



FRASER COAST
ANGELICAN COLLEGE

SUBJECT SELECTION BOOKLET

YEAR 11 2017

Enriching Body, Mind & Spirit

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21st CENTURY SKILLS FOR SENIOR EDUCATION

Acquiring a broad set of skills during senior school is critical to students' success in further education and life. These skills have been widely researched and identified and over time have been refined and updated to reflect the changing world in which we live. (QCAA, 2015).

In Queensland, the importance of these skills and capabilities has been highlighted in the recent Queensland Government (Department of Education) White Paper, *Advancing Education: An Action Plan for Education in Queensland*. Children and young people are preparing for a very different future from that of their parents. Students will need to become:

- lifelong learners who are knowledge creators, technology savvy, problem solvers, innovators and effective communicators who share ideas with others and respond positively to change
- global citizens who have relationships based on fairness and tolerance, are culturally competent and able to connect locally and globally
- successful people who set goals, are resilient, able to create opportunities and are confident in pursuing their passions.

QCAA senior syllabus documents require schools to write work programs that develop students' 21st century skills, such as critical and creative thinking, ICT skills, communication, collaboration & teamwork, personal & social skills. By choosing from a broad array of senior subjects, students will be well-equipped for post-school education and employment.

Fraser Coast Anglican College is committed to equipping students to take their place in the world of the future as confident, well-rounded individuals who will contribute positively to their community. In addition to a wide selection of elective subjects, all students will take part in Religious and Values Education (RAVE), chapel services and a strong pastoral care program.

Students in the senior school are encouraged to enrich body, mind and spirit by participating in cultural, sporting and service programs both within the curriculum and as extra-curricular activities. All students in Year 11 will take part in a week long Outdoor Education Experience and are encouraged to develop leadership and teamwork skills.



SENIOR EDUCATION & TRAINING PLANS (SET Plans)

In 2006 the Queensland Government introduced new laws which require young people to be learning or earning. All young people are required to complete Year Ten at school and go on to undertake a further two years of education and/or training, until they achieve a Queensland Certificate of Education (QCE), Queensland Certificate of Individual Achievement (QCIA), Senior Statement or Certificate III or Certificate IV vocational qualification or turn 17, whichever comes first. Young people are exempt from these requirements if they gain full-time employment. The aim is to encourage as many young people as possible to complete 12 years of schooling or equivalent.

After completing Year Ten, students can choose from a broad range of learning options leading to a QCE, QCIA, Senior Statement or Certificate III or Certificate IV vocational qualification. In order to make the most of this opportunity, students will need a plan. The Senior Education and Training (SET) Plan helps students make choices about their future education and/or training pathways.

Students can use their SET Plan to build on their own strengths and to work towards the QCE, QCIA, Senior Statement or Certificate III or Certificate IV vocational qualification and/or a viable work option.

WHAT IS A SET PLAN?

The SET Plan maps out how students will work towards a QCE, QCIA, Senior Statement or Certificate III or Certificate IV vocational qualification, and/or a viable work option. The SET Plan is designed to:

- work as a 'road map' to help students achieve learning goals during the Senior Phase of Learning
- include flexible and coordinated pathway options
- assist students examine further options across education, training and employment sectors
- help students communicate with parents/caregivers or personnel from their school

HOW DO STUDENTS DEVELOP A SET PLAN?

Preparation has occurred in early in Semester Two to prepare you to develop and implement your SET Plan through our Year Ten COPE Program. This preparation aims to assist students to make good choices about further learning and work.

In each personalised SET plan, students will be able to list a variety of different learning pathways. Most FCAC students will access pathways solely through our Senior Curriculum offerings. Some students may access learning options outside of our formal offerings (i.e. School Based Apprenticeships and Traineeships, Early University Programs and external Vocational Education and Training Certificates.)

The options in this booklet will allow students to create more flexibility in their learning. The plan can be altered if they decide to change direction and explore different learning pathways.

Our SET Plan asks students to outline their plan in following areas:

- Post-senior school study intentions
- Preferred options after completing the senior phase of learning
- Career / occupational aspirations
- A learning snapshot from Year Ten
- Further education and training required to meet career aspirations Intended senior learning options (Mathematics, English Studies and Electives)
- Special provisions / assistance required

SETP Interviews

We have a team of Senior School staff who have completed SETP mentor training and will provide assistance in decision-making through the subject selection and SETP process. Essentially, their role is to talk through the completed plan you have developed and to check if the subject selections are appropriate and aligned to your chosen pathway.

All students in Year Ten and their parents / care-givers are required to meet with a SETP Mentor and discuss their SETP. **Meetings will take place during Term Three.** It is envisaged these individual meetings will take about 20- 30 minutes. Meeting times will be assigned based on parent and student preference and on a first in first served basis. Parents will be able to book these at the subject selection evening.

Once complete, the SET plan will be signed and dated by all parties to show agreement. The College will then:

- Register your identified preferences with the Queensland Curriculum & Assessment Authority and enter details into your QCAA Learning Account in your name. All Year Ten students will be given their Learner Unique Identifier (LUI) and an initial password. Students can track their enrolments and results in the Learning Account through the Student Connect website <https://studentconnect.qcaa.qld.edu.au/>
- Develop the Senior Timetable based on preferences indicated by the Student in the SET Plan process.
- Provide students with a copy of their SET plan (including LUI) and their Final Senior Subject Selections.

Throughout Year 11 and 12 Students will be invited with their parents to review the Senior Education and Training Plan in line with their current training and studies.

Alteration of SET Plan

Students are encouraged to stay with their chosen program for the two years of Year 11 and 12. We recognise that throughout Year 11 and 12 students may consider a change of direction or goal which would require alteration to their SET Plan or change subjects based on their performance in a particular subject.

These changes could include:

- Requesting a subject change
- Taking up the opportunity to do a School Based Apprenticeship or Traineeship (SAT)
- Combining external studies (University or Vocational) with their current studies.

It is strongly advised that Students make an appointment with the Head of Middle/Senior School to discuss changes to their SET plan prior to application to ensure the full range of options can be explored.

SUBJECT SELECTION PRINCIPLES

This booklet has been prepared to assist students and parents in choosing courses to study in Years 11 & 12.

The booklet lists a number of subjects, some of which are Authority Subjects whilst others are Authority Registered Subjects.

To be eligible for an Overall Position (OP), a student must sit the QCS test and attempt at least five (5) Authority subjects. At Fraser Coast Anglican College, senior students are expected to study six (6) subjects. They may seek permission to withdraw from one subject only if they are successful in an application for flexible program. Permission to study a flexible program can only be granted following discussions with the Pathways Officer and require approval by the Head of Middle/Senior School.

Maintaining a Balance of Subjects

Students who wish to keep their career options open or are as yet undecided about their career, are encouraged to balance their course of study and not be too narrow in their choice of subjects. Furthermore, it has been shown that students in the top Overall Positions (OP) in Queensland normally have undertaken broader courses (e.g. Science, Mathematics, Humanities, Language and Arts).

Clearly there are a large number of combinations possible and, whatever choices are made, a student should try to include the range of subjects which will suit future requirements at post-school level and yet cater to the student's interests.

As a general guide we recommend that students take those subjects –

- (i) which are required for a future particular career path or university course;
- (ii) in which the student is most interested; and
- (iii) at which the student can perform strongly.

WITHDRAWAL OF SUBJECT OFFERINGS BY THE COLLEGE

Please note that the College reserves the right to withdraw an elective subject from the curriculum if the student subscription is so small as to make the subject non-viable. This will occur pending notification and consultation with those affected by the decision.

CHANGING SUBJECTS

Students are encouraged to stay with their chosen subjects for the two years of Years 11 and 12. However, the College recognises that students sometimes change their career plans and require a different selection of subjects. Changing of a subject must occur within the first two weeks of the start of a semester.

If a student chooses to change subjects during these years, he/she may do so:

- if there is space in a class of another subject of their choosing.
- if the Head of Middle/Senior School, the student's parents, the teacher of the class he/she is leaving and the teacher of the class he/she is entering ALL agree to the course alteration.
- with the realisation that to be eligible for an 'OP', THREE subjects must remain fixed throughout the two years of senior schooling.
- with the realisation that to be eligible for the QCE, students must meet literacy and numeracy requirements.

(N.B.) **Changing Classes within a Subject Area is NOT permitted.** However, there may be times when the Head of Department of a subject will re-arrange classes as a result of various assessment or evaluation procedures.

FUTURE OPTIONS

Years 11 and 12 set the platform for students' future options, therefore making subject choice very important. These choices should be made with a clear knowledge of tertiary prerequisites clearly in mind. Each Year 10 student is provided with a booklet from QTAC that outlines university prerequisite subjects for two years hence. Parents and students will also attend a Senior Education and Training Planning (SETP) interview with a senior member of staff as subject selections are being made. Faculty heads can provide subject specific advice and recommend subject choices based on a student's current progress in related fields.

The Head of Middle/Senior School has access to the full range of information that comes into the College from tertiary institutions. The Head of Middle/Senior School is available for interview at any time during the two years of senior study to provide advice and planning information. The College has a comprehensive collection of current careers material that is housed in the library. Students are normally provided the opportunity to visit careers markets locally and are encouraged to travel to Brisbane to the annual Tertiary Expo.

An increasing range of web based resources exists that are invaluable in subject selection and career planning. Sites such as *The Job Guide* and *My Future* are introduced to students during careers lessons. Students should also be aware of the range of scholarships that are advertised annually by tertiary institutions, businesses and local benefactors. These are advertised through the newsletter.

REPORTING

In the middle of Term One, there is a Student Feedback Week where parents are advised if there are major concerns with their child's progress. There is also a Term One Interim Report which provides all parents and students with a measure of how the student is progressing but no grades are given at this point. At the end of Term Two, parents will receive a report with grades and effort levels summarising the student's progress for the whole semester.

The grades shown on these reports are a guide to progress only and not specific to eventual Levels of Achievement at the conclusion of Year 12. Such specific measures are only possible after QCAA Verification procedures in the October of Year 12.





FRASER COAST
ANGELICAN COLLEGE

SUBJECTS OFFERED at FCAC



Please note:

Care has been taken to provide the most up-to-date information on the Year 11 subject offerings for 2017. As the curriculum is continuously under review there may be some changes/alterations to better cater for the needs and interests of our students.

CORE SUBJECTS

All students must choose an English subject

ENGLISH

Q.C.A.A. No. 0001 (**Authority Subject**)

Refer: Mrs J Hallam

Course Outline: The course revolves around one themes per semester: Constructions of Me; Constructions of Societies; Constructions of the Past and Constructions of our World. The focus of the course is on developing students' skills as critical users of texts, equipping them for the demands of the 21st Century. The Senior English program ensures that students engage with a wide variety of literary, mass media and everyday texts. These texts represent a breadth of experiences, identities and cultural assumptions, and explore a range of social issues and ideas.

Major Course Criteria: Understanding and responding to contexts
Understanding and controlling textual features
Creating and Evaluating Meaning

Assessment Plan: Each year there are six pieces of assessment items (four written and two spoken) completed under a range of conditions. Students perform and write, taking on different roles and for a range of audiences and purposes. Final levels of achievement are based on Year 12 results.

Career Possibilities: English is common to all careers and professions.

Note: The non-OP, authority registered subject, English Communication, will be offered to students who find this subject challenging and have not demonstrated a sound level of achievement after one/two semesters.

ENGLISH EXTENSION (Only Available for Study in Year 12)

Q.C.A.A. No. 0095 (Authority Subject)

Refer: Mrs J Hallam

Course Overview: This subject is designed to offer more challenge than Senior English, and builds on the literature study students have undertaken in the Year 11 Senior English course.

By offering students the opportunity to specialise in the theorised study of literature, English Extension provides students with ways they might understand themselves and the potential that literature has to expand the scope of their experiences.

Course Dimensions: Understanding and Interpreting
Applying and Analysing
Evaluating and Synthesising

Assessment Plan: Students complete three extended response items across two semesters. The extended responses require students to apply a range of theoretical approaches to literary texts to examine their strengths and weaknesses. Task 1 is a written defence. Task 2 consists of a written complex transformation and a spoken defence, while Task 3 is a written analytical exposition.

Special Conditions: Students must have studied two semesters of Year 11 Senior English, have concurrent enrolment in Year 12 Senior English and demonstrate a high level of ability in the subject.

Comments: English Extension is a subject which provides students, with demonstrated expertise, the opportunity to develop further their appreciation of literature. Students must be highly organised and motivated to do well, with an ability to work independently.

ENGLISH FOR ESL LEARNERS

Q.C.A.A. No. 0003 (Authority Subject)

Refer: Mrs J Hallam

Introduction: This course is specifically designed for students for whom English is their Second Language (ESL). English for ESL Learners explicitly teaches knowledge about English language. English for ESL Learners gives students the listening, speaking, reading and writing skills necessary to participate in situations and communities where English is used. It assists students to gain the knowledge and skills to enable them to succeed academically in an English language context.

Course Outline: English for ESL Learners provides students with:

- the knowledge and skills required for English language learners to become competent users of written and spoken English in social, community, economic and academic contexts
- high order functional competence in English language and communication situations
- a tailored English language course which meets the structural and grammatical requirements for the academic English required in tertiary studies
- access to success in further study and/or living in English language contexts
- access to cultural thought processes in Western language and literature.

Major Course Criteria: Knowledge about Language
Cognitive Processes
Communication Skills

Throughout the two-year course, students will be provided with opportunities to learn through and about three areas of study:

- Language for academic learning
- Language of literature
- Language of the media

Assessment Plan: Judgments about student achievement made at exit from a course of study must be based on mandatory aspects of the syllabus. The mandatory aspects are:

- the general objectives of Knowledge about language, Cognitive processes and Communication skills, and
- the three areas of study: Language for academic learning, Language of literature, Language of the media.

Career Possibilities: English is common to all careers and professions. English for ESL learners meets the entry requirements of most tertiary institutions.

BIOLOGY

Q.C.A.A. No. 0042 (**Authority Subject**)

Refer: Mrs Novak/Mrs Whalan

Course Outline:

A study of the natural systems of the living world covers topics including:

- Cells Structure and Functioning,
- Diversity of Life,
- Animal and Plant Physiology,
- Control and Co-ordination within Organisms,
- The Bodies Response to Infection and Disease
- Animal Behaviour,
- Ecology and Ecosystem Management,
- Terrestrial and Aquatic Environments,
- Reproduction, Growth and Development,
- Biotechnology,
- Genetics and Evolution.

The course includes Practical Investigations and Field Studies.

Major Criteria:

The course aims to encourage development of the students' critical and creative thinking skills as well as their knowledge and understanding of biological concepts. The students' should develop the ability to:

- Apply the subject matter of Biology
- Collect and analyse data and solve problems to demonstrate the processes involved in biological investigation
- Evaluate current Biological Issues
- Demonstrate safe practical skills in laboratory techniques and field studies
- Consider attitudes and values in making decisions

Assessment Plan:

The learning program will involve a range of summative assessment strategies and will assess each of the three objective categories: 'Understanding Biology'; 'Investigating Biology' and 'Evaluating Biological Issues'. Assessment will occur throughout the two year course. Judgment about the student's exit level will be based on the fullest and latest information. A range of tasks will be completed including; Experimental Projects (Extended Experimental Investigations), Research Assignments (Extended Response Tasks) and Examinations (Supervised Assessment).

Career Possibilities:

Medicine, Nursing, Dentistry, Veterinary Science, Applied Science or Biological Science research, Laboratory Technology, Marine Biology, Hospitality, Parks and Wildlife, Physiotherapy, Exercise Physiology, Sport and Recreation

BUSINESS MANAGEMENT

Q.C.A.A. No. 0062 (**Authority Subject**)

Refer: Mrs K Robinson

Course Outline:

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

Students will participate in practical and authentic business situations. This may involve the use of innovation and creativity to develop feasibility studies or undertake business ventures.

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

- management practices
- marketing management
- operations management
- human resource management
- finance management
- development.

Business Management allows students to learn about these areas of study in relation to international business, small-to-medium enterprise, industry-specific and not-for-profit management.

Course Dimensions:

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

- Dimension 1: *Knowing and understanding business management*
- Dimension 2: *Applying and analysing management strategies*
- Dimension 3: *Evaluating and communicating management strategies.*

Assessment:

Assessment instruments include feasibility studies, extended responses and examinations. Extended responses include responses to research or stimulus materials, such as business venture reports, essays, articles, speeches or presentations. Examinations may be extended response tests or short response tests, which include short answer responses.

Compatible subjects

Accounting, Hospitality and Legal Studies in any combination.

Career Possibilities:

A course of study in Business Management can contribute 4 credits towards the Queensland Certificate of Education (QCE), and open a door to further education and employment in small-to-medium enterprise, business management, human resource management, financial management, commerce, marketing and operations management and corporate systems management.

CHEMISTRY

Q.C.A.A. No. 0040 (Authority Subject)

Refer: Mrs R. Nicholls

Introduction:

The study of Chemistry engages students in an exciting and dynamic investigation of the material universe. The emphasis is on teaching the key concepts through learning experiences that are embedded in real-world contexts.

Course Outline:

Students will develop their understanding of real-world contexts from a chemical perspective. They will study matter and its interactions in order to better explain the world in which they live. The contexts to be studied include:

- The Chemistry of Water,
- Metals & Mining,
- Quantitative Chemistry
- Party Drinks,
- Food Chemistry,
- Cars & Fuels,
- Industrial Chemistry,
- The Air We Breathe.

Students will be given extensive opportunities to develop their practical skills within a fully equipped Chemistry laboratory. Students will carry out risk assessments and handle chemicals safely; they will conduct practical experiments and investigations where they observe, measure and explain chemical reactions and phenomena.

Assessable Objectives:

Students will be assessed in three areas which are of equal importance. These are:

- Knowledge & Conceptual Understanding
- Investigative Processes
- Evaluating and Concluding

In addition to these assessable objectives, students are to be aware of safety issues and scientific attitudes and values.

Assessment Plan:

The learning program will involve a range of summative assessment strategies including tasks from each of the following three categories:

- Extended Experimental Investigations
- Extended Response Tasks
- Supervised Assessments (Examinations)

Future Career Pathways:

A study of Chemistry is fundamental to most University Science courses and careers such as Medicine, Pharmacy, Dentistry and Chemical Engineering.

CHINESE

Q.C.A.A. No.0011 (**Authority subject**)

Refer: Mr G Sapsworth

Introduction: Chinese is a valuable language to learn and is the most widely spoken language in the world. Chinese culture has a long and rich history encompassing many aspects of literature, art, architecture, music and philosophy. For Australia, the countries of the Asian region, in particular China are of critical significance. China represents the cultural heritage of a growing number of Australians, and their rich traditional and contemporary culture provide opportunities for a student's social, creative and intellectual development. The ability to communicate, interact effectively and confidently with Chinese speakers within and outside Australia is seen as a valuable achievement for the end of a young persons' schooling.

The course revolves around four themes: Family and Community; Leisure recreation and human creativity; School and Post- School options and Social Issues. The focus of the course is on building language knowledge through various theme related topics. These topics are:

Course Outline

Personal description	Daily routines
Interests and personality	School life
Healthy eating	Life in China
Biographical information	Environment in China
Weather and climate	Describing Hervey Bay
Travel to Beijing, Shanghai and Guilin	China's geography
Describing where you live	Future plans
Transport: Getting around Hervey Bay	Jobs and occupations

Major Course Criteria: Competence in two language criteria:
Conveying Meaning (Speaking, Writing)
Comprehension (Listening, Reading)

Assessment Plan: In Year 11 students are assessed twice per language criteria each semester. In Year 12 students are assessed four times per language criteria prior to Term Four.

Career Possibilities: Knowledge of Modern Standard Chinese assists entry into the Asia-Pacific region in areas such as business, trade, tourism and education and, when combined with other skills, may increase employment opportunities within Australia and internationally. Governments at the international, national, state and local levels are strengthening their ties with China and other Chinese-speaking countries in areas such as trade, education and cultural exchanges. Australia is one of the most favoured tourist destinations for Chinese-speaking peoples, and knowledge of Chinese is useful when travelling in Chinese-speaking areas. Therefore knowledge of Modern Standard Chinese has benefits in the travel and tourism industries.

DRAMA

Q.C.A.A. No. 0088 (**Authority Subject**)

Refer: Mrs K Hurford

Introduction:

Drama is one of the oldest art forms known. It is the making and communicating of meaning involving performers and audiences, engaging people in a suspension of disbelief in order for them to enter a fictional world. Drama provides a medium for exploration, social criticism, celebration and entertainment and is explored through the dimensions of *forming*, *presenting*, and *responding*.

Students who study Drama are actively participating in a mode of learning that blends intellectual and emotional experience and offers a unique means of enquiry that contributes to knowing and understanding themselves and the world.

This course develops confidence in speaking and communicating meaning to the audience, which is beneficial in many careers.

Course Content:

Theatre Sports, Acting Skills development (Realism), Commedia Dell Arte (16th Century Italian comedy), Australian Drama (heritage & contemporary), Greek Theatre, Children's Theatre, Political Theatre (Bertolt Brecht), Verbatim Theatre & Theatre of the Absurd.

In studying these Units assessment involves:

- Written and practical tasks
- Performances
- Analytical tasks
- Student-devised drama and script writing
- Theatre criticism

Major Course Criteria:

Achievement in Drama is judged by matching a student's achievement in the assessment tasks with the exit criteria of the subject. These criteria are: 'Forming', 'Presenting' and 'Responding'.

Visiting professional workshops, drama performances and educational dramatic institutes. Students will be involved in 4 major performance assessments over the course of the 2 years. Year 11 and 12 students may also perform at College Community events and attend various Grin & Tonic, Queensland Arts Council, and Queensland Theatre Company performances & workshops during the year.

Career Possibilities:

Stage Managing, Acting, Arts Administration, Playwriting, Directing, Costume and Make-up, Film and Television, Advertising, Modeling

FRENCH

Q.C.A.A. No. 0005 (**Authority Subject**)

Refer: Mr S Oglethorpe

Introduction

The French language remains one of the world's most widely-spoken and popular languages. Knowledge of French and the ability to use it in spoken and written contexts provides an individual with access to a diverse range of personal and career opportunities. The historical and cultural bonds between Australia and France provide a shared context for students to develop a deep understanding of French culture and life in France. The comprehension skills and creative use of language developed by students in their study of French strongly complement and enhance their English literacy skills.

Course Outline:

Description of oneself, family and friends
Adolescence and youth culture
The French school system and student exchange
The environment and ecological sustainability
Geography, climate, landscapes, cityscapes of France
Social media, the Internet and the impact on French and Australian society
Preferences and attitudes about health and fitness

The family in France, cultural values and traditions
Holiday planning and eco-tourism
Tourism and travel in France
The world of work – work experience/part-time jobs
Future plans – further study and careers
Current social issues in France and Australia
Cultural production from France: Music and cinema

Major Course Criteria: Competence in four skills: Listening, Reading, Writing and Speaking

Assessment Plan:

In Year 11 students are assessed in one language skill each semester.
In Year 12 students are assessed twice in each language skill prior to Term Four. Year 12 results are used to determine exit ratings.

Career Possibilities:

As an official language in more than 40 countries, knowledge of and the ability to communicate in French provides students with pathways into a range of careers in trade, tourism, government, diplomacy and law. France is a world-leader in science and engineering and has a vast range of multinational interests that provide opportunities for students in business, mining and the sciences.

GEOGRAPHY

Q.C.A.A. No. 0024 (Authority Subject)

Refer: Mrs K Robinson

Course Outline:

Theme 1. Managing the Natural Environment

- Responding to Natural Hazards
- Managing Catchments

Theme 2. People and Development

- Exploring the Geography of Disease
- Feeding the Worlds People

Theme 3. Social Environments

- Sustaining Communities
- Connecting People and Places

Theme 4. Resources and Environment

- Sustaining Biodiversity
- Living with Climate Change

One focus unit within each theme is to be studied, the other may be replaced with an elective unit related to the theme.

A minimum of 20 hours must be spent in field studies over the two years.

A minimum of 40 hours should be spent using spatial technologies and information and communication technologies.

Major Course Criteria:

Knowledge, Analytical Process, Decision Making Process, Research and Communication Skills.

Assessment Plan:

Short Response Tests, Practical Exercises, Extended Written Responses (essays, reports), Non-written Responses (oral, visual media or dramatisation), Data Response Test (cartoons, images, maps).

Career Possibilities:

Town Planning, Architecture, Recreation and Tourism, National Parks, Development Project Works, Teaching, Environmental Consultancy, Agri-Business, Emergency Services, Travel Operations, Transport Management, Journalism.

GRAPHICS

Q.C.A.A. No. 0076 (**Authority Subject**)

Refer: Mr G Perkins

Introduction:

Graphics provides opportunities for the development of key learning competencies in contexts that arise naturally from the general objectives and learning experiences of the subject. Students will be involved in the communication of ideas, information and results in a number of formats, and the use of mathematics and technology in solving graphical problems.

Course Content:

Students will develop knowledge, understanding and skills related to data storage and retrieval, word processing, creating diagrams and the presentation of research using the Microsoft Office Suite, and technical graphical solutions using AutoDesk® software.

In keeping with modern industrial practices, students will experience and investigate the concepts of 3D modeling 3D viewing systems, 2D viewing systems and presentation skills related to Built Environment, Business Graphics and Production Graphics.

The College boasts a site-license of the world Industry Standard in CADD software, Autodesk Revit, Autodesk Inventor Professional and AutoCAD. A wide range of plotting devices of industry standard is available throughout the College for student use.

Assessment:

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

Career Opportunities:

Teaching, Architecture, Industrial Design, Interior Design, Mechanical Engineering, Structural Engineering, Civil Engineering, Surveying, Metal Trades, Built Environment, Town Planning, Building Designer, Quantity Surveyor, Electronic Engineering, Information Technology.

HOSPITALITY STUDIES

Q.C.A.A. No. 0072 (**Authority Subject**)

Refer: Mrs B Baker

Course Outline:

Hospitality Studies assists students to develop the process of inquiry and decision making that is essential for effective functioning in a modern society. The subject emphasises strongly the development of authentic practical competencies and skills that relate to the hospitality industry.

Students will study areas of Food and Beverage Production and Service. Study will combine both investigative and practical approaches to learning.

Main Course Criteria:

The criteria used are

- Inquiring –short and extended written responses
- Planning- planning and evaluating hospitality events
- Performing –focuses on the implementation of a planned event

Assessment Plan:

Students will complete a formal written task, and the planning and performance to complete an event.
They will also sit written examinations.

Career Possibilities:

Hospitality Industry, Tourism, Hotel/Motel Management, Event organisation.

Note:

The non-OP, authority registered subject, Hospitality Practices, will be offered to students interested in this subject area but not intending on applying for entry to University.

INFORMATION, PROCESSING AND TECHNOLOGY (I.P.T.)

Q.C.A.A. No. 0087 (**Authority Subject**)

Refer: Mr J Graham

Introduction: Information Processing and Technology is a course of study that provides students with knowledge, skills, processes and understanding of enacting information technology. It emphasizes problem identification and solution using industry standard development tools and is an intellectual discipline that involves a study of information systems, algorithms and software programming, human-computer interaction, and the social and ethical issues associated with the use of information technology.

Course Outline: The purpose of this course is to provide extensive learning opportunities and to acquire necessary skills in the design and development in software design, software programming, database design, querying, web-based scripting, robotics as well as evaluating key social issues relating to the use of computer technologies.

Course Structure: The structure of this subject at the College is arranged into themed units in a composite arrangement over a two year period. The units include:

YEAR A	YEAR B
- Software Concepts	- Data Manipulation
- Software Project Development	- Web Technologies and Databases
- Advanced Software Concepts	- Online Information Systems
- Other Programming Languages	- Embedded/Emulated Systems

Assessment Tasks: Assessment tasks in Information Processing and Technology include:

- Supervised Written
- Extended Responses
- Products: - *major or minor projects*

Study Tours and Extension Opportunities:

Each year students are involved in a study tour to engage in university-based workshops to support their studies. The study tours alternate between Sydney and Brisbane and in the past have involved organisations such as Google, Microsoft, Boeing, Telstra, University of New South Wales, University of Queensland, Queensland University of Technology and the Australian Broadcasting Corporation.

Career Opportunities: Programming skills are fundamental to many industries including Information Technology. Many university courses relating to Engineering, IT, Mathematics and Business require students to develop computer programs. This course is highly recommended to students wishing to pursue careers in these areas as IPT will provide a strong grounding in computer programming to support future studies.

LEGAL STUDIES

Q.C.A.A. No. 0029 (**Authority Subject**)

Refer: Mrs K Robinson

Course Outline:

Legal Studies is about developing an understanding of the Australian legal system and how it affects your basic rights, obligations and responsibilities. Students will explore how to become an active and informed citizen and learn how to constructively question and contribute to the improvement of laws and legal processes.

The Legal Studies course enables students to learn through the investigation of legal issues, exploring four core areas of study:

- the legal system
- criminal law
- introduction to civil obligations
- human rights.

In addition, students will investigate several of these possible elective areas of study:

- civil wrongs (torts) and the law
- employment and the law
- environment and the law
- family and the law
- housing and the law
- Indigenous Australians and the law
- international law
- sport and the law
- technology and the law.

Course Dimensions:

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.*

Assessment Plan:

Extended responses (including an independent inquiry) and examinations. Extended responses include responses to research or stimulus materials, such as legal case studies, legislation, essays, articles, speeches or presentations. Examinations may be extended response tests or short response tests, which include short answer responses.

Career Possibilities:

A course of study in Legal Studies can open a door to further education and employment in the fields of law, law enforcement, criminology, justice studies, social work, government, corrective services, business, education, economics and politics.

MARINE SCIENCE

Q.C.A.A. No. 0047 (**Authority Subject**)

Refer: Mr G Lynch / Mrs Novak

Introduction: Marine environments are central to the Australian way of life, contributing to our nation's food supply, mineral resources and trade, and to the recreation, tourism and transport industries. Marine science is concerned with researching marine environments to determine their biological and oceanographic features, and devising conservation strategies that may lead to a sustainable future.

The course contains a large component of practical work as well as significant amounts of theory that is supported by the practical applications. Students are will also be provided with opportunities to gain extra qualifications such as Power Boat License, Radio Operators Certificate, Great Barrier Reef Interpretation Certificate and Senior First Aid Certificate which are all integrated into the course. However, there are additional fees for the actual certificates as they are issued by external agencies.

The highly practical nature of the course involves significant expense to cover such items as equipment, excursions, transport and the various certificates. Additionally, each student will need an individual set of diving gear which is available from the Uniform Shop. An optional SCUBA Diving Course may also be offered.

Course Outline: The underlying theme throughout the two-year course will be Humans and the Marine Environment. The various aspects of the course will be developed around this, including: The Marine Environment - Chemistry, Physics, Geology and Geography of Ocean, Estuarine and Coastal Areas; Fisheries Biology; Marine Park and Resource Management; Skin-diving; Boating and Boat Maintenance; Tides; Navigation; Weather; Radio Communication; First Aid; Camping; Aquaculture; and Local aspects of the Marine Environment. The course of study aims to develop the student's Knowledge & Understanding, Investigation & Analysis and Evaluation & Communication as well as Practical Skills relevant to the study of the Marine Environment.

Assessment Plan: There will be an examination at the end of each section of work, as well as a semester assignments and camp workbooks. The students' ability to perform the practical components will be embedded into various units. The camps and practical exercises are integral parts of this subject and are compulsory.

Special Condition: Acceptance into this course will require a separate application and an interview, which will be arranged in Term Four of Year Ten.

Career Possibilities: Marine Scientist, Environmental Scientist, National Park Ranger, Deck Hand, and various roles in the tourist industry.

Note: The non-OP, authority registered subject, Aquatic Practices, will also be offered to students interested in this subject area but not intending on applying for entry to University. This involves a greater emphasis on the practical skills components and less on the higher level theoretical aspects

Note: Students must choose either Mathematics A or Mathematics B. If a student chooses Mathematics C as an additional elective then they must also be undertaking Mathematics B.

MATHEMATICS A

Q.C.A.A. No. 0036 (**Authority Subject**)

Refer: Mrs H Schmidt

Introduction: Mathematics A aims to provide the opportunity for students to learn mathematics with a practical emphasis and to learn life related skills

Course Outline: The Mathematics A Syllabus contains core and elective topics which relate to the mathematics used in personal and work situations.

The core topics include:

Financial mathematics strand

Managing money 1

Managing money 2

Applied geometry strand

Elements of applied geometry

Linking two and three dimensions

Statistics and probability strand

Data collection and presentation

Exploring and understanding data

The elective topics are:

- Linear programming
- Introduction to models for data

Major Course Criteria: Knowledge and Procedures, Modelling and Problem Solving and Communication and Justification.

Assessment Plan: Each year there are six assessment items completed (four written examinations and two extended Modelling and Problem Solving Tasks) under a range of conditions. Year 12 results are used to determine final levels of achievement.

Career Possibilities: Mathematics A is a recommended precursor to further study and training in the technical trades such as tool making, sheet-metal working, fitting and turning, carpentry and plumbing, auto mechanics, tourism and hospitality, and administrative and managerial employment in a wide range of industries. It is also suitable as a precursor to tertiary studies in subjects with moderate demand in Mathematics.

MATHEMATICS B

Q.C.A.A. No. 0037 (Authority Subject)

Refer: Mrs H Schmidt

Introduction: Mathematics B aims to provide the opportunity for students to participate more fully in lifelong learning.

Course Outline: The Mathematics B course consists of seven core topics:
Introduction to functions
Rates of change
Periodic functions & applications
Exponential & logarithmic functions & applications
Introduction to integrations
Applied statistical analysis
Optimisation.

Major Course Criteria: Knowledge and Procedures, Modelling and Problem Solving and Communication and Justification.

Assessment Plan: Each year there are six assessment items completed (four written examinations and two extended Modelling and Problem Solving Tasks) under a range of conditions. Year 12 results are used to determine final levels of achievement.

Career Possibilities: Mathematics B is recommended for students wishing to pursue further study and training at tertiary level in areas such as:

- Mathematics and science education
- natural and physical sciences, especially physics and chemistry
- medical and health sciences, including human biology, biomedical, nanoscience and forensics
- engineering sciences, including avionics, chemical, civil, communications, electrical, mechanical and mining
- information technology and computer science, including electronic and software
- mathematical applications in:
 - energy and resources — management and conservation
 - climatology
 - design and built environment
 - industry, manufacturing and trades
 - business and tourism
 - primary industries and environment
 - economics and commerce
 - statistics and data analysis
 - pure mathematics

MATHEMATICS C

Q.C.A.A. No. 0038 (Authority Subject)

Refer: Mrs H Schmidt

Introduction:

Mathematics C is a companion subject to Mathematics B. It aims to extend the competency and confidence of students in mathematics beyond the scope of Mathematics B, to build on and combine many of the concepts introduced in Mathematics B (in particular in the study of vectors, matrices and calculus), and to provide further opportunity for students to participate more fully in lifelong learning.

Course Outline:

The Mathematics C course consists of core and option topics. The six core topics are:

- Introduction to groups
- Real and complex number systems
- Matrices and applications
- Vectors and applications
- Calculus
- Structures and patterns.

The option topics are (two to be selected by schools):

- Dynamics
- Advanced periodic and exponential functions

Major Course Criteria:

Knowledge and Procedures, Modelling and Problem Solving and Communication and Justification.

Assessment Plan:

Each year there are six assessment items completed (four written examinations and two extended Modelling and Problem Solving Tasks) under a range of conditions. Year 12 results are used to determine final levels of achievement.

Career Possibilities:

Mathematics C is recommended for students wishing to pursue further study and training at tertiary level in areas such as:

- Mathematics and science education:
- natural and physical sciences, especially physics and chemistry
- medical and health sciences, including human biology, biomedical, nanoscience and forensics
- engineering sciences, including avionics, chemical, civil, communications, electrical, mechanical and mining
- information technology and computer science, including electronic and software
- mathematical applications in:
 - o energy and resources - management and conservation
 - o climatology
 - o design and built environment
 - o industry, manufacturing and trades
 - o business and tourism

MODERN HISTORY

Q.C.A.A. No. 0021 (**Authority Subject**)

Refer: Mrs K Robinson

Course Outline:

The Modern History syllabus offers students an extensive range of themes and inquiry topics. There are 16 themes in all, each offering a wide choice of inquiry topics. Themes develop broad concepts, such as conflict, power, change, cooperation, the environment. The themes selected for study are developed through inquiry topics that allow students to understand and investigate the concept of the theme in a specific context.

Inquiry topics in Modern History focus predominantly on the 20th century and later. The course that students study will include:

- a range of scales – local, national, international, global
- a range of time periods, from pre-modern to contemporary
- a range of geographical contexts – Australian, Asia-Pacific, European, African, American
- some study of relations between Indigenous and non-Indigenous Australians
- a number of briefer studies (background, comparative, linking) to ensure that students can place the inquiry topics within a broader understanding of the history of at least the past two centuries.

Major Course Criteria:

Ability to research and analyse evidence, draw conclusions, recall historical facts and concepts, effective written and oral communication.

Assessment Plan:

The criteria used are Planning and using a historical research process, Forming historical knowledge through critical inquiry, and Communicating historical knowledge.

Students will be assessed in each of four categories of assessment: Essays under examination conditions in response to historical sources, Research Assignments in response to inquiry questions, Multimodal Presentations and Short Response Tests and Response to Stimulus Tests.

MUSIC

Q.C.A.A. No. 0091 (Authority Subject)

Refer: Mrs J Ivers

Course Content:

	Year A	Year B
Term One	Don't Stop the Music: developing musicianship through understanding of music elements	What's the Program? music containing an additional layer of imagination and stimulus
Term Two	The Water is Wide: a study of repertoire inspired by or referring to water	Innovations in Music: a study of landmark works of music that were innovative for their time
Term Three	Riffs, loops & Ostinatos: repeated patterns from ground bass to loops	Theatre & Film: music adapted for theatre & film scores
Term Four	Contemporary Australia (Year 11 only): the journey of Australian music including traditional & popular styles/genres.	Independent Interest (Year 12 only): students encouraged to define and explore a specific area of interest

Major Course Criteria: Three dimensions of Composition, Musicology and Performance.

Assessment Plan: Each dimension of Composition, Musicology and Performance will be assessed twice throughout each year in accordance with syllabus requirements. One post-verification task will be completed in Term Four Year 12 (Independent Interest).
Musicology: usually assignment-based, will include extended writing.
Composition: Assignment of original composition or an arrangement - written and/or recorded.
Performance: Individual or small group performances; vocal, instrumental or conducting.

Special Conditions: It is strongly recommended (but not essential) that students are also undertaking individual music lessons on the instrument of their choice.

Career Possibilities: Performer, Composer, Conductor/Director, Teacher, Music Therapist, Arts Administrator, Arts Critic, Musical Theatre, Cruise Ship Entertainment Director, Radio/Television advertising, Music Librarian, Producer, Sound Engineer

MUSIC EXTENSION (Only Available for Study in Year 12)

Q.C.A.A. No. 0092 (**Authority Subject**)

Refer: Mrs J Ivers

- Course Dimensions: Students elect to specialize, in consultation with their teacher, in one of the three objectives offered in the parent Music course, namely:
- Performing
 - Composing
 - Musicology
- Special Facilities: Well-equipped music complex with electronic keyboards; drum kit; acoustic, bass and electric guitars. There are two working classrooms and a number of studio rehearsal rooms. One classroom contains a number of dedicated music computers with internet access, composing/publishing software, digital sequencing and recording facilities.
- Assessment Plan: *Investigating Task* for all specialisations with a choice of an extended written response (1200-1500words), multimedia presentation (5 minutes presented and navigated by the student) or oral presentation (5 minutes);
- Realising Task 1:*
- Performing:* 3 minutes duration as a solo performance, small ensemble, conducting or accompanying;
- Composing:* 1 minute of original music as recorded sound and/or score
- Musicology:* extended written task (approx. 1000 words); oral presentation (5-8 minutes) or multimedia presentation (5 minutes presented and navigated by student)
- Realising Task 2:*
- Performing:* 15 minutes duration as a solo performance, small ensemble, conducting or accompanying;
- Composing:* 3 minutes of original music as recorded sound and/or score
- Musicology:* extended written task (approx. 2500 words); oral presentation (10 minutes) or multimedia presentation (10 minutes presented and navigated by student)
- Special Conditions: Students must have studied two semesters of Year 11 Senior Music, have concurrent enrolment in Year 12 Senior Music and demonstrate a high level of ability in their chosen field of specialisation.
- Comments: Music Extension is a subject which provides students, with demonstrated expertise, the opportunity to develop further their musical abilities. Students will be expected to cover accompaniment costs for prepared performances. Students must be highly organised and motivated to do well, with an ability to work independently.

PHYSICAL EDUCATION

Q.C.A.A. No 0068 (Authority Subject)

Refer: Mr L West

Course Outline:

Physical Education is based on subject matter delivered through integrated and personalised learning experiences from four chosen physical activities and the three focus areas. Equal time and emphasis will be allocated to each of the selected physical activities. The categories and examples of physical activities include:

- Direct Interceptive – basketball and soccer
- Indirect Interceptive – volleyball
- Performance – athletics

Subject matter is drawn from and organised around the following focus areas. Each focus area will not necessarily receive equal emphasis.

- Learning physical skills – How are skill learned, implemented, maintained and enhanced?
- Process and effects of training and exercise – How can an understanding of physiology of exercise, training and program development improve team and individual performance?
- Equity and access to exercise, sport and physical activity in Australian society – How do sociocultural understandings of sport, physical activity and exercise influence individual, team and community participation, appreciation and values within Australian society?

Major Course Criteria:

Acquiring: gathering, recalling and comprehending information

Applying: interpreting, analysing and synthesising information

Evaluating: hypothesising, justifying and appraising information

Assessment:

Assessment techniques over the two-year course will include various forms of written/oral tasks and physical tasks.

Career Possibilities:

Teaching, Physiotherapy, Psychology, Community Recreation/Sports Officer, Sports Coaching, Corporate Fitness and Recreation, Fitness Leader, Sport/Exercise/Health Scientist.

PHYSICS

Q.C.A.A. No. 0041 (**Authority Subject**)

Refer: Mrs G Vermeulen

Introduction:

The development of the understanding of physical phenomena by means of inquiry using methods of precise measurement, reproducible experimentation and powerful mathematical relationships based around *Forces, Energy & Motion*. Themes may include; The Physics of Music, Time to Hit the Road, Amusement Park Rides, Physics in the Home, The Nature of Light, Bridge Structures, Electronic devices, Nuclear Energy – the Pros and Cons and Individually Designed projects.

Course Outline:

During the course of study the students should develop their knowledge and ability to:

- Reproduce and interpret concepts, theories and principles.
- Compare and explain concepts, processes and phenomena.
- Link and apply principles, concepts and algorithms to find solutions.
- Design, refine and manage investigations.
- Select, use and adapt equipment to gather primary data.
- Analyse experimental results to identify relationships, errors and anomalies.
- Analyse and evaluate scientific relationships.
- Extrapolate data to form justifiable conclusions.
- Presentation of data in innovative ways to enhance comprehension

Assessment Plan:

The learning program will involve a range of assessment strategies including; Supervised Assessments (Examinations), Extended Response Tasks and Extended Experimental Investigations. Students will be assessed across three criteria; Knowledge & Conceptual Understanding, Investigative Processes, and Evaluating and Concluding. These are of equal weighting and are incorporated into the various assessment tasks.

In addition to these assessable objectives, students are to be aware of safety issues and scientific attitudes and values.

Career Possibilities:

Architecture, Pilot, Numerous fields of Engineering, Applied and Research Physics, Radiation Therapist, Radiographer, Nuclear Medicine Technologist, Meteorologist, Teacher/Lecturer and many more.

TECHNOLOGY STUDIES

Q.C.A.A. No 0078 (**Authority Subject**)

Refer: Mr D Humphreys

Introduction: Technology Studies is a course of study that investigates the nature and functions of available resources through the application of inquiry, design and problem-solving methodologies. It requires students to identify and understand a problem or need, select appropriate resources and strategies that may solve that problem, implement a plan and evaluate the outcomes. Students are encouraged to be active participants in invention and innovation through design, making and appraising. They are exposed to a range of intellectual challenges while developing practical skills associated with hand and power tools, machinery and equipment.

Course Outline: The core subject matter is split between the twin concepts of **Design Process** and **Design Factors**. The focus is on depth as opposed to breadth of study, and as students' progress into Year 12, key course aspects are covered again in greater detail.
The **Design Process** covers the three areas of: Exploring a Design Problem, Developing Ideas and Producing Products
Design Factors are integral to the Design Process and describe the knowledge used when solving real world design problems. These factors can include but are not limited to such considerations as: legal responsibilities, sustainability, differing technologies, user-centred design, materials used and project management skills.
Safety is incorporated into all activities associated with design and problem solving and students are encouraged to transfer the need for safety into daily life.

Major Course Criteria: The achievement level awarded to each student on exit from the course will be based on the fullest and latest information about student performance in the following dimensions: **Analysing Design Problems, Applying Design Factors and Communicating and Synthesising and Evaluating Designs.**

Assessment Plan: The assessment program will include a variety of assessment techniques, which are integrated with the learning experiences. Over the course of one year's study, students complete:

- Two complete Design folios which includes both written and practical components. Portfolio projects cover a variety of contexts and depending on the solution chosen can be completed individually or in groups.
- One report that involves students' 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. The response may be written, spoken or in multimodal form.

Note: The non-OP, authority registered subject, Manufacturing, will be offered to students interested in this subject area but not intending on applying for entry to University.

VISUAL ART

Q.C.A.A. No. 0080 (**Authority Subject**)

Refer: Mrs C O'Brien

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

Course Outline Students will be working to satisfy three assessable criteria: 'Visual Literacy' (communicating meaning), 'Application' (use of materials, techniques, technologies & art processes) and 'Appraising' (critical analysis of artwork).

In Senior Visual Art, knowledge gained and techniques previously learned are expanded upon as students may study in a variety of media areas, including:

Built, Public & Environment	Ceramics
Costume & Stage Design	Cross-Arts Events
Curatorial Design	Drawing
Electronic Imaging	Design
Fibre Art	Film, Animation and Television
Graphic Design & Illustration	Installation
Painting	Performance
Art Photographic Art	Printmaking
Product Design	Sound Art
Sculpture	Wearable Art and Body Adornment

Course Criteria: Knowledge; Conceptualisation; Originality; Perception; Skills; Motivation; Aesthetic Awareness, Appreciation of Art Works; Analysis and Interpretation; Understanding of other Cultures.

Course Content: In Year 11 students consider the physical reality of representation and environment and their reactions to the intellectual responses to our world. Students respond to these concepts through a selection of teacher-directed and student chosen media areas as listed above.

In Year 12 students determine their own focus for their work within the concept of the Spiritual and will look at existence and other related areas of philosophy. Students work individually, with guidance, to refine their craft and become artists in their own right.

Assessment Plan: Students are assessed in both MAKING (practical work) and in APPRAISING (both written and oral response to Art, Artists and Artmaking.)

Career Possibilities: Graphic Design, Advertising, Illustrator, Camera Ready Artist, Designer- Industrial or Interior, Printmaker, Art Teacher, Curator, Animator, Art Dealer, Graphic Set Designer, Visual Artist, Reproducer, University Lecturer, Arts Administrator.

AUTHORITY REGISTERED SUBJECTS

Authority-Registered Subjects do not count towards an Overall Position (OP), so they are not studied by students who are considering a university pathway. They do; however, count towards the Queensland Certificate of Education (QCE) so these subjects (Study Area Specifications) compliment a Flexible Program pathway, such as vocational training (VET) or School-Based Apprenticeships & Traineeships (SATs).

Enrolment in an Authority Registered Subject is via approval from the Head of Middle/Senior School, following recommendation from the relevant Head of Department.

AQUATIC PRACTICES

A course of study for Aquatic Practices includes four areas of study: 'Environmental', 'Recreational', 'Commercial' and 'Cultural'. The core topics for 'Safety and management practices' will be embedded in each of the four areas.

Aquatic Practices investigates how Australians interact with their coastal waters, freshwater rivers, lakes and wetlands. The subject promotes an appreciation of the role coastal waters and inland waterways play in tourism, recreation, transport and food production, and of the legal and safety issues and codes of practice associated with waterways. It provides opportunities for students to experience and develop practical skills and knowledge valued in aquatic workplaces

The three Dimensions and their objectives for assessment in this subject are:

1. *Knowing & Understanding: By the conclusion of the course, students should be able to:*
 - describe concepts and ideas in aquatic contexts
 - explain concepts and ideas in aquatic contexts
 - demonstrate skills in aquatic contexts.
2. *Analysing & Applying: By the conclusion of the course, students should be able to:*
 - analyse information, situations and relationships in aquatic contexts
 - apply knowledge, understanding and skills in aquatic contexts
 - use language conventions and features appropriate to aquatic contexts to communicate ideas and information, according to purpose.
3. *Planning & Evaluating: By the conclusion of the course, students should be able to:*
 - generate plans and procedures for activities in aquatic contexts
 - evaluate the safety and effectiveness of activities in aquatic contexts
 - make recommendations for activities in aquatic contexts.

A course of study in Aquatic Practices can establish a basis for further education and employment in the fields of recreation, tourism, fishing and aquaculture. The subject also provides a basis for participating in and contributing to community associations, events and activities, such as yacht and sailing club races and competitions and boating shows. Students undertaking this Study Area Specification will be taught alongside the students studying Marine Science.

ENGLISH COMMUNICATION

Effective communication is integral to our rapidly changing society. New technologies, the influences of globalisation and the restructured workplace require students to focus on diverse ways of communicating in preparation for lifelong learning. This course develops students' understanding and use of the process of communication in the contexts of **work, the community** and **leisure**. The course is tailored to the interests and needs of students and is of a more practical nature.

Nature of Assessment:

Assessment in English Communication is designed to enable students to demonstrate achievement of the objectives of the study. A wide range of tasks is used to determine a student's level of achievement. Assessment techniques may include:

- observation of student skills
- practical work
- oral presentations
- written tasks
- folio presentations
- real-life projects

Major Course Criteria: Writing/shaping, Speaking

HOSPITALITY PRACTICES

This study area specification assists students to develop:

- the knowledge and skills essential for effective participation in the workforce in general and the hospitality industry in particular
- a responsible attitude toward the safety, health and wellbeing of self and others in work-related situations
- the ability to communicate effectively using hospitality-related language accurately and appropriately in both written and oral formats
- the skills associated with team work, cooperative planning, problem solving and decision making
- empathy with and understanding of cultural and social justice diversity as related to the hospitality industry
- an awareness of ethical and responsible attitudes in the work environment.

The general objectives of this study area specification are **practical skills and application, planning and decision making, knowledge**, and **affective objectives**. By the completion of the course, all objectives should be covered through the study area core and electives. The first three must be reflected in the assessment tasks.

Students undertaking this Study Area Specification will be taught alongside the students studying Hospitality Studies. They will complete units on the Hospitality Industry and Food & Beverage Production.

MANUFACTURING

This study area specification develops life skills that directly apply to a technical or industrial field and that help students adjust to the changing demands of society. It is relevant to all students who seek to develop:

- an understanding of industrial technology and its application to industry
- preparation for vocational employment
- a capacity to cope with and contribute to life in a technological society
- a sense of personal worth and self-esteem
- problem-solving abilities

The general objectives of this Study Area Specification are grouped into the following categories:

- Knowledge & understanding
- Applied processes
- Practical skills
- Attitudes & values

The first three categories of objectives: Knowledge & understanding, Applied processes and Practical skills are reflected in the three assessment criteria. At the completion of the course, all objectives must be covered.

Students undertaking this subject will be taught alongside the students studying Technology Studies. They will complete units on fabrication, furniture making, graphics and industrial design.



FRASER COAST
ANGELICAN COLLEGE

APPENDIX

QUEENSLAND CERTIFICATE of EDUCATION (QCE)

At the end of Year 12, the Queensland Curriculum & Assessment Authority (QCAA) provides a Queensland Certificate of Education (QCE) to all eligible students. To qualify for a QCE, students need to achieve a minimum of 20 QCE credits and fulfill literacy and numeracy requirements.

The successful completion of a semester of an Authority or Authority registered subject is worth 1 QCE credit. Therefore, achieving a Sound Level of Achievement in a subject studied for two years (four semesters) provides 4 QCE credits. Typically, students at the College will have studied six subjects for two years each which counts for 24 credits, so the student definitely qualifies for a QCE. It should be noted the students who fail a subject (achieve an LA or lower) will not be awarded credit for that subject.

Students following an alternative pathway can qualify for QCE credits by completing vocational qualifications such as a VET Certificate II, III or IV.

Students who do not meet the 20 credit requirement at the end of Year 12, have seven more years after leaving school where completion of additional studies can be registered with the QCAA and this allows them to be awarded a QCE after finishing school.

More information is provided at the QCAA website:

<https://www.qcaa.qld.edu.au/index.html>

To be eligible for an Overall Position (OP):

- 1 The student must have, at least, 20 Semester Units of study (5 subjects x 4 semesters) in Authority subjects.
- 2 The student must keep three subjects unchanged over the four semesters. (Each subject must be studied for at least 55 hours per semester).
- 3 The student must sit the Queensland Core Skills (QCS) Test.

The QCAA website has a wide range of helpful information for students and families regarding the OP process <https://www.qcaa.qld.edu.au/20958.html>

QUEENSLAND CORE SKILLS (Q.C.S.) TEST is a statewide test for Year 12 students and:

- is based on the common elements of the Queensland senior curriculum; consists of four papers using three modes of response: extended writing, multiple choice, and short response;
- must be taken to be eligible for and if eligible for OPs and FPs and;
- provides each student taking it with a result for the Senior Certificate;
- individual results in the Q.C.S. Test are reported on a 5-point scale from A (highest) to E (lowest);
- may be sat by students who are not OP eligible but wish to have a Q.C.S. result recorded on their Senior Certificate.

The Q.C.S. Test consists of four papers:

- Writing Task
- Short Response Item
- Multiple Choice Papers I and II

BRISBANE SCHOOL of DISTANCE EDUCATION

The Brisbane School of Distance Education provides a range of Authority and Authority Registered subjects to Independent School Students who cannot access their chosen studies at their school. Visit <http://www.brisbanesde.eq.edu.au/> then click on Curriculum.

Some courses that may be of interest include:

- Ancient History
- Economics
- German
- Japanese

Studying by Distance Education requires good time management skills and a well-developed ability to be self-directed in studies. Students have a teacher in Brisbane who they communicate with frequently. Students will be assigned a staff member (mentor) who can assist also at the school level. Students may require extra assistance with time management and monitoring of program progress at home to ensure they are working at the appropriate pace.

Combining subjects from an external provider may help a student to develop a program unique to their pathway.

The cost of subjects may be prohibitive for some families – with average costs per annum being approximately \$1200 per subject. See the Head of Middle/Senior School for further information.

FLEXIBLE PATHWAYS

Students may choose to follow a combination of school based subjects with courses offered through external providers including Vocational Education and Training (VET) Certificate courses, School-based Apprenticeships and Traineeships (SATS), University courses or other QCAA Recognised Studies. If successfully completed these courses may contribute credits to the QCE. Awarded Vocational Education and Training (VET) Certificate II qualifications contribute 4 credits towards a QCE. Awarded Certificate III and IV qualifications generally contribute 8 credits, although some contribute less. Credits assigned to VET Certificates III and IV can be checked through the Student Connect site <https://studentconnect.qcaa.qld.edu.au/>. The QCAA also recognises a broad range of other studies a student may complete - refer to <http://www.qcaa.qld.edu.au/4249.html> for details

Students undertaking other studies may still be eligible for an OP depending on whether they continue with at least five Authority subjects (20 semester units). Students need to carefully consider the impact of studying extra qualifications on their overall study load and the possible impact on subject grades. Some students may find it difficult to keep up with their school studies if the option chosen impacts on regular attendance in class.

In some cases, students may apply to pursue fewer than the recommended six subjects but must still aim to accumulate the minimum 20 credits for a QCE.

For students who do not wish to pursue an OP, the College offers several Authority-Registered subjects. These Study Area Specifications (SAS) do not count towards the calculation of an OP, but achieving an SA or better equals one QCE credit per semester.

Applications to undertake a Flexible Pathway must be made in writing to the Head of Middle/Senior School and will be considered on a case by case basis.

AUSTRALIAN QUALIFICATIONS FRAMEWORK

The Australian Qualifications Framework (AQF) is a unified system of thirteen national qualifications in schools, vocational education and training (TAFEs and private providers) and the higher education sector (mainly universities).

AQF qualifications include:

- Senior Secondary Certificate of Education
- Certificate I
- Certificate II
- Certificate III
- Certificate IV
- Diploma
- Advanced Diploma, Associate Degree
- Bachelor Degree
- Graduate Certificate
- Graduate Diploma
- Masters Degree
- Doctoral Degree.

The AQF links these qualifications together and provides a range of learning pathways between schools, vocational education and training providers and universities as your learning and career ambitions require.



UNIVERSITY EARLY ENTRY PROGRAMS

Students who would like to apply for a University Early Entry Program can seek further information about these programs from the Head of Middle/Senior School.

Approval from the Head of Senior School is required to apply for these programs if it is going to have an impact on your studies.

BONUS RANK SCHEMES

A number of Queensland Universities operate Bonus Rank Schemes for Current Year 12 students applying to commence tertiary study at these universities. These schemes recognise achievement in a range of study areas.

Bonus ranks may be awarded for successful completion of specific Queensland Year 12 subjects such as Languages other than English (LOTE) and Maths C, and some university-level subjects. A current Year 12 applicant may potentially be awarded a combination of bonus ranks. The maximum number of bonus ranks awarded will depend on the institution.

There is no separate application process as the points are awarded automatically when students apply via QTAC. **Please note** bonus ranks are added to the OP equivalent QTAC Selection Rank.

More Information about Bonus Ranks can be found at [www.qtac.edu.au/Applying- SAS/Year12Bonus.html](http://www.qtac.edu.au/Applying-SAS/Year12Bonus.html)

VET OPTIONS @ FCAC

Online / External Studies at TAFE / Registered Training Organisation

TAFE Open Learning www.openlearning.tafe.qld.gov.au/ is a source for information and enrolment into distance learning courses offered by a select group of TAFE Queensland institutes. With over 200 courses available TAFE Open Learning brings you a collection of programs that may be suitable for students to enrol in.

TAFE Queensland also has a useful course search feature that covers all newly amalgamated TAFE Colleges <http://tafeqld.edu.au/>

Registered Training Organisations.

Thousands of RTO's exist in Australia offering a wide variety of courses and training packages. Students may find an RTO that delivers a course that they are interested in.

Course costs can vary greatly between different TAFE Colleges and RTO's. Parents are advised to make enquiry about payment arrangements, fee concessions, etc. with the provider

Other useful Course Search links:

- My Future Course Search www.myfuture.edu.au (Go the Facts > Courses and Programs)
- SEEK LEARNING www.seeklearning.com.au/
- Australian Council for Private Education and Training www.acpet.edu.au

Students need to include the Course Title and Code (e.g. Certificate III in Business BSB30107) on their SETP if they wish to undertake these studies in Year 11 and 12. Upon enrolment students must also provide their LUI number (Learning Unique Identifier) to the relevant training provider to ensure their studies are recognised on their Senior Statement and contribute to their QCE.

Students who choose to study a Certificate II or higher in addition to their school studies, may apply to the Head of Senior School to drop a school-based subject. Varying arrangements for students who gain a 'spare' exist. It is expected that students would use this time to work on their certificate or school studies.

School Based Apprenticeship or Traineeships (SATs)

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

A flexible school program allows students to effectively combine a school-based apprenticeship or traineeship (SAT) while studying for their Queensland Certificate of Education (QCE).

Depending on subject choice, students may also still qualify for an Overall Position (OP) score if they are keen to pursue Tertiary Studies after school. SATs help young people to go places whether a full-time job, a trade career, University, TAFE or other training. The workplace skills and confidence that students gain during their SAT provide a solid foundation for any career.

Some of the advantages of SATs include:

- More flexibility and variety in their senior program
- A head start in an occupation or industry
- Nationally recognised qualifications
- An opportunity to learn and earn
- Improved confidence
- Beginning work in the industry and occupation of your choice when still at school
- Developing skills for your resume

What is the difference between an apprentice and a trainee?

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

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

A school-based apprentice is trained in a skilled trade, and upon successful completion, will become a qualified tradesperson. Students may convert to a full-time or part-time apprenticeship when they finish school to allow them to complete the qualification. Upon completion of a school-based traineeship, students will receive a minimum of a Certificate II in their chosen vocational area.

The Australian Apprenticeships pathways site provides a very helpful Search and Job Pathways Charts for all industries www.aapathways.com.au

How do they work?

Students wishing to undertake a SAT need to register their interest on their SETP in Year 10. If a student changes their mind and decides they would like to start a SAT part way through their senior studies or a SAT opportunity arises in this time, they can alter their SETP.

Students must gain support approval from the College to undertake a school-based apprenticeship or traineeship (SAT). Students should make an appointment to see the Pathways Officer to get an application form.

School studies

We will work with students to identify times in their current timetable that will cause least disruption to their studies. Their modified timetable will identify time for working with the employer and time for training with the supervising registered training organisation (e.g. TAFE). Students doing a SAT generally drop a subject. This will give them some spare lessons in their timetable; they are expected to use these spares productively catching up school work they have missed.

A representative of the College (Pathways Officer), student, their parent/guardian employer and SRTTO will negotiate the education, training and employment schedule (ETES) which outlines when the student is at school, work or training. This schedule forms an important part of the training plan which also specifies training needs and details how and when training will take place, who will provide the training and how training will be assessed.

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

Work

The number of days within a school week that apprentices and trainees work for an employer is negotiated between the student, employer and the school.

Work and training may take place:

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

Overall, however, employers must provide a minimum of 50 days full-time paid employment for each year of the school-based apprenticeship or traineeship. A student's work and/or training must impact on their school timetable for the arrangement to be considered a school-based apprenticeship or traineeship (SAT), rather than a part-time apprenticeship or traineeship.

SATs enter into a training contract with an employer. The training contract legally binds the employer and the school-based apprentice or trainee for the duration of the apprenticeship or traineeship. It is signed by the employer, school-based apprentice or trainee, and parent or guardian if the school-based apprentice or trainee is under 18. The training contract documents the roles and responsibilities of each party during the apprenticeship or traineeship.

Training

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

The training organisation is referred to as the supervising registered training organisation (SRTO) in the official paperwork. SRTOs deliver off-the-job training and oversee the on-the-job training provided by the employer. SRTOs may be a TAFE institute or private training organisation.

The way the training is delivered by the SRTO will depend on the apprenticeship or traineeship, the employer's business needs and the school-based apprentice or trainee's learning style. The training may be classroom-based, work-based or delivered flexibly (e.g. online training). Each SRTO offers different methods of training apprentices and trainees. The student and employer should look into options offered by various training organisations to find one which reflects both of their requirements. School-based apprentices (not trainees) are not able to complete more than one-third of the units of competency within a qualification while enrolled at school.

SRTOs will work with the student and the employer to develop a training plan. This plan will outline training needs, how and when training will take place, who will provide the training, and how training will be assessed.

The training plan also includes an education, training and employment schedule (ETES). The SRTO will negotiate this schedule with the school, student and employer to detail when the student is at school, work or training.

For a list of training organisations relevant to school-based apprenticeships or traineeships, visit Queensland Training Information Service or contact Apprenticeships Info on 1800 210 210.

Where do I start?

1. Make an application to the College through the Pathways Officer to get pre approval for which day or other arrangement may best suit your studies.
2. Students will need to find their own employer. Students will be provided with support to help them track down possible opportunities.

Further information can be found at:

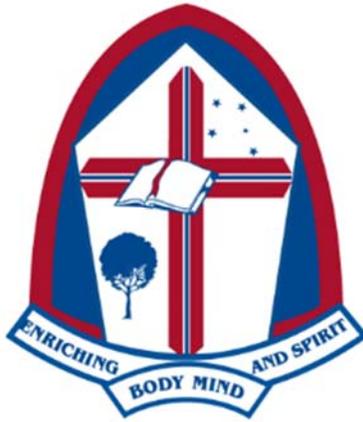
Queensland Government : Apprenticeships Info: www.apprenticeshipsinfo.qld.gov.au

Commonwealth Government: Australian Apprenticeships www.australianapprenticeships.gov.au

Australian Apprenticeships & Traineeships Information Service www.aatinfo.com.au

Australian Apprenticeship Pathways: www.aapathways.com.au

Training Queensland www.training.qld.gov.au



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