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PLEASE NOTE THE FOLLOWING POINTS CAREFULLY

- It is intended that many, but not all the subject areas listed in the booklet will be offered next year.
- This will depend on student demand and College capacity to deliver.
- In most cases, subjects offered will be delivered on this campus with St Augustine’s staff.
- There could be other subjects for which another, flexible delivery option is available. In such cases, student ability to access such subjects could be dependent on their ability to get to another site, perhaps at a time outside regular College hours.
- There will be specific levies for some subjects that require a significant amount of consumable resources.
- The Senior Education and Training Plans (SET P) interviews and the Year 10 Pathways Day (and enrolment interviews for new students later in the year) are key opportunities for ensuring that all students have appropriate, quality courses available to them at our College.
St Augustine’s College
Our Vision and Mission

We seek to make the StAC Vision a reality by:

- Embracing the spirit of St Augustine
- Implementing inclusive practices
- Creating a seamless P – 12 curriculum
- Building and nurturing strong partnerships
- Striving for excellence in teaching and learning
- Valuing the individual and enhancing self worth
- Inspiring generosity to provide service to others
- Fostering a safe and secure community
- Celebrating the sparkle of joy amongst us
- Promoting sensitivity and care for the environment
From the Principal .......

Welcome to Year 11 at St Augustine’s College!

Throughout this year students in Year 10 have already discovered that the senior years of schooling are demanding and challenging. There must be careful planning by each student to ensure a healthy balance of study, co-curricular activities, work experience, family and social life, leisure and part-time work is achieved.

St Augustine’s College offers a broad range of subjects and experiences, forming purposeful pathways for our learners. We want our graduates to be well educated, to have experienced success in co-curricular activities, to have grown personally, and to be influenced by the Christian values which underpin the ethos and endeavours of the College community.

We challenge students who will move on to Year 11 to accept the responsibilities and commitments which they will be faced with and to undertake their studies and the learning activities knowing their chosen pathways will provide a springboard for future living, learning and employment.

This handbook outlines the possible options for Year 11 and 12 curriculum at the College. This curriculum is designed to enable students to select a course of study that will allow them to move from secondary education into university or other tertiary study, apprenticeships and traineeships, employment, or combinations of these.

The course selection process involves consultation and planning between parents/carers, staff and importantly, students themselves.

We wish you and your families every success and joy as you begin this exciting and challenging time at our College.

Leon Capra
Principal
INTRODUCTION

In recent years enormous changes have taken place in senior schooling, employment patterns, vocational training and university education.

As many students do not know what careers they wish to pursue, and many who think they know often change their minds, it is important that in choosing their program that students aim at achieving a balanced education, which opens up their future options. Research indicates that 30% of Year 12 students have different plans for when they leave school than they had when they were in Year 10. It also showed that 74% of Years 10, 11 and 12 students change their specific occupation choices within 3 years of being surveyed.

In general terms the best subjects to choose are those that the student does well in and enjoys. This gives them the greatest chance of satisfaction and success in the final years at school and in transitioning to employment, training and / or university entrance. This does not mean selecting the easy options. Students who do this quickly become bored and restless, finding little point in continuing their studies. A student’s program must also challenge them to extend their boundaries. If students wish to pursue particular tertiary studies, they should ensure that they include in their program any subjects which are pre-requisites for those tertiary courses. Direct contact with various tertiary institutions is recommended. Students should ensure that they make the most of the many opportunities to clarify their interest and ability areas with teachers and parents.

Studies in Year 11 and 12 require students to be committed, enthusiastic, independent and resourceful. So, there are three main matters for students to consider:

1. Select your program wisely
2. Begin Year 11 studies with the appropriate attitude and determination
3. Ensure you use the opportunities to develop pre-requisite skills and knowledge during your studies

There are several differences between being a student at Middle Years and Senior Years levels:

Increasing difficulty of work: Senior students are expected to study subject matter at a great depth and to develop a more critical and evaluative approach to studies.

Increasing need for study and independent work: It is important to develop suitable study habits and skills, particularly the ability to work independently.

Increasing social pressures: With maturity, social interests expand. While relaxation and social growth are important, successful students need to strike a balance between the various demands on their time.

Increasing opportunities for paid casual employment: Students enjoy and are usually able to find casual employment in retail and service industries in particular. The additional money and the increasing independence it brings are valued by students, but they can be under pressure to work at unsuitable times, or choose to work unrealistic numbers of hours. We recommend student limit paid work to ten hours a week as a maximum.
HOW TO SELECT YEAR 11/12 SUBJECTS

The following is a list of factors that you need to take into consideration as you make your subject selection for the final two years

❖ Keeping your Options Open

We are all aware that the future is uncertain. Very few people at fifteen know what they want to do once they finish school. There are so many variables that intervene between Year 10 and the end of Year 12. Students’ interests change, they become more aware of their aptitudes and abilities; the number of tertiary places and employment opportunities fluctuate and Government policy changes. It is, therefore, sensible to continually seek further knowledge for yourself and of the careers available so you can keep your options open.

How do you keep your options open? Firstly, aim for the highest standard of which you are capable and work as hard as you can in Years 11 and 12. The better your results the more choices you have. Secondly, have a range of contingency plans. Don’t aim for one career choice alone; rather have a number of other ideas and be sure that you include the subjects required for these. Try to set yourself for entry to courses at various levels (degree, associate diploma, certificate), and also cover yourself for related careers and employment that you might enter directly from Year 12. Thirdly, if a number of subjects seem equally interesting and you cannot decide, think whether any of these subjects will add a useful vocational skill or make you eligible for another group of possible courses.

❖ Interest

Your first consideration when selecting subjects should be “Which subjects am I interested in? Which will I enjoy studying the most?” This is important because you are most likely to study and succeed in subjects where you have an interest. Therefore, read your subject descriptions carefully, talk to subject teachers, and work actively to decide if you are interested in some subjects more than others. The College offers a variety of subjects that enable you to access tertiary level study, training and employment along many different paths.

❖ Career Aim

Another important factor is your future career aim. Whether you are planning to go to university or TAFE, training, or directly into employment after Year 12, you need to consider if there are particular subjects you need to study to achieve your aim. You will also need to consider the results you are attaining in related subjects at the moment. If you are finding these subjects difficult now, then you may need to reconsider your career choices because these subjects will not become any easier.

❖ Tertiary Courses

In order for you to decide what subjects and fields you will need to get into particular university and TAFE courses you will need to consult a book called Tertiary Prerequisites QTAC 2016. This book is published by QTAC (the Queensland Tertiary Admissions Centre) and is the official statement of prerequisites for entry into universities and colleges in the year 2016. Each student will receive a copy and should read it carefully before making a final subject choice. This will ensure that you meet the prerequisites for entry into your preferred course.
If you are uncertain what qualifications you will need for a particular job you should refer to the copy of the **Job Guide**. All students in Year 10 in Australia were issued with these, and it can also be accessed online at www.jobguide.deewr.gov.au

Finally, if your aim is to gain university entrance directly from school, then you will need an Overall Position (OP) for most courses. However, there are alternative pathways – you will need to check this with staff. To be eligible for an Overall Position students must study 20 semester units of Authority Subjects (subjects based on a Queensland Studies Authority syllabus), comprising three subjects which must be studied for all four semesters plus any other eight semester units. At this stage, this means you must select at least five Authority Subjects (these are indicated clearly in your Curriculum Handbook) out of a possible six subjects. In the future it means that if you change subjects you must retain at least three subjects throughout Years 11 and 12 (that is, four semesters).

- **School-based Apprenticeships and Traineeships (SATS)**
  If the jobs you would like to do full-time after year 12, require you to do a traineeship or apprenticeship, it may be possible to start that training while still at school. You need to consider subjects that will help you get the apprenticeship or traineeship you need. All training requires a sound level of Mathematics and English. Further information about SATs can be downloaded from the St Augustine’s College website (under Precincts – Senior Years)

- **Job Requirements**
  If you intend to go directly into employment after Year 12 then you need to consider the subjects that will most likely help you get the job you want. Many students do look for work after Year 12 since entry into some university and TAFE courses is very competitive. If you wish to know whether there are any subject requirements for the work you are interested in then you can refer to the **Job Guide**, or an advisor. Most jobs these days have some training requirement even if you enter straight from school, so it is wise to check out the entry requirements for relevant training courses. You will need to know the working conditions as well. Will you be working indoors, outdoors or a combination? Will you have to travel as part of your job?  Does the job involve shift work?  Are you prepared to accept these working conditions?

- **Ability**
  Knowing what you **like** and what you **want** are only part of what you have to consider. Even more importantly, you need to know what you **can** do. Many students may like to be engineers or mechanics, for example; however, without the required abilities in prerequisite subjects or skills areas, it is impossible to achieve these aims.

  It is important neither to underestimate nor to overestimate your abilities. If you are uncertain about your chances of success in a subject and your teachers feel you have the capability, then it is worth a try. You can change your subjects during Years 11 and 12. However, remember to consider your studies each time you make a subject change. If you are aiming for tertiary study, make sure you keep three Authority subjects throughout Years 11 and 12, plus eight other semester units of Authority subjects.

- **Personal Attributes**
  What sort of activities are you involved in apart from your academic subjects?  What talents do you exhibit here?  Are there any jobs which utilize these talents?

- **Conclusion**
  Reading through the above information may make the task of subject selection seem a complex one. However, it is important to recognize that there is no exactly right answer. You are aiming for a best choice with the available information.

  In short, the eight headings above form a summary of points to take into account.
STUDENT PATHWAYS

To succeed in the final years of senior studies students need to maintain a high level of motivation and to balance social life, family life, cultural and sporting involvements, work and study commitments in an appropriate way. A good decision-making process for your program selection is an essential first step to promoting motivation. The SET Plan (Senior Education and Training Plan) process and the Year 10 Pathways Subject Information Day laid the foundations for effective decision-making about subject selection.

SUBJECT TYPES
The subjects / studies which will be offered at St Augustine’s have been carefully selected to enable you to undertake different pathways. They include both Authority and Authority registered subjects:

Authority subjects
Work programs for these subjects have been approved by the Queensland Studies Authority (QSA) to count towards tertiary entrance by Overall Position (OP). Results in Authority subjects are monitored in Year 11 and verified in Year 12 by an appropriate QSA District or State Panel. Results in Authority subjects are used in the determining of an Overall Positions (OP’s) for tertiary entrance. Levels of Achievement in Authority subjects appear on the Queensland Certificate of Education (QCE) – if the student is eligible at the end of Year 12.

Authority registered subjects
Work programs in these subjects may contain nationally accredited vocational training competencies (see detailed subject descriptions) and school registration to undertake these subjects is approved by the Queensland Studies Authority. SAS (Study Area Specification) subjects are not used in the calculation of an OP. An overall achievement level (and vocational competencies demonstrated if applicable) will appear on the new Queensland Certificate of Education (QCE) – if the student is eligible - or Senior Statement at the end of Year 12. Authority registered subjects emphasise practical skills and knowledge relevant to specific industries.

PATHWAYS
Students at St Augustine’s can undertake a range of different pathways. All programs must include: (i) English (Authority subject) or English Communication (SAS Authority registered subject); and (ii) Study of Religion (Authority subject) or Religion and Ethics (SAS Authority registered subject); and (iii) Mathematics A, Mathematics B or Prevocational Mathematics.

1. Tertiary Entrance Pathway (OP Eligible)

Students who select this program will be eligible for Tertiary Entrance using their OP. The minimum requirements for OP eligibility are English and four other Authority subjects. St Augustine’s students are expected to choose one more subject (beyond those 5) which may be either Authority or Authority registered subjects.

Students following this pathway are required to undertake the Queensland Core Skills Test (QCST) administered by the QSA in late Term 3 of Year 12. It is expected that students who undertake this program will be working towards tertiary study options for after Year 12.
2. Vocational Education Pathway (not OP eligible)

See details on following pages

3. Blended Pathway (not OP eligible)

This program will be a combination of Authority and Authority registered subjects with no more than four Authority subjects. The remaining subjects will be Authority registered subjects.

Students who select this program will be eligible for a Tertiary Entrance Rank (TER) and can apply to complete either Diploma or Degree level courses. Students may combine this program with a school-based apprenticeship or traineeship (SAT) – see description. It is recommended that students in this program undertake the Queensland Core Skills Test (QCST) administered by the QSA as it can contribute to their individual TER. It is expected that students who undertake this program will be working towards employment and/or further training options for after they leave school.

StAC PATHWAYS LINK PROGRAM

What are link programs?

Link programs are developed and offered by organisations such as TAFE, universities, employers etc. They can include starting TAFE courses or university courses while still at school.

Most programs contribute points towards your QCE or help to prepare you in some other way for your pathway through senior years and beyond.

The programs have different application processes, costs and closing dates. Details about the various programs are made available to students and put on the Morning Notices and in the Pathways folder on Student Common Drive as soon as they are available.

Who can apply?

Each year students in the Senior Years precinct can apply for a link program.

Link programs do not suit everybody. Serious consideration needs to be given to your personal learning needs. In most cases your best outcomes will come from focusing on a fully College-based program.

Each link program has a set of criteria (developed by the College and the provider organisation) that students must meet.

University link programs require students to be achieving A/B level results across all subjects. All programs require students to be able to maintain their results at College if they take on an extra program.

Participation in any program requires the support/approval of the College and parents/carers prior to attendance. Further information about the StAC Pathways Link Program can be downloaded from the St Augustine’s College website (under Precincts – Senior Years)
Benefits for School Students

Vocational education and training (VET) helps certain Year 11 and Year 12 students in their transition from school to work. It contributes to students’ chances of obtaining employment upon leaving school and offers alternate pathways to work. Recognised vocational education and training programs allow school students to reinforce and consolidate general learning in more applied contexts. In this way, recognised VET programs also cater for a broader range of student learning styles, abilities and interests.

VET in schools potentially opens up a range of post-school further education, training and employment possibilities. Students are also able to undertake a traineeship/apprenticeship whilst completing Years 11 and 12. This is known as a School-based Apprenticeship / Traineeship (SAT). In some cases, students finish the traineeships/apprenticeships after completing Year 12, having proven themselves to employers, and so reduce time remaining for completion.

Major objectives of VET IN SCHOOLS

The major objectives of VET in Queensland schools include:

- Delivering subjects that have nationally recognised and valued outcomes
- Meeting the curriculum needs and interests of young people and making school learning experiences more relevant to their lives and aspirations
- Enhancing the career and employment opportunities for young people by maximising post-school further education, training and employment pathways.
- Helping to prepare young people for employment and the world of work more broadly.
- Raising the profile of VET within school education and thereby increasing the likely uptake of more advanced VET programs after secondary school.
- Recording student achievement in recognised VET programs on the QCE or Senior Statement.
- Contributing to the future skills base of Queenslanders and enhancing the competitiveness of Queensland business and industry.

The VET subjects that StAC may offer in 2014/15:****

- Certificate 11 in Business
- Certificate 11 in Information, Digital Media and Technology
- Certificate 11 in Hospitality

**** See note on page 2
School-based Apprenticeships and Traineeships (SATs) allow you to train and do paid work in your chosen traineeship or apprenticeship area while you are still at school studying for your QCE.

As well as paid work, you will get extra training to build on the skills learned at work and at school. Your training may occur while you are at work or at school or at a TAFE or a private college.

A School-based Apprenticeship or Traineeship can be an attractive option for students who have demonstrated that they have the maturity needed to manage this type of learning, training and work.

Year 10 students who would like to sign up for a SAT in year 11/12 need to initially choose subjects for all lines. Your timetable will be adjusted as part of your sign-up process.

What are the benefits of doing a SAT?

- It contributes to your QCE
- A head start in the job market
- Completion or progress toward the completion of a vocational (VET) qualification
- Paid employment for the time spent at work
- Training with a Registered Training Organisation
- An easier move from school to work
- Gaining first-hand experience in the industry
- Using your VET qualification to get into tertiary education, such as Diploma courses

Are there any disadvantages to doing a SAT?

There could be, so think carefully. The government subsidises the cost of training for apprentices and trainees. Recent changes in funding arrangements mean that students now can access a maximum of 2 allocations of State Government (‘User Choice’) funding for apprenticeships or traineeships. It is possible for a student to use their 2 allocations before embarking on the apprenticeship or traineeship which leads to their real career of choice.

If you want to do a SAT, your responsibilities will include:

- Making effective use of your study lessons – these are not ‘free’ lessons. They are scheduled for you to catch-up / keep up with your school work. It is your responsibility to ‘touch base’ with teachers you had on work / training days away from school.
- Attending study lessons on time and prepared to work.
- Attending all required work, training and school days.
- Completing all theory and practical work set as part of your training program.
- Maintaining an acceptable standard of work and behaviour at school, at work and at training.
- Asking for help early if you have problems with your SAT program.
- Negotiating changes in work days (with workplace and school) when changes in your school program (e.g. exams and excursions) make this necessary. Exams are the higher priority.

If you want to do a SAT, you will need to think about the following:

(a) It is important that you are very sure about your goals and career plans before signing up for a SAT.

(b) Do you need an OP? Doing an OP and a SAT requires lots of dedication from **YOU**. It can be done, but the College will not approve such an arrangement unless your current school results indicate that you can successfully handle a heavy workload.

(c) Decide which senior subjects you will study as part of your SAT. You need to consider which subjects will help you with your traineeship or apprenticeship and which subjects you need for further study after school. Legislation governing School-based Apprenticeships and Traineeships requires that the student have his/her timetable adjusted.

(d) A School-based Apprenticeship or Traineeship requires a training agreement to be signed. This is a contract committing you and your employer to the apprenticeship or traineeship.

(e) If you start a traineeship early in Year 11, you might complete it by the end of Year 12. If you have not completed your apprenticeship or traineeship by the end of Year 12, you must complete it after you leave school.

(f) Any costs associated with transport to work and/or training, in and out of school hours, is the responsibility of you and your parents. Sometimes the work involved will require you to be able to get to different job sites.

(g) Mixing school, work and training successfully will require you to have a mature attitude and a willingness to make things work. If you find that you are having problems balancing school, work and training seek help early.

(h) If you are considering a SAT which is in a construction-related field, you will need to have completed a Workplace Health and Safety Course first. This must be 30215 Qld Course in General Safety Induction (Construction Industry) **OR** GPCCOHS1001A General Safety Induction (Construction White Card). As this course is delivered by an outside organisation, it is not free.

Further information about School-based Apprenticeships or Traineeships(SATs) and an application form can be downloaded from the St Augustine’s College website [www.stac.qld.edu.au](http://www.stac.qld.edu.au) (under Precincts – Senior Years)
YEAR 11 CURRICULUM SUMMARY

Every student is required to select:

- Either Study of Religion (Authority Subject) or Religion and Ethics (Authority-Registered Subject)
- Either English (Authority Subject) or English Communication (Authority-Registered Subject)
- Either Mathematics A or Mathematics B (Authority Subjects) or Prevocational Mathematics (Authority-Registered Subject)
- Three (3) Elective Subjects – Please note the Information on Page 2.

A TOTAL OF SIX (6) SUBJECTS

Note: To be eligible for an OP, students must study a minimum of five (5) ‘Authority Subjects’.

IT CANNOT BE STRESSED TOO STRONGLY THAT THE SUBJECTS THAT WILL GIVE A STUDENT THE BEST RESULTS AND THE GREATEST SATISFACTION ARE THOSE IN WHICH HE/SHE HAS THE GREATEST APTITUDE AND INTEREST.

Changing Subjects

A wise and realistic choice of subjects should make a change of subjects unnecessary. However, if after some time a student is finding the subject choice inappropriate, he/she should first approach Mrs Marlene Blundell (Assistant Principal – Curriculum) to discuss the implications and possibilities of a subject change.

Please be aware, for a change of subject to be authorized, it needs to be possible within timetable and class size constraints. It would also be necessary to ‘revisit’ the agreed SET Plan to ensure a clear educational benefit to the student.
GENERAL INFORMATION

SET Plans:

St Augustine’s students have had the opportunity to engage in a range of work and career education activities, including the Year 9 Pathways Day, SET Plan activities and the Year 10 Pathways Day.

The development of SET Plans for all young people helps them to map out individualised learning pathways that build on their strengths and result in a valued qualification following Senior Years.

Students and their parents/carers, along with staff members, completed their SET Plans.

The SET Plan maps out how students will work towards a QCE or Senior Statement, including OP or vocational qualifications and/or a viable employment option.

The SET Plan is designed to:

- Work as a ‘road map’ to help students achieve their learning goals
- Include flexible and coordinated pathway options
- Assist them to examine options across education, training and employment sectors
- Align student hopes and abilities to future pathways
- Support participation in further education and training
- Promote dialogue between students, parents/carers and the College

Queensland Core Skills Test (QCST)

This test is:

- A common state wide test for Queensland Year 12 students, held in the third last week of term 3 annually
- An achievement test, not an intelligence test or an aptitude test
- Grounded in the Queensland senior curriculum and based on the Common Curriculum Elements (CCE’s) contained in the various syllabuses
- Achievable for all Year 12 students regardless of individual differences in subject choices.

Note: Year 12 subject matter is not examined directly. However, the test, and underlying CCE’s require basic levels of general knowledge and vocabulary, and a Year 10 level knowledge of mathematical operations.
It provides:
- Individual results reported on a five-point scale on the Senior Statement (A is highest through to E)
- Group results for calculating Overall Positions (OP’s) which are independent of subjects studied or school attended.
- Group results for calculating up to 5 Field Positions (FP’s) results per student, depending on his / her subject choices.

**Overall Position (OP):**
- Compares overall student achievement
- Reports students’ positions in one of 25 bands from 1 (highest) to 25 (lowest)
- Requires the study of at least three Authority subjects for four semesters
- Uses the results of the student’s best 20 semester units in Authority Subjects in Years 11 and 12 - this will mean the best three subjects studied for all four semesters (12 units) plus another 8 semester units from any other Authority Subjects, making the total of 20 semester units
- Uses equal weighting for all subjects

**Field Positions (FP):**
- Compare students’ achievements in up to five fields in Authority subjects, described as Fields A, B, C, D and E
- Are calculated only when students are eligible for an OP
- Each field focuses on areas of study that emphasise particular knowledge or skill
- Are used for tertiary entrance only when there is a need to select students from within the same OP band

**QCE Information Summary for Parents**

**Queensland Certificate of Education**

Students in Year 11-12 will work towards the Queensland Certificate of Education (QCE).

**Eligibility for a QCE**

To be eligible for a QCE, a student must be enrolled with a school and registered with the Queensland Studies Authority. A Learning Account is set up in this way. For most students the QCE will be achieved over Years 11 and 12. Others may not achieve it until after they finish Year 12.

The total amount of learning required is at least twenty credits. This reflects an amount of learning that could be reasonably achieved by most young people over a two-year, full-time program of study in the Senior Phase of Learning.
What is a credit?

A credit is the minimum amount of learning at the set standard that can contribute to the QCE. A credit has two elements: an amount of learning and a set standard.

For example, a credit for a school subject is one semester of study (amount of learning) at Sound Achievement level (set standard); or another single credit in a Certificate II qualification would 25% (amount of learning) of the competencies being demonstrated (set standard).

Some learning achievements will be recorded in the Learning Account but will not be a credit because they either do not have the required amount of learning or they do not meet the set standard.

For example, a Very Limited Achievement in a school subject does not meet the set standard to be a credit.

Flexibility

The Queensland Certificate of Education (QCE) will recognise a wide variety of learning options. Students can design a program of study to match their career goals. There is flexibility in what, where and when learning occurs.

Not all the learning needs to take place at school. Some learning can be with a registered training provider, in a workplace or with a community group. The list of options is in the table on page 16.

The Senior Statement

The Senior Statement is an official record of all the learning achievements in a Learning Account. It details what learning was attempted, the standards achieved, and where and when the learning took place.

The QSA will issue the Senior Statement to young people who:

- have met the requirements for the Queensland Certificate of Education, or
- are attending a school, and have banked at least one achievement in their Learning Account, and are enrolled at a school until the prescribed date at the end of Year 12, or
- have completed a pattern of study which makes them OP eligible

New laws

The QCE complements the State Government's "learning or earning" laws which mean everyone will be required to complete Year 10 at school and go on to complete a further two years of education and training, unless in full time employment.

For more information:

- visit the QSA website at www.qsa.qld.edu.au
- visit the Student Connect at www.studentconnect.qsa.qld.edu.au/
- visit http://training.qld.gov.au
- visit www.myfuture.edu.au
**Tertiary Entrance Statement:**

The Queensland Studies Authority (QSA) issues the Tertiary Entrance Statement to students who are eligible for an Overall Position (OP). This statement indicates the student’s OP and applicable FP’s.

**Students considering Tertiary Entrance without an OP:**

Students who complete Year 12 and have not sought an OP can still gain entry to courses offered at tertiary institutions. These institutions include some TAFE Colleges and most universities. Non OP eligible students will be allocated a ‘rank’, the Tertiary Entrance Rank (TER), based on their results recorded on the QCE or Senior Statement and, if they sat it, their results in the QCS Test.

Entry to certain courses can also be obtained by other means, such as portfolio, interview or the like, or by obtaining a full fee paying place eg – completion of other VET qualifications and information at the front of the QTAC Guide.
ENGLISH

SUBJECTS

English
English Communication (SAS)
ENGLISH
(Authority Subject)

Note: All students must study either English or English Communication
This subject can lead to these as well as other related industry topics:

- Editor
- Events coordinator
- Journalist
- Lawyer
- Librarian
- Marketing assistant
- Politician
- Publisher
- Teacher
- Writer

Course Outline/ Topics
Year 11
- An Australian Interlude – An analysis of Australian texts including plays
- Whose Reality? – Satire and persuasion
- Through My Eyes – Autobiographical texts
- Word – Shakespearean Comedies
Year 12
- Foreshadowing Fear – Shakespearean Tragedies
- The Great Divide – Classic and popular texts from different cultures
- A Brave New World – The state of society
- Choices – Inspiration and motivation

Assessment Requirements
Year 11
- Analytical Essay Exam (analysis of play)
- Persuasive address (satirical)
- Opinionative article
- Short story (poetry as stimulus)
- Expository essay (analysis of novel)
- Multimodal adaptation presentation
Year 12
- Dramatic Monologue
- Reflective address
- Expository Essay (analysis of novel)
- Short story (variety of texts as stimulus)
- Opinionative article (response to poems)
- Persuasive address
Each assessment piece must fulfill three criteria:
Dimension one – Understanding and responding to contexts
Dimension two – Understanding and controlling textual features
Dimension three – Creating and evaluating meaning.

Students must be able to show the ability to write and speak across a range of text types including imaginative, persuasive/reflective and analytical productions.

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**How do students learn? What types of activities will they be doing?**

- Reading and viewing texts such as plays, novels, media sources and poetry
- Individual, small group and whole class activities which encourage students to talk, to discuss and to be effective communicators
- Workshops, conferencing
- Simulated contexts such as role plays and improvisation
- Excursions and incursions (see below)

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**Excursions/ Incursion / Competitions**

- Shake ‘N’ Stir – Presentation and master classes (no cost to student)
- Author visits and guest speakers
- Gallery visits – Shaun Tan Travelling exhibition
- StAC contributions to Arts Night – compilation of text types from students
- Australiasian Schools English and Writing competitions

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**Tertiary Studies and Literacy**

- A satisfactory level of competence in English can give the opportunity to gain entry into many University and TAFE courses.
- A satisfactory level of competence in English for at least one semester of year 11 and 12 will allow for the ‘Literacy tick’, which can give access to some TAFE courses and occupations.
ENGLISH COMMUNICATION
(Authority Registered Subject)
Study Area Specification - SAS

Note: All students must study either English or English Communication

This subject can lead to these as well as other related industry topics:
• Business owner
• Community worker
• Events coordinator
• Marketing assistant
• Office worker
• Personal assistant
• Personal Trainer
• School Officer

Course Outline/ Topics

Year 11

• Sight and Sound
• Autobiographic – This is Me!
• Planning an event or trip
• Are you on track?
• Social Justice
• Entering the workforce
• Conflict resolution
• Life after school

Year 12

• Being Resilient – workplace focus
• Responsible citizenship
• Youth and the law
• Is small business for you?
• Organising a formal event
• Responsible living – healthy choices
Assessment Requirements

Year 11
• Spoken presentation
• Autobiographical extract
• Power point presentation
• Personal dossier
• Multimodal presentation
• Symposium
• Role play
• Response to job advertisement

Year 12
• Role play
• Response to stimulus letter
• Multimedia presentation
• Business plan
• Event proposal presentation
• FAQ sheet

This study area specification offers opportunities within the contexts of work, community and leisure.

Students are assessed on the following criteria:
• Knowledge of contextual factors – how text are shaped by purpose, context and social situation
• Knowledge of textual features – how textual features are selected for particular purposes and audiences
• Knowledge and understanding of texts – how texts reflect different values, beliefs and attitudes

How do students learn? What types of activities will they be doing?
• Uses language to perform tasks
• Uses technology, express identity, and interact in groups, organizations and the community.
• Reading and viewing texts
• Individual, small group and whole class activities which encourage self pace
• Conferencing
• Simulated contexts such as role plays and improvisation

Tertiary Studies and Literacy
• A satisfactory level of competence in English Communication can give the opportunity to gain entry into many TAFE courses.
• A satisfactory level of competence in English Communication for at least one semester of year 11 and 12 will allow for the ‘Literacy tick’, which can give access to some TAFE courses and occupations.
MATHEMATICS

SUBJECTS

Mathematics A
Mathematics B
Prevocational Mathematics (SAS)
Note: All students must study either Mathematics A, Mathematics B or Prevocational Mathematics

This subject can lead to careers in the following:
Accountant
Analyst (information technology)
Bank/building society/credit union officer
Credit and loans officer
Costing officer
Economist
Financial planner
Inventory and supply officer
Market researcher
Mathematician
Nurse
Quantity surveyor
Statistician taxation agent
Teacher
Valuer

Course Outline/Topics

Elements of Applied Geometry: trigonometry, area & volume, latitude, longitude and time zones
Managing Money 1 & 2: bank interest, credit cards, loans, foreign exchange, taxation, budgeting, investments

Linking 2 & 3 Dimensions: scale drawings and plans, estimation of quantities and costings
Data Collection & Presentation: graphical and table presentations, methods for describing and summarizing data

Maps & Compasses: land measurement using maps and drawings, compass bearings, orienteering, site plans

Exploring and Understanding Data: statistics, probability, interpretation of graphs and reports
Elective: Operations Research, Networks & Queuing

Assessment Requirements

Examination at the end of each term
One assignment per semester

Pre-Requisites

A grade of at least “C” in General Mathematics or an “A” or “B” in Foundation Mathematics is preferred.

Specialised Equipment Required

Scientific Calculator Casio FX-82AU Plus or Canon Solar Scientific Calculator F-717SAG
MATHEMATICS B
(Authority Subject)

Note: All students must study either Mathematics A, Mathematics B or Prevocational Mathematics

This subject can lead to careers in the following:

Accountant
Analyst (information technology)
Bank/building society/credit union officer
Credit and loans officer
Costing officer
Economist
Engineer
Financial planner
Inventory and supply officer
Market researcher
Mathematician
Quantity surveyor
Scientist
Statistician taxation agent
Teacher
Valuer

Course Outline/Topics

Introduction to functions: linear, trigonometric, periodic, power
Rates of change: instantaneous and average rates of change
Periodic functions and applications: recognition of periodic functions, sketching, investigation shapes and relationships
Optimisation using derivatives
Integration; introduction and applications
Applied statistical analysis: representations and analysis of data

Assessment Requirements

Examination at the end of each term
One assignment per semester

Pre-requisites

A grade of at least “C” in Extension Mathematics or an “A” or “B” in General Mathematics

Specialised Equipment Required

Scientific Calculator Casio FX-82AU Plus or Canon Solar Scientific Calculator F-717SAG
Note: All students must study either Mathematics A, Mathematics B or Prevocational Mathematics

During a course of study, students should:

• build your confidence and experience success when using mathematics in everyday contexts

• improve your preparedness for entry to work, apprenticeships, traineeships, or further study by developing your numeracy skills

• Satisfactory completing, attaining of at least “C” will satisfy the numeracy requirements for the QCE (Queensland Certificate of Education)

Course Outline/Topics

Taking a gamble
Money, earning and paying tax
Landscaping
Health and exercise
Practical statistics
Leaving home
Travelling overseas
Organising an event
Owing your own business

Assessment Requirements

One examination per semester
Other assessment types: folio of work, progressive in class tasks, orals and reports

Pre-requisites

No pre-requisites

Specialised Equipment Required

Scientific Calculator Casio FX-82AU Plus or Canon Solar Scientific Calculator F-717SAG
RELIGION

SUBJECTS

Study of Religion
Religion and Ethics (SAS)
Note: All students must study either Study of Religion or Religion and Ethics

The subject of Study of Religion (SOR) looks at religion as a human phenomenon, which plays a vital role in our world. It presents a valuable tool in understanding complex social and political issues both in Australia and the wider world. SOR assists students to become understanding, tolerant and educated members of society and provides valuable skills for tertiary study.

Course Outline/Topics

Semester 1
- Ultimate Questions
- Rituals

Semester 2
- Religion and State Relations
- Religion and Human Rights

Semester 3
- Sacred Texts

Semester 4
- Religion, Values and Ethics

Assessment Requirements

Assessment continues throughout the course using a range of techniques: multi-modal presentations, response to stimulus exams, reports, essay exams and research essays. Students will have five assessment tasks in Year 11 and Year 12 (i.e. 10 assessment items over the two year course).

Pre-Requisites

A Pass in Religious Education and English

Excursions

An excursion will be undertaken in Year 11 and a guest speaker will address the students in Year 12.
Note: All students must study either Study of Religion or Religion and Ethics

Religion and Ethics (R&E) assists students to know and understand the influence that values, belief systems and religious traditions have on their own and other people’s behaviour. It encourages students to develop ethical attitudes and behaviours required for effective participation in the community and to think critically, creatively and constructively about their future role in it.

**Course Outline/Topics**

Semester 1
- The Australian Scene
- Peace Studies

Semester 2
- Spiritual and Ritual
- Heroes and Role Models

Semester 3
- Good and Evil
- Origins, Purpose and Destiny

Semester 4
- Gender and Spirituality
- Social Justice

**Assessment Requirements**

Assessment techniques may include: objective and short answer tests response to stimulus materials (written or oral), presentations such as artistic, non-written or other forms of presentations including collages of images, or presenting a religious service/class or school ritual/event. Students will have four-assessment task in year 11 and 12 (i.e. 8 assessment items over the two year course.)

**Pre-Requisites**

Have studied Religious Education and English
THE ARTS

SUBJECTS

Dance
Drama
Visual Arts
This subject provides students with a range of skills transferable to a variety of vocational and future pathways:

**Industry Related:**
- Artistic director
- Arts administrator
- Choreographer
- Coach/mentor
- Costume designer
- Critic
- Dancer
- Event Manager
- Make Up Artist
- Performer
- Physical Therapist
- Publicity Agent
- Producer
- Teacher

**Affective / Life Long Learning Skills:**
- Accountability
- Appreciation of live performance
- Autonomy
- Communication
- Confidence
- Creative thinking
- Cultural understandings
- Interpersonal
- Intrapersonal
- Group work and collaboration
- Perseverance
- Problem solving
- Respect for personal and others’ aesthetics
- Self-management
- Valuing diversity

**Course Outline:**

**Year A:**
- Gotta Dance – Jazz/Tap
- The Art of Chaos – Contemporary
- Tutus, Tiaras and Traditions – Ballet
- Year 11 – Ballroom/Latin
- Year 12 – Leaving a Legacy – Student Choice

**Year B:**
- Dance Around the World - Various
- Taking it to the Streets- Popular Dance
- Modern Marvels and what Matters - Contemporary
- Year 11 – Ballroom / Latin
- Year 12 – Leaving a Legacy – Student choice

**Assessment Requirements:**
Achievement in Dance is judged by matching a student’s achievement in the assessment tasks with the exit criteria of the subject. These criteria are:
- Choreography
- Performance
- Appreciation

**Prerequisites:**
There are no Year 10 prerequisites for enrolment in the Year 11/12 Dance course. However, it is recommended that students study Authority English to support their literacy development in the Arts.

**Excursions and/or Subject Cost:**
Dance involves a minimum of two theatre experiences each year. These are likely to be evening events.
This subject provides students with a range of skills transferable to a variety of vocational and future pathways:

**Industry Related:**
Actor  
Artistic director  
Arts administrator  
Costume designer  
Critic  
Editor  
Film, stage and television operator  
Make Up Artist  
Publicity Agent  
Producer  
Scriptwriter  
Set Designer  
Sound/Lighting Technician  
Stage Manager  
Teacher

**Affective/Life long Learning skills:**
Accountability  
Appreciation of live performance  
Autonomy  
Communication  
Confidence  
Creative thinking  
Critical thinking  
Cultural understandings  
Interpersonal  
Intrapersonal  
Group work and collaboration  
Perseverance  
Problem solving  
Respect for personal and others’ aesthetics  
Self-management  
Valuing diversity

---

**Course Outline:**
Year A:  
• Creating an Identity – Monologue  
• The Australian Identify – Australian Gothic  
• A Political Identity – Epic Theatre  
• Finding Your Voice – One Person Show
**Course Outline:**

Year B:
- Unmasking a Physical Identity – Physical Theatre
- Virtual Identities – Cinematic Theatre
- Questioning Identity – Absurd Theatre
- Finding Your Voice – One Person Show

**Assessment Requirements:**

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
- Responding

**Prerequisites:**

There are no Year 10 prerequisites for enrolment in the Year 11/12 Drama course. However, it is recommended that students study Authority English to support their literacy development in the Arts.

**Specialised Equipment Required:**

NA

**Excursions and/or Subject Costs:**

Drama involves a minimum of two theatre experiences each year. These are likely to be evening events.
This subject provides students with a range of skills transferable to a variety of vocational and future pathways:

**Industry Related:**
Animator/Illustrator  
Art gallery director/curator  
Art therapist  
Art Critic  
Artist/Sculptor  
Arts administrator  
Costume/Fashion designer  
Desktop publisher  
Event manager  
Graphic designer  
Industrial designer  
Interior decorator  
Jeweller  
Photographer  
Makeup artist  
Multimedia developer

**Affective/Life long Learning skills:**
Accountability  
Appreciation of exhibitions and creative industries  
Autonomy  
Communication  
Confidence  
Creative thinking  
Critical thinking  
Cultural understandings  
Interpersonal  
Intrapersonal  
Perseverance  
Problem solving  
Respect for personal and others' aesthetics  
Self-management  
Valuing diversity  
Web designer/developer

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**Course Outline:**

**Year 11:**
- Genesis Iconography – Religious Art  
- Manifestation Essence – 2D and 3D Media  
- Façade – Postmodernism and 3D Installation
**Course Outline:**

**Year 12:**
- Art as Journey – various media
- Primordial to Postmodern – various media
- Revisit – student/teacher negotiation

Throughout the course of study, students are encouraged to work across a range of media areas including:

- Drawing
- Sculpture
- Printmaking
- Photography
- Painting
- Digital Manipulation
- Installation
- Ceramics

**Assessment Requirements:**

Achievement in Visual Arts is judged by matching a student's achievement in the assessment tasks with the exit criteria of the subject. These criteria are:

- Visual Literacy
- Application
- Appraisal

**Prerequisites:**

There are no Year 10 prerequisites for enrolment in the Year 11/12 Visual Arts course. However, it is recommended that students study Authority English to support their literacy development in the Arts.

**Specialised Equipment Required:**

- Visual Art Journal

**Excursions and/or Subject Costs:**

As part of the course, students would be expected to attend one art exhibition excursion each year.
BUSINESS STUDIES

SUBJECTS

Business Communication & Technology
Business (Certificate 11 in Business)
**Course Outline/Topics**

Business environments  
Organisation and work teams  
Workplace health, safety and sustainability  
Financial administration  
Events administration  
Social media  
International business

**Assessment Requirements**

Short and/or extended responses  
Research assignments  
Projects and reports  
Multimodal presentations such as seminar presentations, multimedia presentations, debates and reports may also be used.

**Pre-Requisites**

None

**Specialised Equipment Required**

Computer, Textbook

**Career Pathway**

This subject may lead to employment in such areas as business administration, events administration, workplace health and safety or tertiary study in the fields of business, business management, accounting, events management and human resources.
# BUSINESS
(Certificate 11 in Business)
Vocational Education

## Course Outline/Topics

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Description</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWHS201A</td>
<td>Contribute to the health and safely of self and others</td>
<td>C</td>
</tr>
<tr>
<td>BSBWOR202A</td>
<td>Organise and complete daily work activities</td>
<td>E</td>
</tr>
<tr>
<td>BSBCMM101A</td>
<td>Apply basic communication skills</td>
<td>E</td>
</tr>
<tr>
<td>BSBWOR203A</td>
<td>Work effectively with others</td>
<td>E</td>
</tr>
<tr>
<td>BSBWOR204A</td>
<td>Use business technology</td>
<td>E</td>
</tr>
<tr>
<td>BSBSM201A</td>
<td>Identify suitability for micro business</td>
<td>E</td>
</tr>
<tr>
<td>FNSACC301A</td>
<td>Process financial transactions and extract interim reports</td>
<td>E</td>
</tr>
<tr>
<td>BSBITU201A</td>
<td>Produce simple word processed documents</td>
<td>E</td>
</tr>
<tr>
<td>BSBITU202A</td>
<td>Create and use spread sheets</td>
<td>E</td>
</tr>
<tr>
<td>BSBCUS201B</td>
<td>Deliver a service to customers</td>
<td>E</td>
</tr>
<tr>
<td>BSBIND201A</td>
<td>Work effectively in a business environment</td>
<td>E</td>
</tr>
<tr>
<td>BSBITU102A</td>
<td>Develop keyboard skills</td>
<td>E</td>
</tr>
</tbody>
</table>

## Assessment Requirements

A — Observation with checklists  
B — Projects / Portfolios  
C — Questioning  

Please note that students have to demonstrate a number of times before being competent.

## Pre-Requisites
None

## Specialised Equipment Required
Computer

## Career Pathway

This qualification is designed for people seeking a pathway into the world of work or vocational education and training or university. It will inform them in making choices about jobs and careers, with a focus on work readiness and not job readiness. The qualification makes employability skills front and centre in a work context and is targeted at school years 11 and 12.

After achieving the BSB20107 Certificate II in Business, candidates may undertake the BSB30112 Certificate III in Business, a qualification for those seeking to develop more specialised technical skills and knowledge for working in a range of business environments, or a range of other Certificate III qualifications.
HEALTH & PHYSICAL EDUCATION

SUBJECTS

Physical Education Recreation (SAS)
This subject can articulate to these areas well:

- Sport
- Education
- Coaching
- Journalism
- Sociology
- Psychology
- Physiotherapy

Practical components of the course include the following:

- Volleyball
- European Handball
- Touch
- Aerobics

Subject matter for written/oral work is drawn from three focus areas which are:

- Learning physical skills
- Processes and effects of training and exercise
- Sport, physical activity and exercise in the context of Australian society.

Assessment

- Written Tasks: essays, journals, research reports and extended response exams
- Multi modal seminar presentations, panel of experts, interviews
- Physical Tasks: video recordings of performance of skills, game play and skill/drill performances

No Pre Requisites

No excursions, however students have access to an aerobics instructor for a period of 4 weeks.
This subject can articulate to these areas well

- Sport
- Education
- Coaching
- Journalism
- Psychology
- Refereeing

Practical Components of this course include

- Lifesaving,
- Lawn Bowls,
- Golf,
- Tennis,
- Australian Rules Football, Oz Tag
- Strength and Conditioning,
- outdoor pursuits- Archery
- Canoeing,
- Badminton,
- Coaching.

Assessment

- Written Tasks: essays, journals, research reports and extended response exams
- Multi modal seminar presentations, panel of experts, interviews
- Coaching journal and practical coaching
- Physical Tasks: video recordings of performance of skills, game play and skill/drill performances

No Pre Requisites

Excursions include swimming and lifesaving at the pool, strength and conditioning at the gym, and Golf at the golf course.
HOME ECONOMICS & HOSPITALITY

SUBJECTS

Home Economics
Certificate 11 in Hospitality
This subject can articulate to these as well as other related topics

- Food & Beverage Management
- Fashion Design
- Tourism Industry
- Professional Cookery
- Restaurant Industry
- Textile Industry
- Nutritional Specialist
- Dietician

Course Topics

- Textiles and Australian Consumers
- The Human Lifecycle and our living Environment
- The Impact of food on Australians and our Australian Food Identity
- The Importance of the Wellbeing of our Children

Assessment Requirements

- Short Response exams
- Written research essays
- Practical tasks and journals

Specialized Equipment Required

- Ingredients for practical cookery
- Storage container for food produced in class
- Material for textile assessment
This subject can articulate to these as well as other related topics

- Professional chef
- Function coordinator
- Food & Beverage Management
- Merchant Ships
- Butler
- Hotel Management
- Restaurant Industry
- Pastry Chef

Course Outline / Units of study

- Work effectively with others
- Source and use information on the hospitality industry
- Use hospitality skills effectively
- Interact with customers
- Use hygienic practices for food safety
- Participate in safe work practices
- Prepare simple dishes
- Prepare and serve espresso coffee
- Produce cakes
- Clean kitchen premises and equipment
- Produce appetisers and salads

Assessment Requirements

- Continual assessment
- Short response tests
- Written research response
- Product evaluation

Specialized Equipment Required

- Ingredients for practical
- Storage container for food produced in class
- Laptop computer

Excursions / Guest lectures

- Hilton Hotel Brisbane
- Brisbane School of Coffee
INDUSTRIAL TECHNOLOGY & DESIGN

SUBJECTS

Technology Studies
Graphics
Industrial Technology Studies
Technology Studies is a course of study which investigates the nature and functions of available resources through the application of inquiry, design and problem-solving. In Technology Studies, students must solve problems and, in doing this, they will use a design methodology and consider optional and available resources when appropriate. All pertinent safety requirements must be considered and students must conform to occupational health and safety standards.

**Topics**

The nature of Technology Studies will require students to adopt an integrated approach in working towards solutions to a design problem. Designing, making and appraising involve students in solving a problem using a design methodology.

Over two years, six areas of study are to be covered, namely:
- Design process
- Safety
- Materials
- Tools
- Processes
- Systems

**Assessment Requirements**

The assessment program will include a variety of assessment techniques which are integrated with the learning experiences. The achievement level awarded each student on exit from the course will be based on the fullest and latest information about student performance in the criteria of:
- Knowledge and understanding
- Reasoning processes
- Practical expertise as outlined in the syllabus

Over the course of study students complete:
- At least one complete design folio – with a student’s description of his or her design problem-solving procedure at least one related research report of 750-1000 words supported by relevant graphical and experimentally generated data
- The practical outcome of their design problem.

**Specialized Equipment Required**

Safety Footwear
Graphics is a course of study that provides an opportunity for students to gain an understanding of graphical communication across a broad spectrum of applications. It provides a solid foundation to careers in industrial design, graphic design, architecture, drafting and web design.

**Topics**
The course draws upon the elements and principles of graphical communication and elements of presentation. Students learn the skills, methods and processes that form the knowledge of communicating through graphical imagery. Through the structured medium of visual imagery, students also learn the ability to communicate and express information with clarity and precision.

Students learn about the efficiency and effectiveness of graphical communication and its ever-increasing use in our technological society. Students are encouraged to be imaginative and creative through problem solving and designing, whether working individually or as part of a team.

**Assessment Requirements**
- Short Response exams
- Context Based Folios

**Specialized Equipment Required**
- Student version of Vectorworks (CAD system)
- Associated technical drawing equipment ie Faber-Castell A3 Drawing Board
This subject is designed to develop life skills and competencies which have direct application to a technical or industrial field and which have direct application to a technical or industrial field. In general, all students should be able to use their creativity and derive satisfaction from working with materials, tools and machines while they acquire the competencies required to prepare them for future employment as well as recreation and leisure activities.

**Topics**
Over two years the subject is structured around four contexts:

1. Indoor construction - where students seek to develop knowledge and skills which might apply to industrial environments including manufacturing and maintenance.
2. Outdoor construction - where students seek to develop skills related to a simulated workplace of residential building.
3. Framing construction / finishing - where students develop practical skills and knowledge related to framing and shop fittings.
4. Carcase construction / finishing - in this area students develop skills related to cabinet making.

**Assessment Requirements**

Assessment in Industrial Technology Studies is designed to enable students to demonstrate achievement of the objections of Knowledge and Understanding, Applied Processes and Practical Skills. Safety in the workplace is an important aspect of the course and will be evident in student projects and assessment. Assessment of the units 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.

Assessment techniques may include: practical work, projects, objective short-answer or response items, writing tasks, oral presentations, teacher observation and written tests.

Specialized Equipment Required – Safety footwear
INFORMATION TECHNOLOGY

SUBJECTS

Certificate 11 in Information, Digital Media And Technology
### Certificate 11 in Information, Digital Media & Technology
#### Vocational Education

<table>
<thead>
<tr>
<th>Course Outline/Topics</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBSUS201A</td>
<td>Participate in environmentally sustainable work practices</td>
</tr>
<tr>
<td>BSBITU302B</td>
<td>Create electronic presentations</td>
</tr>
<tr>
<td>BSBWHS201A</td>
<td>Contribute to health and safety of self and others</td>
</tr>
<tr>
<td>ICAICT201A</td>
<td>Use computer operating systems and hardware</td>
</tr>
<tr>
<td>ICAICT206A</td>
<td>Install software applications</td>
</tr>
<tr>
<td>ICAICT202A</td>
<td>Work and communicate effectively in an IT environment</td>
</tr>
<tr>
<td>ICASAS206A</td>
<td>Detect and protect from spam and destructive software</td>
</tr>
<tr>
<td>ICASAS301A</td>
<td>Run standard diagnostic tests</td>
</tr>
<tr>
<td>ICAICT204A</td>
<td>Operate digital media technology package</td>
</tr>
<tr>
<td>ICAICT203A</td>
<td>Operate application software</td>
</tr>
<tr>
<td>ICAICT205A</td>
<td>Design basic organisational documents using computing packages</td>
</tr>
<tr>
<td>ICAICT207A</td>
<td>Integrate commercial computing packages</td>
</tr>
<tr>
<td>ICAWEB201A</td>
<td>Use social media tools for collaboration and engagements</td>
</tr>
<tr>
<td>BSBITU201A</td>
<td>Produce simple word processed documents</td>
</tr>
</tbody>
</table>

**Assessment Requirements**

A — Observation with checklists
B — Written Assessment (may include: short answer questions, activity sheets, research, other written assessment))
C — Interactive Activities (may include: online quizzes, simulations)
D — Case Studies
E — Projects (may include individual and team projects)

Please note that students have to demonstrate a number of times before being competent.

**Pre-Requisites**

None

**Specialised Equipment Required**

Computer

**Career Pathway**

- Possible job roles, including: office assistant; records assistant; junior office support
- Pathway to ICA30111 Certificate III in Information, Digital Media and Technology, or a range of other Certificate III qualifications
STUDIES OF SOCIETY AND ENVIRONMENT

SUBJECTS

Geography
Legal Studies
Modern History
This subject can articulate to these as well as other related industry topics:

- Engineering
- Town Planning
- Environmental Science
- Media
- Politics
- Administration
- Earth Sciences
- Life Sciences
- Social Science

Course Outline/Topics

- Managing the Natural Environment- Responding to Natural Hazards, Managing Catchments
- People and Development- Contrasting Development, Feeding the World’s People
- Social Environments- Sustaining Urban and Rural Environments, Planning places
- Resources and Environments-Living with Physical Systems, Managing Resources

Assessment Requirements

- Short Response Exams
- Stimulus Response Exams
- Field Study Reports
- Practical Exams

Pre-Requisites

- A grade of at least “C” in English and Geography if studied
- A grade of least “C” or “Sound Achievement” in Maths

Excursions

- Field Studies are a mandatory requirement of course
This subject can articulate to these as well as other related industry topics:

- Law
- Arts
- Social Sciences
- Education
- Journalism
- Government and Politics
- Cultural Studies

Course Outline/Topics

- The Legal System
- Crime and Society
- Introduction to Civil Obligations
- Human Rights
- Housing and the Law
- Family and the Law
- Indigenous Australians and the Law

Assessment Requirements

- Extended Response Examination Tests
- Extended Response research Assignments
- Extended Response to Stimulus Assignments
- Short Response Examinations

Pre-Requisites

- A grade of at least “C” or sound achievement in English and/or Legal Studies in Year 10 if studied.
- An ability to work independently

Excursions

- A Court Visit is a mandatory requirement of the course
This subject can articulate to these as well as other related industry careers

- Journalism
- The legal profession
- Teaching
- Government
- Arts/Law
- Sociology and Social Sciences
- Education
- Cultural Studies

Course Outline/Topics

- Studies of Conflict - Australia at War, Australia's unpopular wars
- Studies of Co-operation - Role of United Nations in War, International Co-operation, Land Rights and Reconciliation
- The History of Ideas and Beliefs - The dreaded 'Ism'; the Power of ideas to change the world (national and international level)
- Studies of Power - The power of People to Destroy, The power of People to create Peace

Assessment Requirements

- Short Response Exams
- Multimodal presentations
- Stimulus response exams
- Written research response - independent historical inquires

Pre-Requisites

- A grade of at least “C” or “Sound achievement in History and English
- An ability to work independently
Course Outline / Topics
- Cellular Biology
- Ecology and Environmental Studies
- Evolution and Diversity
- Genetics and Hereditary
- Homeostasis and Coordination
- Physiology
- Biotechnology and Bioethics

Assessment Requirements
- Extended Response Task (ERT)
  - Non-experimental investigation
  - Field study report and written response to stimulus
  - Data collection and Research assignment
  - Oral seminar presentation
- Extended Experimental Investigation (EEI)
  - Written, scientific report
- Written Task
  - Unseen Examinations

Pre-Requisites
- None

Specialised Equipment required:
- Macbook, Textbook, research journals and writing material.

Excursion
- 3-day mandatory field trip to Hastings Point (NSW) in Year 11

Career Pathways include:
- Agricultural Science
- Biochemist
- Botanist
- Environmental Scientist
- Forensic Scientist
- Geneticist
- Geologist
- Marine Biologist
- Medical Scientist
- Pathologist
- Veterinarian
- Zoology
Course Outline / Topics

- Chemical bonding
- Stoichiometry
- Qualitative and Quantitative Techniques
- Reaction Rates and Equilibrium
- Organic Chemistry
- Wine analysis
- Electrochemistry
- Forensic Chemistry

Assessment Requirements

- Extended Response Task (ERT)
  - News paper/journal articles
  - Research assignment
- Extended Experimental Investigation (EEI)
  - Written, scientific report
- Written Task
  - Unseen Examinations

Pre-Requisites

- Sound Achievement or better in Science and Mathematics in Year 10

Specialised Equipment required:

Macbook, Textbook, research journals, scientific calculator and writing material.

Career Pathways include:

- Biochemist
- Chemist
- Engineer – various fields
- Dentist
- Forensic Scientist
- Geologist
- Food Technologist
- Medical Scientist
- Metallurgist
- Pharmacist
**Course Outline / Topics**
- Physical Quantities and Measurement
- Forces and Motion
- Energy and Momentum
- Wave motion
- Thermal Physics
- Optics
- Electricity and Electronics
- Magnetism and Electromagnetism
- Atomic and Nuclear Physics

**Assessment Requirements**
- Extended Response Task (ERT)
  - Non-experimental Investigation
  - Research assignment
- Extended Experimental Investigation (EEI)
  - Written, scientific report
- Written Task
  - Unseen Examinations

**Co-Requisites**
- Study of Mathematics B is required to meet the mathematical demands of this course.

**Pre-Requisites**
- Sound Achievement or better in Science and Mathematics in Year 10

**Specialised Equipment required:**
Macbook, Textbook, research journals, scientific calculator and writing material.

**Career Pathways include:**
- Astronomer
- Engineer – various fields
- Forensic Scientist
- Hydrologist
- Medical Physicist
- Nuclear Physicist
- Physicist – various types
- Seismologist
- Radiographer
- Research Scientist
Queensland Certificate of Education (QCE)

QCE Core courses of study

To be eligible for a QCE, students must achieve a minimum of 12 credits from completed Core courses of study. Partly completed core courses contribute credit towards a QCE, but do not count towards completed Core requirements. The following table summarises the options available. Please see below for further details.

<table>
<thead>
<tr>
<th>Authority or Authority-registered subjects</th>
<th>At least a Sound level of achievement at exit</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subjects assessed by a Senior External Examination</td>
<td>At least a Sound level of achievement</td>
<td>4</td>
</tr>
<tr>
<td>VET Certificate II, III or IV qualifications (includes school-based traineeships that incorporate on-the-job training)</td>
<td>Certificate awarded</td>
<td>Certificate II: 4</td>
</tr>
<tr>
<td>Certificate III &amp; IV: 5, 6, 7, or 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School-based apprenticeships</td>
<td>Certificate III: competencies demonstrated</td>
<td>2</td>
</tr>
<tr>
<td>On-the-job component: completed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tailored training programs</td>
<td>Completed</td>
<td>4</td>
</tr>
<tr>
<td>Recognised international learning programs</td>
<td>At least a Pass grade (as defined by the course)</td>
<td>4 for each course</td>
</tr>
</tbody>
</table>

Authority subjects/Authority-registered subjects

These are the subjects undertaken by most students in Years 11 and 12.

Each subject exited after 4 semesters at a Sound level of achievement or higher contributes 4 credits towards a QCE.

When a student exits a subject with a Sound level of achievement or higher after completing only 1, 2, or 3 semesters, credit earned corresponds to the number of semesters completed.

VET Certificates II, III and IV

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 website.

Partly completed VET qualifications (Certificate II and above) may contribute credits towards the QCE. The number of credits depends on the proportion of competencies completed and is awarded to partial completion in increments of 25%.

If a student enrols in an authority subject with an embedded VET Certificate, the maximum number of credits that can contribute towards the awarding of a QCE is 4.

For partially completed Authority subjects with embedded VET, the credits associated with each of the Authority subjects and the VET components are calculated and displayed on the Senior Statement. The higher credit value will contribute towards QCE eligibility.

School-based traineeships and apprenticeships

These programs allow students to work and train towards a recognised qualification while completing their school studies.
**School-based traineeships** are VET Certificate II or III qualifications that include on-the-job training. Completed traineeships contribute 4 credits for Certificate II and up to 8 credits for Certificate III qualifications.

Partly completed VET Certificates undertaken as part of a traineeship may contribute credits to the QCE. The same provisions apply as for VET Certificates (see above).

**School-based apprenticeships** include a VET Certificate III qualification. It is anticipated that students will complete 30% of competencies while enrolled at school. These competencies can contribute up to 2 credits towards the QCE, but do not count towards completed core requirements. In addition, an on-the-job component of 96 days over a 2-year period may contribute 4 credits towards core requirements for a QCE. An incomplete on-the-job component of a school-based apprenticeship contributes 1 credit per 20 days of participation.

**Tailored training programs**

These programs are designed to meet individual training needs that may not be readily met by a training package. The programs must include a minimum of 12 related competencies from VET Certificate II level or above and be negotiated in advance with the QSA. Programs contribute 4 credits towards a QCE when completed.

**Recognised international learning programs**

These programs have been developed or are owned by overseas organisations, such as the International Baccalaureate Organisation. Courses of study must be recognised by the QSA.

A Pass in a component of a recognised international learning program contributes 4 credits towards a QCE.

### QCE Preparatory courses of study

Preparatory courses of study are stepping stones to further education and training. They can contribute a maximum of 6 credits towards a QCE. The following table summarises the options available. Please see below for further details.

<table>
<thead>
<tr>
<th>Course</th>
<th>Set standard</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nationally recognised VET qualifications, accredited under the Vocational Education, Training and Employment (VETE) Act 2000, that lead to the award of a Certificate I vocational qualification</td>
<td>Certificate awarded</td>
<td>3 for qualifications of 200 nominal hours or more</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 for qualifications of 199 nominal hours or less</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Max. of 2 qualifications can count.</td>
</tr>
<tr>
<td>Employment skills development programs approved under the VETE Act 2000*</td>
<td>Requirements met</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Max. of 1 program can count</td>
</tr>
<tr>
<td>Recognised re-engagement programs</td>
<td>Requirements met</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Max. of 1 program can count</td>
</tr>
<tr>
<td>Recognised certificates and awards</td>
<td>Awarded</td>
<td>As recognised by the QSA</td>
</tr>
<tr>
<td>Short course in literacy developed by the QSA syllabus, or short course in numeracy developed by the QSA syllabus</td>
<td>At least a Sound Achievement</td>
<td>1 per course</td>
</tr>
</tbody>
</table>
Vocational Education and Training (VET) Certificates I

Awarded Vocational Education and Training (VET) Certificate I qualifications may contribute 2 or 3 credits towards a QCE. The required standard of achievement is Awarded. A maximum of 2 Certificate I level courses can count towards a QCE.

Employment skills development programs

These programs help young people aged 15-17 years re-join education, training or employment. Programs usually include literacy and numeracy, employment preparation activities and some basic vocational skills training. A successfully completed program may contribute 2 credits to the QCE. A maximum of 1 program may count towards a QCE.

Re-engagement programs

These programs are developed locally to help young people participate in education or training. A successfully completed program may contribute 2 credits to the QCE. A maximum of 1 program can count towards a QCE.

Recognised certificates and awards

Some certificates and awards in areas such as music, dance, drama, sport and community development can count as preparatory studies towards the QCE.

QSA literacy or numeracy short courses

These courses have been developed to provide opportunities for students to demonstrate the requirements of the National Reporting Systems (NRS) Level 3 literacy and numeracy standards.

A course completed at a Sound Achievement or higher contributes 1 credit towards the QCE, and also meets the QCE's literacy and/or numeracy requirements.

QCE Enrichment courses of study

Enrichment courses provide learners with opportunities to develop their skills and knowledge at a higher level. Enrichment courses can contribute up to 8 credits towards a QCE. The following table summarises the options available. Please see below for further details.

<table>
<thead>
<tr>
<th>Course</th>
<th>Set standard</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognised certificates and awards</td>
<td>Awarded</td>
<td>As recognised by the QSA</td>
</tr>
<tr>
<td>Recognised structured workplace or community-based learning programs</td>
<td>Agreed standard</td>
<td>As recognised by the QSA</td>
</tr>
<tr>
<td>Learning projects - workplace, community, self-directed</td>
<td>Satisfactory</td>
<td>1</td>
</tr>
<tr>
<td>Accredited VET courses</td>
<td>Pass</td>
<td>Credit determined by agreement</td>
</tr>
</tbody>
</table>
Authority extension subjects such as English Extension

<table>
<thead>
<tr>
<th>Course</th>
<th>Set standard</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>One- or two-semester university subjects</td>
<td>Pass grade</td>
<td>2 or 4 credits, respectively</td>
</tr>
<tr>
<td>completed by a person while enrolled at a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competencies contributing to VET diplomas</td>
<td>Competencies demonstrated</td>
<td>Up to 8 credits (on the basis of 1 credit per completed competency)</td>
</tr>
<tr>
<td>or advanced diplomas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognised certificates and awards</td>
<td>Awarded</td>
<td>As recognised by the QSA</td>
</tr>
</tbody>
</table>

**Recognised certificates and awards**

Some certificates and awards in areas such as music, dance, drama, sport and community development can count as enrichment courses of study towards the QCE. For information on course recognition and a list of recognised programs see Recognised studies.

**Recognised structured workplace and community learning**

Programs developed and/or owned by community or workplace based-organisations that are recognised by the QSA can count towards the QCE. For information on course recognition and a list of recognised programs see Recognised studies.

**QCE Advanced courses of study**

Advanced courses of study go beyond the scope and depth of what is considered senior secondary schooling and include university courses and diploma or advanced diploma programs. When undertaken by school students, these courses can contribute up to 8 credits towards the QCE. The following table summarises the options available. Please see below for further details.

<table>
<thead>
<tr>
<th>Course</th>
<th>Set standard</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>One- or two-semester university subjects</td>
<td>Pass grade</td>
<td>2 or 4 credits, respectively</td>
</tr>
<tr>
<td>completed by a person while enrolled at a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competencies contributing to VET diplomas</td>
<td>Competencies demonstrated</td>
<td>Up to 8 credits (on the basis of 1 credit per completed competency)</td>
</tr>
<tr>
<td>or advanced diplomas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognised certificates and awards</td>
<td>Awarded</td>
<td>As recognised by the QSA</td>
</tr>
</tbody>
</table>

**University subjects**

University subjects completed by school students can contribute credits towards a QCE. One-semester courses count for 2 credits, and 2-semester courses count for 4 credits. The required standard of achievement is a grade of 4 on a 7-point scale, or a Pass grade.

These subjects are generally separate subjects to Authority and Authority-registered subjects. They commonly go beyond what would normally be considered the Senior Phase of Learning. A university subject taken in conjunction with an Authority or Authority-registered subject for credit towards a QCE should involve additional learning to the 55 hours per semester timetabled for QSA subjects.

**VET diplomas or advanced diplomas**

Study towards a diploma or advanced diploma while enrolled at a school may contribute up to 8 credits towards a QCE. Each completed competency contributes 1 credit.

**Recognised certificates and awards**

Some certificates and awards in areas such as music, dance, drama, sport and community development can count as advanced courses of study towards the QCE. For information on course recognition and a list of recognised programs see Recognised studies.