



**ST JOHN'S COLLEGE  
NAMBOUR**

**SENIOR SCHOOL**

**SUBJECT SELECTION  
HANDBOOK**

**2018 / 2019**

# Senior School Handbook 2018-2019 (Published June 2017)

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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 QCAA 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 3 to 5.

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 2018 – 2019 may include (subject to adequate numbers choosing the subject to enable a class to be formed):***

Study of Religion  
Modern History  
Biology  
Indonesian  
Legal Studies  
Drama  
English  
Chemistry  
Geography  
Graphics

Technology Studies  
Hospitality Studies  
Physical Education  
Visual Art  
Physics  
Music  
Mathematics A  
Mathematics B  
Mathematics C  
Business Management

<p><b>A student must study at least 5 Authority Subjects to be eligible for an Overall Position (OP).</b></p>
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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 2020***. 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 Careers Counsellor/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. Students wishing to study at an interstate university must enrol in an OP eligible course. Their OP will be converted to an ATAR (Australian Tertiary Admissions Rank) by QTAC on request.

**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 10 to 43**

## **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.

**Non-OP subjects offered by St John's College in 2018 – 2019 may include (subject to adequate numbers choosing the subject to enable a class to be formed):**

Religion and Ethics	English Communication
Industrial Technology Skills	Recreation
Visual Arts in Practice	Information and Communication Technology
Pre-Vocational Mathematics	

Certificate III in Fitness (Also a VET course)  
Certificate II or III in Hospitality (Also a VET course)  
Certificate IV in Crime and Justice (Also a VET course)  
Certificate II or III in Tourism (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 Authority 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. A QCS Test result will improve a student's Selection 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 44 to 54**

### **3. Vocational Education and Training (VET) Pathways**

VET courses are comprised of units of competency from nationally recognised qualifications under the *Australian Qualifications Framework*. St John's College delivers VET subjects in partnership with other Registered Training Organisations e.g. TAFE. A partnership arrangement ensures that our students receive the best possible training available enhancing opportunities for further study or work.

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 55 to 67**

## ***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 generally 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. This is an expensive option and there are only a limited number of subjects available. Students who are considering this option should consult with the Assistant Principal to consider all alternatives.

### **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 re-visiting their My Career Match Profile, exploring career websites and quizzes e.g. myfuture - <http://www.myfuture.edu.au/> ; Job Outlook - <http://joboutlook.gov.au/careerquiz.aspx> ; Career Quest - <http://www.careers.govt.nz/tools/> ; 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.qcaa.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's Careers Department also operates a website: <http://www.stjohnscollegcareers.com/>. This is a valuable resource for students and families to utilise as much of the research has already been completed. Students should register in the Secure Student Area to access many career planning quizzes and resources.

General information relating to senior education in Queensland is available at [www.qcaa.qld.edu.au](http://www.qcaa.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:

- ❖ Curriculum Middle Leaders and teachers to gain information about their particular subjects
- ❖ Years 10 – 12 Pastoral Middle Leaders 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, Careers Counsellor/VET Coordinator, Careers/VET Assistant and Support Teachers - Inclusive Education (ST:IE). Their services include:

- Individualised Career Counselling to the Years 10 to 12 students and Careers information sessions.
- Interviews with parents and students
- Advice on subject selection, Queensland Tertiary Admissions Centre (QTAC) preferences and other state and overseas university applications
- Careers Bulletin and Calendar of Events
- Careers Hub in the College Library
- Liaison with Universities, TAFE and other Registered Training Organisations
- Assistance in developing individualised networking and research skills
- School based Apprenticeships & Traineeships
- Work Experience during school holidays available to all Senior students
- Alternative Pathways Program – links with East Coast TAFE 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 others 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 Counsellors** – Roslyn Jenner (Monday to Wednesday): [rjenner@bne.catholic.edu.au](mailto:rjenner@bne.catholic.edu.au); Meagan Hyam (Thursday and Friday): [mhyam@bne.catholic.edu.au](mailto:mhyam@bne.catholic.edu.au)
- **Career Counsellor/VET Coordinator** - Bernadette Natoli: [bnatoli@bne.catholic.edu.au](mailto:bnatoli@bne.catholic.edu.au)
- **Career/VET Assistant** – Simone Lamb: [slamb@bne.catholic.edu.au](mailto:slamb@bne.catholic.edu.au)
- **ST:IE** - Debra Barrett: [dabarrett@bne.catholic.edu.au](mailto:dabarrett@bne.catholic.edu.au)
- **ST:IE** – Maria Cross: [maria.cross@bne.catholic.edu.au](mailto:maria.cross@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

Possible QCE Credit Points: 4
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**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

<b>Possible QCE Credit Points: 4</b>
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### General Description

The aim of English is communication in both written and spoken formats. 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. This subject enables students to clearly express 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. 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 organised into two semester units per year and covers the following four units over the two year period:

- |                 |   |
|-----------------|---|
| <b>Year 11:</b> | <b>Semester 1 - Telling Tales – The Australian Story</b>          |
|                 | <b>Semester 2 - The Power of Words – Moving the Masses</b>        |
| <b>Year 12:</b> | <b>Semester 3 - Experiencing the Language of Social Criticism</b> |
|                 | <b>Semester 4 - Exploring the Concept of Self</b>                 |

### 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

**Possible  
QCE  
Credit  
Points: 4**

### 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

##### 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 – Mr Shaun Lendrum

**Possible  
QCE  
Credit  
Points: 4**

# **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.

## **Contact person –Mrs Sharon Punter**

# Chemistry

## Authority Subject – Contributes to an OP

<b>Possible QCE Credit Points: 4</b>
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### 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 – Mr Shaun Lendrum

# Drama

## Authority Subject – Contributes to an OP

<b>Possible QCE Credit Points: 4</b>
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### 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 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-Realism.

**In Year 12**, (summative) students will study Physical Theatre, Social and Political 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 per year, to view professional live theatre performances (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

Possible  
QCE  
Credit  
Points: 4

## 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 – Ms Kerry Doblo**

# Graphics

## Authority Subject – Contributes to an OP

<b>Possible QCE Credit Points: 4</b>
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### General Description

Graphics challenges students to provide solutions to design problems using sketching techniques and 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 2015, Revit Architecture 2015, Autodesk Inventor 2015 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 people – Mr Timothy Jones and Mr Ian Fenwick**

# Hospitality Studies

**Authority Subject – Contributes to an OP**

<b>Possible QCE Credit Points: 4</b>
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## 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 three **topics**.

- **Kitchen production**
- **Beverage production and services**
- **Food and beverage services**

The topics are broad areas of learning reflecting hospitality industry sectors.

## How are students assessed?

Students complete a range of assessment tasks from the following dimensions:

**Inquiring:** three 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.

A compulsory requirement of this course is for all students to provide ingredients for weekly practical cookery, regardless of personal food preferences or dietary needs. However, there is no expectation that students must taste any of the foods they or other students prepare. (Refer to syllabus for further information regarding this requirement).

Parent/caregiver support and attendance at a performance assessment/s will be required at times throughout this course

Students are required to provide ingredients for their weekly planning and/ performing lessons **(approximately \$15 weekly)**.

**Contact person – Mrs Narelle Persich**

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# Indonesian

## Authority Subject – Contributes to an OP

<b>Possible QCE Credit Points: 4</b>
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### 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. This is particularly the case when it is teamed with another area of professional expertise such as journalism, business, engineering or any of the health sciences. All areas of the Defence Forces are also interested in students with language learning skills. These careers are additional to the more straightforward language-based occupations such as Translating or Interpreting.

Through the study of Indonesian students develop an overall understanding of language construction to enable successful acquisition of other languages later in life.

### 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 Coordinator. Successful study of Indonesian entitles a student to bonus points towards their QTAC selection at ACU, Griffith, QUT, USC and UQ.

### 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, 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.

### 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 and Business, Engineering or any of the Health Sciences, Defence forces, Interpreting, translating and or Teaching.

### OTHER IMPORTANT INFORMATION:

Students may have the opportunity to participate in a Language Immersion Course in Lombok.

### Contact person – Mrs Sharon Punter

# Legal Studies

## Authority Subject – Contributes to an OP

<b>Possible QCE Credit Points: 4</b>
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### General Description

Individuals and groups in Australian society are faced with many significant legal and social issues. To deal with these issues, people need to understand their legal rights and responsibilities. They need to be able to access the Australian legal system and investigate how it affects their basic rights, obligations and responsibilities. Informed citizens are better able to constructively question and contribute to the improvement of laws and legal processes.

In Legal Studies, students develop an understanding of the ways in which the legal system can affect the lives of Australian citizens.

### 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 dimensions for a course of study in this subject are:

- Dimension 1: *Knowing and understanding the law*
- Dimension 2: *Investigating legal issues*
- Dimension 3: *Responding to the law.*

Students examine the nature and functions of the Australian Legal System, the processes of law making and its implementation, especially in issues and situations that are likely to have an impact on their daily lives.

Legal Studies is organised around four core areas of study:

- The Legal System
- Human Rights
- Introduction to Civil Obligations
- Criminal Law

There are also 9 possible elective areas of law study including Civil Wrongs, Employment, Family, Housing, Environment, Indigenous, Sport and Technology. A minimum of two (2) and maximum of four (4) electives are studied over the 2 years.

Students will be involved in a range of learning activities. These may include activities such as case studies, mock trials, debates and discussions, interviews and polls, research and investigations, statistical analyses, simulation activities and interacting with guest speakers. As part of the course, students undertake an independent study, which is an in-depth investigation of a current legal issue facing Australian society.

### How are students assessed?

Assessment techniques may be presented in a variety of modes. These include written, spoken/signed and multimodal.

An assessment response is communicated to an audience for a particular purpose which may influence the type of text, language features and other textual features used in the response. Purposes may include analysing, persuading, arguing, informing, presenting, reviewing a text or situation, or solving problems.

### **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.

A course of study in Legal Studies can establish a basis for 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.

Students interested in Legal Studies may also like to consider the study of the Certificate IV in Justice Administration – details of this course can be found on Page 66 of this book.

### **Contact person – Ms Kerry Doblo**

# Mathematics A

## Authority Subject – Contributes to an OP

**Possible  
QCE  
Credit  
Points: 4**

### 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 Elective 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 Elective Topics are:*

The elective topics are (two to be selected):

- **Maps and compasses: *Either***  
– Navigation *or*  
– Land measurement
- **Operations research: *Either***  
– Linear programming *or*  
– Networks and queuing
- **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 – Mrs Tegan Stewart**

# Mathematics B

## Authority Subject – Contributes to an OP

<b>Possible QCE Credit Points: 4</b>
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### 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

- 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. 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 (TI-Nspire CX CAS) is required to complete the technology components of the course.

### Contact person – Mrs Tegan Stewart

# Mathematics C

Authority Subject – Contributes to an OP

<p>Possible QCE Credit Points: 4</p>
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## 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 Extension Mathematics. **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 Topics

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

### Option Topics

- Linear Programming
- Dynamics

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, engineering, mathematical or computing components.

**Other important information**

Purchase of a graphics calculator (TI-Nspire CX CAS) is required to complete the technology components of the course.

**Contact person – Mrs Tegan Stewart**

# Modern History

## Authority Subject – Contributes to an OP

Possible  
QCE  
Credit  
Points: 4

### 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 – Ms Kerry Doblo**

# Music

## Authority Subject – Contributes to an OP

<b>Possible QCE Credit Points: 4</b>
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### 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 7 – 10 must negotiate acceptance into Senior 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 and Ms Kathryn Kiernan-Molloy

# Physical Education

## Authority Subject – Contributes to an OP

**Possible  
QCE  
Credit  
Points: 4**

### 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/umpires.

### 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?

Topics Studied in Physical Education					
		Term 1	Term 2	Term 3	Term 4
<b>YR 11</b>	<b>Prac.</b>	<b>Water Polo</b>	<b>Badminton</b>	<b>Dance</b>	<b>Netball</b>
	<b>Theory</b>	<b>Training Program Design</b> <ul style="list-style-type: none"> <li>• Planning &amp; designing a training program</li> <li>• Evaluating training programs</li> <li>• Immediate and long term effect of training</li> <li>• The three energy systems</li> </ul>	<b>Biomechanics</b> <ul style="list-style-type: none"> <li>• Force of motion</li> <li>• Momentum &amp; inertia</li> <li>• Projectile motion</li> </ul>	<b>Equity &amp; Access at the Cultural Level</b> <ul style="list-style-type: none"> <li>• Body image and its influence on sport</li> <li>• Money, the media and physical activity</li> <li>• Psychology of learning</li> <li>• Cultural factors that influence participation in sport</li> </ul>	<b>Motor Learning</b> <ul style="list-style-type: none"> <li>• Characteristics of the learner</li> <li>• Stages of learning</li> <li>• Styles of coaching</li> <li>• Effective coaching</li> <li>• Feedback</li> </ul>
<b>YR 12</b>	<b>Prac.</b>	<b>Badminton</b>	<b>Water Polo</b>	<b>Netball</b>	<b>Dance</b>
	<b>Theory</b>	<b>Psychology of learning</b> <ul style="list-style-type: none"> <li>• Methods used in sport psychology</li> <li>• Motivation and arousal</li> </ul>	<b>Money, Media &amp; Sport</b> <ul style="list-style-type: none"> <li>• Commercialisation of sport</li> <li>• The impact of equitable distribution of resources &amp; rewards on sport</li> </ul>	<b>Games Analysis</b> <ul style="list-style-type: none"> <li>• Skill acquisition</li> <li>• Energy for physical activity</li> <li>• The three energy systems</li> <li>• Evaluating training programs specific to netball</li> </ul>	<b>Sociocultural influences on sport</b> <ul style="list-style-type: none"> <li>• Impact of institutions such as families, schools, sporting clubs, religions and politics on access to physical activity, particularly dance</li> </ul>

## **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 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 person: Ms Kristen Medveczky**

# Physics

**Authority Subject – Contributes to an OP**

<p><b>Possible QCE Credit Points: 4</b></p>
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## 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
Vectors and their application	Momentum
Linear Motion	Wave motion
Motion in two dimensions	Wave nature of light
Forces	Diffraction
Forces and Motion.	Mirrors and lenses
Electrostatics	Electronics
Current electricity	Quantum Physics
Magnetism and electromagnetism	Atomic Physics
Electromagnetic induction	Nuclear Physics
Thermal 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 – Mr Shaun Lendrum

# Technology Studies

## Authority Subject – Contributes to an OP

<b>Possible QCE Credit Points: 4</b>
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### 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:

#### *Analysing 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.

#### *Synthesising 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**

# Visual Art

Authority Subject – Contributes to an OP

Possible QCE Credit Points: 4
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## 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.

Students may 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**. Appraising includes assignments and exams.

### 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	

**If a student is considering a possible career in Art, it is recommended that they also study VISUAL ARTS IN PRACTICE as this subject offers more opportunity to continue practical development.**

## **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 course of study.

**Contact people – Mrs. Olive Thompson, Miss Jasmine McCaul and Ms Kathryn Kiernan-Molloy**

# **NON- AUTHORITY SUBJECTS**

***These subjects DO NOT contribute to an OP***

# Religion and Ethics

**Non-authority subject - does not contribute to an OP**

<b>Possible QCE Credit Points: 4</b>
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## 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**

<b>Possible QCE Credit Points: 4</b>
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## 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 apply to study English Communication. Places in this class will only be allocated after being approved by the Learning Coordinator, Year 10 Coordinator, Year 11 Coordinator and members of the Student Support Services Team.

## 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. Students are encouraged to present several spoken tasks to an appropriate audience including 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 the Leisure 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**

# Visual Arts in Practice

**Non-authority subject - does not contribute to an OP**

<b>Possible QCE Credit Points: 4</b>
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## General Description

Visual Arts in Practice is a modified version of Visual Arts with the emphasis on practical work. 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

Visual Arts in Practice is available for all students who have studied at least one semester of Art in Years 7 – 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	Digital Photography	Digital Art
Painting	Sculpture	Performance Art
Ceramics	Graphic Design	Wearable Art
Print-making	Installation	Prop making

## How are students assessed?

Through applying and analysing, creating and evaluating students will apply their knowledge and understanding of a range of art making processes and skills related to creating artworks.

## Where can this subject lead?

- Art is a vocational preparation. Art teaches students to research, develop and resolve their ideas.
- 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.
  - To further the students interest in the Arts or to seek a job in the community as an art practitioner.
  - Working in the childcare industry
  - Practical application for setting up small art business (markets)
  - Portfolios for further study, ie TAFE, university (in conjunction with OP Art)
  - Promotion and work in the theatre (props, set, events)

**Contact people – Mrs. Olive Thompson, Miss Jasmine McCaul and Ms Kathryn Kiernan-Molloy**

<b>Possible QCE Credit Points: 4</b>
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# Industrial Technology Skills

**Non-authority subject - does not contribute to an OP**

## General Description

Industrial Technology Skills 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 Technology 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 Timothy Jones**

# Information and Communications Technology (ICT)

Possible QCE Credit Points: 4
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**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

## **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 – Mr Timothy Jones and Mr Luke Zeremes**

# Pre Vocational Mathematics

**Non-authority subject - does not contribute to an OP**

<b>Possible QCE Credit Points: 4</b>
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## General Description

Numeracy is the “effective use of mathematics to meet the general demands of life at home, in paid work and for the participation in community and civil life” Pre Vocational Mathematics is designed to help students improve their numeracy by building their confidence and success in making meaning of mathematics..

## Recommended standard for entry

Any student entering Year 11 is eligible to apply to study Pre Vocational Mathematics. Places in this class will only be allocated after being approved by the Learning Coordinator, Year 10 Coordinator, Year 11 Coordinator and members of the Student Support Services Team.

## What do students study?

The two year program is organised into two semester units per year, connected to the five course components of Number, Data, Location and Time, Measurement and Finance.

## How are students assessed?

In Pre Vocational Maths, students develop effective communication skills in written and oral tasks and an understanding of everyday Mathematical concepts. Students should also be aware that many of the tasks in this course are presented in a written assignment/research format both in and outside of class. Results for the course are gathered through a process of continuous assessment.

## Where can this subject lead?

Pre Vocational Maths 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.

## Other important information

Whilst the selection of Pre Vocational Maths is possible for all students, the final decision as to whether a student is permitted to study this course rests with the Curriculum Leader – Mathematics. Those students who are capable of studying Maths A or Maths B should be choosing those subjects rather than opting for Pre Vocational Maths in their selections.

**Contact people – Mrs Tegan Stewart and Mr Michael Corboy**

# Recreation

**Non-authority subject - does not contribute to an OP**

**Possible  
QCE  
Credit  
Points:  
4 + 4**

## General Description

Recreation 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 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:

Topics Studied in Recreation					
		Term 1	Term 2	Term 3	Term 4
<b>YR 11</b>	<b>Prac.</b>	<b>Surf Bronze</b>	<b>Navigation/Bushwalking/Canoeing</b>  Cooloola National Park <b>3 Day Camp</b>	<b>Environmental Awareness</b>	<b>Rock Climbing</b>
	<b>Theory</b>	<ul style="list-style-type: none"> <li>▪ Related to completion of award</li> <li>▪ Cert II Public Aquatic Rescue <b>(4 QCE points)</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Orienteering/camp skills</li> <li>▪ Minimal Impact Philosophy</li> <li>▪ Leadership/teamwork</li> <li>▪ Group dynamics</li> </ul>	<ul style="list-style-type: none"> <li>▪ Human impact</li> <li>▪ Environmental protection</li> <li>▪ Environmental issues</li> </ul>	<ul style="list-style-type: none"> <li>▪ Safety, knots, techniques</li> <li>▪ Risk management</li> </ul>

		Term 1	Term 2	Term 3	Term 4
YR 12	Prac.	Surfing	Initiative Activities	Sea Kayaking Moreton Bay Marine Park 3 Day Camp	Expedition Training
	Theory	<ul style="list-style-type: none"> <li>▪ Senior First Aid Certificate</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teaching techniques</li> <li>▪ Group dynamics</li> <li>▪ Leadership styles</li> <li>▪ Leading clients through initiative activities</li> </ul>	<ul style="list-style-type: none"> <li>▪ Marine Navigation, trip preparation</li> <li>▪ Minimal impact Philosophy</li> <li>▪ Group dynamics</li> <li>▪ Marine environmental issues</li> </ul>	<ul style="list-style-type: none"> <li>▪ Expedition Planning and management</li> </ul>

### How are students assessed?

Students are required to complete at least 3 camps which are directly related to the Recreation 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: Ms Kristen Medveczky and Ms 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 QCAA. 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 Career Counsellor/VET Coordinator can help you understand your alternatives.

*NOTE: Students, who have clear plans to attend university after Year 12 are advised against undertaking any form of outside-school study, School Based Traineeship or Apprenticeship because of the extended commitment required, including time away from school. OP-eligible students will not be permitted to miss classes at school to attend such activities.*

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

In 2016-2018, St John's College is intending to offer the following certificate qualifications in partnership with external Registered Training Organisations (RTOs):

- **Certificate III in Fitness** (partnership with Fit Education Training)
- **Certificates II & III in Hospitality** (partnership with East Coast TAFE)
- **Certificate IV in Crime and Justice** (partnership with Unity College)
- **Certificate II & III in Tourism** (partnership arrangements TBC)

*NOTE: THESE EXTRA-CURRICULA OPPORTUNITIES MUST BE STUDIED AS AN ADDITION TO THE SIX (6) SUBJECTS WHICH A STUDENT UNDERTAKES AS PART OF THE COLLEGE'S TIMETABLED SUBJECTS UNLESS OTHERWISE ADVISED*

***Any Certificate level courses undertaken through external RTOs will incur material and/or tuition fees.***

## **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 may apply for a School-Based Traineeship or Apprenticeship from Term 4, Year 10 only if this has been identified in the SET Plan as the best pathway for them. There is no guarantee that such an activity will be approved by the College – in fact, it is rare that it will be approved. Special circumstances will be required to achieve such an approval.

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 and complete a minimum of 4 weeks off the job training per year. (Please note that for an electrical School Based Apprenticeship a student must have passed English, Maths and Science in Year 10. 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. For Year 11 and 12 students, 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 375 hrs (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 a Selection Rank
- Will normally work one set day per week – Thursdays, 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

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.

### **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 (SRTTO). 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.

### **How do I find out more?**

(a) St. John's College Contact:

Ms Bernadette Natoli – Careers Counsellor/VET Co-ordinator

Phone: (07) 5441 5666

Email: [bnatoli@bne.catholic.edu.au](mailto:bnatoli@bne.catholic.edu.au)

or

[Mrs Simone Lamb – Careers/VET Assistant](#)

Phone: (07) 5441 5666

Email: [slamb@bne.catholic.edu.au](mailto:slamb@bne.catholic.edu.au)

(b) Visit: <http://www.apprenticeshipsqld.com.au/>

(c) QCAA Yr 11 & 12: Information for Parents & Carers

Level 7, 154 Melbourne St, South Brisbane,

PO Box 307 Spring Hill Qld 4004

Phone: (07) 3864 0299

Fax: (07) 3221 2553

Email: [office@qcaa.qld.edu.au](mailto:office@qcaa.qld.edu.au) Web: <https://www.qcaa.qld.edu.au/26789.html>

- (d) QTAC Ltd.  
Postal address: PO Box 1331, Milton Qld 4064  
Office address: Level 4, 154 Melbourne Street, South Brisbane,  
Phone: 1300 GO QTAC (1300 467 822)  
Web: [www.qtac.edu.au](http://www.qtac.edu.au)
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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 - <http://tafeqld.edu.au/>  
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)
- (f) Queensland Curriculum & Assessment Authority (QCAA)  
[Level 7, 154 Melbourne St, South Brisbane,](#)  
PO Box 307 Spring Hill Qld 4004  
Phone: (07) 3864 0299  
Fax: [\(07\) 3221 2553](tel:(07)32212553)  
Email: [office@qcaa.qld.edu.au](mailto:office@qcaa.qld.edu.au) Website: <https://www.qcaa.qld.edu.au/>



# SIS30315 - CERTIFICATE III IN FITNESS

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

Possible QCE Credit Points: 8
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## COURSE OVERVIEW

This qualification provides the skills and knowledge for an individual to be competent in a range of activities and functions requiring autonomous work within a defined range of exercise instruction situations and activities. Students are expected to successfully complete all units of competency listed below during the 1-2 year course of study to be awarded the Certificate III Fitness. Upon successful completion of this course, students will be competent in a range of essential skills – such as undertaking client health assessments, planning and delivering fitness programs, and conducting group fitness sessions in community and commercial fitness settings.

## BENEFITS AND CAREER OPPORTUNITIES

Those who have completed the Certificate III in Fitness are able to register with Fitness Australia in the category of Gym Instructor. They may be involved in the assessment, training and supervision of a variety of people in health and fitness centres, gyms, sports centres and community organisations. Gym Instructors are trained in fitness activity specific competencies to instruct individuals and group clients in specified work environments, under predictable circumstances. They can work under the guidance of a higher qualified professional. This course is a pathway to a University Degree, Certificate IV in Fitness, Personal Trainer or Exercise Physiologist.

## DURATION

2 year program

## COST

\$450 per student

## NAME OF RTO

Fit Education PTY LTD (PROVIDER NO. 32155)

## UNITS OF COMPETENCY

	Unit of Competency	Description
Core	SISFFIT001	Provide health screening and fitness orientation
	SISFFIT002	Recognise and apply exercise considerations for specific populations
	SISFFIT003	Instruct fitness programs
	SISFFIT004	Incorporate anatomy and physiology principles into fitness programming
	SISFFIT005	Provide healthy eating information
	SISFFIT014	Instruct exercise to older clients
	SISXCCS001	Provide quality service
	SISXFAC001	Maintain equipment for activities
	SISXIND001	Work effectively in sport, fitness and recreation environments
Group C Gym Instructor Electives	BSBRSK401	Identify risk and apply risk management processes
	HLTAID003	Provide first aid
	HLTWHS001	Participate in workplace health and safety
	SISFFIT006	Conduct fitness appraisals
Group B Group Exercise Instructor Electives	BSBRSK401	Identify risk and apply risk management processes (also in Group C electives)
	HLTAID003	Provide first aid (also in Group C electives)
	HLTWHS001	Participate in workplace health and safety (also in Group C electives)
	SISFFIT007	Instruct group exercise sessions
	SISFFIT011	Instruct approved community fitness programs
Elective from elsewhere in SIS Training Package	SISSSTC301A	Instruct strength and conditioning techniques

### Qualification packaging rules

To be awarded a Certificate III in Fitness participants must have demonstrated competency in the 16 Units of Competency listed (9 core units and 7 elective units (TBC).

### Assessment

Assessment is **competency based**. Competencies are assessed at industry standard by gaining evidence to show the student is capable in that task.

**Contact people – Ms Kristen Medveczky & Mrs Bernadette Natoli**



# **SIT20213 - CERTIFICATE II IN HOSPITALITY and SIT30713 - CERTIFICATE III IN HOSPITALITY**

<b>Possible QCE Credit Points: Cert. II - 4 Cert. III - 8</b>
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**Vocational Education and Training subject –  
does not contribute to an OP**

## **General Description**

### **Get the skills to work across the world in Hospitality!**

If you're a people person and love work that keeps you on your toes then a career in hospitality could be for you. This program is an excellent entry pathway to a rewarding career in resorts, hotels, restaurants, bars or other vibrant hospitality fields. Whether you're planning to work here in Australia or overseas, this program will give you the foundation skills you need to find work in many areas of the hospitality industry.

You will complete your training with exposure to a commercial restaurant, bar and bistro at TAFE Queensland East Coast's Mooloolaba location. This program will introduce you to the hospitality industry and will prepare you to work in various hospitality settings including bars, clubs, restaurants, cafes, hotels or cruise ships in Australia or overseas. You will learn how to prepare and serve cocktails (mocktails), operate a bar, perform table service, prepare and serve drinks and work in a team environment. Let's face it, hospitality is a skill and your experience in this program can take you world -wide, with public interaction and an understanding of the service industry the skills transferable to a range in industries. You will complete a work placement in the hospitality industry giving you practical hands-on experience in a real work setting.

## **Recommended standard for entry**

There are no mandatory entry requirements for this program. We recommend completion of year 10 or equivalent. We also look forward to working with passionate students that are keen to maximise opportunities to work with our industry partners and professionals.

## **What do students study?**

This unique dual award program allows students to complete the Certificate II in Hospitality and the Certificate III in Hospitality. The best part about this program is that a student can choose to complete the two qualifications or complete the Certificate II in Hospitality and exit with a single qualification.

**SIT20213 Certificate II in Hospitality – units of competency**

BSBWOR203B	Work effectively with others
SITHIND201	Source and use information on the hospitality industry
SITHIND202	Use hospitality skills effectively
SITXCOM201	Show social and cultural sensitivity
SITXCCS202	Interact with customers
SITXWHS101	Participate in safe work practices
SITXFSA101	Use hygienic practices for food safety
SITHCCC102	Prepare simple dishes
SITHFAB201	Provide Responsible Service of Alcohol
SITHFAB202	Operate a bar
SITHFAB206	Serve food and beverage
SITHFAB204	Prepare and serve espresso coffee

**SIT30713 Certificate III in Hospitality – units of competency**

Students that successfully complete all units of competency in the Certificate II in Hospitality as part of this program only have to complete the following units of competency to achieve their Certificate III in Hospitality.

SITHIND301	Work effectively in hospitality service
SITHRM301	Coach others in job skills
SITXCCS303	Provide service to customers
SITHFAB203	Prepare and serve non-alcoholic beverages
SITHCCC103	Prepare sandwiches

## How are students assessed?

This is a competency based program delivered in partnership with a St John's College teacher and a TAFE Queensland East Coast teacher. To support learning the teachers will provide learning guides, handouts and provide content presentation, demonstrations in face to face classes. This program provides opportunities to role play, practice opportunities to refusal of service of alcohol, live and simulated work environments, the use of EFTPOS machines, cash registers and preparation of food for school events. Students are assessed using online assessment tools, including worksheets and observation checklist to demonstrate learning has occurred.

## Where can this subject lead?

After achieving this qualification, students can progress to the Diploma in Hospitality or the Diploma of Events and articulate with appropriate credit in the Bachelor of Business at the University of the Sunshine Coast. Alternatively, students can choose to progress onto diploma level qualifications in other service industry fields.

## Possible career prospects

- espresso coffee machine operator
- food and beverage attendant
- front desk receptionist
- function attendant
- function host
- housekeeper
- restaurant host
- senior bar attendant
- waiter

## Other important information

### Transport

Attending TAFE is your first step into your hospitality career. Our industry professional teachers are well equipped; however you will need to find your own transport to TAFE.

### What to wear and bring to TAFE

If you are not in school uniform you are required to wear neat, clean clothes with black closed in shoes. When students attend TAFE Queensland East Coast, they are required to wear industry relevant clothing, including a white shirt and black long pants or skirt. Please note that **jeans and thongs are not appropriate attire**. Please bring writing materials.

### Fees

The total fee for this program is \$202

Year 11 commencement of program \$101 and second fee payment in year 12 \$101

**NOTE:** *This is an AQF qualification and as such the Registered Training Organisation is TAFE Queensland East Coast (RTO 0418).* Prior to enrolment, please read the TAFE Queensland East Coast refund policy <http://tafeeastcoast.edu.au/resources/pdf/study-with-us/refund-policy.pdf>

Course commencement is dependent on sufficient enrolments.

**Contact people – Mrs Narelle Persich & Mrs Bernadette Natoli**



## 39393QLD CERTIFICATE IV IN JUSTICE STUDIES

<b>Possible QCE Credit Points: 8</b>
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**Vocational Education and Training subject –  
does not contribute to an OP**

(Delivered and assessed by external RTO – Unity College - 32123)

Please note: this course is currently undergoing reaccreditation by ASQA. Final approval is pending.

### **Duration:**

2 years

### **Qualification description:**

Certificate IV in Crime and Justice is an accredited course. The Certificate IV in Crime and Justice is designed by justice professionals for people who would like to achieve employment in the criminal justice system and wish to develop a deeper understanding of the justice system.

Aims: The Certificate IV in Crime and Justice course is designed to:

- provide students with a broad understanding of the justice system
- develop the personal skills and knowledge which underpin employment in the justice system.

### **Entry requirements:**

Academically, there are no formal entry requirements for this course. It is recommended that students have a pass in Year 10 English to demonstrate sufficient spoken and written comprehension to successfully complete all study and assessment requirements. Students need to demonstrate independent learning skills

### **Qualification packaging rules:**

To attain this certificate, 10 units of competency (6 core and 4 elective) must be completed. These units are under the current National Training Package, however some elective units are subject to change prior to the commencement of the 2018 school year. This is to ensure alignment to current industry practices is at its optimum.

## **Units of Competency delivered**

### **Core:**

BSBLEG413A Identify and apply the legal framework  
JUSCOM401 Communicate with clients on justice related issues  
JUSDCP402 Prepare documentation for court proceedings  
JUSSI403 Analyse social justice issues  
BSBRES401A Analyse and present research information  
PSPREG003 Apply regulatory powers

### **Electives:**

BSBLEG416A Apply the principles of the law of torts  
BSBWOR402A Promote team effectiveness  
BSBWOR404A Develop work priorities  
PSPREG409B Prepare a brief of evidence

## **Learning experiences**

Content is delivered in a face to face classroom environment through Legal Studies/Certificate IV Crime and Justice classes or via course content provided by the trainer and assessor. This can be in the format of online reading and activities, whole day workshops, 3 x compulsory after school workshops with industry professionals

**Technology required: access to the internet**

## **Assessment**

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. Evidence is gathered through the following; Written projects, Online quizzes, Observation of skills, Oral and written questions.

## **Pathways**

The Certificate IV in Crime and Justice is recommended for students looking to gain employment or further study opportunities in justice and law related fields such as the police service, justice related occupations, corrective services, courts, legal offices, customs service, security industry and private investigations.

## **Course Costs**

\$700 up-front fee.

## **Further information**

Refund Policy: Refund for students exiting a certificate course is on pro-rata basis related to the unit/s of competency covered (less a \$50.00 administration fee). Students must have evidence of the reason/s why exit from the course is being sought (e.g. a medical certificate or show extreme personal hardship). Applications for refund are made to the Unity College Principal and are at the discretion of the Principal.

**Contact people – Ms Kerry Doblo & Mrs Bernadette Natoli**



# **SIT20116 - CERTIFICATE II IN TOURISM and SIT30713 - CERTIFICATE III IN TOURISM**

<b>Possible QCE Credit Points: Cert. II – 4+ Cert. III – 8+</b>
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**Vocational Education and Training subject –  
does not contribute to an OP**

## **IMPORTANT NOTE:**

At this time, St John's have not signed a Partnership Agreement with any other Registered Training Organisation (RTO) to enable the delivery of these courses. Negotiations are under way and we are very confident that a suitable option will be available. Students who are keen in pursuing employment in Tourism related industries in the future are encouraged to seriously consider the benefits available through this course of study – particularly the Certificate II course which is government funded for school students at this time.

## **General Description**

### **Open a world of possibilities with a Tourism Qualification!**

There are a wide range of tourism activities carried out around the world at any one time. Being involved in this industry is an opportunity to experience something different every single day. You will love dealing with the people you meet from a range of cultural backgrounds and experience immense personal growth whilst developing new skills.

This program is an excellent entry pathway to a rewarding career in resorts, hotels, booking centres and travel agencies, tourist attractions, a range of transportation options as well as many other Tourism-related fields. Whether you are thinking about working in Australia or travelling overseas, this program will give you the foundation skills you need to find work in many areas of the Tourism industry.

You will be encouraged to undertake work experience to gain first-hand knowledge as well as gain valuable "people skills". There will also be site visit requirements as part of the course so that you get to see how the Tourism industry works in a real-world setting. The possibilities are endless in Tourism ... and there has never been a better time to start this career journey than now!

## **Recommended standard for entry**

There are no mandatory entry requirements for this program. We recommend the successful completion of Year 10 English or equivalent. We also look forward to working with passionate students that are keen to maximise opportunities to work with our industry partners and professionals.

## **What do students study?**

This course will allow a number of opportunities and pathways which can be followed throughout the Senior years of schooling.

All students will be about to access and complete the Certificate II in Tourism at no charge. This is a government funded course and it is anticipated that all students will be able to complete this course by the end of Year 11.

Throughout Year 12, students will have a number of options that may be available to them All of these give students the potential to earn additional QCE points and explore future career and educational pathways. These options could include:

- Upgrade the Certificate II to a Certificate III in Tourism – the additional cost for this will be approximately \$500. This is a substantial discount to what this course would cost if studied after leaving school.
- Upgrade to another Certificate III or IV or Diploma course – such as a Certificate III in Business Management, Event Planning, Retail etc. There would be additional charges for these and these will depend on what course is chosen. Again, there would be substantial discounts obtained by studying these at school rather than after leaving.
- Undertake one or two University “Headstart” courses in the area of Tourism or a related field. The options and costs involved here will depend on student interests and the University courses available. As an example, a student could enrol in one Headstart Course at the University of the Sunshine Coast in each semester of Year 12 and study Tourism-related areas such as business, marketing, human resources, events management, languages and finance / accounting.
- Undertake a formalised Work Placement program which would involve going to work in a Tourism business one day per week.
- Undertake a School Based Traineeship in Tourism of a related field (e.g. Business Management, Business, Hospitality, Retail etc)
- Complete two semesters of the QCAA Subject Area Specification in Tourism.

A significant part of this course will involve College staff working closely with the students to ensure they are able to access their chosen after school careers in the best way possible.

**SIT20112 Certificate II in Tourism – units of competency may include a selection from:**

SITXCCS202	Interact With customers
SITXCOM201	Show social and cultural sensitivity
SITXWHS101	Participate in safe work practices
SITTIND201	Source and use information on the tourism and travel industry
SITXCCS201	Provide visitor information
SITXCOM101	Source and present information
SITHFAB201	Provide responsible service of alcohol

BSBSUS201A	Participate in environmentally sustainable work practices
SITFSA101	Use hygienic practices for food safety
BSBWOR204A	Use business technology
SITTTSL302	Provide advice on Australian destinations
SITTGDE001	Interpret aspects of local Australian Indigenous culture
SITTGDE007	Research and share general information on Australian Indigenous Cultures
BSBWWOR203	Work effectively with others
BSBCMM201	Communicate in the workplace
SITCSS001	Provide customer information and assistance

### **SIT30713 Certificate III in Tourism – units of competency may include:**

Students that successfully complete all units of competency in the Certificate II in Tourism as part of this program only have to complete the following units of competency to achieve their Certificate III in Tourism.

SITHIND301	Work effectively in hospitality service
SITHRM301	Coach others in job skills
SITXCCS303	Provide service to customers
SITHFAB203	Prepare and serve non-alcoholic beverages
SITHCCC103	Prepare sandwiches

### **How are students assessed?**

This is a competency based program delivered in partnership with a St John's College teacher and the teachers at the Registered Training Organisation. To support learning the teachers will provide learning guides, handouts and provide content presentation, demonstrations in face to face classes. This program provides opportunities to role play, practice opportunities in live and simulated work environments, the use of technology and interact with customers at various events.

Students are also assessed using online assessment tools, including worksheets and observation checklists to demonstrate learning has occurred. There will also be some site visits involved and a variety of experiences will be undertaken during these times.

## **Where can this subject lead?**

After achieving this qualification, students can progress to the Diploma in Tourism or the Diploma of Events. There are also opportunities to move into the Bachelor or Business programs at the University of the Sunshine Coast and possibly gain some credit towards those courses. Alternatively, students can choose to progress onto diploma level qualifications in other service industry fields, such as Retail and Hospitality.

## **Possible career prospects**

- Travel agent
- Tour guide
- Tourism information officer
- Travel and tours consultant
- Travel information officer
- Events and conferences manager
- Hotel Manager
- Flight attendant
- Cruise ship employee
- Travel writer

## **Other important information**

### **Additional commitments**

There will be times when students will need to commit to additional sessions before or after school and during the Alternative Program Weeks in Senior School. There may be a requirement to undertake site visits to venues across South East Queensland and these could involve overnight stays. Full details will be provided before the course commences.

This is a new course which will be offered for the first time to Year 11 students in 2017. The course will only be able to run if there is sufficient student interest to justify placing it onto the timetable within the College.

### **Fees**

There is no charge for completing the Certificate II in Tourism course. All costs are included in the school fees or covered by government funding.

For those seeking to do the Certificate III in Tourism, the additional fee will be approximately \$500 (subject to change at the start of each year).

Additional charges may be required by other providers such as TAFE and Universities should students choose to study additional courses through these institutions.

## **Contact people – Mr Mark O'Connor & Mrs Bernadette Natoli**