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Introduction to the Senior School

This booklet has been produced to assist students and parents plan a course of study for the student’s Senior Phase of Learning.

Queensland Certificate of Education (QCE)
The Queensland Certificate of Education (QCE) is Queensland’s senior schooling qualification. It is a school-based qualification awarded to young people who are eligible at the completion of the senior phase of learning, usually at the end of Year 12. The QCE confirms achievement in contributing studies of a significant amount of learning at a set standard and pattern while meeting literacy and numeracy requirements. The QCE recognises broad learning options and offers flexibility in what, where and when learning occurs.

The Youth Participation and Training Act (2006) requires all young people be ‘learning or earning’ until they turn 17 years of age. Young people need to remain at school until they complete Year 10 or turn 16, whichever comes first. After that, if the young person is not working for at least 25 hours per week, they need to either:

- stay in school
- gain a Queensland Certificate of Education
- train through TAFE in a Certificate III course, or
- commence an apprenticeship

How to qualify for a QCE
To qualify for a QCE you need:

- An individual learning account to record achievements
- 20 credits points at a set standard in a set pattern
- Literacy and numeracy requirements.

Set Standard
You receive credits for a course of study only if you meet a minimum standard for that study: e.g. Sound Level of Achievement, Pass, competent or equivalent, depending on what type of assessment grade the course uses.

Set Pattern
- a total of 12 credits must come from completed Core courses of study (at least 1 credit must be from Core courses completed while enrolled at a school)
- 8 credits can come from other studies (a maximum of 6 credits can contribute from Preparatory courses).

When do I get my QCE?
If you qualify for your QCE at the end of Year 12 you will receive your QCE in December. If you don’t qualify by the end of Year 12, you can still qualify for your QCE after you leave school. Your learning account remains open and you can add to your account until you qualify. (Credits expire after nine years. The QSA will award your QCE in the July or December after you become eligible.)

St John’s College offers students a variety of pathways or courses of study to guide them through their Senior Phase of Learning. The pathway that each learner chooses usually reflects their future learning hopes and career aspirations. Information about each of these pathways is explained on pages 4 to 6.

The College wishes all students success during their final two years of schooling, with the ultimate aim of having all students achieve a QCE qualification. We trust that an alignment of our values, hopes, expectations and efforts with those of each learner and their family will enable students to experience success in their learning and maximize their opportunities for the future.

This information in this booklet is correct at the time of publication. Students will be notified of any changes and should check details at the time of their Transition Interview.
Pathways through the Senior School

There are a variety of learning pathways or courses of study that students may follow to guide them through their senior phase of learning. The pathway that each learner chooses usually reflects their future learning hopes and career aspirations:

There are a variety of different ways that students can continue to study during their senior phase of learning. St John's College offers students three general pathways:

1. **OP eligible course**
2. **Non OP eligible Course**
3. **Vocational Education and Training (VET) pathway** (a VET pathway may be undertaken with either an OP eligible or Non OP eligible course)

1. **OP eligible course**

Students who are considering further study at a tertiary institution (university and particularly interstate universities) must qualify for an Overall Position (OP). An OP is a rank order position (between 1 and 25) based on overall achievement in Authority (OP-eligible) subjects.

Tertiary Entrance is determined mostly by an applicant’s OP. In marginal cases Field Positions (FPs) may be considered.

To be eligible for an OP a student must study at least 5 Authority subjects (including at least three of these for all four semesters) and sit for the QCS Test.

Students in an OP eligible course choose either:

- Religion and Ethics plus 5 OP Subjects, or
- Study of Religion plus at least 4 other OP Subjects

**Authority (OP Eligible) subjects offered by St John’s College in 2014 – 2015 may include (subject to adequate numbers choosing the subject to enable a class to be formed):**

- Study of Religion
- Modern History
- Biology
- Chemistry
- Legal Studies
- Drama
- Technology Studies
- Indonesian
- Geography
- Graphics
- English
- Hospitality Studies
- Physics
- Visual Art
- Physical Education
- Music
- Mathematics A
- Mathematics B
- Mathematics C
- Business Management

Students who consider that the **OP eligible** pathway is a realistic option for them should carefully read and understand the QTAC booklet, *Tertiary Prerequisites for Tertiary Study Commencing 2016*. This booklet gives a detailed description of courses available at Tertiary Institutions and the subjects necessary for those courses.

Information is also available, from the VET coordinator and the Guidance Counsellor about courses offered at tertiary institutions in other states. This information would be particularly useful for students whose preferred areas of study have a limited number of places in Queensland.
At the end of Year 12, OP Eligible students will receive:

*Queensland Certificate of Education*
This lists: The OP Subjects studied and the Level of Achievement attained
The Non-OP SAS Subjects studied and the Level of Achievement attained
The Nationally Accredited Modules satisfactorily completed
Other certified achievements

*Tertiary Entrance Statement*
This lists: The OP and FP standards achieved.

To succeed in an OP eligible course a student must have established a good grounding and a strong commitment to study in Years 8 – 10. It is expected that senior students complete at least 15 hours of homework and study each week.

**Further information on subjects which contribute towards an OP can be found on pages 8 to 38**

2. **Non-OP Eligible Course**
A student who completes a course that has four or less OP eligible subjects is NOT eligible for an OP.

Students who complete Queensland Year 12 and do not qualify for an OP can still gain entry to courses at tertiary institutions participating in QTAC. They must still satisfy minimum entry requirements such as prerequisites.

Students must carefully consider before choosing a non-OP Course as it may make it difficult to achieve the high selection ranks necessary for entry to very competitive tertiary courses and may not be recognised in other states. This pathway is best suited to learners who are interested in apprenticeships, traineeships, many TAFE courses or work.

Students who do not wish to pursue an academic career often find a non-OP Course more suited to them. Students choose 2 or more Non-OP Subjects which have a less academic and more practical nature.

Non-OP Subjects include some Authority Registered Subjects or SASs (Study Area Specifications). These may also have a strong vocational content and include Nationally Accredited Modules (equal to those done at TAFE). Students completing Year 12 with several of these subjects will be credited with these modules if they enrol in a relevant TAFE Course. This could shorten the TAFE course considerably.

*Authority subjects offered by St John’s College in 2014 – 2015 may include (subject to adequate numbers choosing the subject to enable a class to be formed):*

- Religion and Ethics
- Industrial Skills (Manufacturing)
- Creative Arts
- English Communication
- Recreation Studies (Outdoor Education)
- Information and Communication Technology
- Certificate II or III in Business (Also a VET course)
- Certificate III in Fitness (Also a VET course)
- Certificate II or III in Hospitality (Also a VET course)
- Certificate IV in Justice Administration (Also a VET course)

At the end of Year 12 eligible non-OP students will receive:

- *Queensland Certificate of Education*
The academic demands of a Non-OP course will depend on the number of OP Subjects chosen.

Non-OP students who complete Year 12 can apply for TAFE courses and some courses at many universities, provided that they satisfy any specified prerequisites. Students who do not qualify for an OP can be allocated a Selection Rank (Rank), on the basis of subject results recorded on the Queensland Certificate of Education and the student's result in the QCS Test.

- It is recommended that all Year 12 students sit the QCS Test and participate in the QSC Preparation Program. Without a QCS Test result, a student may not qualify to be awarded a Tertiary Rank. The results of those students who are not OP-eligible in the QCS Test do not have any impact on those students who are undertaking an OP-eligible pathway.

Authority Registered Subjects which do not contribute towards an OP can be found on pages 39 to 47

3. Vocational Education and Training (VET) Pathways

VET courses are comprised of units of competency from nationally recognised qualifications under the Australian Qualifications Framework. Schools that offer VET subjects must be registered training organisations (RTOs) and comply with the Vocational Quality Framework (VQF). St John’s College is a Registered Training Organisation (RTO No.30023) and as such delivers a range of Nationally Recognised, competency based VET subjects.

If students undertake VET subjects that generate certificates, their results are recognised as meeting the required national standards by TAFE, University and other training organisations. Studying a VET course can earn students up to 8 credit points towards their QCE (Queensland Certificate of Education).

Information about available VET courses can be found on pages 48 to 60

How to start the Senior Subject Selection Process

- Don’t delay!
- Start to search for ideas and information.
- Don’t worry if you are not sure about what you want to do.
- Try and determine your general area of interest – is it The Arts, Science, Technology, Humanities, Business and Commerce, perhaps the workplace?
- Consider what you enjoy and are good at.
- Attend careers talks, read the Job Guide.
- Thoroughly research careers and courses through booklets and websites.
- Seek advice from subject teachers, the Pathways and VET coordinator, the Guidance Counsellor and others.
- Talk to Senior students who are currently studying courses you are interested in or who have recently graduated from these subjects.
- Talk to adults who work in areas that you are considering.
Subject Selection

General Information about subject selections at St. John’s College in Years 11 and 12:

- **Every** student is expected to study six subjects which are chosen from those offered within the timetable lines at the College.
- There will not be any “study” or “free” lines allowed within a student’s timetable – other than the two access lessons which are provided on Thursday afternoons and the one study lesson provided on Friday mornings.
- Should a student choose to undertake a School Based Apprenticeship or Traineeship, VET course, University “Headstart” program or any other program which is organised by a provider other than this College, participation in these will be **IN ADDITION TO** the six subjects which are studied within the timetable at St. John’s.
- SET Planning Interviews will be conducted throughout July and August. All students enrolled at the College and their Caregivers are expected to attend these interviews.
- Once SET Plans are completed, the College will make decisions about the viability of alternative subject offerings. Supporting subjects with smaller class numbers places a strain on other resources. Therefore, it is not possible for all ‘available’ subjects to be placed onto the final timetable for students to make their final subject selections from.
- Students sometimes enquire about studying by Distance Education. There are only a limited number of subjects available and students may only enrol if:
  
  1. The subject is not available at the College; AND
  2. The subject is a prerequisite for a selected tertiary course; AND
  3. The student is currently doing very well in the subject and is a strong, independent learner.

In choosing subjects, we recommend that students:

- Choose subjects that they are good at
- Choose subjects that they like
- Choose a broad range of subjects
- Choose subjects that are prerequisites for courses that they wish to do after Year 12
- Be realistic in making choices according to their ability, including taking into account made by teachers and Learning Co-ordinators.

Getting started:

Whilst many Year 10 students do not know exactly what career to pursue, they should try to determine the areas of future employment they would enjoy. Much can be learned from reading about careers, studying the Job Guide and talking to people who work in areas of interest to you.

If you are struggling to find a career path or direction, a really great place to start is the Student Connect website. [http://www.studentconnect.qsa.qld.edu.au](http://www.studentconnect.qsa.qld.edu.au). The Student Connect website is designed, maintained and provided for by the Commonwealth Government in conjunction with educational authorities. It is ideal for families to use and provides a starting point for discussion:

- ✓ identifying interests and abilities through actual exercises
- ✓ exploring suitable career paths
- ✓ decision making and planning

The College also subscribes to the My Career Advisor service. This enables students and families to utilise the resources on the My Career Advisor website. Full details of this can be found on Page 52 in this book.

General information relating to senior education in Queensland is available at [www.qsa.qld.edu.au](http://www.qsa.qld.edu.au).
Where to get advice:

At St John’s College, almost anyone can be a source of information about subjects. In particular you could talk to:

- Learning Coordinators and teachers to gain information about their particular subjects
- Years 10 – 12 Pastoral Coordinators about transition issues from years 10 to 11
- The Student Support Services Team (see below)
- Members of the College Leadership Team
- Students who are currently studying those subjects which you are interested in.

The role of the Student Support Services Team

St John’s College provides students with a tailored Careers Program which educates students about the vast opportunities available, helps them to identify their own skills and interest areas and research the world of work and further learning and training. Students are encouraged to undertake work experience to be introduced to specific industry areas and gain valuable employment skills.

The Student Services Team includes the Guidance Counsellor, VET Coordinator and Support Teachers - Inclusive Education (ST:IE). Their services include:

- Individualised Career Counselling to the Years 10 to 12 students
- Interviews with parents and students
- Advice on subject selection, Queensland Tertiary Admissions Centre (QTAC) preferences and other state and overseas university applications
- Careers section in the weekly newsletter
- Access to My Career Advisor Website
- Liaison with Universities, TAFE, QYILS and other Registered Training Organisations
- Assistance in developing individualised networking and research skills
- Careers information sessions with Year 10, 11 & 12
- School based Apprenticeships & Traineeships
- Work Experience during school holidays available to all Senior students
- Alternative Pathways Program – links with Sunshine Coast Institute of TAFE (SCIT), AIBI, Binnacle and other RTO’s
- Providing job hunting strategies and assisting students to prepare resumes and job applications
- Individual Post School Transitions Program catering for students with diverse needs

The Student Services Team work in close partnership with the College’s Administration Team to create innovative options within the curriculum of the school and this enhances students in their transition from school to work or further learning and training. Students have the opportunity to be involved in a variety of alternative learning environments and options which involve partnerships with other educational institutions.

Members of the Students Support Services team may be contacted by phone 5441 5666 or by email:

- Guidance Counsellor - Natalie Clapoudis: nclapoudis@bne.catholic.edu.au
- Career Counsellor/VET Coordinator - Bernadette Natoli: bnatoli@bne.catholic.edu.au
- ST:IE - Debra Barrett: dbarrett@bne.catholic.edu.au
- Learning Co-ordinator and ST:IE - Skye Rowe: srowe@bne.catholic.edu.au
AUTHORITY SUBJECTS

These subjects can contribute to an OP.

You must choose at least five (5) Authority subjects to be eligible to obtain an OP.
Study of Religion
Authority Subject – Contributes to an OP.

N.B. It is compulsory for students to choose either Study of Religion or Religion and Ethics.

General Description
Studying Religion helps students to:
- understand and appreciate the purpose, meaning and significance of religion in the lives of individuals and communities
- 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 and that they have transformative power
- value the study of world religions and the phenomena of religion, and critically evaluate religions and religious traditions.

It will interest students who enjoy learning about religion by:
- looking at it as part of complex social, political and cultural dialogues
- engaging in conversation and debate
- developing knowledge, analysis and critical thinking
- exploring justice issues such as equity, gender, ethnicity and inclusivity.

Recommended Standard for Entry
It is recommended that at least a High Level of Achievement in Year 10 Religion and Year 10 English be the minimum entry requirement for this subject

What do students study?
There are three core components and these are embedded and integrated throughout the selected topics and units of work.
- Australian Religious Perspectives, including Aboriginal spiritualities and Torres Strait Islander religions, religion in the local community and religious diversity in Australia
- World Religions- Hinduism, Judaism, Christianity, Islam and Buddhism
- The Nature and Significance of Religion

Topics will include at least four of the following:
- Ultimate Questions
- Religion, Values and Ethics
- Social Justice
- Religion State Relationships
- Ritual
- Sacred Texts

How are students assessed?
The general objectives of Study of Religion are:
- Knowledge and Understanding
- Evaluative Processes
- Research and Communication
- Affective Objectives
Only the first three objectives are assessable and are linked to the exit criteria for awarding the levels of achievement.

Each semester assessment includes a combination of essay writing, research assignments, field reports, case studies, responses to stimulus materials, multi modal presentation, oral presentations, objective, short answer tests.

**Where can this subject lead?**
Study of Religion provides a wide variety of skills which will be useful in a range of areas of future university study. This could include degree courses in The Arts, History, Humanities and Philosophy.

A background knowledge of religions and their role within society is helpful in understanding the world we live in and developing tolerance of others in modern times.

**Other important information**
In Year 12, students are offered a three day retreat. It is expected that all students participate in this activity in Term 2.

**Contact person – Mrs Fiona Baker**
English
Authority Subject – Contributes to an OP.

General Description

The prime aim of English is communication in both written and spoken forms. Efficient, appropriate and accurate communication is a form of empowerment in a modern society and through the study of English, students gain the skills to read, discuss and write about literary and non-literary texts effectively and with confidence.

Students need to be able to write and speak in different ways for different purposes and for different audiences and this subject enables them to clearly express their feelings, thoughts, opinions and ideas in the workforce, in society and life in general.

Recommended standard for entry

A Sound Level of Achievement in Year 10 English is compulsory for a student to automatically choose Authority English in the Senior School.

What do students study?

The English course in Year 11 is formative and structured to provide a preparation for the type of studies undertaken at Year 12 level. All summative assessment takes place in Year 12 and contains both written and spoken communication skills.

The two year program recognises the five organising principles of continuity, increasing complexity of challenge, range, increasing independence and accommodation of cultural, social and individual differences. In selecting from a wide range of texts, the College intends to involve students in valued language learning and the process of evaluating texts and their construction. This facilitates students’ cultural, personal, aesthetic and technological learning through and about language. The course is organised into two semester units per year. In exploring and developing students’ knowledge of how language works in texts and in our culture, the course allows students to discover how language is shaped and helps to shape, not only our national and global culture, but also our individual identity. The course is structured around the five organising principles and covers the following four units over four semesters:

Year 11:
- Semester 1 - Telling Tales – The Australian Story
- Semester 2 - The Power of Words – Moving the Masses

Year 12:
- Semester 3 - Experiencing the Language of Social Criticism
- Semester 4 - Exploring the Concept of Self

How are students assessed?

Students explore a variety of texts using a critical literacy approach in both spoken and written contexts. These texts are used to generate ideas for communication. All students need to continually upgrade and perfect their exploration of genres and technical skills. Thus, the development of language skills, both spoken and written, form an integral part of the course. In both years 11 and 12, there are two spoken tasks and four written tasks, two of which are written under exam conditions. Students should be aware that to be awarded an Exit Sound Level of Achievement in English, they must consistently demonstrate that standard in both spoken and written tasks.
Where can this subject lead?

English contributes to a student’s Overall Position (OP) and is a prerequisite for entry into the majority of university courses.

Two highly prized skills in the world that is full of words are the abilities to read perceptively and to write purposefully and persuasively. Today’s workplace demands a trained, disciplined and flexible mind and the study of English literature and language provides both of these skills. Career opportunities are diverse and include too many to list in this document.

Contact person – Mrs Maree Anning
Biology
Authority Subject – Contributes to an OP.

General Description
Biology is structured to give students an integrated view of the living things around us. The course covers a broad range of areas and is designed to provide an insight into our own functioning, together with an understanding of our place in the web of life.

Recommended standard for entry
Sound Level of Achievement in Years 8 – 10 Science; Sound Level of Achievement in Year 10 English.

What do students study?

**Year 11**

- **Topic 1:** Functioning Organisms
  - Cell structure and function
  - Scientific methodology

- **Topic 2:** Parenthood
  - Mammalian reproduction
  - Reproductive mechanisms and behaviours of plants
  - Assisted Reproductive technologies such as IVF

- **Topic 3:** Ecology and Diversity
  - Ecosystems
  - Classification
  - Continuity and change in Australian Biota

- **Topic 4:** Your Body
  - Physiology of mammals including nutrition and digestion, gas exchange, excretion, transport
  - Homeostasis

**Year 12**

- **Topic 5:** Health and Disease
  - Immunology

- **Topic 6:** Genetics
  - Structure of DNA
  - Inheritance and variation

- **Topic 7:** Evolution
  - Evidence of Evolution
  - Mechanisms that cause Evolution

- **Topic 8:** Independent Study
  - Student own choice

- **Topic 9:** Greenhouse
  - Human impact on Ecosystems

How are students assessed?
The course is designed to suit different student learning styles. Students will participate in a wide range of activities to develop their knowledge of Biology and their ability to solve problems arising in their everyday experiences. There is an emphasis on practical work where students will examine collected data, and design and conduct experiments, as well as participate in a minimum of 10 hours fieldwork. Assessment will include in class essays, field reports, scientific reports and written exams. The achievement level awarded will be based on fullest and latest information on student performance at the end of the course.

Where can this subject lead?
Biology provides a firm background for the future study of biological science and in related areas such as nursing, wildlife and resource management, marine studies, medicine, biochemistry, horticulture, agricultural science, animal science and biotechnology.

Other important information
A field excursion is compulsory in Year 11 and it is expected that all students participate in this activity.

Contact person – Mrs Elizabeth Sutton
Business Management
Authority Subject – Contributes to an OP.

General Description

Studying Business Management lets you be creative and innovative as you learn how businesses are managed, and understand the important role that managers play in business.

In Business Management, you will explore the main functions of businesses and the ways that these functions work together to achieve business goals. You will work in partnerships, small groups and teams as you navigate through the decisions that business managers often face.

You will participate in practical and authentic business situations. This may involve you using innovation and creativity to develop feasibility studies or undertake business ventures.

Recommended standard for entry
Sound Level of Achievement in Years 8 – 10 English. Previous study in Business may be helpful.

What do students study?

As you study Business Management, you will explore key concepts relating to:

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

Business Management is a subject which will cover all aspects of the business environment, including international business, small-to-medium business enterprises and not-for-profit organisations.

How will you learn?

Students will undertake activities which include:

- Investigating case studies which may be based on local, national and global businesses
- Analysing information to look for trends, patterns or relationships.
- Simulating the role of a business manager which includes suggesting management strategies and recommendations aimed at achieving business objectives.
- Working in partnerships, small groups and teams on short- and long-term projects
- Learning and developing communication and management strategies which are essential for business managers.
- Organising simulated business ventures which will identify how business managers enact these strategies in the business situations.
How are students assessed?

Assessment will be based on three criteria:

- Knowing and Understanding business management
- Applying and Analysing management strategies
- Evaluating and Communicating management strategies

Students will present this information through a number of assessment tasks which will include:

- Written work (e.g. essays, reports, examinations, feasibility studies, business plans, response to stimulus activities)
- Spoken work (e.g. oral presentations, seminars) and
- Multi-modal presentations (which include a combination of both written and spoken elements)

Students can expect to complete approximately five assessment pieces in both Years 11 and 12.

Where can this subject lead?

Studying Business Management can lead into further education in areas such as Business, Commerce, Accounting, Financial Management, Economics, Human Resource Management and Marketing. Such studies could be completed through both university and VET pathways.

It is strongly recommended that students who are thinking of pursuing university study in any of these areas seriously consider studying this course whilst at school to give them a large amount of useful background information.

This subject will also assist any person who is interested in finding employment in any small to medium sized business, national or multi-national companies and those looking to travel and work overseas in the future. The skills that will be learned will provide encompass a broad range of topics which will provide a working knowledge of how businesses operate, and how they can be effectively managed.

Other important information

This subject is a new course which is being offered to Year 11 students in 2014 for the first time. It will replace the two Authority courses which have previously been offered at St. John’s College (Accounting and Business Communication and Technologies) and will encompass a wide variety of business-related skills which would have been studied separately within those subjects.

It is not advisable for students to study both the Business Management course and the Certificate II or III in Business course whilst at St. John’s College. Students who may be considering choosing both of these subjects will be expected to gain special approval for these options through their SET Planning processes.

Contact person – Mrs Jacqui Hunt
Chemistry
Authority Subject – Contributes to an OP.

General Description
Chemistry is the study of matter and its changes.

The Chemistry course develops the scientific mode of inquiry that leads students to develop critical thinking and problem-solving abilities. Today it is essential to produce scientifically informed citizens as, more and more often, issues in the area of chemistry are raised in public debate, eg. nuclear energy, pollution, food technology, drugs, etc.

Recommended standard for entry
It is necessary for students intending to study Chemistry to have achieved a rating of at least a High Level of Achievement in both Year 10 Science and Year 10 Mathematics B.

Students should recognise that success in Year 10 Science does not guarantee the same level of success in years 11 and 12. Both the level of difficulty and depth of treatment are more demanding in Chemistry than in Year 10 Science.

What do students study?
The subject matter of Chemistry is organised into two areas of study; Structure and Reactions, and addresses the following topics:

Structure
- Atomic structure and bonding
- The Periodic Table and Chemical Formulae

Reactions
- Chemical Reaction classification including Organic Chemistry
- Energy involved in chemical reactions
- The mole concept and Stoichiometry
- Analytical techniques
- States of equilibrium of reaction

How are students assessed?
This course has been designed so that concepts and theories are developed from experimental observation and questions rather than statements. Students are encouraged to analyse, interpret and explain scientific data and to make predictions and apply theories in novel or complex situations. Students are required to conduct independent experimental investigations to answer practical research questions or investigate hypotheses.

Where can this subject lead?
It should be noted that Chemistry is essential for students wishing to undertake further tertiary studies in a variety of courses. Chemistry is often a pre-requisite for studies such as Applied Science, Engineering, Medicine, Pharmacy, Health Science and Food Technology.

Other important information
Students must be aware of safety standards for laboratory work and agree to abide by these at all times e.g. wearing of safety goggles.

Contact person – Mrs Elizabeth Sutton
Drama
Authority Subject – Contributes to an OP.

General Description
Drama is one of the world's great art forms and is a way for human beings to understand themselves and their surroundings. It is a unique way for students to blend intellectual and emotional experience in order to help define their identity both within their own community and the broader society. Through creating and performing plays and studying theatre, students develop higher intellectual skills and social, linguistic and communication competencies.

Recommended standard for entry
The pre-requisite for Senior Drama is a minimum of 2 semesters of Junior Drama.

What do students study?
Students study the elements of drama in a range of contexts, styles and forms. The course of study includes realistic drama as well as major forms of world drama, both western and non-western. This includes: Australian, Realism, Epic Theatre and Physical Theatre and other styles reflecting traditional and contemporary cultural issues.

How are students assessed?
During the course of their study, students will learn to research, interpret, extrapolate, select and classify information to hypothesise, problem-solve, engage in teamwork, negotiate and make judgements and decisions as they create and study dramatic action and text. These are all key skills for playing a full and active part in a multi-cultural and changing society.

The students learn skills of performance and study classic and contemporary texts. They will also create their own work from concept to execution. This may take the form of complex improvisations, transforming improvisation into script and individual or group-devised work for particular audiences.

In Year 11, (formative) students will study Commedia dell’Arte, Realism, Australian drama and one style of non-realist. In Year 12, (summative) students will study Physical Theatre, Social and Political Theatre and complete their studies with Community Theatre.

Studies in Senior Drama make a major contribution to students’ intellectual, emotional and social growth. Through a study of Drama, students are provided with experiences which develop self-confidence, self-discipline and social skills. Through the wide range of situations which Drama provides both public and private, students learn to communicate more effectively both orally and in writing. They explore and expand their cultural knowledge and understandings, of contexts past and present, Australian and global. They practise skills of voice, gesture and movement, learn about artistic form and style and extend their range of higher intellectual skills and key competencies.

Where can this subject lead?
Students studying Drama may be interested in pursuing a career in the Performing Arts or Media. Any career which involves social interaction and public presentation, from medicine to commerce, from the office to the shopfloor, will be enhanced by the study of Drama. Professions like law, teaching, public relations or advertising will benefit more directly.

Other important information
Students will attend two excursions to Brisbane to view professional live theatre performances per year (as per the Senior Drama Syllabus requirement). In Year 12, students also have a physical theatre workshop facilitated by a professional physical theatre practitioner.

In addition to the two required drama excursions, there will be optional drama excursions organised and offered to the senior students.

Contact person – Ms Kathryn Kiernan-Molloy
Geography

Authority Subject – Contributes to an OP.

General Description
Geography promotes skills that help students explore, understand and evaluate the environmental and social dimensions of the world. The units focus on local, regional, national and global perspectives that help students acquire a deeper understanding of the earth and its people. Through studying Geography, students will be better able to participate in society and improve their environment.

Recommended standard for entry
Pre-requisites for this subject include a minimum of a Sound Level of Achievement in Year 10 English and Year 10 Geography / History. It is strongly recommended that students select Authority English with this subject.

What do students study?
The Senior Geography course is divided into four units, each one based on a different area of study.

Semester 1: Managing the Natural Environment
- Coastal environments
- Responding to natural hazards

Semester 2: People and Development
- Current and emerging issues in development
- Feeding the world’s people
- Exploring the geography of disease (option unit – time permitting)

Semester 3: Resources and the Environment
- Sustaining biodiversity
- Managing nature based recreation on Fraser Island
- Living with climate change

Semester 4: Social Environments
- Sustaining communities
- Connecting people & places

How are students assessed?
Studies in Geography develop in the students the ability to recognise and understand the patterns and processes of human and physical geography. Students can develop skills in acquiring, communicating and applying knowledge that allows them to appreciate their environment. Semesters 1 and 3 give students the opportunity to be involved in practical field studies by visiting, observing and reporting on coastal processes in the Sunshine Coast area and the environmental impact of visitors on World Heritage Listed Fraser Island. Students complete a range of assessment tasks including: short response tests, practical exercises, stimulus response essays and reports based on primary sources and information gathered in the field.

Geography develops important skills for adult life:
- Investigating geographic processes and issues
- The ability to analyse, recognise similarities/differences and explain possible causes and consequences of issues/problems.
- Selecting criteria, making decisions based on these criteria and justifying these decisions.
- Effective skills in research and communication.
- Environmental awareness and the development of sustainable living.
Where can this subject lead?
Studies in Geography develop notions of responsible and informed global citizenship while the skills are useful in a wide range of career options including environmental science, urban and regional planning, national parks and teaching.

Other important information
Field excursions are a compulsory component of the Senior Geography Course and these contribute to developing students’ skills in geographical processes and the understanding of the wider society and environment in which they live. Furthermore, these excursions are necessary for the completion of key assessment tasks.

Contact person – Miss Amy Ring
Graphics

Authority Subject – Contributes to an OP.

General Description
The Graphics course is aimed at providing students with a range of abilities at using CAD software. Students will learn about a variety of drawing types and presentation formats.

What do students study?
As part of the course, students will use a number of drawing programs: AutoCAD 2012, Revit Architecture 2012, Autodesk Inventor 2012 and more.

The course consists of units of work that provide industry related knowledge and experience, including, Production Graphics, Built Environment and Business Graphics.

How are students assessed?
Students learn about drawing standards and produce drawings that conform to these standards. Students learn to use CAD software programs to produce quality drawings. Students develop knowledge and ability in the three course topics. Students design products, components, buildings and business presentations. Students produce drawings using a variety of 2D and 3D drawing formats.

Where can this subject lead?
Students who complete and do well in this subject may choose to enter the fields of;

- Building Designers
- Architects
- Draftsperson
- Industrial Design
- Graphic Design
- Interior Design
- Trades

Other important information
Students will require an A3 size display folder and a clutch (pacer) pencil.

Contact person – Mr Tim Jones
Home Economics

Authority Subject – Contributes to an OP.

General Description
Home Economics offer 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.

Recommended standard for entry
There are no specific pre-requisites for this course. However, in order for students to be able to cope with the content of this course it is recommended that they have achieved a minimum of a Sound Level of Achievement Year 10 English.

What do students study
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.**

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.

There are two substantial units of work – one in Year 11 and one in Year 12. These allow depth and sophistication of understanding and increased complexity across the areas of study.

How are students assessed?
Assessment involves students in:

- applying knowledge and understandings from the three areas of study across a range of situations
- using research techniques such as analytical expositions or research reports to investigate an issue related to an area of study or resolving a design challenge. Students are required to complete independent research
- producing a product in food and textile contexts involving planning, evaluating and reflecting as well as the performance of a range of practical skills.

To determine a student’s level of achievement, a variety and combination of the following techniques may be selected:

- supervised written assessment
- research assessment
- product assessment.
Where can this subject lead?
Home economists educate, inform and advise government, industry and the community. 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.

Other important information

Students are required to wear an apron and formal school shoes when participating in food preparation lessons.

Students will be required to provide some ingredients for food preparation lessons.

Contact person – Mrs Julie Dowling
Hospitality Studies
Authority Subject – Contributes to an OP.

General Description
Hospitality Studies is a two-year (four semesters) course of study. The course introduces students to hospitality sectors and environments, issues, management practices and skills as they engage in operational and theoretical hospitality frameworks. Using an enquiry approach, students examine and evaluate issues and explore the possibilities for a sustainable future for the hospitality industry.

Recommended standard for entry
There are no specific prerequisites for this course. However, a willingness to work collaboratively in a team and to hospitality workplace standards is essential.

What do students study?
A course of study in Hospitality Studies consists of core integrated through selected topics. Hospitality management practices that are central to the hospitality industry form the core for this subject. The core spans and informs all four semesters.

The required subject matter for the core is:
- Service operations
- Human resources
- Finance
- Marketing
- Ethics
- Accountability

The core is integrated into a choice of five topics. The topics are broad areas of learning reflecting hospitality industry sectors.

The topics chosen for study in 2014-2015 are:
- Kitchen production
- Beverage production and services
- Food and beverage services

How are students assessed?
Students complete a range of assessment tasks from the following dimensions:

Inquiring: two tasks in Year 11 and three tasks in Year 12 comprising both extended response and research.

Planning and Performing: two tasks in Year 11 and two tasks in Year 12 comprising two hospitality events in each year.
**Where can this subject lead?**
Understandings and skills acquired through Hospitality Studies could lead students to professional careers in areas such as food and beverage, catering or tourism. Alternatively, students could pursue tertiary studies in hospitality, hotel, event and tourism or business management, specialising in these fields.

**Other important information**
Students are required to wear an industry standard chef’s uniform and head covering.

Parent/caregiver support and attendance at a performance assessment/s would be beneficial for students in this subject.

Students may be required to provide ingredients for their weekly planning and/performing lessons (approximately $10 weekly).

**Contact person – Mrs Julie Dowling**
Indonesian
Authority Subject – Contributes to an OP

General Description
Australians are increasingly involved with Indonesia at many levels of government, business and non-government organizations. Fluency in Indonesian is therefore increasingly useful. The importance of Indonesia to Australia can be seen in the fact that nearly one million Australians visit Indonesia each year and the Embassy in Jakarta is our largest outside Washington.

Recommended standard for entry
At least four semesters of Junior study in Indonesian, but students with a strong interest in language study are urged to discuss their programme with the Learning Co-ordinator. Participation in the Lombok Immersion programme would fulfil these requirements as well.

What do students study?
In the senior course, students learn more of the complexities of the Indonesian language through work arranged in Thematic Units of Relationships, Social Issues, Development and International Relations, Work and Schooling.

There is also more in-depth study of culture and history. These are often addressed through authentic materials, such as magazines, newspapers and television news, and the Internet. Through the study of Indonesian students develop an overall understanding of language construction to enable successful acquisition of other languages later in life.

How are students assessed?
The course continues to emphasise the four key skills - Listening, Speaking, Reading and Writing. Apart from testing in these four skills, there are no major assessment pieces. Students are encouraged to regularly spend time consolidating and learning their work.

Where can this subject lead?
Indonesian is particularly useful when teamed with another area of professional expertise such as

- Journalism,
- Business,
- Engineering or any of the Health Sciences.
- Defence forces
- Interpreting, translating
- Teaching

Other important information
Successful study of Indonesian entitles a student to two bonus points towards their QTAC selection at ACU, Griffith University, QUT, USC and UQ.

Contact person – Mrs Margaret Norris
Legal Studies
Authority Subject – Contributes to an OP.

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

Recommended standard for entry
As there is a strong emphasis on communication skills in this subject, a minimum of a Sound Level of Achievement in Year 10 English is required.

What do students study?
The Legal Studies course enables students to learn through the investigation of legal issues, exploring four core areas of study:
- The legal system
- Criminal law
- Introduction to civil obligations
- Human rights.

Students will also study at least two of the following elective areas of study:
- 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.

Through the investigation of legal issues students develop high-order thinking skills, including analysing, evaluating and justifying. Students learn using case studies, scenarios and legal situations from local, national and global contexts. They apply this knowledge and understanding of legal concepts and processes to situations in order to identify and examine legal issues and different stakeholders’ perspectives.

Students will examine and justify their own opinions by making constructive judgments and informed commentaries on the law, its system and processes. In class activities will include opportunities to work individually and in teams to engage in learning experiences such as debates, discussions and mock trials.

How are students assessed?
Assessment in Legal Studies gives opportunities to apply legal knowledge and understanding in a variety of situations. There will be opportunities to communicate this information to audiences through written and spoken modes, or a combination of modes in a multimodal presentation.
In Legal Studies, assessment instruments include extended responses (including an independent inquiry) and examinations. An independent inquiry involves undertaking an independent, self-directed, in-depth investigation of a topical legal issue facing Australian society.

Extended responses include responses to research or stimulus materials, such as legal case studies, legislation, essays, articles, speeches or presentations. Examinations may be extended response tests or short response tests, which include short answer responses.

In Year 12, students will be expected to complete at least one independent inquiry, at least one extended response and at least one supervised extended response test, responding to an unseen question.

Where can this subject lead?
Legal Studies enables students to formulate personal views of justice and understand how the law affects their world. Through critical analysis, examination and problem solving, they are enabled to make informed and responsible choices that can benefit themselves and the community.

Career choices vary from working in commerce, such as real estate, to careers in justice and law enforcement. This course can and open a door to further education and employment in the fields of law, law enforcement, criminology, justice studies, social work, government, corrective services, business, education, economics and politics.

Other important information
Students are required to visit the Law Courts at least once during Year 11.

Contact person – Miss Amy Ring
Mathematics A
Authority Subject – Contributes to an OP.

General Description
Mathematics is an integral part of a general education. It is important in making informed decisions on everyday issues to do with finance, interpreting information, reading maps and house plans and estimating materials. Mathematics A provides the skills needed to make decisions, which affect students’ lives.

Recommended standard for entry
A minimum of a Sound Level of Achievement in Year 10 Core Mathematics or Year 10 Extension Mathematics.

What do students study?
Mathematics A consists of Core and Extension units.

The Core Units are:
- Managing Money I and II
  Bank interest, credit cards, loans, foreign exchange, taxation, and spreadsheets.
- Elements of Applied Geometry
  Simple trigonometry, area and volume, latitude, longitude and time zones.
- Data Collection and Presentation
  Graphical and tabular presentations, simple methods for describing and summarising data.
- Linking Two and Three Dimensions
  Scale drawings and plans, estimation of quantities and costings.
- Maps and Compasses involving either Navigation or Land Measurement
  Practical use of a variety of maps, compass bearings, orienteering, navigation, site plans.
- Exploring and Understanding Data
  Simple probability, interpretation of reports in the media, statistical hypotheses.

The Extension Units (from which one is chosen) are Operations Research, Networks and Queuing and Introduction to Models for Data.

Students do activities which enable them to recognise when problems in their everyday life are linked to the above topics and then analyse and solve such problems.

How are students assessed?
Assessment items may include mid and end of semester tests along with investigations, constructions or research assignments.

Student achievement will be judged on three criteria
i. Communication and Justification
ii. Knowledge and Procedures
iii. Modelling and Problem Solving

Where can this subject lead?
Mathematics A is recommended for students wishing to pursue further study and training in areas such as:
- toolmaking, sheet-metal working, fitting and turning, carpentry, plumbing and auto mechanics
- tourism and hospitality
- administrative and managerial employment in a wide range of industries
- architecture and nursing

Contact person – Mr Bruce King
Mathematics B

Authority Subject – Contributes to an OP.

General Description
In Mathematics B, advanced mathematical skills which form the basis for further study in mathematics are developed. The modes of thinking developed in Mathematics B provide ways of modelling situations in order to explore, describe and understand the world’s social, biological and physical environment.

Recommended standard for entry
A minimum of a Sound Level of Achievement in Year 10 Extension Mathematics.

What do students study?
The topics to be studied include:
- Rates of change
- Introduction to functions
- Periodic Functions and Applications
- Experimental and logarithmic functions and applications
- Optimisation using derivatives
- Introduction to integration
- Applied statistical analysis

Students will participate in a wide range of activities such as:
- Examining the effects of seatbelts in car accidents or of a new drug, and the way the “facts” are reported in the media.
- Modelling the growth of an oil slick at sea or the spread of an infectious disease.
- Comparing the effects of various conditions quoted on credit cards from different banks.
- Investigating the design of a solar-powered house.
- Researching the data collection methods used by local authorities to monitor pollution.

How are students assessed?
Assessment items may include mid and end of semester tests, construction of models, use of graphics calculators, research activities, assignments and investigations.

Student achievement will be judged on three criteria
1. Communication and Justification
2. Knowledge and Procedures
3. Modelling and Problem Solving

Where can this subject lead?
This subject will give access to most tertiary courses. The skills learnt in Mathematics B are needed not only in the traditional careers of engineering or the physical sciences, but also as tools in fields as diverse as agriculture, food technology, geography, biology, economics and management.

Other important information
Purchase of a graphics calculator is required (TI Inspire) is required to complete the technology components of the course

Contact person – Mr Bruce King
Mathematics C  
Authority Subject – Contributes to an OP.

General Description
In Mathematics C, students are given the opportunity to develop their full mathematical potential and extend the knowledge acquired in Mathematics B. They will be encouraged to recognise the dynamic nature of mathematics through problem solving and applications in life-related situations. Opportunities are provided for students to appreciate and experience the power of mathematics, and to see the role it plays as a tool in modelling and understanding many aspects of the world’s environment.

Recommended standard for entry:
A High or Very High Level of Achievement in Year 10 Mathematics B. Mathematics C cannot be chosen in Years 11 and 12 unless Mathematics B is also studied.

What do students study?
A course of study in Mathematics C contains six Core units and a minimum of two Option units.

Core Units
- Introduction to Groups
- Real and Complex Number Systems
- Matrices and Applications
- Vectors and Applications
- Further Calculus
- Structures and Patterns.

Option Units
- Linear Programming
- Dynamics
- Further Calculus
- Structures and Patterns.

Students will participate in a wide range of activities such as:
- Exploring the use of complex numbers in electric circuit theory or aerofoil designs.
- Investigating the application of matrices in economic models or game theory.
- Predicting the most probable weather pattern by studying the probabilities associated with weather conditions.
- Comparing the forces used in locomotion, eg. walking, hopping, jogging and cycling.
- Exploring the use of differential equations in carbon dating, radioactive decay, population growth and atmospheric conditions.

How are students assessed?
Assessment items may include mid and end of semester tests, the construction of models, the use of graphics calculators, research articles, assignments and investigations.

Student achievement will be judged on three criteria
i. Communication and Justification
ii. Knowledge and Procedures
iii. Modelling and Problem Solving

Where can this subject lead?
This subject will give access to most tertiary courses but especially ones with scientific mathematical or computing components.

Other important information
Purchase of a graphics calculator is required (TI Inspire) is required to complete the technology components of the course.

Contact person – Mr Bruce King
Modern History
Authority Subject – Contributes to an OP.

General Description
Through the study of Modern History, students can understand why our modern world is the way it is. They can understand the processes of change and continuity that have shaped the modern world, their causes and the roles people and events have played in these processes. Students not only investigate the people and events that have contributed to what we are but also begin to evaluate and form their own values and practices that might contribute to a more democratic, just and sustainable world. Through studying Modern History, students should be more ready to cope with the present and influence the future.

Recommended standard for entry
Pre-requisites for this subject include: a minimum of a Sound Level of Achievement in Year 10 English and Year 10 SOSE. It is recommended that students select Authority English with this subject.

What do students study?
Semester 1  Revolutions and Conflicts
Students explore the main ideas, beliefs, symbols and people that have shaped the modern world, especially the 20th century. An investigation of the French and Russian revolutions and an analysis of how Australia’s identity was formed not by revolution but by involvement in the global conflicts of World War One are the key focuses of this unit.

Semester 2  Global Trends and Powerful People
Students examine the global trends since World War Two with a particular focus on the impact of the Vietnam War and the current conflict in the Middle East.

Semester 3  Studies of Power
Students investigate how power was used in totalitarian regimes such as Nazi Germany, Stalinist Russia and Communist China, especially through the persuasive pull of propaganda. Students also investigate what happened when white settlers came into contact with Aborigines on the Australian frontier.

Semester 4  Studies of Hope
The focus is on people and movements who have fought to end oppressive regimes or who are continuing to fight for human rights and freedoms. People include Mandela, Gandhi and Martin Luther King.

How are students assessed?
The course of Modern History is based on inquiry. Students become adept at asking key analytical questions, thinking critically about hypotheses, and presenting their research findings and decision making either as argumentative essays or as persuasive spoken presentations. Students become skilled at writing concise yet detailed short-answer responses and thoroughly learn all that is required for research assignment work, including Internet use. They are able to choose the areas of their learning during in-depth studies.
Where can this subject lead?
Modern History involves students in important skills for adult life: identifying and investigating issues, locating and selecting sources, evaluating evidence, identifying causes of change and continuity, acknowledging the perspectives of others, developing personal values and making reasoned judgements, as well as essential oral and written communication skills.

Studies in Modern History may help young people gain employment in the travel industry, journalism, advertising, public relations, teaching, the public service, psychology, law, government, and social work. The Defence Forces and Medicine also value persons with communication, decision making and empathy skills.

Contact person – Miss Amy Ring
Music  
Authority Subject – Contributes to an OP.

General Description
The Arts are widely recognised as powerful educative tools and contribute to the aesthetic development of the individual. Music pervades all cultures and evokes a broad spectrum of human emotional response. Music makes a profound contribution to personal, social and cultural identity.

Music contributes to learning through the development of aspects such as memory, co-ordination, concentration and inventiveness. The study of music also develops skills such as logical, critical and divergent thinking, decision making, and concept formation. Studies in music develop specialised skills that impinge on all aspects of development – cognitive, affective and psychomotor. In this way music contributes to the development of human intelligence. Mastery of physical and perceptual skills gives students a sense of achievement, self-confidence, and self-esteem.

Recommended standard for entry
Students who have not completed at least three semesters of Music in Years 8 – 10 must negotiate acceptance into the Music. There is a definite advantage in having the ability to play an instrument and read musical notation.

What do students study?
Students will cover a broad range of styles and repertoire, become adept at critical deconstruction and evaluation of works and techniques and discover their own personal expression throughout various units currently being designed in accordance with the new QSA Senior Music Syllabus.

How are students assessed?
Senior Music seeks to develop a broad and integrated understanding of music. Central to the course are the three interacting dimensions of Musicology, Composing and Performing. Integral to these dimensions is the literature of music. Within the course, all three dimensions incorporate problem solving, higher order thinking skills and expressive responses.

Where can this subject lead?
Music education programs inspire students to be involved with music as a leisure pursuit or as a career.

Music also offers a unique way of understanding the world. It presents a distinct form of meaning, affords insight into the nature of feelings and can contribute to emotional development. Studies of music, therefore, offer a unique form of self-expression and communication.

Other important information
Students will have the opportunity to participate in a variety of co-curricular activities in this area.

Contact people – Mr. Pat Wilson or Ms Kathryn Kiernan-Molloy

Possible QCE Credit Points: 4
Physical Education

Authority Subject – Contributes to an OP.

General Description
Physical Education is a subject that involves learning physical skills and teaches students how to analyse physical activity through four different frameworks: physiological, psychological, sociological and biomechanical.

Physical Performance
Over the two year course, students cover four physical activities: Water Polo, Netball, Badminton and Dance. Students will learn the appropriate physical skills and how to apply them in authentic game situations. Students will also learn how to analyse situations within a game and make decisions regarding both team and individual strategies. Students will not only experience participating in these physical activities as players, but will also take on the roles of coaches and referees/unpires.

Theoretical Assessment
In addition to the practical side, students study topics associated with the physical activity being explored. The theory units studied are shown below.

Recommended standard for entry
Students must have demonstrated a high level of participation in Years 8 – 10 Health and Physical Education and achieved an average of ‘B’ in Year 10 Health and Physical Education.

What do students study?

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<thead>
<tr>
<th>Topics Studied in Physical Education</th>
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<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
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<tbody>
<tr>
<td>Training Program Design</td>
<td>Biomechanics</td>
<td>Equity &amp; Access at the Cultural Level</td>
<td>Motor Learning</td>
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<tr>
<td>• Planning &amp; designing a training program</td>
<td>• Force of motion</td>
<td>• Body image and its influence on sport</td>
<td>• Characteristics of the learner</td>
</tr>
<tr>
<td>• Evaluating training programs</td>
<td>• Momentum &amp; inertia</td>
<td>• Money, the media and physical activity</td>
<td>• Stages of learning</td>
</tr>
<tr>
<td>• Immediate and long term effect of training</td>
<td>• Projectile motion</td>
<td>• Psychology of learning</td>
<td>• Styles of coaching</td>
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<tr>
<td>• The three energy systems</td>
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<td>• Cultural factors that influence participation in sport</td>
<td>• Effective coaching</td>
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<td>• Feedback</td>
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<tbody>
<tr>
<td>Psychology of learning</td>
<td>Money, Media &amp; Sport</td>
<td>Games Analysis</td>
<td>Sociocultural influences on sport</td>
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<tr>
<td>• Methods used in sport psychology</td>
<td>• Commercialisation of sport</td>
<td>• Skill acquisition</td>
<td>• Impact of institutions such as families,</td>
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<tr>
<td>• Motivation and arousal</td>
<td>• The impact of equitable distribution of resources &amp; rewards on sport</td>
<td>• Energy for physical activity</td>
<td>schools, sporting clubs, religions and</td>
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<tr>
<td></td>
<td></td>
<td>• The three energy systems</td>
<td>politics on access to physical activity, particularly dance</td>
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<tr>
<td></td>
<td></td>
<td>• Evaluating training programs specific to netball</td>
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</table>
**How are students assessed?**
The theory component of Physical Education is always directly related to the physical activities being studied in the practical component. Over the two years, each physical activity topic is covered in two separate terms, in order to allow for improvement and more complex learning. In Year 11, assessment is formative (used as a diagnostic tool to gauge a student’s progress). In Year 12, the assessment is summative (contributes to the Exit Level). Assessment items will take on the form of reports, analytical essays and multimodal presentations.

**Where can this subject lead?**
Possible career paths for people who study Physical Education include:

- Sport development, management, marketing, sales, sponsorship and fundraising
- Sport and physical activity policy development
- Sport journalism
- Sport psychology and coaching
- Athlete conditioning and management
- Personal training
- Primary, middle and senior school teaching.

**Other important information**
*Uniform:* students are required to wear full sports uniform, supportive runners and a sports hat for all practical lessons (including appropriate swimming attire).

*Practical Lessons:* students are required to participate in a minimum of 80% of practical classes in order to pass the subject.

*Swimming Ability:* Students are required to study water polo for two terms. Students who select Physical Education should feel comfortable in the water and have a reasonable level of swimming ability

**Contact people:** Mr Chris Brown and Mrs Rebecca Barrett
Physics
Authority Subject – Contributes to an OP.

General Description
Physics is the science in which cause-effect relationships of the universe are investigated. It is concerned with the discovery, understanding and application of the fundamental laws of nature.

Recommended standard for entry
It is necessary for students intending to study Physics to have obtained a Very High Level of Achievement in both Year 10 Mathematics B and Year 10 Science. Students selecting Physics must also undertake Mathematics B in Years 11 and 12.

Students should recognise that success in Year 10 Science does not guarantee the same level of success in Years 11 and 12. Both the level of difficulty and depth of treatment are more demanding in Physics than in Year 10 Science.

What do students study?
Measurement & Physical Quantity
- Energy, work and power
- Momentum
- Wave motion

Vectors and their application
- Wave nature of light
- Diffraction
- Mirrors and lenses
- Electronics

Linear Motion
- Quantum Physics
- Atomic Physics

Motion in two dimensions
- Nuclear Physics

Forces
- Electromagnetic induction

Forces and Motion.
- Thermal Physics

Electrostatics
- Physics

Current electricity
- Physics

Magnetism and electromagnetism
- Physics

Electromagnetic induction
- Physics

Thermal Physics
- Physics

How are students assessed?
Physicists use models (mainly mathematical) to explain natural and artificial phenomena. These models are called theories and they are also used to predict the outcomes of other situations. If experiments do not verify these predictions, or if certain behaviours are found that cannot be explained by the relevant theory, then the model must be discarded or revised to ensure agreement with experimental results. Physics is therefore, an ever-changing subject that keeps pace with modern scientific developments. Students are encouraged to experiment, think, analyse, explain and predict. Students are required to conduct independent experimental investigations to answer practical research questions or investigate hypotheses.

Where can this subject lead?
Physics is often a pre-requisite for Applied Science, Engineering and Electronics Courses. It is also useful for Physiotherapy and Occupational Therapy.

Other important information
Where appropriate, a computer based laboratory system will be used.

Contact person – Mrs Elizabeth Sutton
Technology Studies

Authority Subject – Contributes to an OP.

General Description
Technology Studies challenges students to understand and appreciate technological innovation and its impact on society. Students will learn about the purposeful application of knowledge, resources, materials and processes to develop solutions to real-world design problems by generating innovative ideas and producing products.
In Technology Studies students will examine and create solutions to design problems. Design problems are based on identifying a need or responding to an opportunity.

What do students study?
Technology Studies is made up of three dimensions of study. These are:

Analyzing design problems
- describing design problems and identifying design criteria.
- interpreting design problems using design factors.
- analysing the impacts of design factors on decisions.

Applying design factors and communicating
- applying design factors to develop ideas.
- using manufacturing technologies, materials and project management skills to produce products in response to design criteria.
- using a communication techniques suited to modes and audiences.

Synthesizing and evaluating designs
- synthesising ideas to develop concepts that respond to design problems.
- justifying decisions and recommendations.
- evaluating ideas and products using design criteria.

How are students assessed?
Assessment instruments include:

• Design folios (including practical projects) — These involve undertaking and documenting a design process where you develop ideas and produce products in response to a design problem. You will document your process using both visual and written communication, which may include freehand sketches, drawings, computer-generated images, photographs, animations, videos, annotations, paragraphs and extended writing.

• Reports — These involve analysing the relationship between a product and society, and may include proposing solutions, expressing and justifying a point of view or explaining and evaluating an issue.

Where can this subject lead?
A course of study in Technology Studies can establish a basis for further education and employment in the fields of industrial design, product design, civil engineering, mechanical engineering, electrical engineering, architecture and project management.

Contact people – Mr Timothy Jones and Mr. Nick Waters

Possible QCE Credit Points: 4
Visual Art
Authority Subject – Contributes to an OP.

General Description
Visual Art enables students to give visual form to thoughts, feelings, ideas and beliefs. It develops their ability to interpret, respond to and communicate their experiences. Art includes a study of History, Contemporary work, and art of other cultures.

Recommended standard of entry
The prerequisite for Senior Art is a minimum of two semesters of Junior Art.

What do students study?
Visual Art involves Making and Appraising. Making is the production in the practical area and includes work in the Visual Diary (planning and experimentation) as well as a Body of Work. Appraising includes assignments and exams.

Students study the following areas of Art in Year 11 and specialise in Year 12:
- Drawing
- Digital Photography
- Digital Art
- Painting
- Sculpture
- Performance Art
- Ceramics
- Wearable Art
- Installation
- Print-making

How are students assessed?
Students will undertake, throughout the two years, the study of artists and artworks based on a variety of concepts. They will learn to develop, research, reflect and resolve artworks into a Body of Work.

YEAR 11 (Formative)
Students will investigate the concepts of ON THE SURFACE, ESSENCE OF FORM AND REDESIGNING REALITY. They create experimental folios and visual diaries to support their body of work. This year is teacher directed.

YEAR 12 (Summative)
Students will work thematically on the concept of the ARTISTS CONDITION. The focus areas will be SEEDS, ARTESCAPE and CUTLOOSE. This work is predominately student directed but teacher facilitated.

Where can this subject lead?
Art is preparation for tertiary study. Art promotes critical, cultural and aesthetic understanding through its study. It is valuable preparation for many tertiary courses including Fine Arts, History and Design Courses.

It is invaluable preparation for many vocations including:
- Architecture
- Teaching
- Retail Display
- Stage Set Design
- Prop Making
- Practising Artist
- Graphic Design
- Animation/Multi Media
- Photography
- Engineering
- Curating
- Illustrating
- Town Planning
- Marketing
- Arts Administration
- Advertising
- Fashion Design
- Interior Design
- Film and Television
- Industrial Design

Other important information
Year 11 and 12 Visual Art students participate in one or two excursions per year. The students also attend an Art camp each year as part of their school work program.

Contact person – Ms Kathryn Kiernan-Molloy
NON-AUTHORITY SUBJECTS

These subjects DO NOT contribute to an OP.
Religion and Ethics (S.A.S)
Non-authority subject - does not contribute to an OP

General Description
The course is designed to encourage students to recognise and reflect on the personal, relational and spiritual dimensions of human religious experience; to know and understand the influence of values, belief systems or religious traditions and ethical issues related to these. Students are given opportunities to develop their critical thinking skills required for effective participation in a community, to reflect on their own faith and spirituality and to make a contribution to the local community.

Recommended Standard for Entry
There are no pre-requisites for this course. The course is less academically demanding than the Authority Subject, Study of Religion.

What do students study?
A range of topics will be spread over the 4 semesters:
- Exploring the Meaning of Life
- Social Justice and Action
- Sacred Stories
- Life Choices
- Peace Studies
- Spirituality
- Contemporary Ethics and Morality

How are students assessed?
Typical assessment tasks are:
- Written and artistic responses to questions and other stimulus
- A film review
- Reflective Journal writing
- Participation in debate and discussion
- Participation in volunteer work
- A variety of assessment using web based tools
- Stimulus/response exam

Where can this subject lead?
Study of Religion provides a wide variety of skills which will be useful in a range of areas of future university study. This could include degree courses in The Arts, History, Humanities and Philosophy.

A background knowledge of religions and their role within society is helpful in understanding the world we live in and developing tolerance of others in modern times.

Other important information
Students complete a course of yoga for one lesson a week in Year 11 within the two year course.

In Year 12, students are offered a three day retreat. It is expected that all students participate in this activity in Term 2.

Contact person – Mrs Fiona Baker
English Communication
Non-authority subject - does not contribute to an OP

General Description
In Australia, English is the principal spoken language and the predominant written language of personal and public life. Effective communication is integral to our society and requires students to be able to interpret, construct and make judgements about meanings in texts, in preparation for lifelong learning. This subject is designed to prepare students for adult life and allows them to develop and use communication skills for the areas of work, community and leisure.

Recommended standard for entry
Any student entering Year 11 is eligible to study English Communication.

What do students study?
The two year program is organised into two semester units per year, connected to the three course components of Work, Community and Leisure.

Work Component
In the Work component, students will develop an understanding of the world of work and practical experience in a range of workplace communications, from simple requirements to the more complex interactions involved in job seeking, working in teams, dealing with clients, workplace meetings and making presentations to specified audiences.

Community Component
This component will include current issues of local and national significance drawn from the mass media and explores the media’s impact and influence in shaping community opinion, with advertising and consumerism. This component also encourages students to present several spoken tasks in front of an appropriate audience or by video/DVD recording aspects of an Education Package, Post School Information for young people and school life outside the classroom.

Leisure Component
This component provides students the opportunity to read and view for leisure by responding to language as used in literature, magazines, newspapers, film, television and radio. As part of this component, students also explore the theoretical and practical aspects of Driver Education and the Travel Industry.

How are students assessed?
In English Communication, students develop effective communication skills in both written and spoken tasks. All students need to continually upgrade and improve their written and spoken communication, so regular skills lessons are an important part of both Year 11 and 12 classes. Students should also be aware that many of the tasks in this course are presented in a spoken format.

Where can this subject lead?
English Communication is a SAS subject which does not contribute to a student’s Overall Position (OP) and should not be studied if a student intends on pursuing courses at university level. This subject is designed to assist students to improve their potential for effective participation in the workforce, traineeship, apprenticeship or as a prerequisite for a number of TAFE courses.

Contact person – Mrs Maree Anning
Creative Arts
Non-authority subject - does not contribute to an OP

General Description
Creative Arts is a modified version of Visual Arts. It provides an opportunity for students to gain practical skills in visual art, with less emphasis on the rigour of theory included in the full syllabus course.

Recommended standard of entry
Creative Arts is available for all students whether or not they have studied Art in Years 8 – 10. It is recommended for those students with a keen interest in art who do not possess the literacy skills required for Visual Art.

What do students study?
Students study a range of areas in Fine Art, Craft and Design.

Areas of study could include:
- Drawing
- Painting
- Ceramics
- Print-making
- Digital Photography
- Sculpture
- Graphic Design
- Installation
- Digital Art
- Performance Art
- Wearable Art

How are students assessed?
- Art is preparation for life – Art develops creativity, encouraging analytical thinking, decision making and the ability to evaluate. It broadens the students’ knowledge of their own and other cultures.
- Art allows some students to confront and work through personal issues in their lives.
- Art is a vocational preparation. Art teaches students to research, develop and resolve their ideas.

Where can this subject lead?
To further the students interest in the Arts or to seek a job in the community as an art practitioner.

Other important information
The Year 11 and 12 Creative Arts students will accompany the Visual Arts students participating in one excursion per year.

It is permissible to study both Visual Art and Creative Arts in senior.

Contact person – Ms Kathryn Kiernan-Molloy
Manufacturing  
(Industrial Technology Studies)

Non-authority subject - does not contribute to an OP

General Description
Industrial Technology Studies is a strand of the Manufacturing SAS. The course gives the students the opportunity to draw learning experiences from a range of industries including Building and Construction, Engineering, Furnishing and Plastics.

Recommended standard for entry
There are no pre-requisites for students selecting Industrial Skills, However it is an advantage to have successfully completed some of the Years 8 – 10 units in either metal, plastics or wood technology. Students who have a successful background with practical skills should be able to cope with the requirements of this subject.

What do students study?
The course is designed to engage students while encouraging them to develop a strong work ethic. Projects are built and assessed to industry standards giving students a realistic work experience.

How are students assessed?
Students complete theoretical assessment as well as practical projects developed from a range of industries. Skills students will learn include Concreting, Timber Frame Construction, Thermosetting Plastics (Fibre Glassing) and Metal Fabrication (Welding). There will also be a strong focus on Workplace Health and Safety (risk, and hazard identification and prevention).

Where can this subject lead?
Upon the successful completion of this course students will:
- Have an understanding of some of the processes and procedures from a range of industries.
- Possess a range of skills, attitudes and knowledge that will assist in employment within industry.
- Have a developing knowledge of Workplace Health and Safety.

Other important information
Students will be required to wear their black leather school shoes for all practical components of the course.

Contact person – Mr Tim Jones
ICT
Information and Communication Technology
Non-authority subject - does not contribute to an OP

General Description

ICT is a non-OP course, designed to give students practical experience using computer technology. Opportunities will be provided for students to gain understanding of the theoretical aspects of this area of expertise.

ICT is a practical discipline which endeavours to prepare students to meet the rapid changes in the IT industry. Opportunities will be available for students to develop their theoretical understanding within this area of study. Students will undertake a wide variety of assessment tasks to expand their skills in creative thinking, design processes and information technologies.

Recommended standard for entry

There are no pre-requisites for entry to this course

What do students study?

The course may consist of a range of topics selected from the following areas.

On-line Communication  Game Development
3D Modelling  Website Development
Animation  Robotics
Document Production  Digital Imaging
Digital Media  Digital Audio
Multimedia Authoring  Managing Data

How are students assessed?

A course of study derived from this strand aims to help students:

- become confident and competent users and consumers of ICTs
- manage time and resources effectively and efficiently
- develop the skills needed for creative work, practical problem solving and communication in a variety of media
- direct their own learning by developing self-reliance, personal responsibility, and self-management
- develop the ability to work and communicate with others in a team
- develop the processes, skills and attitudes needed to become responsible users of ICTs in the community
- develop an ability to make informed decisions in situations and practices involving ICTs
- develop a commitment to the safe and ethical use of ICTs

Possible QCE Credit Points: 4
Where can this subject lead?

This course can provide background knowledge and skills for a career in many areas which involve information technology. Whilst it will not give any credit or recognition for prior learning in any future study, students will be well placed to build on the skills they acquire through this course in their future working lives in many areas.

Other important information

There may be opportunities for students to combine this course of study with areas of Vocational Education and Training to gain qualifications in Multimedia and Creative Arts.

There may also be opportunities for students to become involved in the College’s Student Film Festival through their studies in this area. This is a co-curricular activity which is a voluntary involvement only.

Contact person – Mrs Kathryn Kiernan-Molloy
Recreation Studies (Outdoor Education)
Non-authority subject - does not contribute to an OP

**General Description**
Recreation Studies (RST) focuses on understanding people's relationships with each other and the outdoors. In developing an understanding of this relationship, some components will be learned through direct experience while others will be learned in the classroom. It is intended that there be a close relationship between these two approaches to learning. Recreation Studies also focuses on personal growth and development through practical experiences and topics covered in theory class.

**Recommended standard for entry**
Participation in Year 10 Recreation Studies is not essential but would be an advantage. All students are required to show maximum participation in Health and Physical Education in Year 10.

**What do students study?**
The course structure reflects the outdoor education focus, which allows the group to use the natural environment respectfully for developing individual group and interpersonal skills. In each unit, students have their practical experiences reinforced with theory.

Students are encouraged to develop skills in a range of outdoor pursuits, field trips and camps. A minimal impact philosophy is taught and reinforced in all theory and practical components covered.

**Units Studied:**

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**How are students assessed?**

Students are required to complete at least 3 camps which are directly related to the Recreation Studies units studied. All other activities and assessments will occur in class time and during assessment blocks.

The assessment is primarily formative in Year 11 (used as a diagnostic tool to gauge a student’s progress) and summative in Year 12 (contributes to the Exit Level).

**Where can this subject lead?**

This course can help in obtaining employment in the recreation/outdoor education field. In some fields of study, students may acquire industry recognised qualifications, such as Senior First Aid certificates, Surf Bronze medallions, etc.

Students who successfully complete their Surf Bronze receive a Certificate II in Public Aquatic Rescue may receive an additional 4 credit points towards the QCE.

**Other important information**

Camps – students are required to participate in all of the above mentioned field trips.

**Contact people:** Mr Chris Brown, Mrs Rebecca Barrett and Mrs Liza Costa
VOCATIONAL EDUCATION AND TRAINING (V.E.T.) SUBJECTS

These subjects DO NOT contribute to an OP.
Vocational education and training (VET) is that part of education and training which provides accredited training in job related and technical skills to INDUSTRY STANDARD.

Vocational education and training may be undertaken at school or through a registered training provider (RTO). The qualifications gained from VET are nationally accredited. The skills you gain will also allow you to enter the workforce and/or to move on to further vocational or academic studies. Certificate I to Advanced Diploma qualifications can be completed through VET. Studying a VET qualification can earn students up to 8 credit points towards their QCE (Queensland Certificate of Education).

Assessment in VET certificates is competency based. Competency-based assessment is the process of collecting evidence and making judgements on whether or not the student can consistently demonstrate knowledge and skill and the application of that knowledge and skill to the standard of performance required in the workplace.

Can I get into University if I have been studying a VET qualification?
If you complete at least a Certificate III course, you may gain an OP-equivalent rank which is high enough for university entry. Many universities have credit transfer arrangements with other Registered Training Organisations which let you complete your studies more quickly.

The Queensland Tertiary Admissions Centre (QTAC) will calculate a rank based on your subject results, using a schedule developed by QSA. If you take the QCS Test, your QCS result will also be included in your rank calculation. If you achieve a D result or better on your QCS, you may improve your chances with your tertiary entrance rank.

There are many pathways for entry to university, TAFE or other learning institutions. The College’s Guidance Officer or Career Counsellor/VET Coordinator can help you understand your alternatives.

NOTE: Students, who have clear plans to attend university after Year 12 in courses that require an OP score of less than 15, are advised against undertaking a School Based Traineeship or Apprenticeship because of the extended commitment required, including time away from school.

VET certificates we intend to offer within the College timetable structure:

In 2014-2015, St John’s College is intending to offer the following certificate qualifications in partnership with external Registered Training Organisations (RTOs):

- Certificate II or III in Business (partnership with Binnacle Training to be confirmed)
- Certificate III in Fitness (partnership with Binnacle Training to be confirmed)
- Certificate II or III in Hospitality (partnership with an appropriate RTO to be confirmed)
- Certificate IV in Justice Administration (partnership with Unity College)

Other opportunities for VET which may students may be able to be access:

NOTE: THESE OPPORTUNITIES MUST BE STUDIED IN ADDITION TO THE SIX (6) SUBJECTS WHICH A STUDENT UNDERTAKES AS PART OF THE COLLEGE’S TIMETABLED SUBJECTS.

Qualifications delivered by Sunshine Coast Institute of TAFE (SCIT)

In 2013 SCIT offered the following Senior Phase of Learning courses via Direct Entry Enrolment (students enrolled and paid directly through SCIT after consultation with the VET Coordinator):

- LMT31407 Certificate III in Applied Fashion and Design: Friday attendance over two years at Mooloolaba campus.
- HLT32407 Certificate III in Allied Health Assistance: SCIT Teachers delivered the course via online theoretical components plus 8 face to face workshops at the Mooloolaba Campus over two
years. This course was by application only with a requirement of 70 hours of vocational placement and completion of a First Aid certificate.

- **Certificate IV in Music**: Thursday attendance over one year at Nambour Campus
- **Certificate IV in Sound Production**: Thursday attendance over one year at Nambour Campus
- **Certificate III Information, Digital Media and Technology**: Friday attendance over two years at Mooloolaba campus
- **Certificate III in Fitness**: Thursday attendance over two years at Mooloolaba campus

**Certificate courses undertaken through external RTOs will incur material and/or tuition fees.** If they are recognised as High Priority 'Skills Shortage' areas, the tuition fee is fully funded by Government as part of the Senior Phase of Learning.

**NOTE:** Due to restructuring of State Government funding priorities, SCIT is unable to provide current information on which courses will be offered for Senior Phase of Learning in 2014. We will provide students and parents with course offerings as soon as this information becomes available and this will be able to be discussed as part of the SET Plan Interviews.

**School Based Apprenticeships and Traineeships**

School Based Traineeships or Apprenticeships (SATS) can be undertaken during the Senior Phase of Learning. These are endorsed training packages, based on industry standards that can lead to nationally recognised qualifications under the Australian Qualifications Framework (AQF).

School Based Traineeships or Apprenticeships (SATS) are an ideal way for students to gain information and an insight into the world of employment while they are studying for their Queensland Certificate of Education (QCE). They also allow the opportunity to accumulate up to 8 points towards their QCE for a successfully completed traineeship or partially completed apprenticeship at the end of Year 12.

Students can choose to apply for a School-Based Traineeship or Apprenticeship from Year 10. A SAT must impact a student's timetable by attending school 4 days a week with 1 day in Industry. Students on an Electrotechnology (electrical) SAT must work 2 days/week on the job. (Please note that an electrical School Based Apprenticeship must be approved by Energy Skills Qld and a student must have completed Maths and Science in Year 10. For policy details go to: [http://www.energyskillsqld.com.au/training-info/apprenticeships-forms-and-policy/](http://www.energyskillsqld.com.au/training-info/apprenticeships-forms-and-policy/)). A vocational certificate is awarded at the end of both the school and on-the-job components.

Any student who chooses to undertake these training options will be expected to catch up any work missed from their school subjects in their own time. This may include the single study lesson or two Access classes which are allocated each week at the College. _It is an expectation that students undertaking these options will continue to study six subjects within the College timetable – there will be no “study” or “free” lessons allowed except in cases of documented and proven hardship or extenuating circumstances._

For all SATS, a legally-binding, training contract must be signed by the student, employer (either direct or a group trainer) and an apprenticeship centre to protect the interests of all parties. Students who undertake a SAT must be paid award wages for their age, year level and type of certificate they are studying towards. The wage rate also depends on whether the organisation is a State or Federal registered business.

The good news is that apprenticeships and traineeships are competency based, which means that in most cases, the faster that you can learn and apply new skills, the sooner you can gain your qualification.

**Benefits for school students**

SATS allow students in Years 10 – 12 to:
- Work as paid employees receiving the Industry Award wage
- Progress towards completing a nationally recognised qualification
- Gain up to 8 points on their Queensland Certificate of Education (QCE)

To qualify a student must:
Still be attending school;
Will be undertaking a minimum of 50 days paid employment (80 paid days for the Electrotechnology Industry) – some of which may be required to be completed on weekends and holiday times
Undertake some part of the qualification (i.e. either training or work) during normal school hours

As a School-Based Apprentice or Trainee you:
Can still obtain a Senior Statement and achieve an Overall Position (OP) score
Will normally work one set day per week, with the option of also working after school hours, on weekends or during your school holidays
Are expected to catch up any school work which is missed through your absence to undertake this training during school times

Advantages of school-based apprenticeships and traineeships (SATs)
SATs help young people to undertake a variety of pathways for their future ... whether it's a full-time job, a trade career, university, TAFE or other training. The workplace skills and confidence they gain during their SAT provide a solid foundation for any career. Other advantages can include:

- More flexibility and variety - The variety provided by school-based apprenticeships and traineeships (SATs) can have enormous benefits for young people who prefer hands-on learning to traditional schooling pathways. SATs can contribute to a Queensland Certificate of Education (QCE).
- Head start in a career - Young people employed as school-based apprentices and trainees develop workplace skills, knowledge, confidence and competitive edge when applying for jobs. School-based apprenticeships and traineeships (SATs) 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.
- 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.
- Vocational education, training qualifications and competencies are recorded as part of the QCE. The QCE records students' qualifications and achievements when the student finishes school.
- Some students complete traineeships while they're at school – this 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 is the difference between an apprenticeship and a traineeship?
School-Based Apprenticeships are at Certificate III level and traditionally focus on trade-based industries, such as electrical, building and construction, cooking, automotive, hairdressing and engineering. School-Based Apprentices work towards completing their first year of a full time apprenticeship during their senior years at school. Training is provided either on or off the job by the employer and a Supervising Registered Training Organisation (SRTO). Most trades will do up to a five (5) week training block at TAFE which will include time out of school. It is expected that students undertaking these courses catch up any school work which is missed in their own time.

School-Based Traineeships are available at Certificate II level and above and are of between one year and three years in duration. They generally cover all other industries that do not require a trade certificate such as business, retail, hospitality, IT, and tourism. The student also needs to complete 50 paid days per year of the traineeship as well as successfully complete module booklets which are provided by a Registered Training Organisation (RTO). Traineeships may be completed earlier if all requirements are met by the student and it is recommended that a School-Based Traineeship be completed prior to graduating in Year 12. Non-completed traineeships will be converted to full time traineeships post Year 12.

In 2013, the following organisations offered a Certificate III qualification as a School Based Traineeship:
- **Training Sense:** Certificate III in Sport & Recreation. Students attend one training day per week during school hours and work at a Host Employer sporting club after school or weekends to complete industry placement.

- **QIAE:** Certificate II in Aeroskills. Students attend work at the QIAE workshop at Maroochydore Airport one day/week (generally Thursday) and complete their training in blocks during holidays. Acceptance into this traineeship is by application.

**How do I find out more?**

(a) St. John’s College Contact:
Ms Bernadette Natoli - VET Co-ordinator
Phone: (07) 5441 5666
Email: bnatoli@bne.catholic.edu.au


(c) My Career Advisor
St John’s College has paid a subscription to enable students and families to utilise the resources on the My Career Advisor website: [http://www.mycareeradvisor.com.au](http://www.mycareeradvisor.com.au)

**Please note** that it is a condition of subscription that this username and password is ONLY used by students, parents and staff of St John’s College.
**Username:** stjohns.qld.edu.au **Password:** stjohns4560

(d) QSA Career Information Service (CIS)
Postal address: PO Box 307, Spring Hill, Qld 4004
Office address: Ground floor, 295 Ann Street, Brisbane Qld
Phone: (07) 3864 0299; 1800 804991
Web: [www.cis.qsa.qld.edu.au](http://www.cis.qsa.qld.edu.au) Email: cis@qsa.qld.edu.au

(e) QTAC Ltd.
Postal address: PO Box 1331, Milton Qld 4064
Office address: Level 2, 33 Park Road, Milton Qld 4064
Phone: (07) 3858 1222
Web: [www.qtac.edu.au](http://www.qtac.edu.au)

(f) Queensland Universities and TAFE Queensland:
Australian Catholic University - [www.acu.edu.au](http://www.acu.edu.au)
Bond University - [www.bond.edu.au](http://www.bond.edu.au)
Central Queensland University - [www.cqu.edu.au](http://www.cqu.edu.au)
Griffith University - [www.griffith.edu.au](http://www.griffith.edu.au)
James Cook University - [www.jcu.edu.au](http://www.jcu.edu.au)
Queensland University of Technology - [www.qut.edu.au](http://www.qut.edu.au)
TAFE Queensland - [www.tafe.net](http://www.tafe.net)
The University of Queensland - [www.uq.edu.au](http://www.uq.edu.au)
University of Southern Queensland - [www.usq.edu.au](http://www.usq.edu.au)
University of the Sunshine Coast - [www.usc.edu.au](http://www.usc.edu.au)

(g) Queensland Studies Authority
Ground floor, 295 Ann Street Brisbane.
PO Box 307 Spring Hill Qld 4004
Phone: (07) 3864 0299
Email: office@qsa.qld.edu.au Website: [www.qsa.qld.edu.au](http://www.qsa.qld.edu.au)
CERTIFICATE II or III IN BUSINESS
Vocational Education and Training subject – does not contribute to an OP

General Description
These certificates encompass a variety of business-related skills, with a focus on those which will be useful within an office environment. It is particularly useful for students who intend to look for work in a business office. This program is offered as a senior subject where students learn what it takes to become a Business Professional. Students achieve skills in leadership, innovation, customer service and personal management - through the delivery a range of projects and services within their school community. Micro business opportunities are also explored.

Recommended standard for entry
There are no prerequisites but a minimum of a Sound Level of Achievement in Year 10 English would be helpful.

What do students study?
There are 12 competencies or areas of study that are part of the Certificate II and III courses in Business. To be awarded the Certificate III qualification, the student must be competent all of the following units:

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWHS302A</td>
<td>Apply knowledge of WHS legislation in the workplace</td>
</tr>
<tr>
<td>BSBCUS301B</td>
<td>Deliver and monitor a service to customers</td>
</tr>
<tr>
<td>BSBINN301A</td>
<td>Promote innovation in a team environment</td>
</tr>
<tr>
<td>BSBITU306A</td>
<td>Design and produce business documents</td>
</tr>
<tr>
<td>BSBPRO301A</td>
<td>Recommend products and services</td>
</tr>
<tr>
<td>BSBWOR301B</td>
<td>Organise personal work priorities and development</td>
</tr>
<tr>
<td>BSBFLM312C</td>
<td>Contribute to team effectiveness</td>
</tr>
<tr>
<td>BSBWRT301A</td>
<td>Write simple documents</td>
</tr>
<tr>
<td>BSBCRT301A</td>
<td>Develop and extend critical and creative thinking skills</td>
</tr>
<tr>
<td>BSBHOS303B</td>
<td>Contribute to OHS hazard identification and risk assessment</td>
</tr>
<tr>
<td>BSBLED301A</td>
<td>Undertake e-learning</td>
</tr>
<tr>
<td>BSSMB201A</td>
<td>Identify suitability for micro business</td>
</tr>
</tbody>
</table>

Possible QCE Credit Points: 4, 6 or 8

An expected course overview could be:

<table>
<thead>
<tr>
<th>YEAR 11</th>
<th>YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Term 1</strong></td>
<td><strong>Introduction to Business Services Industries; Innovation; Critical and creative thinking</strong></td>
</tr>
<tr>
<td><strong>Term 2</strong></td>
<td>Leadership; Innovation and teamwork e-Learning</td>
</tr>
<tr>
<td><strong>Term 3 &amp; 4</strong></td>
<td>Work schedules; Organising priorities; Personal development; Workplace health and safety</td>
</tr>
</tbody>
</table>

Students are expected to develop the skills and knowledge needed for employment. This includes a comprehensive knowledge of Microsoft Office, email and internet. Competency is achieved by completing tasks that rely on the application of skills and procedures.
How are students assessed?

Learning experiences will be achieved by students working alongside an experienced Business Teacher (Program Coordinator) to deliver projects and services within their school community. These could include Fundraising projects, Health promotion programs or Community events.

Students undertake competency based assessment. A range of teaching/learning strategies will be used to deliver the competencies. These could include Practical tasks, Hands-on activities involving customer service, Group work and Work experience.

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

Where can this subject lead?

A Certificate II or III in Business can lead to further study at TAFE or an entry level to employment. Types of employment which would benefit from the material in this course could include any business related activity, as well as management roles and small business ownership. Some competencies are valid across a variety of employment fields (e.g. Workplace health and safety).

Other important information

Students who are considering undertaking a Traineeship in the Business area should make enquiries as to the suitability of their enrolment in this course – there may be restrictions on their participation.

It is not advisable for students to study both the Business Management course and the Certificate II in Business course whilst at St. John’s College. Students who may be considering choosing both of these subjects will be expected to gain special approval for these options through their SET Planning processes.

From time to time, project delivery may require a mandatory ‘outside subject’ component (for example, before or after school).

The Certificate III course is a VQF Qualification and the Registered Training Organisation will be Binnacle Training. The additional cost for this certificate will be $198 in 2014. This course is offered at a significantly less fee than if students were to enrol in this course personally after finishing school.

Contact people – Mrs Jacqui Hunt & Mrs Bernadette Natoli
CERTIFICATE III IN FITNESS
Vocational Education and Training subject – does not contribute to an OP

General Description
This certificate course includes a number of skills which will assist those interested in being involved in the fitness industry. It is particularly useful for students who intend to look for work in gymnasiaums and personal fitness areas. This program is offered as a senior subject within the school’s timetable. Students acquire skills in first aid, personal training, strength and conditioning, group fitness sessions and school fitness.

Recommended standard for entry
There are no prerequisites but a minimum of a Sound Level of Achievement in Year 10 English would be helpful.

What do students study?
There are 15 competencies or areas of study that are part of Certificate III in Fitness. To be awarded the certificate the student must be competent in all units.

The competency units are:

<table>
<thead>
<tr>
<th>Competency Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SISFFIT301A</td>
<td>Provide fitness orientation and health screening</td>
</tr>
<tr>
<td>SISFFIT302A</td>
<td>Provide quality service in the fitness industry</td>
</tr>
<tr>
<td>SISFFIT303A</td>
<td>Develop and apply an awareness of specific populations to exercise delivery</td>
</tr>
<tr>
<td>SISFFIT305A</td>
<td>Apply anatomy and physiology principles in a fitness context</td>
</tr>
<tr>
<td>SISFFIT306A</td>
<td>Provide healthy eating information to clients in accordance with recommended guidelines</td>
</tr>
<tr>
<td>SISXFAC207</td>
<td>Maintain sport and recreation equipment for activities</td>
</tr>
<tr>
<td>SISXIND101A</td>
<td>Work effectively in a sport and recreation environment</td>
</tr>
<tr>
<td>SISXOHS101A</td>
<td>Follow occupational health and safety policies</td>
</tr>
<tr>
<td>SISXRSK301A</td>
<td>Undertake risk analysis of activities</td>
</tr>
<tr>
<td>HLTFA311A</td>
<td>Apply first aid</td>
</tr>
<tr>
<td>SISFFIT304A</td>
<td>Instruct and monitor fitness programs</td>
</tr>
<tr>
<td>SISFFIT307A</td>
<td>Undertake client health assessment</td>
</tr>
<tr>
<td>SISFFIT308A</td>
<td>Plan and deliver gym programs</td>
</tr>
<tr>
<td>SISFFIT311A</td>
<td>Deliver approved community fitness programs</td>
</tr>
<tr>
<td>BSBWOR301B</td>
<td>Organise personal work priorities and development</td>
</tr>
</tbody>
</table>

An expected course overview could include:

<table>
<thead>
<tr>
<th>YEAR 11</th>
<th>YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>Term 1</td>
</tr>
<tr>
<td>Health and safety in fitness; Sport and Recreation industry; Fitness equipment use and maintenance</td>
<td>Nutrition; Specific populations; Circuit training</td>
</tr>
<tr>
<td>Term 2</td>
<td>Term 2</td>
</tr>
<tr>
<td>Risk analysis; Customer service; Anatomy and physiology</td>
<td>Supervising gym programs; Fitness advice; Nutrition; Anatomy, Physiology</td>
</tr>
<tr>
<td>Term 3</td>
<td>Term 3</td>
</tr>
<tr>
<td>Personal work schedules; Fitness programs; Anatomy, Physiology; Health assessments, programs; First Aid qualification</td>
<td>Specific populations; Customised gym programs; Risk assessment; CPR certificate</td>
</tr>
</tbody>
</table>
### Term 4
- Risk analysis; Client screening and health assessments; Instructing clients; Meeting client needs

| Term 4 | Risk analysis; Client screening and health assessments; Instructing clients; Meeting client needs |

### How are students assessed?
Learning experiences will be achieved by students working alongside an experienced Fitness Teacher (Program Coordinator) to deliver projects and services within their school community. These could include Personal Training Sessions for students, staff and parents, strength conditioning for school sports teams and working with primary school students to improve their fitness.  

Students undertake competency based assessment. A range of teaching/learning strategies will be used to deliver the competencies. These could include Practical tasks, Hands-on activities involving client management, Group work and Work experience.  

Evidence contributing towards competency will be collected throughout the program. This process allows a student’s competency to be assessed in a holistic approach that integrates a range of competencies. Competency is achieved by completing tasks that rely on the application of skills and procedures. 

### Where can this subject lead?
A Certificate III in Fitness can lead to further study at TAFE or an entry level to employment. Types of employment which would benefit from the material in this course could include gymnasium manager, sports scientist, health and fitness coach or teacher. Some competencies are valid across a variety of employment fields (e.g. Workplace health and safety). 

### Other important information
Students who are considering undertaking a Traineeship in the Fitness area should make enquiries as to the suitability of their enrolment in this course - there may be restrictions on their participation. 

It is not advisable for students to study all three subjects of Certificate III in Fitness, Physical Education and Recreation Studies [Outdoor Education] whilst at St. John's College. Students who may be considering choosing these subjects will be expected to gain special approval for these options through their SET Planning processes. 

From time to time, project delivery may require a mandatory ‘outside subject’ component (for example, before or after school). 

The Certificate III course is a VQF Qualification and the Registered Training Organisation will be Binnacle Training. The additional cost for this certificate will be $198 in 2014. This course is offered at a significantly less fee than if students were to enrol in this course personally after finishing school. 

### Contact people – Mr Chris Brown & Mrs Bernadette Natoli
Certificate II or III in Hospitality
Vocational Education and Training subject – does not contribute to an OP

General Description
These two year courses involve the development of a variety of thinking, operational and workplace skills which cover the Hospitality Industry’s workplace culture and practices. The Certificate II or III in Hospitality will be delivered over both Years 11 and 12. Students gain a basic understanding of the Hospitality industry and gain relevant and practical skills that can assist them in the workplace and in their everyday life.

Recommended standard for entry
There are no specific pre-requisites for this course. However, a willingness to learn, work in a team environment and to industry standards is desirable.

What do students study?
The course is organised around units of competencies that involve practical tasks, theory, orals and real-life opportunities involving catering for functions. Some practical tasks will be undertaken out of College hours. As a minimum, all students will study the Certificate II course which could include the following units (or their equivalent if there are updated versions available):

- SITXCOM001A  Work with colleagues and customers
- SITXCOM002A  Work in a socially diverse environment
- SITXOHS001B  Follow health, safety and security procedures
- SITXOHS002A  Follow workplace hygiene procedures
- SITHIND001B  Develop and update hospitality industry knowledge
- SITHFAB001C  Clean and tidy bar areas *
- SITHFAB002C  Operate a bar *
- SITHFAB009A  Provide responsible service of alcohol *
- SITXFIN001A  Process financial transactions. *
- ICAICT101A   Operate a personal computer
- ICAICT103A   Use, communicate and search securely on the internet
- SITHIND002A  Apply hospitality skills in the workplace

By partnering with an external Registered Training Provider (RTO), there may be the opportunity to build on these studies and achieve the Certificate III in Hospitality. More details on this will be available once partnership arrangements have been put in place.

How are students assessed?
Assessment is competency based. Assessment of competencies involves practical and theoretical knowledge and skills.

The College is responsible for the issuing of the Certificate II Hospitality which is awarded on the successful completion of all units of competencies.

Late entrance to the course may prevent eligibility of receiving certification but students may receive recognition of any completed units of competencies.

Should a student qualify for the Certificate III in Hospitality through the partnership with an external RTO, this certificate will be issued by that organisation.
Where can this subject lead?
Students can use this qualification as the basis for further study at TAFE or other Registered Training Organisations (RTOs).

Students can use evidence of competencies, regardless of whether they achieve the full qualification, when applying for part time or casual employment in a related industry.

The qualification provides opportunities for careers in the hospitality industry, usually as a chef or in food production and preparation areas.

Other important information
Students are required to wear an industry specified chef’s uniform and head covering.

Students are required to provide some ingredients for many of their weekly practical lessons.

Parent/caregiver support and attendance in Semester 3, for a practical assessment function, is compulsory.

The units of competencies marked with an * above will incur an additional cost (In 2013, this was $80 per student). These units are currently being delivered through an external RTO, Sunshine Coast Institute of TAFE (SCIT), at the Mooloolaba campus.

The Certificate III course is a VQF Qualification and will only be delivered through a partnership with an external Registered Training Organisation. This arrangement is yet to be finalised. An additional charge will be payable for upgrading to this certificate. This upgraded course would be offered at a significantly less fee than if students were to enrol in this course personally after finishing school.

Contact people – Mrs Julie Dowling & Mrs Bernadette Natoli
CERTIFICATE IV IN JUSTICE STUDIES

Vocational Education and Training subject – does not contribute to an OP

General Description
Are you interested in a career in a justice related profession? Students who are interested in this area are given the opportunity to complete their Certificate IV in Justice Studies.

Many students who study Legal Studies plan to seek employment in law associated jobs. This course provides additional training for those wishing to enter a variety of occupations including the police service, justice-related occupations, corrective services, courts, legal offices, customs service, security industry and private investigations. To be able to provide students the opportunity to complete this qualification prior to leaving school would be a significant advantage for them.

Recommended standard for entry
There are no specific pre-requisites for this course. However, as there is a strong emphasis on communication skills in this subject, a minimum of a Sound Level of Achievement in Year 10 English is recommended. It is recommended that students in this course also be studying Legal Studies in Years 11 and 12. Students who do not study Legal Studies will be required to complete additional competencies within this certificate course.

What do students study?
Students who choose to complete this Certificate will complete the modules of this course as an extra outside school commitment. They will be required to complete extra assessment items in addition to their Legal Studies assessment. However, students will receive personal guidance and support from the qualified Trainer and Assessor in order to assist them to successfully complete this Certificate.

Course Outline:
There are 10 Units of study.

1. QLD594JUS01A – Communicate with clients on justice related issues
2. QLD594JUS02A – Prepare documentation for court proceedings
3. QLD594JUS03A – Analyse social justice issues
4. BSBLEG413A – Identify and apply the legal framework
5. BSBLEG416A – Apply the principles of tort law
6. BSBWOR404A – Develop work priorities
7. BSBWOR402A – Promote team effectiveness
8. BSBRES401A – Analyse and present research information
9. PSPREG409B – Prepare a brief of evidence
10. PSPREG411A – Gather information through interviews

How are students assessed?
Assessment is competency based. Assessment of competencies involves practical and theoretical knowledge and skills.

The Training Provider is responsible for the issuing of the Certificate IV in Justice Studies and this is awarded upon the successful completion of all units of study.
Late entrance to the course may reduce the opportunity of receiving the entire certificate qualification, but students may receive recognition for any completed units of study.

**Where can this subject lead?**

This course provides training for those wishing to enter a variety of occupations including the police service, justice-related occupations, corrective services, courts, legal offices, customs service, security industry and private investigations. It could also be of assistance for students intending to undertake further study in the area of Law at University.

**Other important information**

In 2013 the additional levy for this Certificate was $600. This may increase in 2014.

The course is offered at a significantly less fee than if students were to enrol in this course personally after finishing school. However, if a student withdraws from this course before the completion date no refund is available except for exceptional medical reasons or if extreme financial hardship can be established. Any refund will be at the discretion of the Training Provider.

**NOTE:**

*This is a VQF qualification and as such the Registered Training Organisation is Unity College.*

**Contact people – Miss Amy Ring & Mrs Bernadette Natoli**