace learning, certificates and awards.

QCE planning can be done in various ways.

- There are many ways a student can gain a QCE. Use this diagram to plan a pathway towards a QCE and to check eligibility.
  - For more information visit [www.qsa.qld.edu.au](http://www.qsa.qld.edu.au)

Learning options and credit values

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CREDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CORE</strong></td>
<td></td>
</tr>
<tr>
<td>Authority or Authority-registered subjects</td>
<td>Per course (5 semesters)</td>
</tr>
<tr>
<td>Subjects assessed by a Senior External Examination</td>
<td>2</td>
</tr>
<tr>
<td>VET Certificate II, III or IV qualifications (includes school-based traineeships that incorporate on-the-job learning)</td>
<td>Certificate II, III &amp; IV</td>
</tr>
<tr>
<td>School-based apprenticeships</td>
<td>Certificate III competencies</td>
</tr>
<tr>
<td>Tailored training programs</td>
<td>On-the-job component</td>
</tr>
<tr>
<td>Recognised international learning programs</td>
<td>Per course</td>
</tr>
<tr>
<td><strong>PREPARATORY COURSES</strong>: generally used as stepping stones to further study</td>
<td></td>
</tr>
<tr>
<td>VET Certificate I vocation-related qualifications</td>
<td>A maximum of 6 credits can contribute.</td>
</tr>
<tr>
<td>Employment skills development programs approved under the VET Act 2000</td>
<td>(Max. of 2 qualifications can count)</td>
</tr>
<tr>
<td>Pre-apprenticeship programs</td>
<td>(Max. of 1 program can count)</td>
</tr>
<tr>
<td>Recognised certificates and awards</td>
<td>As determined by QSA</td>
</tr>
<tr>
<td>Short course in literacy or short course in numeracy developed by the QSA</td>
<td>Per course</td>
</tr>
<tr>
<td><strong>ENRICHMENT COURSES</strong>: add value or complement Core courses of study</td>
<td>A maximum of 6 credits can contribute.</td>
</tr>
<tr>
<td>Recognised certificates and awards</td>
<td>As determined by QSA</td>
</tr>
<tr>
<td>Recognised structured workplace or community-based learning programs</td>
<td>As determined by QSA</td>
</tr>
<tr>
<td>Learning projects — workplace, community, self-directed</td>
<td>As determined by QSA</td>
</tr>
<tr>
<td>Authority extension subjects, such as English Extension</td>
<td>As determined by QSA</td>
</tr>
<tr>
<td>Career development: short course senior syllabus</td>
<td>As determined by QSA</td>
</tr>
<tr>
<td>School-based subjects</td>
<td>As determined by QSA</td>
</tr>
<tr>
<td><strong>ADVANCED COURSES</strong>: go beyond senior secondary schooling</td>
<td>A maximum of 6 credits can contribute.</td>
</tr>
<tr>
<td>One or two-semester university subjects completed while enrolled at a school</td>
<td>One-semester subject</td>
</tr>
<tr>
<td>Competences contributing to VET diplomas or advanced diplomas while enrolled</td>
<td>One-semester subject</td>
</tr>
<tr>
<td>Recognised certificates and awards</td>
<td>As determined by QSA</td>
</tr>
</tbody>
</table>

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 QSA-developed English and Mathematics subject
- at least a Sound Achievement in QSA-developed short courses in literacy and numeracy
- at least 8 credits in VET Vocational Literacy 3 (39153 Qld) and Numeracy 3 (39163 Qld) — expired 30 Sept 2011
- a pass grade in a literacy and numeracy course recognised by the QSA
- at least 8 credits in the Queensland Core Skills Test
- at least 4 credits for an International Baccalaureate examination in English and Mathematics
- completion of 39220Qld Certificate I in Core Skills for Employment and Training — Communication
- completion of 39220Qld Certificate I in Core Skills for Employment and Training — Numeracy.
The Senior Statement

Senior Statement

This is to certify that ANDREA TOWNSEND having completed Year 12 in 2010 has achieved the results reported on this statement

Core

Authority subjects

<table>
<thead>
<tr>
<th>Subject</th>
<th>Outcome</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>2007</td>
<td></td>
</tr>
<tr>
<td>Mathematics A</td>
<td>1 2</td>
<td>Limited</td>
<td>2007</td>
<td></td>
</tr>
<tr>
<td>Accounting</td>
<td>1 2</td>
<td>Transfer</td>
<td>2007</td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td>1 2</td>
<td>Transfer</td>
<td>2007</td>
<td></td>
</tr>
<tr>
<td>Legal Studies</td>
<td>1 2</td>
<td>Sound</td>
<td>2007</td>
<td>2</td>
</tr>
<tr>
<td>Indigenous &amp; Torres Strait Islander Studies</td>
<td>1 2</td>
<td>Sound</td>
<td>2007</td>
<td>2</td>
</tr>
</tbody>
</table>

Rainbow State High School

<table>
<thead>
<tr>
<th>Subject</th>
<th>Outcome</th>
<th>Level of Achievement</th>
<th>Year</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>3 4</td>
<td>High</td>
<td>2009</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics A</td>
<td>3 4</td>
<td>High</td>
<td>2009</td>
<td>4</td>
</tr>
<tr>
<td>Accounting</td>
<td>3 4</td>
<td>High</td>
<td>2009</td>
<td>4</td>
</tr>
<tr>
<td>Economics</td>
<td>3 4</td>
<td>High</td>
<td>2009</td>
<td>4</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>3 4</td>
<td>High</td>
<td>2009</td>
<td>4</td>
</tr>
</tbody>
</table>

Authority-registered subjects

<table>
<thead>
<tr>
<th>Subject</th>
<th>Outcome</th>
<th>Level of Achievement</th>
<th>Year</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recreational Studies</td>
<td>3 4</td>
<td>High</td>
<td>2008</td>
<td>2</td>
</tr>
</tbody>
</table>

Preparatory

Vocational Education and Training (VET) - for details see Appendix

<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
<th>Result</th>
<th>Year</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>TRH11102</td>
<td>Certificate I Hospitality (Kitchen Operations)</td>
<td>Awarded</td>
<td>2008</td>
<td>2</td>
</tr>
</tbody>
</table>

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 issue

This qualification is recognised within the Australian Qualifications Framework

St Francis College – Senior School Studies Handbook 2015 - 2016
The Queensland Certificate of Individual Achievement (QCIA)

Awards to:
Andrea Townsend
having completed their individualized learning.

Statement of Achievement

Personal and Living Dimensions

Understands and practices healthy eating and personal hygiene.
Locates and purchases items in familiar supermarket with vertical prompting.
Follows safe and hygienic practices in the kitchen during preparation and clean-up with minimal prompting.
Maintains awareness of the work environment with sector support.
Manages a variety of tasks and responsibilities.

Communication and Technology

Comprehends multiple-step instructions to complete tasks in a variety of settings.
Use a calculator and interpret data in a range of applications.
Interacts with peers, family and community.

Numeracy

Applies appropriate skills in simple long division activities.
Uses a pen to give a simple class presentation and is able to play
Pogo school-based team sports with minimal prompting.

Solving Problems

The principles of good leadership and helps others to do

Playing computer games using a mouse with prompting.

Vocational and Transition Activities

Completes required tasks on a school work experience.
Applies personal safety procedures with minimal use of prompting.
Prepares simple kitchen tasks and kitchen sanitation with prompting.
Completes basic garden maintenance with prompting.

Certificate of Individual Achievement

Signature:

Bob McHugh
Chairperson QISA

Date of issue: 19 December 2010

This certificate issued by the Queensland Studies Authority without alteration or reissue.

Issued on 15 December 2010 without alteration.

Note: Overall Position (OP) and 25 the lowest point.

Field Positions (FPs)

A: Extended written expression

B: Short written communication

C: Basic numeracy

D: Solving complex problems

E: Substantial practical problem

Note: FPs A to E are awarded points.

The highest position is 5.

- A

- B

- C

- D

- E
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 wellbeing. 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 Pre Mathematics B is essential for any hope of succeeding in Physics, Chemistry or Mathematics B in senior.

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. If students study subjects they enjoy as well as do well at they have the greatest chance of success in senior.

Entry Requirement (Prerequisites)

A student should make sure that their choice of subjects includes those prescribed for entry to courses at universities, 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 are required to study three core subjects:
- English
- Mathematics
- Religion

ELECTIVES: three other subjects must be chosen from the list of subjects outlined in this handbook, alternate programs offered by TAFEs or universities, or a school based apprenticeship or traineeship in place of a subject.
CATEGORIES OF SUBJECTS

Authority Subjects
Authority subject have the following characteristics:

- The syllabus for the subject has been approved by the Queensland Curriculum and Assessment Authority (QCAA).
- The work program has been accredited by the QCAA.
- The assessment of student achievement has been certified by the QCAA.
- 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 subject 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 subjects 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).

VET courses
- Certificate 1 and 2 level courses are offered by the College
- These are all based on Nationally Recognised Training Packages
- These are subject to availability of qualified staff

Purpose:
These subjects are 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.

Core subjects:
- Authority-Registered subjects
  - Religion and Ethics
  - English Communication
  - Pre-vocational Mathematics

Electives:
- Authority-Registered subjects
  - Agricultural Practices
  - Business Studies
  - Early Childhood Studies
  - Industrial Technology Skills
  - Music Studies
  - Recreation Studies

VET Courses (Vocational Education & Training)
- SIT20312 Cert II in Kitchen Operations
- SIT20213 Cert II in Hospitality
- CUF20111 Cert II in Visual Arts

11 St Francis College – Senior School Studies Handbook 2016 - 2016
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>
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<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>
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<tr>
<td>Chemistry</td>
<td>2007</td>
<td>4</td>
<td>3</td>
<td>5</td>
<td>5</td>
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<td>Drama</td>
<td>2013</td>
<td>3</td>
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<td>1</td>
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<tr>
<td>English</td>
<td>2010</td>
<td>5</td>
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<td>N/A</td>
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<td>Graphics</td>
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<td>3</td>
<td>5</td>
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<td>Home Economics</td>
<td>2010</td>
<td>3</td>
<td>4</td>
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<td>Mathematics A</td>
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<td>2</td>
<td>5</td>
<td>4</td>
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<tr>
<td>Mathematics B</td>
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<td>1</td>
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<td>Modern History</td>
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<td>2007</td>
<td>4</td>
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<td>5</td>
<td>2</td>
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<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>
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</tbody>
</table>

* This information has been provided to schools by the Queensland Curriculum and Assessment Authority (QCAA) in July 2015. 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 2017.

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.
Alternative Study Options

Partnership with Schools Program

TAFE Queensland, Brisbane 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.

A brief outline of the 2016 program is included on the next page.

For further details students are advised to see the Careers/VET Co-ordinator Kailyn McNamara.
### Tourism and Events

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE NAME</th>
<th>DURATION</th>
<th>CAMPUS</th>
<th>COST</th>
<th>QCE POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ST120112</td>
<td>Certificate II in Tourism</td>
<td>1 semester</td>
<td>Alex Hills, Bracken Ridge,</td>
<td>FREE</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Caboolture, Loganlea, Mt Gravatt, Southbank, Redcliffe</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ST120513</td>
<td>Certificate III in Events</td>
<td>2 semesters</td>
<td>Alex Hills, Bracken Ridge,</td>
<td>Semester 1: $250, Semester 2: $250, Total: $500</td>
<td>12</td>
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<tr>
<td>ST120112</td>
<td>incorporating Certificate II in Tourism</td>
<td></td>
<td>Caboolture, Loganlea, Mt Gravatt, Southbank, Redcliffe</td>
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### Business

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE NAME</th>
<th>DURATION</th>
<th>CAMPUS</th>
<th>COST</th>
<th>QCE POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>FNS20315</td>
<td>Certificate III in Accounting Administration</td>
<td>1.5 semesters</td>
<td>Bracken Ridge, Loganlea,</td>
<td>Semester 1: $450, Semester 2: $225, Total: $675</td>
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<tr>
<td></td>
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<td>Southbank</td>
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<tr>
<td>BSB30115/</td>
<td>Certificate III in Business</td>
<td>2 semesters</td>
<td>Alex Hills, Bracken Ridge,</td>
<td>Semester 1: $250, Semester 2: $250, Total: $500</td>
<td>12</td>
</tr>
<tr>
<td>ST120112</td>
<td>incorporating Certificate III in Tourism</td>
<td></td>
<td>Caboolture, Loganlea, Mt Gravatt, Southbank, Redcliffe</td>
<td></td>
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</tr>
<tr>
<td>BSB30415/</td>
<td>Certificate III in Business Administration</td>
<td>2 semesters</td>
<td>Alex Hills, Bracken Ridge,</td>
<td>Semester 1: $250, Semester 2: $250, Total: $500</td>
<td>12</td>
</tr>
<tr>
<td>ST120113</td>
<td>incorporating Certificate II in Hospitality</td>
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<td>Caboolture, Loganlea, Mt Gravatt, Southbank, Redcliffe</td>
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</tr>
<tr>
<td></td>
<td>Administration incorporating Certificate II in Hospitality Administration</td>
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### Justice

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE NAME</th>
<th>DURATION</th>
<th>CAMPUS</th>
<th>COST</th>
<th>QCE POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>394201CD</td>
<td>Certificate IV in Justice Studies</td>
<td>3 semesters</td>
<td>Bracken Ridge, Loganlea,</td>
<td>Semester 1: $450, Semester 2: $450, Semester 3: $460, Total: $1,360</td>
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### Fashion

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE NAME</th>
<th>DURATION</th>
<th>CAMPUS</th>
<th>COST</th>
<th>QCE POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>LMT20807</td>
<td>Certificate II in Millinery Fashion Accessory and Hat Making</td>
<td>2 semesters</td>
<td>Bracken Ridge, Mt Gravatt,</td>
<td>FREE</td>
<td>4</td>
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<td></td>
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<td></td>
<td>Southbank</td>
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<td></td>
</tr>
<tr>
<td>MSA20108</td>
<td>Certificate II in Manufacturing Technology (Fashion Design and Production)</td>
<td>2 semesters</td>
<td>Bracken Ridge, Mt Gravatt,</td>
<td>FREE</td>
<td>4</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Southbank</td>
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</tr>
<tr>
<td>LMT20407</td>
<td>Certificate III in Fashion Design and Technology</td>
<td>2 years</td>
<td>Bracken Ridge, Mt Gravatt,</td>
<td>Semester 1: $900, Semester 2: $960, Semester 3: $1,050, Total: $3,840</td>
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<td></td>
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<td>Southbank</td>
<td></td>
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</tr>
</tbody>
</table>

Because we love polar bears (and the environment), we’ve only printed the ‘must have’ information here. For comprehensive details including course descriptions, codes, fees, start dates and more, check out tafebrisbane.edu.au.
## Hospitality

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE NAME</th>
<th>DURATION</th>
<th>CAMPUS</th>
<th>COST</th>
<th>QCE POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIT20213</td>
<td>Certificate III in Hospitality (Baking)</td>
<td>1 semester</td>
<td>Southbank</td>
<td>FREE</td>
<td>4</td>
</tr>
<tr>
<td>SIT20213</td>
<td>Certificate II in Hospitality (Café and Bars)</td>
<td>1 semester</td>
<td>Bracken Ridge, Loganlea, Mt Gravatt, Southbank</td>
<td>FREE</td>
<td>4</td>
</tr>
<tr>
<td>SIT20213</td>
<td>Certificate II in Hospitality Food and Beverage</td>
<td>1 semester</td>
<td>Bracken Ridge, Loganlea, Mt Gravatt, Southbank</td>
<td>FREE</td>
<td>4</td>
</tr>
<tr>
<td>SIT20312</td>
<td>Certificate II in Kitchen Operations (Cookery Skills)</td>
<td>1 semester</td>
<td>Bracken Ridge, Loganlea, Mt Gravatt, Southbank</td>
<td>FREE</td>
<td>4</td>
</tr>
<tr>
<td>SIT20715/1</td>
<td>Certificate III in Hospitality (Food and Beverage) Incorporating Certificate II in Kitchen Operations</td>
<td>2 semesters</td>
<td>Bracken Ridge, Loganlea, Mt Gravatt, Southbank</td>
<td>Semester 1: $200, Semester 2: $200, Total: $560</td>
<td>12</td>
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<tr>
<td>SIT20715/1</td>
<td>Certificate III in Hospitality (Hotel Reception)</td>
<td>2 semesters</td>
<td>Southbank</td>
<td>Semester 1: $200, Semester 2: $200, Total: $560</td>
<td>12</td>
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<tr>
<td>SIT20213</td>
<td>Certificate II in Hospitality (Cocktails)</td>
<td>2 semesters</td>
<td>Southbank</td>
<td>FREE</td>
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</tbody>
</table>

## Beauty Services

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE NAME</th>
<th>DURATION</th>
<th>CAMPUS</th>
<th>COST</th>
<th>QCE POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SBG0111</td>
<td>Certificate II in Hairdressing</td>
<td>1.5 semesters</td>
<td>Caboolture, Loganlea, Southbank</td>
<td>Semester 1: $1,600, Semester 2: $900, Total: $1,500</td>
<td>4</td>
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</table>

## Beauty Therapy

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE NAME</th>
<th>DURATION</th>
<th>CAMPUS</th>
<th>COST</th>
<th>QCE POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SBG0110</td>
<td>Certificate II in Retail Makeup and Skin Care</td>
<td>1.5 semesters</td>
<td>Caboolture, Loganlea, Redcliffe, Southbank</td>
<td>Semester 1: $1,600, Semester 2: $900, Total: $1,500</td>
<td>4</td>
</tr>
<tr>
<td>SBG0110</td>
<td>Certificate II in Beauty Services</td>
<td>18 months</td>
<td>Southbank, Loganlea</td>
<td>Semester 1: $1,800, Semester 2: $1,800, Semester 3: $1,800, Total: $5,400</td>
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## Sports and Recreation

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE NAME</th>
<th>DURATION</th>
<th>CAMPUS</th>
<th>COST</th>
<th>QCE POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIS2013</td>
<td>Certificate II in Sport and Recreation</td>
<td>2 semesters</td>
<td>Alex Hills, Bracken Ridge, Caboolture, Southbank</td>
<td>FREE</td>
<td>4</td>
</tr>
</tbody>
</table>

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# 2016 COURSES

## HORTICULTURE AND ANIMAL STUDIES

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE NAME</th>
<th>DURATION</th>
<th>CAMPUS</th>
<th>COST</th>
<th>QCE POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHIC21210</td>
<td>Certificate II in Rural Operations (Horticulture specialisation)</td>
<td>2 semesters</td>
<td>Caboolture, Grovely, Loganlea, Mt Gravatt</td>
<td>FREE</td>
<td>4</td>
</tr>
<tr>
<td>AHIC21219</td>
<td>Certificate II in Rural Operations (Horticulture and Animal studies specialisation)</td>
<td>2 semesters</td>
<td>Alex Hills, Caboolture, Grovely, Loganlea</td>
<td>FREE</td>
<td>4</td>
</tr>
<tr>
<td>AHIC20410</td>
<td>Certificate II in Horticulture</td>
<td>2 semesters</td>
<td>Caboolture, Grovely, Loganlea, Mt Gravatt</td>
<td>FREE</td>
<td>4</td>
</tr>
</tbody>
</table>

## ANIMAL STUDIES

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE NAME</th>
<th>DURATION</th>
<th>CAMPUS</th>
<th>COST</th>
<th>QCE POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHIC21210Y</td>
<td>Certificate II in Rural Operations/ Animal Studies</td>
<td>2 semesters</td>
<td>Alex Hills, Caboolture, Grovely, Loganlea</td>
<td>Semester 1: $100, Semester 2: $85, Total: $185</td>
<td>6</td>
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<tr>
<td>ACM20210</td>
<td>Certificate II in Animal Studies</td>
<td>2 semesters</td>
<td>Caboolture, Grovely, Loganlea</td>
<td>Semester 1: $60, Semester 2: $48, Total: $108</td>
<td>6</td>
</tr>
<tr>
<td>AHIC21210Y</td>
<td>Certificate II in Rural Operations/ Animal Studies</td>
<td>2 semesters</td>
<td>Caboolture, Grovely, Loganlea, Mt Gravatt</td>
<td>Semester 1: $60, Semester 2: $48, Total: $108</td>
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## HEALTH SUPPORT SERVICES

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE NAME</th>
<th>DURATION</th>
<th>CAMPUS</th>
<th>COST</th>
<th>QCE POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>HL72112</td>
<td>Certificate III in Health Support Services</td>
<td>2 semesters</td>
<td>Alex Hills, Caboolture, Loganlea, Southbank</td>
<td>FREE</td>
<td>4</td>
</tr>
<tr>
<td>MSL20119</td>
<td>Certificate III in Sampling and Measurement</td>
<td>1 semester</td>
<td>Alex Hills, Southbank</td>
<td>FREE</td>
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</table>

## CHILDREN’S SERVICES

## EARLY CHILDHOOD EDUCATION AND CARE

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE NAME</th>
<th>DURATION</th>
<th>CAMPUS</th>
<th>COST</th>
<th>QCE POINTS</th>
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<tbody>
<tr>
<td>CHC30113</td>
<td>Certificate III in Early Childhood Education and Care</td>
<td>2 years</td>
<td>Alex Hills, Bracken Ridge, Caboolture, Loganlea, Redcliffe, Southbank</td>
<td>Semester 1: $625, Semester 2: $625, Semester 3: $625, Semester 4: $625, Total: $2,500</td>
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## COMMUNITY SERVICES

## COMMUNITY SERVICES WORK

<table>
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<tr>
<th>COURSE CODE</th>
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<th>DURATION</th>
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<th>QCE POINTS</th>
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<tbody>
<tr>
<td>20075VIC</td>
<td>Certificate II in Aged care</td>
<td>1 semester</td>
<td>Southbank</td>
<td>$500</td>
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</tr>
</tbody>
</table>

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- [ ] Job-focused
- [ ] University pathways
- [ ] Student satisfaction
## Visual Arts and Photography

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Duration</th>
<th>Campus</th>
<th>Cost</th>
<th>QCE Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTV30311</td>
<td>Certificate III in Design Fundamentals (Graphic Design)</td>
<td>18 months</td>
<td>Bracken Ridge, Loganlea, Mt Gravatt, Southbank</td>
<td>Semester 1: $690, Semester 2: $690, Total: $2,380</td>
<td>8</td>
</tr>
<tr>
<td>CTV30307</td>
<td>Certificate III in Media (Film and Television)</td>
<td>18 months</td>
<td>Mt Gravatt</td>
<td>Semester 1: $690, Semester 2: $690, Total: $2,380</td>
<td>8</td>
</tr>
<tr>
<td>CTV30307</td>
<td>Certificate III in Media (Multimedia)</td>
<td>18 months</td>
<td>Bracken Ridge, Loganlea, Southbank, Redcliffe</td>
<td>Semester 1: $690, Semester 2: $690, Total: $2,380</td>
<td>8</td>
</tr>
<tr>
<td>CTV30311</td>
<td>Certificate III in Visual Arts</td>
<td>2 semesters</td>
<td>Bracken Ridge, Mt Gravatt, Southbank</td>
<td>Semester 1: $690, Semester 2: $690, Total: $2,380</td>
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## Photography

<table>
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<tr>
<th>Course Code</th>
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<th>Campus</th>
<th>Cost</th>
<th>QCE Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTV30311</td>
<td>Certificate III in Design Fundamentals (Photo Imaging)</td>
<td>18 months</td>
<td>Mt Gravatt, Southbank</td>
<td>Semester 1: $690, Semester 2: $690, Total: $2,380</td>
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</table>

## Music and Sound Production

## Music Business

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Duration</th>
<th>Campus</th>
<th>Cost</th>
<th>QCE Points</th>
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</thead>
<tbody>
<tr>
<td>CUS30109</td>
<td>Certificate II in Music</td>
<td>12 months</td>
<td>Mt Gravatt, Southbank</td>
<td>Semester 1: $690, Semester 2: $690, Total: $1,380</td>
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</table>

## Information Technology

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Duration</th>
<th>Campus</th>
<th>Cost</th>
<th>QCE Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICT30113</td>
<td>Certificate III in Telecommunications Technology (Networking)</td>
<td>2 semesters</td>
<td>Bracken Ridge, Loganlea, Mt Gravatt, Southbank</td>
<td>FREE</td>
<td>4</td>
</tr>
<tr>
<td>ICT30115</td>
<td>Certificate III in Information Digital Media Technologies (Networking Administration)</td>
<td>3 semesters</td>
<td>Bracken Ridge, Loganlea, Mt Gravatt, Southbank</td>
<td>Semester 1: $960, Semester 2: $960, Total: $2,880</td>
<td>8</td>
</tr>
<tr>
<td>ICT30115</td>
<td>Certificate III in Information Digital Media Technologies (Software Applications)</td>
<td>3 semesters</td>
<td>Caboolture, Loganlea, Mt Gravatt</td>
<td>Semester 1: $960, Semester 2: $960, Total: $2,880</td>
<td>8</td>
</tr>
<tr>
<td>ICT30115</td>
<td>Certificate III in Information Digital Media Technologies (Web-based Technology)</td>
<td>3 semesters</td>
<td>Caboolture, Loganlea, Mt Gravatt, Southbank</td>
<td>Semester 1: $960, Semester 2: $960, Total: $2,880</td>
<td>8</td>
</tr>
</tbody>
</table>

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13 72 48 | tafebrisbane.edu.au
SCHOOL BASED APPRENTICESHIPS AND TRAINEESHIPS

Study, work and train

School

Students must gain support from their school to undertake a school-based apprenticeship or traineeship (SAT). The work and/or training of the SAT must impact on the school timetable to be considered school-based.

The school, student, their parent/guardian employer and training organisation will negotiate a schedule which outlines when the student is at school, work or training. This schedule must indicate exactly how the SAT will impact on the school timetable.

The training plan will also need to be negotiated between the student, employer and training organisation, and will specify training needs, how and when training will take place, who will provide the training and how training will be assessed.

The school has a role in providing support to the student throughout the SAT. Miss McNamara is the school VET Coordinator who makes all the arrangements for SATs and can provide more complete details.

Work

Work and training may take place:

- one to two days per week, attending school on the remaining days
- for blocks of time in the workplace
- on weekends, school holidays or after school.

Employers are required to provide a minimum of 375 hours (50 days) of paid employment per 12-month period. Over each three month period, the apprentice or trainee must work an average of 7.5 hours per week as a minimum.

SATs enter into a training contract with an employer. The training contract legally binds the employer and the school-based apprentice or trainee for the duration of the apprenticeship or traineeship.

Sometimes the employer will be a group training organisation (GTO). GTOs place apprentices and trainees with a range of host employers, who supervise and train students on behalf of the GTO.

Training

At the commencement of the SAT, the school-based apprentice or trainee and the employer select a training organisation.

The training organisation is referred to as the supervising registered training organisation (SRTO) in the official paperwork.

Training organisations deliver off-the-job training and oversee the on-the-job training provided by the employer.
Advantages of school-based apprenticeships and traineeships (SATs)

School-based apprenticeships and traineeships help young people to go places ... whether that's a full-time job, a trade career, university, TAFE or other training. The workplace skills and confidence they gain during their school-based apprenticeship or traineeship provide a solid foundation for any career.

Some of the advantages of school-based apprenticeships and traineeships include:

**More flexibility and variety**
The variety provided by school-based apprenticeships and traineeships can have enormous benefits for young people who prefer hands-on learning to traditional schooling pathways.

**Head start in a career**
Young people employed as school-based apprentices and trainees develop workplace skills, knowledge, confidence and have a competitive edge when applying for jobs. A school-based apprenticeship or traineeship can lead directly to full-time employment once a student has left school.

**Nationally recognised qualifications**
All school-based apprentices and trainees participate in vocational training that contributes to a Certificate II, III or higher vocational qualification which can count towards the student's Queensland Certificate of Education (QCE).

**An opportunity to learn and earn**
School-based apprentices and trainees are paid while they learn workplace skills, gain confidence, and adapt to a work environment. It gives the student the opportunity to put skills learnt at school into practice in a real work environment.

Some students complete traineeships while they're at school, which means they leave school with a QCE and a nationally recognised vocational certificate. Others go on to finish their apprenticeship or traineeship either full-time or part-time after they have left school.

**What's the difference between an apprentice and a trainee?**

Apprenticeships and traineeships combine training with working in a real job, for a real boss, with a real wage.

There are two main differences between an apprentice and a trainee. An apprentice is trained in a skilled trade and upon successful completion will become a qualified tradesperson. Trades such as electrical, plumbing, cabinet-making and automotive mechanics are just a few that are a part of the apprenticeship scheme.

A trainee is someone who is being trained in a vocational area. These vocational areas include, but are not limited to, office administration, information technology and hospitality. Upon completion of a traineeship you will be eligible to receive a minimum of a certificate II in your chosen vocational area.

A school-based apprentice is trained in a skilled trade, and upon successful completion, will become a qualified tradesperson. Most school-based apprentices and some school-based trainees will need to have their training contract converted to a full-time or part-time apprenticeship or traineeship when they finish school to allow them to complete the qualification.

The qualification or competencies completed during the school-based apprenticeship or traineeship can be recorded on the student's Queensland Certificate of Education (QCE).

The training may be classroom-based, work-based or delivered flexibly (e.g. online training). Each training organisation offers different methods of training apprentices and trainees. The student and employer should look into options offered by various training organisations to find one which reflects both of their requirements.
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.
Agricultural Practices
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 Biology, Chemistry or Physics. Students should enjoy general science and working outdoors doing practical tasks.

Aims of the course
Agricultural Practices provides opportunities for students to explore, experience and learn knowledge and practical skills valued in agricultural workplaces. Through these learning experiences, students build their understanding of work in agricultural and horticultural industries.

'Safety and management practices' are embedded throughout the course. These practices include skills needed to work effectively as an individual and as part of a team, and to plan, organise and complete tasks on time. These skills are valued in all settings where people work together, and therefore position students for successful transition to work, training and other collaborative environments.

What is studied?
- Plant Industries
- Plant Industry Infrastructure
- Plant Production
- Agribusiness and Plant Products
- Rules, regulations and recommendations
- Equipment maintenance
- Management practices
- Operating machinery

How are students assessed?
Assessment falls into four categories:
- Written component e.g. reports, articles, letters or essays (400-900 words)
- Spoken component e.g. oral presentations, debates or interviews (1 1/2 - 3 1/2 minutes)
- Multimodal component e.g. combination of at least two other modes delivered at the same time (2 - 6 minutes)
- Performance component e.g. physical demonstrations of cognitive and technical skills (continuous)

Career applications
A course of study in Agricultural Practices can establish a basis for further education, training and employment in agriculture, aquaculture, food technology, environmental management and agribusiness. The subject also provides a basis for participating in and contributing to community associations, events and activities.
Business Studies
Authority-Registered Subject (4 credits)

Prerequisites and recommendations
Business runs the world. Therefore it is essential that students entering this course have an interest in business and how businesses operate. Students do not need to have done business in Years 9 and 10 but must have a positive approach to practical business practices particularly in the marketing, retail and financial aspects of business.

Aims of the course
Students will develop their business knowledge and understanding by applying business practices and functions in a business context. They will develop real-life skills in a range of business contexts such as entertainment, retail, travel and events management.

What is studied?
The focus of the course is on three core skills for work. Those core skills are Navigate the World of Work, 'Interacting with others' and 'Getting the work done'. This is underpinned by two core areas 'Business practices' and 'Business functions'. Units of work to be studied will be selected from the following areas:

- Working in administration
- Working in finance
- Working with customers
- Working in marketing
- Business fundamentals
- Financial literacy
- Business communication
- Business technology.

How are students assessed?
Students are assessed using a number of assessment types such as project based work, examination and extended responses to stimulus. Project based work and investigative journals are practical hands on assessment.

Applied learning
Students will have the opportunity to participate in real-world or lifelike contexts. The emphasis is on learning through doing by linking theory and practice. Students will be required to participate in business activities such as business enterprise and undertake workplace experiences in a business environment. It is anticipated that as part of their studies they will be required to participate the annual St Francis Festival or other major activities in the College by running business activities or events.

Career applications
Students will have a wide range of job opportunities in the public and private sectors with level entry occupations. Further study can be undertaken in the TAFE system for certificate or diploma courses. There are a wide range of business courses at university.
Early Childhood Studies
Authority-Registered Subject (4 credits)

Prerequisites and recommendations
It is essential that students entering this course have a genuine interest in studying early childhood behaviour and engaging with children. This course has a large component of hands on practical skill development and consequently students must be willing to engage with small children and complete assessment around that engagement. Students must be willing to commit to undertaking workplace experience and activities around the College.

Aims of the course
Early Childhood Studies aims to develop understanding and skills to enable students to support and foster positive growth in the development of young children with whom students may interact. Students will develop a range of skills in communication, building positive relationships, decision making and have knowledge and understanding of the development of young children. Skills are developed in authentic, real world settings.

What is studied?
Early Childhood Studies is a four-semester course of study. The course has two core areas which are embedded throughout electives and developed in units of work. The two core areas are:
- Fundamentals of early childhood; and
- Practices in early childhood.

There are five electives that could be covered over the two year course. They are:
- Play and creativity
- Literacy and numeracy skills
- Being in a safe place
- Health and physical well being
- Indoor and outdoor learning environments.

How are students assessed?
Students are assessed using a number of assessment types such as project based work, investigative journals, exams and extended responses to stimulus. Project based work and investigative journals are practical hands on assessment.

Career applications
The skills developed in the course are applicable to a range of career options such as Childcare Assistant, Family Day Carer, Nanny, Outside School Hours Care Assistant, childcare worker and a Teacher’s Aide.

Applied learning
Students will have the opportunity to participate in real-world or lifelike contexts. The emphasis is on learning through doing by linking theory and practice. Students will be required to participate in activities with younger children in the College, visit and undertake workplace experiences in child care centres as well as participate in the annual St Francis Festival or other major activities in the College by running activities targeted at young children.
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 – skills that are essential in succeeding in modern society.
Industrial Technology Skills
Authority-Registered Subject (4 credits)

Prerequisites and recommendations
There are no prerequisite subjects for this course. However completion of Industrial Technology Design in Year 10 would be of an advantage. Students should have a passion for creating products using a range of manufacturing materials and potentially an interest in working in the manufacturing industry.

Aims of the course
Students' aims should be to acquire skills and knowledge required to perform the manufacture and repair of a range of products in sheet metal, wood and wood composites. This involves interpreting technical drawings, setting up equipment, using that equipment safely, producing a product and finishing that product to meet client specifications. Students will also gain an understanding of how manufacturing enterprises are important to the economy and the skills can be applied across a broad range of different occupations. Skills developed will transfer to a range of industries and future employment opportunities.

What is studied?
A course in Industrial Technology comprises of two core study areas and industry areas. The core study areas are 'Industry Practices' and 'Production Processes'. The elective areas that have been chosen are 'Engineering' and 'Furnishing'. The engineering focus is on sheet metal working and welding; and the furnishing focus is on construction and assembly of a product and how it is finished.

Both electives develop skill in:
- Measuring and marking dimensions and reference lines on sheet metal
- Producing a product from a working drawing
- Using templates to mark out, cut, fold and join materials
- Welding of products using a different range of techniques
- Selection and application of static machinery
- Materials selection, construction and assembly of a product
- Surface preparation and finishing.

How are students assessed?
Students are assessed through project/s, practical demonstrations, examination which could consist of objective and short answer or response tests. Students will complete folios of work culminating in the assembly of a final product. The folio of work details all the processes that they have taken during the development and production of their product. It is recommended that assessment in this subject is to be undertaken through a series of projects. Students will complete a product each semester.

Career applications
Careers in Industrial Technology can be as a fitter and turner, fitter's assistant, furniture finishers, joiners, machinists, manufacturers, wood processing machine operators, product assemblers and pre-press trades workers. Trade certificate studies, to formalise and enhance learning, can be undertaken at TAFE or other registered training organisations.
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 presentation 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 students 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 focuses on 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?
The course is organised into real life contexts that teach the required core topics. Each of the core topics are revisited over the two years. The contexts that are studied include:
- Body Image and Health
- Buying a car
- Flying Overseas
- Landscape Gardening
- Measurement and Time
- Running a Business
- Number Skills
- Maths in the Media
- Leaving Home
- Measurement in Construction

The core topics in these units are:
- 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.

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
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 including diverse perspectives and points of view.
• develop positive attitudes and strategies for engaging in lifelong learning as reflective learners.

What is studied?
Topics covered include:
• Ethics and Morality
• The Australian Scene
• Religions of the World
• Sacred Stories
• Social Justice
• Meaning and Purpose
• Heroes and Role Models
• Peace and Conflict

How are students assessed?
Both formative and summative assessment is given regularly throughout the two years and feedback is provided to assist students to improve their learning. The criterion against which students' work is judged is as follows:
• Knowing and understanding including comprehension, interpretation;
• Applying and examining including research, analysis, synthesis, evaluation;
• Producing and evaluating including projects, investigations and examinations.

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.
Students may enter a VET subject in any semester. However, students who enter the subject after semester one will only be able to receive a Statement of Attainment for individual units in which they are competent.

St Francis College must have industry current and vocationally competent teachers and equipment to run this course. If the college loses access to these resources, the college will attempt to provide students with alternative opportunities to complete the course and the related qualification. The college retains the right to cancel the course if it is unable to meet these requirements.
SIT20312 Certificate II in Kitchen Operations

Registered Training Organisation: St Francis College 30354

VET (4 credits)
"Correct at time of publication but subject to change".

Prerequisites and recommendations
There are no prerequisite subjects for this course. An interest in hospitality is essential.

Aims of the course
This qualification reflects the role of individuals working in kitchens who use a defined and limited range of food preparation and cookery skills. They are involved in mainly routine and repetitive tasks and work under direct supervision.

Units of competency delivered:

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eight core units must be completed</td>
<td></td>
</tr>
<tr>
<td>BSBWOR203B</td>
<td>Work effectively with others</td>
</tr>
<tr>
<td>SITHCCC101</td>
<td>Use food preparation equipment</td>
</tr>
<tr>
<td>SITHCCC201</td>
<td>Produce dishes using basic methods of cookery</td>
</tr>
<tr>
<td>SITHCCC207</td>
<td>Use cookery skills effectively</td>
</tr>
<tr>
<td>SITHKOP101</td>
<td>Clean kitchen premises and equipment</td>
</tr>
<tr>
<td>SITXFS1A01</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>
<tr>
<td>Five Elective Units</td>
<td></td>
</tr>
<tr>
<td>SITHCCC102</td>
<td>Prepare simple dishes</td>
</tr>
<tr>
<td>SITHCCC103</td>
<td>Prepare sandwiches</td>
</tr>
<tr>
<td>SITHCCC104</td>
<td>Package prepared foodstuffs</td>
</tr>
<tr>
<td>SITHCCC202</td>
<td>Produce appetisers and salads</td>
</tr>
<tr>
<td>SITHCCC204</td>
<td>Produce vegetables, fruit, egg and farinaceous dishes</td>
</tr>
</tbody>
</table>

How are students assessed?
Assessment of skills and knowledge occurs through questioning and observation. Students are required to participate in practical projects that represent simulated Hospitality workplace operations. Projects require students to prepare a range of simple dishes using basic methods of cookery and the application of using hygienic practices for food safety.

Career Opportunities
Employment options that may result from this qualification include breakfast cook, catering assistant, fast food cook, sandwich hand, take-away cook.
Prerequisites and recommendations
There are no prerequisite subjects for this course. An interest in hospitality is essential.

Aims of the course
This qualification reflects the role of individuals who use a defined and limited range of hospitality operational skills. They are involved in mainly routine and repetitive tasks using practical skills and basic industry knowledge. They work under direct supervision.

Units of competency delivered:

<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>SITHIND201</td>
<td>Source and use information on the hospitality industry</td>
</tr>
<tr>
<td>SITHIND202</td>
<td>Use hospitality skills effectively</td>
</tr>
<tr>
<td>SITXCOM201</td>
<td>Show social and cultural sensitivity</td>
</tr>
<tr>
<td>SITXCCS202</td>
<td>Interact with customers</td>
</tr>
<tr>
<td>SITXWHS101</td>
<td>Participate in safe work practices</td>
</tr>
</tbody>
</table>

Six Elective Units

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SITXFSA101</td>
<td>Use hygienic practices for food safety</td>
</tr>
<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>SITXCCS303</td>
<td>Provide service to customers</td>
</tr>
<tr>
<td>SITXINV201</td>
<td>Receive and store stock</td>
</tr>
<tr>
<td>SITXFIN201</td>
<td>Process financial transactions</td>
</tr>
</tbody>
</table>

How are students assessed?
Assessment of skills and knowledge occurs through questioning and observation. Students are required to participate in practical projects that represent simulated Hospitality workplace operations. Projects require students to prepare a range of espresso coffees and non-alcoholic beverages, process financial transactions and provide quality customer service.

Career Opportunities
This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafes and coffee shops.

Possible job titles include: bar attendant, café attendant, catering assistant, food and beverage attendant, front office assistant, gaming attendant, porter, room attendant.
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 and develop skills and techniques required to create artworks using a variety of mediums.

Units of competency delivered:

<table>
<thead>
<tr>
<th>Core competency</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBOHS201A</td>
<td>Participate in OHS processes</td>
</tr>
<tr>
<td>CUVACD101A</td>
<td>Use basic drawing techniques</td>
</tr>
<tr>
<td>CUVPRP201A</td>
<td>Make simple creative work</td>
</tr>
<tr>
<td>CUVRES201A</td>
<td>Source and use information relevant to own arts practice</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CUVDIG201A</td>
<td>Develop digital imaging skills</td>
</tr>
<tr>
<td>CUVPRI201A</td>
<td>Develop printmaking skills</td>
</tr>
<tr>
<td>CUVPRP203A</td>
<td>Store finished creative work</td>
</tr>
<tr>
<td>CUVPAI201A</td>
<td>Develop painting skills</td>
</tr>
<tr>
<td>CUVCEL201A</td>
<td>Develop ceramic skills</td>
</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 are assessed on and include a painting, printmaking, ceramic sculpture and digital imaging artworks.

Pathways Information
Pathways from the qualification: After achieving this qualification, people could progress to a wide range of other qualifications in visual arts and craft, or the creative industries more broadly.
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 theme/contexts 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

How are students assessed?
Assessment falls into three assessment categories: extended response, written tasks and extended experimental investigations. A two day field trip is a mandatory aspect of this course.
Assessment for this subject will have the following requirements:
• Extended Experimental Investigation (800-1500 words)
• Supervised Examinations (1 ½ - 2 hours)
• Extended Response (800-1500 words)
• Oral and Multimodal reports (3-7 minutes)

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.
• Most helpful for students doing tertiary studies in medical, paramedical, nursing or environmental areas.
• ALL STUDENTS undertaking university studies in Middle Years Teaching MUST have studied one Science subject in senior.
Business Communication and Technologies
Authority Subject (4 credits)

Prerequisites and recommendations
A minimum of a ‘C’ in English and a ‘C’ in a Business subject 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, communicating using a variety of modes and organising an event.

Career applications
Students can undertake courses into Certificate II & III or Diploma of Business courses at TAFE Queensland and other private providers. There are wide range of university courses such as the Bachelor of Business, Bachelor of Business (Event Management), Bachelor of Business (Marketing), Bachelor of Business (Sports Management) and Bachelor of Business (Tourism and Hospitality). These courses are offered at a number of universities in Queensland. Useful skills are learnt for work in an office environment in the public and private sector, event management, project management and tourism environments.
Chemistry
Authority Subject (4 credits)

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

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. Students selecting chemistry should also be selecting Maths B for Year 11.

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

How are students assessed?
Assessment falls into three assessment categories: supervised assessment, extended response tasks and extended experimental investigation. Assessment for this subject will have the following requirements:
• Extended Experimental Investigation (800- 1500 words)
• Supervised Examinations (1½ - 2 hours)
• Extended Response Tasks (800- 1500 words)
• Oral and Multimodal reports (3- 7 minutes)

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.
• ALL STUDENTS undertaking university studies in Middle Years Teaching MUST have studied one Science subject in senior.
Drama
Authority Subject (4 credits)

Prerequisites and recommendations
Students should have successfully completed at least one semester of elective in Year 9 or 10 Drama to gain enrolment in this subject. Students should also have gained a minimum of a 'C' in Year 10 English as this course requires students to analyse and create written works.

Aims of the course
Drama is the making and communicating of meaning involving performers and audiences. It provides a medium for: personal exploration, social criticism, celebration and entertainment. It is explored through the dimensions of Forming, Presenting, and Responding: students create, present and analyse through existing and emerging theatrical forms and styles. 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 analyses the human experience and human behaviours. Students study a variety of historical and modern forms, both western and non-western, to foster a broad world-view and empathy across a variety of contexts. 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:

- Improvisation
- Butoh and Physical theatre
- Stanislavsky and Realist theatre
- Brecht and Political theatre
- Shakespeare and Elizabethan theatre

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 at least 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:
  o individual, small group and whole class activities such as workshops, conferencing, debates, discussions
  o reading, analysing and producing texts
  o attending plays, films and forums
  o 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 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.
Film, Television, New Media
Authority Subject (4 credits)

Prerequisites and recommendations
Students should have successfully completed at least one semester of Year 9 or 10 Media Arts to gain enrolment in this subject. Students should also have gained a minimum of a C in Year 10 English as this course requires students to critique and create written works.

Aims of the course
This course is designed to provide opportunities for students to:
- Explore a range of products and contexts such as historical and contemporary, Australian and international, commercial and non-commercial, independent and mainstream, established media and new media.
- Make productions for real audiences while working effectively in group.
- Discuss, analyse and critique concepts and ideas.
- Develop technical and symbolic knowledge and understanding to create storyboards based on a film script identifying shots, angles, composition, timing and transitions.
- Understand funding and distribution processes while comparing the social and cultural conventions used in creating meaning in products made in two different countries.

What is studied?
Students study the five key concepts of Technologies, Representations, Audiences, Institutions and Languages. Students will develop knowledge and understanding of technical elements and conventions of various film genres including comedy, action, thriller, science fiction, suspense, romance, and fantasy to then create and critique short movies. As part of the post production process, students will learn how to use Premier Pro, Photoshop, After Effects and other editing software to create films, music video clips, movie trailers and news ads.

How are students assessed?
Student's achievement will be judged through a wide range of assessment techniques in design, production and critique including film and sitcom treatment, storyboarding, character outlines, short video narrative, music video, trailer, film essay critique and news report.

Career applications
This course prepares students for entry into apprenticeships, traineeships and further study in the fields of film, media, animation, television, journalism, radio, print and online production, media law, marketing, advertising, teaching, communications, industry funding organisations, campaign or advocacy officer, media expert.
**Graphics**
Authority Subject (4 credits)

**Prerequisites and recommendations**
Students taking this subject should have completed at least two semesters of Graphics in Year 9 or 10.

**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.

- Industrial Design
- Graphic Design
- Built Environment Design

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. Students should have achieved a minimum of a C in Year 10 English as this course includes research assignments.

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 achieved a B in Year 10 English.

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?
The Legal Studies syllabus is 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 wishing to enter this subject should have completed Year 10 Pre Mathematics A or Pre Mathematics B with at least a C overall result. Students who have not met these requirements will only be accepted after consultation. Students in this course must be self-motivated and have good comprehension and problem solving skills.

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.

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?
Assessment in Mathematics A will involve a variety of methods to enable students to demonstrate their standard 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 at a higher level than Prevocational Mathematics. The topics of finance, statistics 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 Pre Mathematics B. A student who is not able to obtain consistent sound achievement 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
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. In Mathematics B, skills are developed which form the basis for further study in mathematics.

What is studied?
- 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 enable students to demonstrate their standard 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, Accountancy, Economics, Audiologist, Dentist, Engineer, Medical Practitioner, Optometrist, Pharmacist, Physicist, Physiotherapist, Scientist, Surgeons, Surveyor and Veterinarian etc. 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 studied at least one semester of History in Year 10.

**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.

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
Students should have achieved at least a C in Year 10 elective Health and Physical Education and English. Students should also have a genuine interest in the area, a willingness to be involved in physical activity and general good health.

Aims of the course
Physical Education is designed to:
- engage students as intelligent performers, learning in, through and about physical activity;
- investigate 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 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 Pre Mathematics B (B or better);
- Year 10 Science (B or better).

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. It is expected that students undertaking Physics will also select Mathematics B in Senior.

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 and include:
- Introduction: History of Physics
- Sport Science
- Bungee Jumping
- Thermal Physics
- Automobile Electric
- Medical Physics
- Cars: Speed and Safety
- Amusement Parks
- Music and Audio Production Studio
- Household Electricity
- Nuclear Physics
- Modern Physics

How are students assessed?
Assessment falls into three assessment categories: supervised assessment, extended response tasks and extended experimental investigation. An extended response task incorporates a field trip to Dreamworld in Year 11 or Year 12. Assessment for this subject will have the following requirements:
- Extended Experimental Investigation (800-1500 words)
- Supervised Examinations (1½ - 2 hours)
- Extended Response Tasks (800-1500 words)
- Oral and Multimodal reports (3-7 minutes)

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.
- ALL STUDENTS undertaking university studies in Middle Years Teaching MUST have studied one Science subject in senior.

The study of Physics provides a greater understanding of our world.
Study of Religion
Authority Subject (4 credits)

Prerequisites and recommendations
Generally, students should have achieved at least a C from Year 10 humanities classes e.g., Religion, History or 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?
- 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?
Students use an inquiry process to investigate religious phenomena.
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. It forms students to bring a critical, religious voice to world events.
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 Year 9 or 10 Visual Art. Students who have not completed studies in Year 9 or 10 Visual 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 Year 10 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 Curriculum and Assessment Authority - [www.qcaa.qld.edu.au](http://www.qcaa.qld.edu.au)
- Qld Tertiary Admissions Centre (QTAC) - [http://www.qtac.edu.au](http://www.qtac.edu.au)
- Griffith University - [http://www.gu.edu.au](http://www.gu.edu.au)
- James Cook University of North Queensland - [http://www.jcu.edu.au](http://www.jcu.edu.au)
- Queensland University of Technology - [http://www.qut.edu.au](http://www.qut.edu.au)
- Southern Cross University - [http://www.scu.edu.au](http://www.scu.edu.au)
- The University of Queensland - [http://www.uq.edu.au](http://www.uq.edu.au)
- University of Southern Queensland - [http://www.usq.edu.au](http://www.usq.edu.au)
- TAFE Queensland - [http://www.tafe.qld.edu.au](http://www.tafe.qld.edu.au)
- TAFE Queensland online - [http://www.tafe.net/](http://www.tafe.net/)
- The TAFE Student Handbook - [www.tafe.net](http://www.tafe.net)

**General Career Information**
- Student Connect - [www.qcaa.qld.edu.au](http://www.qcaa.qld.edu.au)
- Australia's career information service - [http://www.myfuture.edu.au](http://www.myfuture.edu.au)
- Helps young people get through school and transition to further study, training and work - [http://www.youthpathways.dest.gov.au](http://www.youthpathways.dest.gov.au)

**Employment and Jobs**
- Australian National Training Authority (ANTA) - [http://www.anta.gov.au](http://www.anta.gov.au)
- Department of Employment, Training and Industrial Relations (DETIR) - [http://www.dtir.qld.gov.au](http://www.dtir.qld.gov.au)

**Apprenticeships and Traineeships**
- Educate and train the Trades people and small business owners of the future - [http://www.australiantechnicalcolleges.gov.au](http://www.australiantechnicalcolleges.gov.au)