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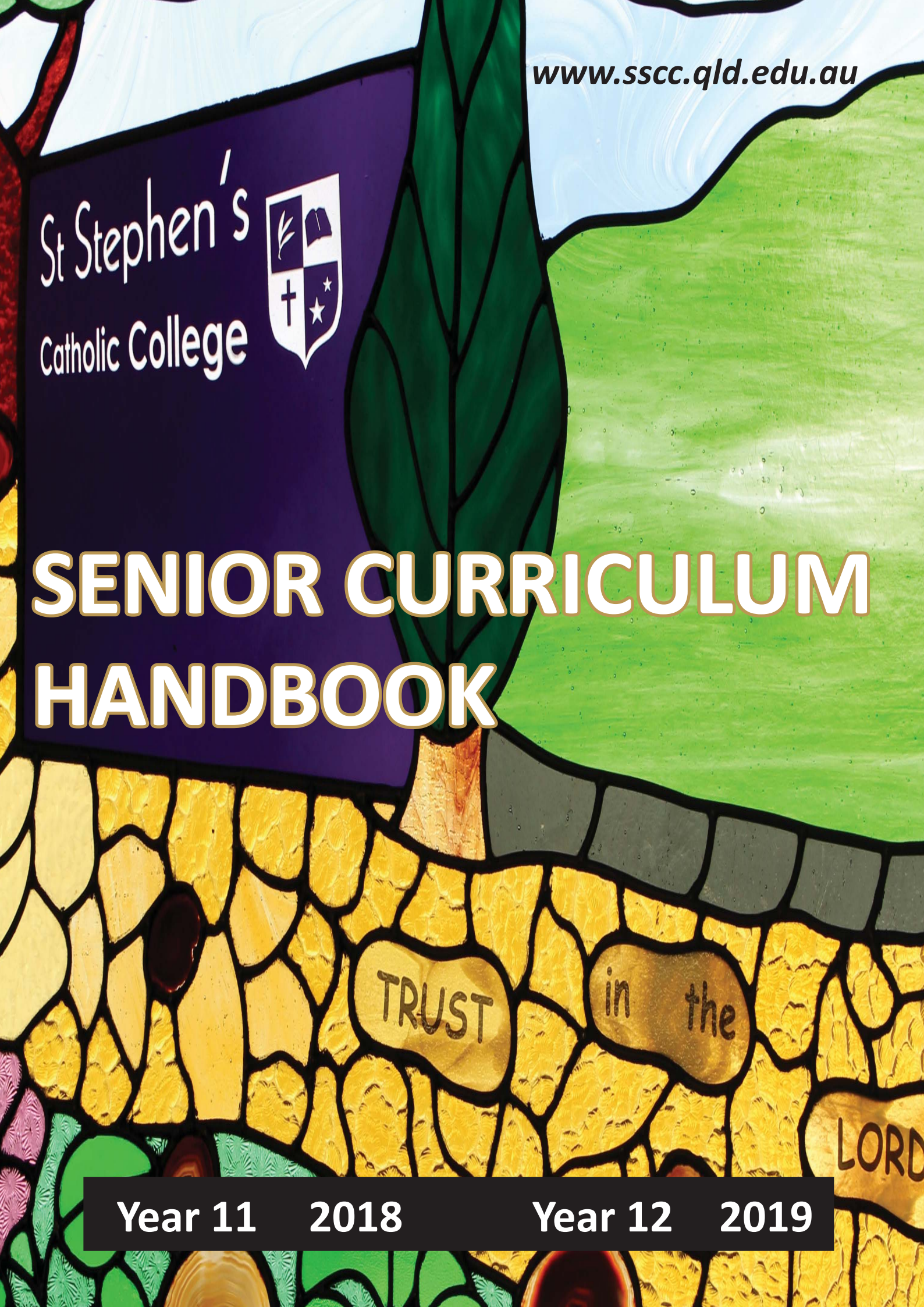
St Stephen's Catholic College

SENIOR CURRICULUM HANDBOOK



Year 11 2018 Year 12 2019

Principal's Message

Dear Students and Parents/Caregivers

The purpose of the Senior Handbook is to provide information related to senior schooling.

While all students are eligible to receive a Queensland Certification of Education upon the completion of specific requirements, not all students will choose a course of study resulting in an Overall Position (OP). This handbook contains a description of the subjects offered in years 11 and 12, recommended pre-requisites and possible career pathways.

Although the senior schooling landscape is changing, with the 2018 cohort of year 12 students the last group to receive an OP, schools still have a responsibility to prepare students to be well-rounded workers who are adaptable, flexible, creative and intellectually inquisitive. Within the constraints of our physical and human resources, we have endeavoured, in this handbook, to provide curriculum choices which reflect this goal.

Ida Pinese
Principal, St Stephen's Catholic College

Mission Statement

St Stephen's Catholic College is a community which strives to create a sense of family

The College fosters a harmonious, safe and nurturing learning environment that supports students in developing respect, responsibility and confidence.

Students are encouraged to become independent, life-long learners capable of adapting to a rapidly changing and increasingly technological world.

We seek to develop compassionate, whole people who are morally autonomous and have an awareness of God's presence.

Students are encouraged to build successful relationships, communicate effectively and achieve their personal best.

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The Queensland Certificate of Education (QCE)

WHAT IS IT?

The QCE is Queensland's senior school qualification which is awarded to eligible students at the completion of the senior phase of learning, usually at the end of Year 12.

It confirms a student's achievement of:

- A significant amount of learning
- A set standard of achievement
- Meeting literacy and numeracy requirements

The QCE offers flexibility in what is learnt, as well as where and when learning occurs. Students have a wide range of learning options; these can include senior school subjects, vocational education and training, workplace and community learning, as well as university subjects undertaken while at school.

HOW DOES IT WORK?

Different types of learning attract different credit values. A credit is the minimum amount of learning at the set standard that can contribute towards the QCE. A student must achieve a set amount of learning to be awarded a QCE. The specified amount is expressed as 20 credits. Refer to the table on pages 5 through to 7 as it summarises the types of learning (and their credit values) that contribute to a QCE.

ALL STUDENTS WILL HAVE LEARNING ACCOUNTS

Learning Accounts

As activities and studies are completed, the achievements awarded are converted into credits and banked into the learning account. This account records what, where and when learning is undertaken and the credits awarded.

Opening a Learning Account

In the year before turning 16, (Year 10), students will be registered with the Queensland Curriculum and Assessment Authority (QCAA) by the school they are attending. Once registered, a learning account is automatically opened.

How does the Learning Account work?

In Year 10, students will develop a Senior Education and Training Plan (SET plan). The SET plan helps young people identify and plan their own pathway through education and training in senior schooling, and then on to further learning or work. It also helps students make informed choices about what, where and when to study. Once a SET plan is developed, the school registers the student with the QCAA and a learning account is opened.

Where does a Learning Account lead?

The learning account stores information about the different learning undertaken. This account may contribute towards:

- A Senior Statement which records all learning undertaken and achievements for a student completing Year 12.
- A QCE which confirms a significant amount of learning at a set standard and meeting literacy and numeracy requirements.
- An OP (Overall Position) which indicates a student's rank order position based on overall achievement in QCAA subjects.
- VET (Vocational Education and Training) Certificates which certify competence in a course or qualification level.

SUMMARY

- A student completing Year 12 will receive a Senior Statement.
- Not every student who completes Year 12 will be awarded a QCE.
- The QCE is an achievement based qualification which involves a significant amount of learning at a set standard and the meeting of literacy and numeracy requirements.
- Year 10 students will create SET plans and be registered with the QCAA to open learning accounts into which credits are banked.
- Students will need to sit for the QCS (Queensland Core Skills Test) to get an OP. All students who are OP eligible must sit for this test. To be OP eligible, students must study a minimum of five Authority subjects or have 20 semester units of Authority subjects. Students who are not OP eligible but who wish to sit for the QCS test are permitted to do so. In Year 12 training will occur for all students who intend taking the test.
- Students will have a choice of Authority or Authority-Registered subjects and VET.

Queensland Certificate Of Education (QCE)

A wide variety of courses of study may contribute towards the QCE. Contributing studies are classified in four categories:

- Core
- Preparatory
- Enrichment
- Advanced.

A student needs an amount of learning (20 credits) at a set standard (Sound Level of Achievement, Pass or equivalent) in a set pattern (at least 12 credits from completed Core courses of study) plus an additional 8 credits from a combination of any courses of study plus meet literacy and numeracy requirements to gain a QCE.

LEARNING OPTIONS AND REQUIREMENTS

CORE

CORE courses of study are the types of courses usually undertaken by young people during the senior phase of learning.
A minimum of **12 credits** must come from completed Core courses of study. At least 1 credit must come from Core studies undertaken while enrolled at a school.

Course	Set standard	Credits
Authority or Authority-registered subjects*	At least a Sound Level of Achievement	4
Subjects assessed by a Senior External Examination	At least a Sound Level of Achievement	4
VET Certificate II, III or IV qualifications (includes school-based traineeships that incorporate on the job training)	Certificate awarded	Certificate II: 4 Certificate III or IV: 5, 6, 7, or 8
School-based apprenticeships	Certificate III competencies demonstrated On the job component completed	2 4
Recognised international learning program	At least a pass grade (as defined by the course)	4 per course

The Authority-registered subjects Functional English and Functional Mathematics do not contribute credit towards the QCE.

PREPARATORY

PREPARATORY courses of study are generally used as stepping stones to further study.
A maximum of **6 credits.**

Course	Set standard	Credits
VET Certificate I qualifications	Certificate awarded	2 or 3 Max. of 2 qualifications can count
Employment skills development programs approved under the FET Act 2014	Requirements met	2 Max. 1 program can count
Recognised Re-engagement programs	Requirements met	2 Max. 1 program can count
Recognised certificates and awards	Awarded	As recognised by the QCAA
Short course in literacy developed by the QCAA or short course in numeracy developed by the QCAA	At least a Sound Achievement	1 per course

ENRICHMENT

ENRICHMENT courses of study add value or complement Core courses of study.
A maximum of **8 credits.**

Course	Set standard	Credits
Recognised certificates and awards	Awarded	As recognised by the QCAA
Recognised structured workplace or community-based learning programs	Agreed standard	As recognised by the QCAA
Learning projects: Workplace, Community, Self-directed	Satisfactory	1
Accredited VET courses	Pass	Credit determined by agreement
Authority extension subjects such as English Extension	At least a Sound Level of Achievement	2
Career development: A short course senior syllabus 2010	At least a Sound Level of Achievement	1
School-based courses (non-QCAA)	At least a Pass grade (as defined by the course)	As determined by the QCAA

ADVANCED

ADVANCED courses of study go beyond the scope and depth of typical senior secondary schooling.
A maximum of **8 credits.**

Course	Set standard	Credits
One- or two-semester university subjects completed by a person while enrolled at a school	At least a Pass grade	One-semester subject:2 Two-semester subject:4
Competencies contributing to VET diplomas or advanced diplomas	Competencies demonstrated	Up to 8 credits (1 credit per completed competency)
Recognised certificates and awards	Awarded	As recognised by the QCAA

Literacy and Numeracy Requirements

Students can meet QCE literacy requirements by satisfying any one of these options:

Literacy	Numeracy
At least a Sound Achievement in one semester of one of these subjects*: • English • English Extension • English Communication • English for ESL Learners • English assessed by a Senior External Examination A student may: • exit the subject after four semesters with a Sound Level of Achievement or higher • exit the subject after one, two or three semesters with at least a Sound Level of Achievement • exit the subject with a Limited or Very Limited Level of Achievement, having achieved a notional Sound in a single semester	**At least a Sound Achievement in one semester of one of these subjects*:** • Mathematics A • Mathematics B • Mathematics C • Pre-vocational Mathematics • Mathematics A or Mathematics B assessed by a Senior External Examination A student may: • exit the subject after four semesters with a Sound Level of Achievement or higher • exit the subject after one, two or three semesters with at least a Sound Level of Achievement • exit the subject with a Limited or Very Limited Level of Achievement, having achieved a notional Sound in a single semester
At least a Sound Achievement in the short course in literacy developed by the QCAA	**At least a Sound Achievement in the short course in numeracy developed by the QCAA**
Completion of 39282QLD Certificate I in Core skills for Employment and Training - Communication	**Completion of 39288QLD Certificate I in Core skills for Employment and Training - Numeracy**
Completion of 39283QLD Certificate II in Core skills for Employment and Training - Communication	**Completion of 39289QLD Certificate II in Core skills for Employment and Training - Numeracy**
Completion of FSK20113 Certificate II in Skills for Work and Vocational Pathways	**Completion of FSK20113 Certificate II in Skills for Work and Vocational Pathways**
A Pass grade in a literacy course recognised by the QCAA	**A Pass grade in a numeracy course recognised by the QCAA**
At least a C on the Queensland Core Skills Test	**At least a C on the Queensland Core Skills Test**
At least a 4 for an International Baccalaureate examination in Language A1 HL (English) or Language A1 SL (English)	**At least a 4 for an International Baccalaureate examination in Mathematics HL or Mathematics SL**

* The subjects Functional English and Functional Mathematics do not meet literacy and numeracy requirements

Finding out more visit www.QCAA.qld.edu.au for more information on:

• credit for partial completion of courses	• relaxation of completed Core requirements
• credit transfer for intrastate, interstate and overseas	• notional Sound in a subject for meeting literacy or numeracy requirements
• conceded semesters for subjects exited at a Limited Level of Achievement	• recognised studies

Tertiary Entrance

Students who wish to proceed to tertiary institutions have some additional points to consider when choosing their senior subjects.

For entry to any course of study you must satisfy the minimal education and/or other requirements specified for it. Most tertiary courses require English to be studied over four semesters in Years 11 and 12.

Students leaving Year 12 to go directly to university usually require an OP for entry. Students intending to go to TAFE from Year 12 can gain entry via an OP or a Tertiary Entrance Rank based on all their studies completed in the Senior School.

WHAT IS AN OVERALL POSITION?

An Overall Position (OP) is a number between 1-25 indicating a student's position within the State based on results from their best equivalent of five (5) Authority subjects or 20 Authority semester units. Three (3) Authority subjects must be studied for four semesters to make this calculation. Universities and TAFE Colleges (for some courses) will use the OP as the first measure of a student's suitability for courses, as long as the pre-requisites have been met.

WHAT IS A SELECTION RANK?

OP-ineligible students may be allocated a QTAC selection rank, based on their results recorded on the Senior Statement and, if available, their results in the Queensland Core Skills (QCS) Test.

Students should be aware that the decision to undertake an OP- ineligible program may make it difficult, if not impossible, to achieve the high selection ranks necessary for entry to very competitive tertiary courses.

A selection rank, like an OP, is a measure that places students in order of merit for entry to tertiary courses. The difference is the scale used. Where OP's are based on a scale from 1 (highest) to 25 (lowest), selection ranks are based on a scale from 99 (highest) to 1 (lowest).

To calculate a selection rank, QTAC uses the achievement levels for Authority, Authority-registered and approved Vocational Educational and Training (VET) subjects reported on the Senior Statement only. Results in the QCS Test are also used, if the test was sat. A poor result in the QCS Test cannot have a negative effect on the student's QTAC selection rank. The QCS result can only be used to moderate the rank upwards.

WHAT IS A FIELD POSITION?

A Field Position provides information on student achievement in important skill areas of the Senior Studies Course.

There are five fields: A, B, C, D, E. The descriptors for these fields are contained on the last page of the **Tertiary Prerequisites** Handbook.

Course of Study

The subjects students choose to study will depend on a number of factors, including personal career plans, tertiary course pre-requisites and interest.

Generally, students will select 7 subjects as follows:

1. Religion and Ethics OR Study of Religion
2. English OR English Communication
3. Mathematics A, B, or Prevocational Mathematics
4. Four (4) other subjects. For students who are OP eligible, the least desired subject will be dropped and students will undertake the study of 6 subjects.

Students will choose authority or authority registered subjects, or stand alone VET certificates.

- Authority Subjects: count towards an OP (overall position from 1 to 25)
- Authority Registered Subjects: more practical or vocational in nature; do not count towards an OP but have the same credit value as authority subjects for the Queensland Certificate of Education (QCE)
- Stand alone VET certificates are either core or preparatory for QCE purposes

It is advisable for students who are OP Eligible to attempt a maximum of six (6) Authority subjects. To remain OP eligible, a minimum of five (5) Authority subjects must be studied (or 20 semester units of Authority subjects). *The number of subjects may vary for students who select external VET courses (including School-Based Traineeships and Apprenticeships)

Students will be asked to make initial selections from the list provided. Should the number of students wanting to complete a subject exceed the College's facilities, the College reserves the right to admit student in accordance with student interest and need as displayed in related subjects in Year 10. From these expressions of interest, students make their final selection which forms the basis for the SET plan.

INTERVIEWS

Towards the end of term 3, all Year 10 students (and parents who wish to be involved in the process), will meet with the Careers Adviser, or a member of the School Leadership team. Items under discussion will include:

- Review of subject selection
- Focus on the demands and expectations for post-compulsory education
- Confirmation of SET plan

Course Selection

SCHOOL- BASED TRAINEESHIPS/APPRENTICESHIPS

It may be possible for students to complete School-Based Traineeships/Apprenticeships while they are completing senior schooling. This involves students in formal work and training as well as school subjects and leads to nationally recognised qualifications.

WORK PLACEMENT

Students who have a predominantly vocational program which involves completing VET certificates off-site, may be required to do work placement one day per week or as negotiated. These students are responsible for catching up any work missed.

HOW TO SELECT YOUR COURSE OF STUDY FOR THE SENIOR PHASE OF LEARNING

Listed below are the points you should consider when selecting your subjects for Years 11 and 12.

A INTEREST

One important consideration when selecting subjects should be which subjects interest you and which you will enjoy studying the most. This is of importance because you are most likely to study and succeed in those subjects which interest you.

B CAREER AIM: WHAT DO I WANT TO DO?

Whether you are planning to go to university or TAFE or directly to employment after Year 12, you need to consider if there are particular subjects you will need to achieve your aim.

C TERTIARY ENTRANCE

In order to decide what subjects you may need for tertiary entrance, either to degree level or to a TAFE Associate Diploma level, you will need to refer to the "Tertiary Prerequisites 2018".

To gain entry to University, you have two options.

1. The more traditional way is to use an Overall Position (OP). To be eligible for an Overall Position, students must study 20 semester units of Authority Subjects. Some university courses indicate that a student needs to have English (4SA). This means that a student must have studied the subject for 4 semesters and the exit result is a Sound Achievement.
2. A student may choose to enter University or TAFE using a rank. Entry to most, not all, JCU courses is available using a rank. When using a rank a student must also satisfy pre-requisites. QTAC (Queensland Tertiary Admittance Centre) will allocate a 'rank' based on the results recorded on their Senior Statement and the score on the Queensland Core Skills (QCS) Test.

In deciding which path is suitable for you, you should consult the QTAC Tertiary Prerequisites Handbook and check entry requirements very carefully, ensuring that you meet all pre-requisites.

D 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. 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 as well. Vocational subjects contain competencies that may give you an advantage when applying for a job.

E ABILITY

Knowing what you like and what you want, is only part of what you have to consider. More importantly, you need to know what you can do. The best indicators of your ability and likely performance in Year 11 are your current results. It is also important not to underestimate your abilities. If you are uncertain about your chances of success in a subject and your teacher feels you have the capability, then it is worth a try. There is limited scope to change subjects during Years 11 and 12.

F PRE-REQUISITE KNOWLEDGE

There are some subjects in Year 11 and 12 that require previous study in Year 10 for entry. This information is included in each of the subject outlines. If you therefore decide to try the subject without the pre-requisites, then you must be aware that it will be very difficult for you to succeed in that subject.

G KEEP YOUR OPTIONS OPEN

We are all aware that the future is uncertain. So many uncertainties intervene between Year 10 and the end of Year 12. Your interests change; you will become more aware of your aptitudes and abilities; the number of tertiary places and jobs fluctuate, and government policy changes. It is therefore sensible, while continually seeking further knowledge of yourself and of the careers available, to keep your options open.

How do you keep your options open?

1. First of all, 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 will have.
2. Secondly, have a range of contingency plans. Don't aim for one career alone. Have a number of other ideas and be sure that you choose the subjects required for these. Try to cover yourself for entry to courses at various levels (Degree, Associate Diploma, Certificate) and also for related careers and those that you might enter directly from Year 12.
3. Thirdly, when choosing subjects, if a number of subjects seem equally interesting and you can't decide, think whether any of those subjects will add a useful vocational skill and make you eligible for another group of possible courses.

If you choose subjects that you enjoy, that you can do, and that will leave a range of career and course paths open, then you have done the best you can. Those students who select to do a TAFE or SAT and also choose Authority subjects, must appreciate the academic rigour of these subjects and the difficulty they may experience keeping up with the work when classes are missed due to VET commitments.

Subjects Proposed For 2018

Authority Subjects

Accounting 12
Biology 13
Business Management 14
Chemistry 15
Drama 16
Engineering Technology 17
English 18
Geography 19
Graphics 20
Information Technology Systems 21
Mathematics A 22
Mathematics B 23
Mathematics C 24
Modern History 25
Music 26
Physical Education 27
Physics 28
Study of Religion 29
Visual Art 30

Authority Registered Subjects

English Communication 32
Hospitality Practices 32
Prevocational Mathematics 33
Recreation 33
Religion and Ethics 34
Science in Practice 35

Stand Alone Certificate Courses

Certificate I in Engineering MEM10105 37
Certificate II in Furniture Making Pathways MSF20516 39

St Stephen's Catholic College

Trust in the Lord

AUTHORITY SUBJECTS

Accounting

WHY STUDY ACCOUNTING

This course is designed, not only to provide a foundation in the discipline of Accounting, but also to prepare students for further education, training and/or employment. The subject offers scope and flexibility through the exploration of financial decisions and provides relevance for general education.

Students will develop knowledge and skills that will help them control their personal finances, gain entry level employment, and help them with further education should they choose to undertake it. Accounting enables students to participate more effectively and responsibly in the changing business environment by promoting numeracy, effective communication and logical reasoning. Students are provided with opportunities to develop skills in managing financial resources at both a business environment and personal level. They are encouraged to think logically, to apply accounting principles in a consistent and effective manner, and to become independent learners. Students will use information and communication technologies extensively throughout the course, to enable them to apply the accounting process in business, their daily lives, and as members of society.

WHAT DO STUDENTS STUDY?

The areas of study are grouped into the two categories of core studies and elective studies.

Core studies	Elective Studies
Core studies 1 and 2 Integrated Accounting Package Budgeting	Recording and controls Reporting and decision-making

HOW WILL STUDENTS BE ASSESSED?

A variety of assessment techniques will be used and may include assignments and projects, objective/ short-answer response items, response to stimulus materials, practical application items and extended response items. The use of information and communication technology will be adopted for the majority of assessment tasks.

CAREER PATHS

The study of Accounting in Years 11 and 12 could form the basis for further study through university and TAFE. Positions for students with an accounting background are available in public accounting, industry and commerce, government and education.

PRE-REQUISITES/RECOMMENDATIONS

This subject is suited to students who have a “C” or better in Mathematics and English at Year 10 level and an interest in business and the world of finance. The study of Business at Year 10 is not a pre-requisite.

Biology

WHY STUDY BIOLOGY?

Biology is the study of the natural systems of the living world. It is characterised by a view of life as a unique phenomenon with fundamental unity.

The study of Biology provides students with opportunities to:

- Gain insight into the scientific manner of investigating problems pertaining to the living world.
- Experience the processes of science, which lead to the discovery of new knowledge.
- Develop a deeper understanding and an enhanced aesthetic appreciation of the living world.

Participation in Biology enables students to engage in creative scientific thinking and to apply their knowledge in practical situations. The study of Biology will help students foresee the consequences for the living world of their own and society's activities. This will enable them to participate as informed and responsible citizens in decision-making processes, the outcomes of which will affect the living world both now and in the future.

WHAT DO STUDENTS STUDY?

Biology is concerned with the study of the phenomenon of life in all its manifestations. It encompasses studies of the origin, development, functioning and evolution of living systems and the consequences of intervention in those systems. Understandings are developed in terms of concepts inherent in the principles of biology which are:

- **Survival** of species is dependent on individuals staying alive long enough to **reproduce.**
- At every level of organisation in the living world, **structure and function** are interrelated. Each level of organisation in the living world has its own unique aspects and there is continual interaction of structure and function between these levels.
- **Continuity and change** occur at all organisational levels in the living world. Changes may be cyclical or directional. The continuity of life is a balance between all the change processes.

The course places considerable emphasis upon practical work conducted within a laboratory and in the field. There is a minimum time commitment for field work of ten hours. Students completing Biology should be aware that there may be additional costs associated with completing fieldwork. (eg: Excursions and Year 11 Camp). Field work is integrated with the study of the key concepts to help students better understand biological phenomena.

HOW WILL STUDENTS BE ASSESSED?

Assessment consists of a balance between the general objectives of understanding, investigating and evaluating biological issues. Assessment will include: supervised assessment, extended experimental investigations, extended responses, field work, and multi-media presentations.

CAREER PATHS

- Research Scientist
- Environmental Consultant/Scientist
- Taxonomic / Classification Consultant
- Endangered Species Consultant
- Pest Control
- Health Industry
- Medical / Biochemist / Pharmaceutical Industry/ Food Industry Control
- Local & State Government Policy & Consulting
- Urban & Regional Planning
- Ecotourism / Recreational Management
- Education
- Defence Technologies
- Quarantine Control

PRE-REQUISITES/RECOMMENDATIONS

It is recommended that students enrolling in biology should be achieving at or above a "C" standard in both Science and English in Year 10. A minimum of three hours homework, study and revision each week is necessary for success in this subject. Students are to pay for excursion and camp expenses (transport, food, accommodation).

Business Management

WHY STUDY BUSINESS MANAGEMENT?

Through this subject, students have the opportunity to develop an appreciation of issues which challenge business organisations and managers at a local, national and global level. Business practices involve innovation, entrepreneurial creativity, strategic planning, management, marketing and information and communication technologies.

As we live in an increasingly dynamic and global society, this subject provides students with the skills to make informed and rational decisions about business management. The context of business provides a realistic setting where students are able to apply their understanding of organisation and management to their personal lives.

WHAT DO STUDENTS STUDY?

The subject comprises of contextualised units of study that look at current business issues. These can range from small business management, corporate management, managing change and social media.

Over the course students will be exposed to the mandatory areas of study which include;

- Management practices
- Human Resource Management
- Marketing management
- Financial Management
- Operations management
- Business Development

Learning strategies in Business Management promote reflective and active participation in the management and organisation of business. Experiential learning strategies may include: business management simulations and games, debates, role plays, surveys and interviews, case studies, project planning, guest speakers, business planning and managing a school-based venture.

HOW WILL STUDENTS BE ASSESSED?

Students are assessed by a range of techniques so that they have every opportunity to show their best performance. A variety of assessment tasks will be used including objective and short answer responses, written reports, project and practical work, feasibility studies, non-written responses and observation of performance.

CAREER PATHS

Students who study Business Management in Years 11 and 12 will have the opportunity to gain valuable job skills such as:

- ability to think logically and critically
- written communication skills
- multi-media communication skills
- working as a member of a team
- an interest in current business issues

They may be able to follow a career in government, business and education.

PRE-REQUISITES/RECOMMENDATIONS

It is recommended that students wishing to study Business Management have at least a “C” standard in English at Year 10. The study of Business or Economics and Business at Year 10 level is not a pre-requisite.

Chemistry

WHY STUDY CHEMISTRY?

The study of Chemistry engages students and teachers in an exciting and dynamic investigation of the material universe. The uniqueness of Chemistry is that it enables links to be made between the macroscopic properties of the world in which we live and the sub-microscopic particles and forces that account for those properties. The application of chemistry enables us to make sense of the physical world. Understanding and applying chemical concepts, models, procedures and intellectual processes aids in humankind's management of the planet's limited resources and could provide the key to our continuing survival. Chemistry can provide a uniting feature across most scientific understandings especially where "traditional" science boundaries are becoming blurred.

WHAT DO STUDENTS STUDY?

The subject matter of Chemistry is derived from the key concepts and key ideas which are progressively developed over the course of study through six to twelve units of work. The key concepts are organised under the headings of "Structure" and "Reactions".

Structure

- All matter is composed of atoms.
- Materials can be categorised and represented symbolically and their macroscopic properties can be explained and predicted from understandings about electronic structure and bonding.

Reactions

- Specific criteria can be used to classify chemical reactions.
- Chemical reactions involve energy changes.
- The mole concept and stoichiometry enable the determination of quantities in chemical processes.
- Specialised qualitative and quantitative techniques are used to determine quantity, composition and type.
- Chemical reactions are influenced by the conditions under which they take place and, being reversible, may reach a state of equilibrium.

HOW WILL STUDENTS BE ASSESSED?

Assessment consists of a balance between the general objectives of knowledge and conceptual understanding, investigating processes and evaluating and concluding. Assessment will include: supervised assessments, extended experimental investigations, extended response tasks.

CAREER PATHS:

- Research Scientist/Technical Consultants & Advisors
- Environmental/Forensic Scientific Investigation
- Meteorology
- Waste Control/Pollution Regulation
- Mining & Petroleum Industries
- Medical Research
- Occupational Health & Safety
- Product Design & Development
- Quality Control – Food /Beverage/ Hospitals
- Health / Sports Nutrition Consulting
- Pharmaceutical & Biotechnological Research & Development
- Communications & Marketing Industries
- Clinical Pathology / Hospitals / Microbiology Laboratories
- Conservation / Resource Management & Assessment

PRE-REQUISITES/RECOMMENDATIONS:

It is recommended that students enrolling in chemistry should be achieving at or above a "B" standard in Science in Year 10. A minimum of three hours homework, study and revision each week is necessary for success in this subject.

Drama

WHY STUDY DRAMA?

In Drama, students have opportunities to learn about a range of forms and styles of the dramatic art form and gain understandings of human experience in different cultures, times and places. Drama provides opportunities to imagine and explore beliefs, feelings, behaviours and relationships across many situations and contexts.

Engaging in drama promotes imagination, critical and creative thinking, problem solving, cultural engagement and communication, and provides opportunities to share ideas with others through informal and formal performances. Students develop oral, kinaesthetic and visual communication skills to create artistic meaning.

WHAT DO STUDENTS STUDY?

Drama has three important aspects: creating drama, presenting drama as an actor, and critiquing drama performances.

To build knowledge, understandings and skills across each of these aspects, students will learn about elements of drama, skills of drama and the conventions of a variety of dramatic forms and styles, including Realism.

Students will use the knowledge, understanding and skills you have learnt to:

- create drama in different forms and styles to communicate your ideas
- present drama performances to live audiences
- critique performances by professional companies

Over a two-year course, students may explore dramatic forms and styles such as Realism, Epic Theatre, Absurdism, Australian Theatre, Contemporary Aboriginal and Torres Strait Islander theatre forms, Greek Theatre, Physical Theatre, Comedy of Manners and Contemporary Political Theatre.

HOW WILL STUDENTS LEARN?

In Drama students will work in groups and as an individual to learn and apply their knowledge, understandings and skills in different types of activities.

These activities include practical tasks, such as acting and directing, that allow students to demonstrate their ideas to their teacher and/or peers, and other non-practical tasks that allow the student to present their ideas as written or spoken/signed work.

Practical work is the focus when presenting drama as an actor, and demonstrting drama the student has formed and created.

Non-practical work is the focus when critiquing drama performances, and producing written and spoken/signed presentations of drama the student has formed and created.

HOW WILL STUDENTS BE ASSESSED?

Learning and assessment in Drama include the following dimensions:

Forming

(written and/or practical)

Students create, shape and manage drama including improvisation, playwriting and directing.

Presenting

(group and individual performance)

Students plan, rehearse and present performances to an audience.

Responding

(written and/or oral)

Students reflect, interpret, analyse and evaluate live drama.

CAREER PATHS

Students who successfully complete the senior Drama course may wish to consider the following career paths: performing arts and creative industries, media and communications, marketing, journalism, psychology and education.

PRE-REQUISITES/RECOMMENDATIONS

It is recommended that students wishing to study Drama have achieved at least a "C" standard in Year 10 English. Students must be prepared to attend and participate in rehearsals and performances that may be scheduled outside of class time.

Engineering Technology

WHY STUDY ENGINEERING TECHNOLOGY?

Engineering Technology is a course of study that is designed specifically for those students wishing to pursue any area of Engineering at University. It provides an opportunity for students to gain an understanding of the underlying concepts and principles of engineering in its broadest sense. It is concerned with those concepts related to the study of materials, engineering mechanics and its applications, control systems, industry and society. Engineering communication is integrated throughout. The course draws upon the fundamental principles of science and technology, encouraging a positive interest in the translation of theory into practice.

WHAT DO STUDENTS STUDY?

Engineering Technology is an applied study requiring activities involving investigative and/or experimental techniques. The subject is taught through an integrative approach and dealt with in the context of at least four technology areas. These areas may be chosen from energy technology, environmental technology, manufacturing technology, communication technology, construction technology, transportation technology or another recognised technology (for example, medical, rural, fashion, mining).

Throughout the course of study, emphasis must be given to the development of appropriate communication skills within engineering. Through an inquiry approach, students are encouraged to become more aware of the interrelationships among technology, society and the built environment.

The subject is structured so that students cover the following prescribed areas of study and their associated study topics:

- Technology, Industry and Society
- Engineering Materials
- Engineering Mechanics
- Control Systems

HOW WILL STUDENTS BE ASSESSED?

The exit standards are described in terms of:

- Knowledge and application
- Investigative and analytical processes
- Evaluation and technical communication

Assessment techniques can include short written response items, extended written response tasks, objective items, practical application items, responses to stimulus materials, project work and assignments. Non-written presentations such as data show or multimedia presentations, seminar presentations, debates, mock interviews, radio-TV news reports may also be employed.

CAREER PATHS

A course of study in Engineering Technology can contribute 4 credits toward the Queensland Certificate of Education (QCE), and establish a basis for further education and employment in the fields of industrial design, product design, civil engineering, mechanical engineering, electrical engineering, architecture and project management.

PRE-REQUISITES/RECOMMENDATIONS

A good understanding of mathematics with a rating of at least a sound achievement. A good understanding of construction will prove beneficial but is not necessary.

English

WHY STUDY ENGLISH?

English is used by most Australians to communicate with others in our culturally diverse communities. As a major international language, it has power and influence in the world context. Proficiency in English for all Australians enables them to share in and contribute to current and future local, national and global communities and cultures.

The subject English provides opportunities for students to develop in the language they use as members of the wider Australian community. Throughout the course, students develop their ability to use language to talk about language and about its use in texts. By studying texts, by learning and using language, students develop their capacities as literate members of Australian and global communities to participate actively in the worlds of work, study and leisure among other human pursuits.

WHAT DO STUDENTS STUDY?

Students studying Enlgish courses will learn to:

- examine a range of literary and non-literary works in English, in various modes and mediums across diverse cultures and periods
- interpret, analyse, evaluate, respond to and construct a wide range of texts through reading, listening, viewing, speaking, writing and shaping
- communicate effectively in Standard Australian English for various social and cultural purposes and audiences
- make choices about generic structures, language, textual features and technologies to convey intended meaning
- control language (written, spoken or signed and visual), using grammar, punctuation, vocabulary and spelling.

There will be a range and balance in the texts that students read, listen to and view. Australian texts by Indigenous and non-Indigenous writers will be included as will texts from different times, places and clutures. Texts will encompass traditional, contemporary and translated works. Texts will include:

- novels, short stories and poetry
- scripted drama and drama performed as theatre
- reflective texts such as biographies, autobiographies and journals
- popular culture, media and multimodal works
- spoken and written everyday texts of work, family and community life.

Students will read and examine a range of texts during the course. These may include novels, short stories, drama (including Shakespeare), poetry, non-fiction texts, biographies, films, documentaries, current affairs, television programs and media.

HOW WILL STUDENTS BE ASSESSED?

Students will complete six (6) assessment tasks per year as part of their English folio. These tasks will be for a range of purposes and audiences, reflect a number of different genres (written and spoken) and will be completed under a range of conditions. For example, some tasks may be completed in students' own time while others will be conducted under supervised conditions. All tasks are assessed on task-specific criteria and standards.

CAREER PATHS

Students who study English in Years 11 and 12, who enjoy or achieve success in English, may consider the following occupations: Lawyer, Editor, Teacher, Writer, Social Worker.

PRE-REQUISITES/RECOMMENDATIONS

English is a pre-requisite for a wide range of tertiary courses. It is recommended that students enrolling in English have attained a "B" standard in Year 10; students on a "C" standard in Year 10 will struggle with the course unless adjustments are made to their study habits and preparation for assessments. Students will be expected to spend at least 3 hours of homework time on their studies in English each week.

Geography

WHY STUDY GEOGRAPHY?

Through the study of Geography, students develop an understanding of why the social and physical aspects of the planet are the way they are. There has never been a better or more important time to study geography. With growing interest in issues such as climate change, migration, environmental degradation and social cohesion, geography is one of the most relevant courses you could choose to study. Whatever your passion for the world - fascination with landscapes, or concerns about inequality - geography will provide you with knowledge and portable skills that will reward you personally and advance you professionally.

WHAT DO STUDENTS STUDY?

Over a two-year course, students study topics such as: Responding to natural hazards, Managing catchments, Sustaining communities, Connecting people and places, Sustaining biodiversity, Living with climate change, Exploring the geography of disease, and Feeding the world's people.

HOW IS GEOGRAPHY STUDIED?

Geographical study is based on inquiry. Learning is achieved through activities such as investigating case studies, debates and discussions, interviews and polls, community investigations, field trips, statistical analyses, simulation activities and interacting with guest speakers. These activities will often relate to particular issues and situations in local communities involving real-life experiences. Learning in Geography takes place in a variety of settings, including classroom, library, school grounds, local community, and field study excursions. Students will be involved in a wide range of learning activities, including fieldwork; statistical calculation and analysis; interpretation and transformation of satellite imagery and photographs; creation of maps, diagrams and graphs; and extrapolation of spatial and ecological information.

HOW WILL STUDENTS BE ASSESSED?

Assessment in senior Geography is criterion-based and is designed to help students to demonstrate achievement in the objectives of the syllabus. The criteria used are:

- Knowledge (ability to recall learned factual material in text and spatial forms)
- Analytical processes (ability to identify trends, similarities, differences and patterns)
- Decision-making processes (ability to select between valid alternatives and make supported judgments)
- Research and communication (ability to gather, organise and present valid information using suitable language .and geographical conventions)

Students are assessed using a variety of assessment techniques, including short responses, data responses, practical exercises, stimulus-response essays, reports, and non-written presentations.

CAREER PATHS

Geography is of benefit for tertiary study and employment in the following areas: defence forces, urban design, journalism, education, real estate, mining, meteorology, public service, public relations, agriculture, anthropology, architecture, environmental studies, engineering, economics and commerce, geology, psychology, social work, surveying, and tourism.

PRE-REQUISITES/RECOMMENDATIONS

It is recommended that students wishing to study Geography have achieved at least a "C" standard in Year 10 English.

Graphics

WHY STUDY SENIOR GRAPHICS?

Senior Graphics is about solving design problems graphically and presenting graphical products. You will use a design process to identify and explore the design needs or opportunities of target audiences; research, generate and develop ideas; and produce and evaluate graphical solutions. You will solve graphical problems in at least two of three design areas: industrial design, graphic design and built environment (architecture, landscape architecture and interior design).

Graphics contributes to your understanding and proficient use of technologies. It develops communication, analytical and problem-solving skills.

WHAT DO STUDENTS STUDY?

As you study Graphics, you will learn to:

- use design processes in graphical contexts
- formulate design ideas and solutions using the design factors, which include:
  - user-centred design
  - design elements and principles of design
  - technologies
  - legal responsibilities
  - design strategies
  - project management
  - sustainability and materials
- create and communicate design solutions in the form of graphical representations, including a range of sketches and drawings
- apply industry conventions where applicable
- develop design solutions for a range of audiences, including corporate clients and end-users.

HOW WILL YOU LEARN?

As you develop and present graphical representations of ideas and solutions for design problems you will:

- sketch and draw freehand
- develop spatial cognition and visualisation
- produce technical graphical representations in 2-D and 3-D formats
- use existing and emerging technologies.

You will plan and produce graphical representations in simulated real-world contexts. To do this, you will interpret, generate and create visual communications for particular purposes and audiences. You will then make judgments and justify decisions about the graphical representations you produce.

HOW WILL STUDENTS BE ASSESSED?

Assessment in Graphics gives you opportunities to demonstrate the knowledge and understanding, analysis and application, and synthesis and evaluation applicable to solving design problems and representing ideas and solutions graphically.

In Graphics, assessment instruments include design folios and examinations.

- Design folios record the design process you have used to solve a design problem. These folios will contain some written information, but will mostly consist of graphical representations of your ideas and solutions.
- Examinations will mostly require you to sketch and draw ideas and solutions in response to small design problems or aspects of larger ones.

In Year 12, you will be expected to complete at least four assessments, including at least two design folios and one examination.

CAREER PATHS

A course of study in Graphics can contribute 4 credits toward the Queensland Certificate of Education (QCE), and establish a basis for further education and employment in the fields of graphic design, industrial design, built environment design (architecture, landscape architecture and interior design), engineering, urban and regional planning, surveying and spatial sciences, and building paraprofessionals.

PRE-REQUISITES/RECOMMENDATIONS

A minimum of a “C” in Year 10 Graphics. Senior Graphics requires a firm commitment from students and will require a considerable amount of work at home.

Information Technology Systems (ITS)

WHY STUDY INFORMATION TECHNOLOGY SYSTEMS?

Information Technology Systems (ITS) is a practical discipline which prepares students to respond to emerging technologies and information technology (IT) trends. Students develop the knowledge of, and skills in, the systems supporting IT. Systems range from those supporting the development of information, such as documents or websites, to those supporting technology, such as computers or networks.

Information Technology Systems prepares students to cope with, and harness to their advantage, the changes and significant opportunities associated with IT. The course develops fluency in design and the application of skills in production of IT materials that is more comprehensive than IT literacy alone.

WHAT DO STUDENTS STUDY?

Subject matter in Information Technology Systems is organised in five interwoven elements:

- Theory and techniques
- Project management
- Social and ethical issues
- Problem-solving process
- Client relationships

The course considers the use of Information Technology in a business, commercial or industrial environment.

Four semester-length units of work build on the core contexts of the subject. These units are:

- Game design
- Web design
- Online Communication
- Network and Mobile Communication

HOW WILL STUDENTS BE ASSESSED?

Assessment will mostly be by individual projects, both minor and major, with some examinations of basic principles. Students will be expected to be self-directed and comfortable participating in an online environment.

Students are assessed against standards described in terms of:

- Knowledge and communication
- Design and development
- Implementation and evaluation

CAREER PATHS

- Employment in design industries which use information technology (Web design, Graphic Design, Game Design, Marketing)
- IT support
- Graphic and multimedia manipulation
- Tertiary study in the fields of multimedia design, games design, website design and animation

This course will contribute in a significant way to the general education of students whether or not they intend to pursue further studies or employment in Information Technology.

PRE-REQUISITES/RECOMMENDATIONS

Students taking Information Technology Systems should have a strong background in ICT skills as this course concentrates on applying these skills rather than teaching them at a basic level. It does not require a high level of ICT technical knowledge. Access to a computer with an Internet connection would be an advantage.

Mathematics A

WHY STUDY MATHEMATICS A?

Mathematics A offers students a practical course that will develop skills and allow students to make informed decisions on everyday issues. These skills are also called on in other subjects and provide a good general background for many areas of tertiary study.

The study of Mathematics A will emphasise the development of positive attitudes towards a student's involvement in mathematics. This development is encouraged by an approach involving problem solving and applications, working systematically and logically, and communicating with and about mathematics.

The student can be expected to acquire a high degree of proficiency in a variety of skills, such as estimation, use of a calculator, application of formulae, use of various software packages, table reading, arithmetic calculation and algebraic manipulation.

WHAT DO STUDENTS STUDY?

Financial Mathematics

Earnings, taxation, budgeting, spending, interest, inflation, loans, investments.

Applied Geometry

Simple trigonometry, area volume and capacity, measurement of time and distance, scale drawings and plans, practical tests for building, estimation of quantities.

Statistics and Probability

Collecting and handling data, graphical and tabular data displays, summary statistics, interpretation and inference, relative frequencies, contingency tables, use and misuse of probabilities.

Operations Research

Graphing of two dimensional inequalities, identification of variables parameters and constraints, graphing of linear functions associated with constraints, determination of feasibility region, optimisation.

Introduction to Models for Data

Tabulate and graph discrete probability distributions, uniform distribution, binomial distribution, normal distribution, standardisation of variables, calculate probabilities using a distribution, apply basic probability rules to a range of life-related situations.

HOW WILL STUDENTS BE ASSESSED?

Assessment will consist of a combination of semester exams, written assignments and projects.

CAREER PATHS

Mathematics A is a recommended precursor to further study and training in the technical trades such as toolmaking, 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.

PRE-REQUISITES/RECOMMENDATIONS

It is recommended that students wishing to study Mathematics A have a scientific calculator and mathematical drawing equipment and have attained a "C" standard in Year 10 Core Mathematics.

Students who have not achieved at least a "C" standard in Year 10 Core Mathematics may be permitted to study Mathematics A at the discretion of the school.

Mathematics B

WHY STUDY MATHEMATICS B?

Mathematics B is a prerequisite for many tertiary courses. Students planning to do Chemistry and/or Physics should pursue this course. Mathematics B offers students a course that consolidates and extends their mathematical skills. It underpins science and technology, most industry, trade and commerce, social and economic planning and communication systems and is an essential component of effective participation in a rapidly changing society. In Mathematics B, advanced mathematical skills are developed which form the basis for further study in Mathematics. These skills are needed not only in traditional careers of Engineering or the physical sciences, but also in fields as diverse as agriculture, economics and management. Mathematics B is designed to raise the student's competence in and confidence with Mathematics, to ensure scientific literacy and to function effectively in a technologically skilled work force.

WHAT DO STUDENTS STUDY?

Introduction to Functions

Understanding and appreciation of relationships between variables.

Rates of Change

Instantaneous and average rates of change using differentiation.

Periodic Functions and Applications

Understanding and appreciating periodic functions and the application of these in a variety of modelling situations.

Exponential and Logarithmic Functions and Applications

Understanding and appreciation of exponential and logarithmic functions and the application of these to solve problems in a range of life – related situations.

Optimisation

Understanding the use of differentiation as a tool in a range of situations which involve the optimisation of continuous functions.

Introduction to Integration

Understanding the concept of integration as a process by which a "whole" can be obtained from the summation of a large number of parts.

Applied Statistical analysis

Describing, summarising, comparing and modeling data. Elementary concepts in using data, estimating probabilities and parameters.

HOW WILL STUDENTS BE ASSESSED?

Assessment will consist of a combination of semester exams, written assignments and projects.

CAREER PATHS

Mathematics B is a recommended precursor to tertiary studies in subjects with a high demand in mathematics, especially in the areas of science, medicine, mining and engineering, information technology, mathematics, finance, and business and economics.

PRE-REQUISITES/RECOMMENDATIONS

It is recommended that students' enrolling in Mathematics B must be achieving at least a "B" standard in Year 10 Mathematics. Students who have not achieved a "B" in Year 10 Mathematics will find the concepts in Mathematics B incomprehensible. Students taking Mathematics B will require a graphical calculator. (Information regarding the model will be provided at a later stage)

Mathematics C

WHY STUDY MATHEMATICS C?

Mathematics C offers students a rigorous and challenging mathematics course. Mathematics C gives students the opportunity to develop their full mathematical potential and extend their knowledge acquired in Mathematics B. They will be encouraged to recognise the dynamic nature of mathematics through problem solving and applications in life related situations. Opportunities are provided for students to appreciate and experience the power of mathematics and to see the role it plays as a tool in modeling and understanding of many aspect of the world's environment. The additional rigor and structure of Mathematics C will equip students with valuable skills which will serve them in more general contexts and provide an excellent preparation for further study of mathematics.

WHAT DO STUDENTS STUDY?

Introduction to Groups

Identifying features which are found in systems as real and complex numbers, matrices and vectors.

Real & Complex number systems

Extension of student knowledge of the real number system to understand the complex number system.

Matrices & Applications

Understanding the structure of matrices and their application in a variety of situations.

Vectors & Applications

Understanding of the use of vectors to describe naturally occurring systems and the link between vectors and matrices.

Calculus

Extension of analytical and numerical techniques of differentiation and integration to both life-related and purely mathematical situation, and appreciating the importance of differential equations in problems involving rates of change. Integration by parts, numerical methods and simple first order differential equations.

Plus two of the following options:

Linear Programming

Understanding of the methodologies of linear programming.

Conics

Students are encouraged to extend their knowledge of coordinate geometry in two dimensions. They are encouraged to appreciate the interrelationships that exist between areas of mathematics.

Dynamics

Students are encouraged to develop an understanding of the motion of objects which are subjected to forces through the use of vector mechanics and calculus.

Introduction to number theory

Understand the properties of integers and appreciate the usefulness of abstract mathematics.

Introductory modeling with probability

Develop interpretive and problem-solving skills in applying operations of a Boolean nature, the basic probability rules, and conditional probability, and in identifying and formulating stochastic models.

Advanced periodic and exponential functions

Extension of knowledge of trigonometric and exponential functions.

HOW WILL STUDENTS BE ASSESSED?

Assessment will consist of a combination of semester exams, written assignments and projects.

CAREER PATHS

Mathematics C provides additional preparation for tertiary studies in subjects with a high demand in mathematics, especially in the areas of science, medicine, mining and engineering, information technology, mathematics, finance, and business and economics.

PRE-REQUISITES/RECOMMENDATIONS

It is recommended that students' enrolling in Mathematics C should be achieving an "A" standard in Year 10 Mathematics. Students taking Mathematics C will require a graphical calculator. (Information regarding the model will be provided at a later stage)

Modern History

WHY STUDY MODERN HISTORY?

Through the study of Modern History, students can understand why the modern world is the way it is. They can understand the processes of change and continuity that have shaped today's world, their causes, and the roles people have played in those processes. They can understand that there are relationships between our needs and interests and a range of historical topics, people and events. At a personal level, Modern History helps students to identify their social location, their place in time and their heritage within a distinctive culture. Students develop these understandings through processes of critical inquiry, debate and reflection, and by empathizing with the views of others.

WHAT DO STUDENTS STUDY?

Over a two-year course, students study topics such as: The Cold War, The Arab-Israeli Dispute, Conflict in Indochina, Maoism in China, The American Civil Rights Movement, The Australian Nation, Indigenous Australia's Struggle, and Apartheid in South Africa.

HOW IS MODERN HISTORY STUDIED?

Historical study is based on inquiry. Students are actively involved in locating, interpreting, analyzing and evaluating historical sources, both primary and secondary. In Modern History, sources can include academic texts, diaries, letters, speeches, cartoons, journal articles, newspaper reports, documentary television programs, artefacts and everyday items. Using the inquiry approach, students identify historical questions for investigation, develop research questions to investigate inquiry topics, locate, analyse and evaluate sources and reach conclusions or make judgments about the questions they have identified.

HOW WILL STUDENTS BE ASSESSED?

Assessment in senior Modern History is criterion-based and is designed to help students demonstrate achievement in the objectives of the syllabus. The criteria used are:

- Planning and using an historical research process
- Forming historical knowledge through critical inquiry
- Communicating historical knowledge.

Students are assessed in each of the four categories of assessment: extended written responses to historical evidence, written research assignments and multi-modal presentations in response to inquiry questions, as well as short response tests and response to stimulus tests.

CAREER PATHS

Studies in Modern History may help young people gain employment in the following areas: journalism, radio and television, law, librarian and museum work, environmental planning, the diplomatic service, public relations, the public service, teaching, advertising, the travel industry, and research positions in many fields.

PRE-REQUISITES/RECOMMENDATIONS

It is recommended that students wishing to study Modern History have achieved at least a "C" standard in Year 10 English.

Music

WHY STUDY MUSIC?

Music holds a significant and special place in the everyday life of all cultures and societies. Studying Music can enhance your enjoyment of music and the arts, develop your practical and creative potential, and allow you to contribute to your community's cultural life.

The course of study encourages you to become a creative and adaptable thinker and problem solver, making informed decisions and developing your abilities to analyse and critically evaluate. A deeper level of knowledge, understanding and active participation in music making may support you in maintaining a lifelong engagement with music as an art form and as a means of creative, artistic and emotional expression.

WHAT DO STUDENTS STUDY?

The Music course is based around three broad areas; composition, the creation of music, musicology, the study of music in social, historical and cultural contexts, performance, the interpretation of music through playing, singing and conducting.

All learning in these areas leads to developing your musicianship, the unique set of knowledge, understandings, skills, attitudes and artistic sensitivities that will allow you to think, work and engage in the world of music and to participate in all forms of music making. Underpinning these three areas is knowledge and understanding of music elements and concepts, and the skills to interpret and apply these within a range of music activities.

HOW IS MUSIC STUDIED?

Music is often collaborative, so you will participate in activities such as composing, arranging, investigating, researching, rehearsing, listening and performing in a variety of contexts, styles and genres to present your music ideas.

In composition you will explore and experiment with sounds, instruments, styles, new media and methods of documenting sound to express your personal music ideas.

In musicology you will research, analyse and evaluate music from many sources to communicate your music ideas and express music viewpoints.

In performance you will have opportunities to develop your practical music skills by playing instruments, singing, conducting and directing music performances — both solo and ensemble — to create or re-create musical works.

You will be encouraged to attend live music performances, view music films and videos, and participate in school-based and extracurricular music activities.

You will also have opportunities to become adept in using various music-related technologies, including exploring innovative music-making techniques, experimenting with alternative methods of representing sound, and manipulating musical elements through electronic and new media.

HOW WILL STUDENTS BE ASSESSED?

In Music, assessment instruments include:

- composition tasks, which require you to create music
- extended responses, which require you to analyse, evaluate and synthesise music to express a viewpoint
- written examinations, which require you to respond to questions, statements, scores, and/or recordings
- performance tasks, which require you to perform to an audience.

CAREER PATHS

A course of study in Music can establish a basis for further education and employment in the fields of music performance, composition, music research, education, sound technology, music theatre, Arts administration, radio, and emerging creative industries.

PRE-REQUISITES/RECOMMENDATIONS

It is recommended that students wishing to study Music have achieved at least a "C" standard in Year 10 Music. It is advantageous, though not necessary, to have previously undertaken some instrumental studies.

Physical Education

WHY STUDY PHYSICAL EDUCATION?

Physical Education involves students learning in, about and through physical activity. This subject focuses on the complex interrelationships between motor learning and psychological, biomechanical, physiological and sociological factors that influence physical performances of the individual and the team.

This course will aim to develop students as self-directed, interdependent and independent learners. They will develop an understanding of the relationship between physical activity and the complexity of factors underlying performance. Students will acquire, apply and evaluate relevant learnt knowledge whilst participating in physical activity. Senior Physical Education will enable students to experience the enjoyment, challenge, self-expression and social interaction that is possible through engagement and performance in physical activity.

WHAT DO STUDENTS STUDY?

Content areas will be integrated into the practical activities. The time allocation will be a minimum of 50% practical and 50% theoretical/laboratory work.

Physical Activities

From the physical activity categories (Indirect Interceptive, Direct Interceptive, Aesthetic, and Performance), the college will select four physical activities to be studied across the two (2) years. Activities will be selected from both team and individual based participation. Activities will also be selected based on the availability of equipment and facilities.

Theoretical Activities

Each content area is integrated within every physical activity studied, whereby one content area is given major emphasis. The focuses are rotated each term.

HOW WILL STUDENTS BE ASSESSED?

Assessment will be based on the measurement of students' ability to acquire, apply and evaluate learned knowledge in both the theoretical and practical components of the subject. Equal weighting will be given to theory and practical components of the course.

CAREER PATHS

- Teaching
- Exercise Physiologist
- Sports Psychologist
- Biomechanical Analyst
- Personal Trainer
- Professional Sportsperson
- Sports Retail
- Recreational Officer
- Physiotherapy
- Podiatry
- Sport and Exercise Science
- Personal Training
- Fitness Instructor
- Sports Administration
- Sports Coaching
- Adventure Activities Co-ordinator

PRE-REQUISITES/RECOMMENDATIONS

- A high achievement in Year 10 Health and Physical Education and/or experience in a sport outside school at a high standard is desirable.
- A "C" standard in Year 10 English.
- Students who select this subject will incur a facilities and travel levy.
- It is important that students wear appropriate athletic sport shoes, not skate shoes, and have suitable swim wear.

Content A **Learning physical skills**	Content B **Processes and effects of training and exercise.**	Content C **Equity and access to exercise, sport and physical activity in Australia.**
Motor Learning	Energy Systems	Factors affecting participation at the individual and interpersonal level
Psychology	Exercise Physiology Principles	Factors affecting participation at the institutional and structural level
Biomechanics	Training Program Design	Factors affecting participation at the cultural level

Physics

WHY STUDY PHYSICS?

The development of understanding of physical phenomena occurs in Physics by means of methods of inquiry that have been refined over the past three hundred years. A culture of physics has emerged that values methods of precise measurement, reproducible experimentation and powerful mathematical relationships. Today, these methods continue to contribute to the development and provision of new information, ideas and theories to explain observations and experiences.

The study of Physics provides students with a means of enhancing their understanding of the world around them, a way of achieving useful knowledge and skills and a stepping stone for further study. An understanding of Physics adds to and refines the development of students' scientific literacy.

WHAT DO STUDENTS STUDY?

The subject matter of Physics is derived from the key concepts and key ideas which are progressively developed over the course of study through six to twelve units of work. The key concepts are organised under the headings of Forces, Energy and Motion.

Forces

- The nature of a force.
- Forces that act on objects influence their state of equilibrium.
- Forces are able to influence the motion and shape of objects.
- The forces that act on objects influence their internal energy.

Energy

- Energy may take different forms originating from forces between or relative motion of particles or objects.
- Energy is conserved.
- Energy transfer processes provide us with different ways of using and dealing with energy and radiation and these have different social consequences and applications.

Motion

- Motion can be described in different ways.
- Motion can be analysed in different ways.
- Motion can be described using various models and modern theories.

HOW WILL STUDENTS BE ASSESSED?

Assessment consists of a balance between the general objectives of knowledge and conceptual understanding, scientific techniques and scientific investigation. Assessment will include written tests, extended experimental investigations, extended response tasks and written tasks.

CAREER PATHS

- Astronomy/meteorology
- Research and development
- High technology industry research
- Power/energy/resource management
- Mining/petroleum industries
- Semi-conduction/magnetic and electronics industries
- Systems engineers and technicians
- Engineering and design (automotive)
- Aeronautical/photonics research and product development

PRE-REQUISITES/RECOMMENDATIONS

It is recommended that students enrolling in Physics should be achieving at or above a "B" standard in Science in Year 10. It is expected that students undertaking the study of Physics will also be enrolled in Maths B. A minimum of three hours homework, study and revision each week is necessary for success in this subject. A graphics calculator is essential.

Study of Religion (SOR)

WHY STUDY SOR?

Australia today is a pluralistic society in which a great variety of religious traditions exist side by side. Clearly there are many different ways in which people perceive themselves and their world. Studying religion can help develop an understanding of the ways in which particular cultural contexts have influenced, and continue to influence, the formation of an individual's world view and the framework of beliefs in which it is interpreted. The study of a range of religions and the understanding of alternative ways of viewing reality can make a valuable contribution to cross-cultural harmony and mutual enrichment. Study of Religion will assist students in understanding and appreciating the purpose, meaning and significance of religion in the lives of individuals and communities.

Study of Religion is compatible with, and contributes to, the educational goals of a senior secondary school. Courses developed in accordance with this syllabus contribute to the development of:

- intellectual skills
- communication skills
- critical thinking skills
- cultural awareness
- capacity to make judgments in relation to moral, ethical and religious issues
- emotional, mental and spiritual health.

WHAT DO STUDENTS STUDY?

The core components listed below are significant ideas and concepts that are central to SOR. The core components should be integrated into, span and inform all four semesters

- Australian religious perspectives: Aboriginal spiritualities; Torres Strait Islander religions; Religious diversity in Australia.
- World Religions: Christianity: old and new; Engaged Buddhism, Islam in the World, Hinduism Today; Judaism across time.
- The nature and significance of religion: Ritual, Sacred Texts, Ultimate questions, Religions, Values and Ethics, Religion – State relationships.

HOW WILL STUDENTS BE ASSESSED?

Students will complete 5 assessment tasks per year as part of their work folio. These tasks will be for a range of purposes, reflect a number of different learning styles, and be completed under a range of conditions. For example, some tasks may be completed in students' own time while others will be conducted under supervised conditions. All tasks are assessed on task-specific criteria and standards.

CAREER PATHS

- Law
- Journalism
- Teacher
- Youth Worker
- Counsellor
- Humanities
- Nurse
- University Lecturer
- Foreign Affairs
- Aid Organisations
- Vocation – Holy Orders

PRE-REQUISITES/RECOMMENDATIONS

Students wishing to undertake Study of Religion should have attained a minimum "B" standard in Year 10 Religious Education and English.

Semester	Unit Titles
1	**Sacred Texts** - readings and interpretations of texts **Ritual** - ritual in culture; ritual in religions; secular rituals
2	**Religion – State relationships** – separation of religion and state; religion in social reform; nationalism and religion; migration, religion and the state.
3	**Religion, Values and Ethics** – ethics in religious traditions; ethics and technology; contemporary ethical issues.
4	**Ultimate Questions** – beliefs about living, dying and eternity; making sense of suffering; the idea of God, gods and the holy.

Visual Art

WHY STUDY VISUAL ART?

- Studying Visual Art allows you to become a more **critically aware citizen** in a highly visual society
- It allows you to develop a personal aesthetic (or style)
- You are able to **specialise** in one media area (i.e. drawing, ceramics, photography, etc.)
- You will become a more **analytical and critical** thinker.

WHAT DO STUDENTS STUDY?

- Senior Art differs to Junior Art in that concepts and focuses are studied, as opposed to units based around a method of making an artwork, allowing you to develop your own style
- Focuses are provided in Year 11, and are student-determined in Year 12
- A concept becomes the "umbrella" for the unit, and the focus allows students to narrow their ideas and approaches in the study and creating of artwork.

Senior Art, as a composite subject, has a Year A and Year B. You may be starting on either of these:

YEAR A

1. Concept: "Physical and Metaphysical" through the focus of "Location"
   - Decode the relationships that exist between form, action, place and structure, and inner responses to these.
2. Concept: "Transitions" through the focus of "Relationships", "Personal Narratives" or "Cause and Effect"
   - Consider the roles played in rites of passage, and acts of transformation and alteration, the intent and sense of control associated with these, and the end results, whether permanent or temporary.
3. Concept: "Degrees of Reality" (Year 11 only) through the focus of "Accept or Reject"
   - Explore the construction of meaning, value and purpose in relation to experiences and perspectives, and the results from such transactions.



YEAR B

1. Concept: "Identity" through the focus of "National Identity"
   - Consider past and present actions, ideologies, values and belief systems (national and global) in discerning and predicting prospective futures and identities.
2. Concept: "Identity" through the focus of "Personal Identity"
   - Students respond, deconstruct and reflect on the influences responsible for moulding and shaping them into the persons they have become.
3. Concept: "Identity" (Year 11 only) through the focus of "Imposed Identity"
   - Explore the influence of society and advancement of technology has had and will continue to have on teen culture as well as notions of control vs freedom, conformity vs choice, etc.

HOW WILL STUDENTS BE ASSESSED?

Students will create three Bodies of Work in semesters 1 & 2, and two Bodies of Work in semesters 3 & 4. Each includes folios of work/visual diaries, focused analysis, resolved artworks and appraising tasks (such as short response tests and extended writing such as essays and critiques.) The criteria for marking each Body of Work are Visual Literacy, Application and Appraising.

CAREER PATHS

- Arts Instructor / Educator
- Arts Administrator
- Arts Curator
- Theatre / Television / Film Scenic Artist
- Mural Painter
- Portrait Artist
- Graphic Designer
- Photographer

PRE-REQUISITES/ RECOMMENDATIONS

A minimum of a "C" in Year 10 Visual Art and English is highly desirable. Students will be required to complete most of their written assessment in their own time. Students must be prepared to undertake art making that may fall out of scheduled class time; the development of folios and Bodies of Work require enthusiasm and focus.

AUTHORITY REGISTERED SUBJECTS

English Communication

WHY STUDY ENGLISH COMMUNICATION?

Effective communication is integral to our society. New technologies, the influence of globalisation and the restructured workplace require students to be able to interpret, construct and make judgments about a range of texts. English Communication is designed to allow students to develop and use these skills in the areas of community, work and leisure.

English Communication aims to develop in students:

- A sense of individual and cultural identity
- Self-confidence as speaker, reader and writer
- A respect for other people and an appreciation of Australia's cultural heritages
- An appreciation of language use in the workplace
- A desire to communicate appropriately and effectively
- A desire to plan and work as a member of a group and to accept responsibility
- A desire to engage in life-long learning

WHAT DO STUDENTS STUDY?

Students will complete a number of units within the areas of community, work and leisure. These may relate to such topics as follows: rights and responsibilities, becoming independent, employment, knowing the law, fundraising and volunteer work, and travel and tourism.

HOW WILL STUDENTS BE ASSESSED?

Students will complete a range of assessment tasks throughout the year. These will be in both written and oral format within the themes of community, work and leisure.

CAREER PATHS

Students who study English Communication in Years 11 and 12 may be able to follow a career in:

- Childcare
- Retail
- Office Work
- Trades such as Carpentry, Hairdressing, Plumbing

PRE-REQUISITES/RECOMMENDATIONS

English Communication is aimed at preparing students for entry into the workforce or for further study at a TAFE college. It is not an Authority subject and does not meet the entry requirements of most university courses or the Defence Force. Students' results do not contribute to an OP score.

Hospitality Practices

WHY STUDY HOSPITALITY?

The purpose of this course of study is to provide students with an understanding of the hospitality industry. It has been developed to engage learners in a range of contemporary real-life contexts by providing opportunities for students to use their creativity and derive satisfaction from working with resources as they prepare for future employment and personal activities.

WHAT DO STUDENTS STUDY?

Units of study are designed to promote vocational education as well as general knowledge and skills needed for employment in the hospitality industry. Students work in a variety of hospitality contexts that allow opportunities for events and functions. Subject matter is divided into core and electives. The core units include:

- The hospitality industry
- Communication for the hospitality industry
- Cultural awareness for the hospitality industry
- Workplace health, hygiene and safety procedures in the hospitality industry
- Hospitality event management.

Electives may be chosen from the following areas:

- Food Production
- Beverage production
- Food and beverage service

HOW WILL STUDENTS BE ASSESSED?

Students will complete a range of assessment tasks throughout the year. These tasks, mostly practical in nature, are designed to enable students to demonstrate achievement in the areas of Knowledge and Understanding, Examining and Applying, Planning and Evaluating.

CAREER PATHS

Students who study Hospitality Practices in Years 11 and 12 may be able to follow a career in the hospitality industry.

PRE-REQUISITES/RECOMMENDATIONS

The aim of this course is to prepare students for entry into the workforce or for further study at a TAFE college. Hospitality is not an Authority subject, and students' results do not contribute to an OP score.

Prevocational Mathematics

WHY STUDY PREVOCATIONAL MATHEMATICS?

Prevocational mathematics provides opportunities for students to improve their numeracy to assist them in pursuing a range of vocational and personal goals. It develops not only students' confidence and positive attitudes towards mathematics but also their mathematical knowledge and communication skills.

Prevocational Mathematics is a subject for students who wish to experience success when using mathematics in everyday contexts. It will improve their preparedness for entry to work, apprenticeships, and traineeships.

WHAT DO STUDENTS STUDY?

Number

Fractions, decimals, percentage, ratio, proportion and rates.

Statistics

Collecting, displaying and organizing data

Location and Time

Scale, maps, time zones and travel.

Measurement

Perimeter, area, volume and space

Finance

Earning, spending, investing and borrowing money.

HOW WILL STUDENTS BE ASSESSED?

Assessment will consist of a combination of tests, worksheets, written assignments and projects.

CAREER PATHS

Students who study Prevocational Mathematics in Years 11 and 12 may be able to follow a career in: hospitality retail, building industry, hairdressing, painting industry, or other apprenticeships or traineeships.

PRE-REQUISITES/RECOMMENDATIONS

It is recommended that students wishing to study Prevocational Mathematics have a scientific calculator and mathematical drawing equipment.

Recreation

WHY STUDY RECREATION?

Recreation is the study of sport and physical activities through a predominantly practically based subject. This study area encourages students to appreciate and value their involvement in recreational pursuits and to continue their participation in personal, employment, and community activities in their adult life. Students will develop their knowledge and skill in a variety of sports and other leisure activities (or recreational) while looking at the external factors associated with sports and leisure activities. There has been massive growth in the sport and recreation industry which offers expanding employment opportunities in a challenging and rewarding vocation.

WHAT DO STUDENTS STUDY?

Students will be engaged in a variety of recreational activities that will develop their knowledge and understanding of the importance of physical activity for a healthy lifestyle.

The four study-area cores are as follows:

1. Recreation, you and the community
2. Physical activity and healthy lifestyle
3. Safety, risk awareness and health concerns
4. Interpersonal and group dynamics

HOW WILL STUDENTS BE ASSESSED?

Assessment for all units will adhere to guidelines stated by the Recreation Study Area Specification.
Students will be given ample opportunity to demonstrate their competencies in all areas. Assessment items will be varied and diverse to cater for all levels of student development.

CAREER PATHS

The commercialisation of the leisure and recreation industries has become significant in our economic structure and has assumed increasing importance as a source of expanding opportunities. The Cairns region has a large number of industries which fit under the sport and recreation umbrella, from the recreational activities at local resorts and on the reef, to community facilities and franchises that are continually appearing, e.g. Sports Retailer, Recreational Officer, Adventure Activities Coordinator, Fitness Instructing, Coaching, sports Administration.

PRE-REQUISITES/RECOMMENDATIONS

Students will participate in a number of practical activities throughout the course. A number of trips to sporting venues are required in this course which will involve a transportation and facilities levy.

Religion and Ethics

WHY STUDY RELIGION AND ETHICS?

Religion and Ethics encourages students to explore their personal values and life choices and how they are related to one's beliefs. The course of study provides students with opportunities to gain knowledge and understanding of themselves as human beings and how their personal beliefs, values and spiritual identity are shaped and influenced by factors such as family, culture, gener, race, class and economic issues.

WHAT DO STUDENTS STUDY?

Religion and Ethics helps students to understand the personal, relational and spiritual perspectives of human experience and to learn about and reflect on the richness of religious and ethical worldviews and traditions.

HOW WILL STUDENTS BE ASSESSED?

Students will complete several assessment tasks over the two-year course as part of their work folio. Assessment instruments include:

- projects
- investigations
- extended responses to stimulus materials
- short response examinations

Religion and Ethics course structure may include:

Semester	Unit Titles
1	Sacred Texts - readings and interpretations of texts Ritual - ritual in culture; ritual in religions; secular rituals
2	Religion – State relationships – separation of religion and state; religion in social reform; nationalism and religion; migration, religion and the state.
3	Religion, Values and Ethics – ethics in religious traditions; ethics and technology; contemporary ethical issues.
4	Ultimate Questions – beliefs about living, dying and eternity; making sense of suffering; the idea of God, gods and the holy.

CAREER PATHS

A course of study in Religion and Ethics can establish a basis for further education and employment as it helps you develop the personal, interpersonal and citizenship skills and attributes necessary in all workplaces. It allows you to manage change, to be resilient and adaptive, and to develop strategies so that you can cope with the demands, not only of everyday life, but also of continuing studies, employment and future careers.

PRE-REQUISITES/RECOMMENDATIONS

There are no pre-requisites for this subject.

Science in Practice

WHY STUDY SCIENCE IN PRACTICE?

Science in Practice is a Queensland Curriculum and Assessment Authority authority-registered subject which balances the suite of senior science subjects by offering students an opportunity to engage meaningfully in practical applications of science. Science and technology play significant and increasing roles in modern society. To have an informed voice in charting the future of society, and to effectively participate in society and everyday life, students need to be scientifically literate.

Science in Practice contributes to the development of scientifically literate individuals, who can:

- discuss science issues
- identify science questions and investigate and draw scientific, evidence-based conclusions
- challenge claims made by others about scientific matters
- make informed decisions about the environment and their own health and wellbeing.

Science in Practice focuses on the core topics scientific literacy and working scientifically; workplace health and safety; and communication and self-management skills.

WHAT DO STUDENTS STUDY?

In each year of the course students will explore through particular scientific contexts at least three of the following areas:

- science for the workplace
- resources, energy and sustainability
- health and lifestyles
- environments
- discovery and change

Each unit of work will include aspects of at least two of the science disciplines – Biology, Chemistry, Earth and Environmental Science, or Physics.

Students will also participate in at least 10 hours of practical field work. Through the processes of practical and investigative approaches, students will:

HOW WILL STUDENTS BE ASSESSED?

Assessment consists of a balance between the dimensions of knowing and understanding; analyzing and applying; and planning and evaluating. Assessment will have a strong practical component, and may include exams, practical projects and portfolios.

CAREER PATHS

- animal welfare
- food technology
- biotechnology
- forensics
- health and medicine
- pharmaceutical industry
- recreation and tourism
- research
- resources sector

PRE-REQUISITES/RECOMMENDATIONS

Students wishing to enrol in Science in Practice should have a keen interest in the practical applications of Science. Some components of the course MAY attract additional costs.

St Stephen's Catholic College

Trust in the Lord

STAND ALONE CERTIFICATE COURSES

Registration Enquiries

Contact name:	**Ms Andrea Chiesa**
Job title:	**RTO Manager**
Organisation name:	**Roman Catholic Trust Corporation for Diocese of Cairns**
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Address:	**PO Box 624, MAREEBA QLD 4880**

MEM10105: Certificate I in Engineering

National Provider No: 31657 – Roman Catholic Trust Corporation for Diocese of Cairns

WHY STUDY Certificate I in Engineering?

Start shaping your engineering career before you finish school by completing the Certificate I in Engineering. Completing this certificate while you're at school could lead to a range of career opportunities in the manufacturing and engineering industry.

Students will gain 3* credit points towards their QCE on completion of this course.

HOW WILL STUDENTS BE ASSESSED?

This qualification will be assessed through competency-based assessment. Students are given more than one opportunity to display their competency for each unit through a variety of assessment tasks including objective and short answer responses, project work, practical work, non-written responses and observation of performance.

CAREER PATHS

Metal Fitter	Metal Machinist	Light Vehicle Motor Mechanic
Heavy Vehicle Motor Mechanic	Boilermaker	MEM20105 - Certificate II in Engineering

WHAT DO STUDENTS STUDY?

There are 14 units to be completed in this engineering course:

MEM13014A	Apply principles of occupational health and safety in the work environment	Core
MEM14004A	Plan to undertake a routine task	Core
MEM15024A	Apply quality procedures	Core
MEM16007A	Work with others in a manufacturing engineering or related environment	Core
MEM05004C	Perform routine oxy acetylene welding	Elective
MEM05003B	Perform soft soldering	Elective
MEM03003B	Perform sheet and plate assembly	Elective
MEM05005B	Carry out mechanical cutting	Elective
MEM05012C	Perform routine manual metal arc welding	Elective
MEM07032B	Use workshop machines for basic operations	Elective
MEM11011B	Undertake manual handling	Elective
MEM12023A	Perform engineering measurements	Elective
MEM18001C	Use hand tools	Elective
MEM18002B	Use power tools/hand-held operations	Elective

PRE-REQUISITES/RECOMMENDATIONS

There are no pre-requisites for this subject.

NATIONALLY RECOGNISED TRAINING

SERVICE AGREEMENT

This is a two-year course. The College guarantees that the students will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the information handbooks provided on entry to the course.

Students successfully achieving all qualification requirements will be provided with a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.

This information is correct at time of publication but is subject to change.

MEM10105: Certificate I in Engineering

National Provider No: 31657 – Roman Catholic Trust Corporation for Diocese of Cairns

Employability Skills Qualification Summary

The following table contains a summary of the employability skills students will gain through this qualification.

Employability Skills for MEM10105: Certificate I in Engineering

Employability Skill	Industry/enterprise requirements for this qualification include
Communication	• Read and interpret routine information on written job instructions and standard operating procedures. May include simple drawings • Follow verbal instructions • Enter routine and familiar information onto proforma and standard workplace forms • Orally report routine information • Use basic numeracy skills for undertaking comparison measurements
Teamwork	• Work alone or as part of a team • Identify work roles, communicate and cooperate with others
Problem solving	• Check material/product for conformance to specification • Identify waste and correct procedures for disposal • Identify routine problems/faults in machine/process/equipment operations and act/report as required
Initiative and enterprise	• Be capable of applying skills and knowledge to specified situations and contexts • Identify actual and foreseeable workplace hazards/problems during course of work • Minimise wasteful use of resources including materials and services in own work
Planning and organising	• Select, prepare and lay out or assemble materials and equipment correctly • Conduct pre-start checks on machinery/equipment • Plan steps required to complete routine task • Identify sequence of activities/operations
Self management	• Adhere to all safety requirements • Perform work in accordance with job instructions and work procedures
Learning	• Clarify tasks and required outcomes with appropriate personnel
Technology	• Use dedicated tools, equipment and machines

MSF20516: Certificate II in Furniture Making Pathways

National Provider No: 31657 – Roman Catholic Trust Corporation for Diocese of Cairns

WHY STUDY Certificate II in Furniture Making Pathways?

Start shaping your furnishing career before you finish school by completing the Certificate II in Furniture Making Pathways (MSF20516). Completing this certificate while you're at school could lead to a range of career opportunities in the future with this nationally recognised certificate.

Students will gain 4 credit points towards their QCE on completion of this course.

HOW WILL STUDENTS BE ASSESSED?

This qualification will be assessed through competency-based assessment. Students are given more than one opportunity to display their competency for each unit through a variety of assessment tasks including objective and short answer responses, project work, practical work, non-written responses and observation of performance.

CAREER PATHS

After achieving this, students may undertake MSF30613 - Certificate III in Soft Furnishing, MSF40213 - Certificate IV in Furniture Design and Technology or MSF50313 - Diploma of Furniture Design and Technology.

WHAT DO STUDENTS STUDY?

There are 12 units to be completed in the Certificate II in Furniture Making Pathways

MSFFP2001	Undertake a basic furniture making project	Core
MSFFP2002	Develop a career plan for the furnishing industry	Core
MSFGN2001	Make measurements and calculations	Core
MSMENV272	Participate in environmentally sustainable work practices	Core
MSMPCI103	Demonstrate care and apply safe practices at work	Core
MEM16006A	Organise and communicate information	Elective
MSFFM2001	Use furniture making sector hand and power tools	Elective
MSFFM2002	Assemble furnishing components	Elective
MSFFP2003	Prepare surfaces	Elective
MSFFP2004	Apply domestic surface coatings	Elective
MSFFP2005	Join furnishing materials	Elective
MSFFP2006	Make simple timber joints	Elective

PRE-REQUISITES/RECOMMENDATIONS

There are no pre-requisites for this subject.

NATIONALLY RECOGNISED TRAINING

SERVICE AGREEMENT

This is a two-year course. Students will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the information handbooks provided on entry to the course. Students successfully achieving all qualification requirements will be provided with a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.

This information is correct at time of publication but is subject to change.

St Stephen's
Catholic College

SCHOOL BASED APPRENTICESHIPS TRAINEESHIPS

School-Based Apprenticeships and Traineeships

Students who are interested in a vocational pathway may choose to participate in school-based apprenticeships and traineeships. For these students the number of subjects they will be required to study will vary, depending upon the work placement requirements of the traineeship or apprenticeship. (These will be negotiated between the student and his/her parents, the Deputy Principal (Curriculum) and the VET Co ordinator.)

WHAT IS THE DIFFERENCE BETWEEN AN APPRENTICESHIP AND A TRAINEESHIP?

A full-time apprenticeship will usually take you three to four years to complete and is traditionally referred to as a 'Trade' qualification, while a full-time traineeship will usually take you between one to three years to complete and generally covers all other non-trade qualifications.

Part-time and Australian School-based apprenticeships and traineeships normally take twice as long to complete as their full-time equivalent. Students who undertake an Australian School-based apprenticeship will generally work towards completing the "first" year of their apprenticeship by the end of Year 12, while a large proportion of students undertaking an Australian School-based traineeship will be able to complete their qualification by the end of Year 12.

Australian School-based apprentices and trainees, who have not completed their qualification before the end of their schooling, are able to continue in either a full or part-time arrangement, until they have attained their apprenticeship or traineeship qualification.

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

EXAMPLES OF APPRENTICESHIP AND TRAINEESHIP OCCUPATIONS INCLUDE:

Apprenticeships	Traineeships
• Mechanic • Hairdresser • Chef • Carpenter • Brick layer	• Business Administration • Salon Assistant • Hospitality Staff • Multi Media and IT • Retail Assistant

SUBJECTS OFFERED BY OTHER TRAINING PROVIDERS

There are a number of other Training Providers that offer certificate courses. If there is an area you are particularly interested in please see the VET Officer for more information on VET courses.

NOTES

Notes

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