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Introduction

This booklet details the Assisi Catholic College Senior Curriculum entering Year Eleven in 2017. This guide should assist students in making appropriate subject choices for their studies at Assisi Catholic College during the Senior Phase of Learning. All students will be working towards a Queensland Certificate of Education (QCE).

To assist in the decision making of subject selection, this booklet will help to:

- Broaden one’s knowledge of the various subjects on offer
- Explain pathways for senior year students and deciding which is most appropriate
- Provide requirements for obtaining a QCE (Queensland Certificate of Education)
- Provide requirements for obtaining an OP (Overall Position)

How to choose your subjects:

In selecting subjects, it is important that students consider:

- Areas that are of interest
- Ability
- Career aim
- Pathway after school - university, TAFE, work and prerequisites associated with these
- Job requirements
- Subject prerequisites – have these been met?
- Keeping options open and having a back-up plan
- If you would like to go to university, ensure that there are at least five Authority Subjects.
- Students should not choose a subject based on
  - Friends taking it
  - The teacher who has taken it in the past
  - Possibility of an excursion
  - They’ve heard it’s easy
  - They have heard they need to do it even though you hate it and haven’t passed it previously

Year 11 and 12 Senior School Curriculum

There are many pathways that students are able to choose to lead them to the attainment of the QCE. They must obtain 20 credit points through the courses that they study in Senior Schooling and also meet certain Literacy and Numeracy requirements.

The curriculum structure we offer to Year 11 and 12 students exposes them to a range of pathways towards the achievement of the QCE.

This booklet outlines the options available in Year 11 and 12.

Students study 6 subjects in Years 11 and 12. All students are required to select from Religion and Ethics / Study of Religion, English / English Communication, and Mathematics A / Mathematics B / Pre-vocational Maths.

They are then required to indicate 6 preferences for the remaining 3 subjects. As with all subject selection processes, we cannot guarantee that students will receive their first three preferences.
How can parents help?

- Encouraging students in their learning and in sound study techniques
- Providing a supportive learning environment in the home showing a daily interest in what students are doing
- Encouraging participation in subject activities
- Being aware of the school’s expectations and assessment programs
- Helping children with their time management and encouraging them to begin planning for assessment as soon as it is handed out
- Enquiring about the school's course of study
- Discussing the topics studied
- Encouraging their children to read widely
- Providing access to news and current affairs which will assist students to consider a world view and a variety of opinions on current situations
- Taking opportunities to meet the teacher to discuss their child's progress
- Encouraging participation in extra-curricular activities
- Supporting school excursions

Timeline

**Term 3 Week 2** - Subject information session with students

**Term 3 Week 3 Wednesday 27 July** – 2017 Yr. 11 subject selection evening

**Term 3 End of Week 3** – All subject selections due to be uploaded on SSO

**Term 3 Week - Week 5** – Subject selection interviews for all 2017 Yr.11 students

**Term 4** – Students are informed of allocated electives
There are multiple pathways students can embark upon to attain their goals. The best way to reach a goal is to have one in mind at the beginning of the journey. Think of where they would like to be, what they would like to see themselves doing – and if they are unsure, start doing some research regarding what they enjoy doing and what they are good at.

Making the correct decisions with senior subjects that match them and the best career pathway can really improve chances of success.

By the end of Year 10, by law, students are required to be earning or learning. They need to select a pathway and in doing so, should keep a few points in mind. At Assisi Catholic College, students should:

- Complete a subject of Religion, English and Maths
- Be realistic regarding their expectations
- Challenge themselves to use talents and make best use of opportunities as they arise
- Commit themselves to the choices they make

**Options at Assisi Catholic College for Years 11 and 12**

At Assisi Catholic College, the curriculum during the senior phase of schooling offers TWO areas of study and within each there are different subjects or competencies and options in achieving these.

<table>
<thead>
<tr>
<th>Authority subjects aiming for an OP</th>
<th>Vocational studies for VET certificate/s</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OPTION A - OP</strong></td>
<td><strong>OPTION B - VET Pathway</strong></td>
</tr>
<tr>
<td>Eligible</td>
<td>OP Ineligible</td>
</tr>
<tr>
<td>6 Authority subjects</td>
<td>School based Apprenticeship and/or VET qualifications</td>
</tr>
<tr>
<td><strong>OPTION C - Blended Pathway</strong></td>
<td><strong>OPTION D - Leave School</strong></td>
</tr>
<tr>
<td>OP Eligible</td>
<td>But continue earning or learning</td>
</tr>
<tr>
<td>5 Authority subjects + 1 Authority Registered or 1 VET subject</td>
<td></td>
</tr>
</tbody>
</table>

Students should choose which of these options best fits their needs, abilities and goals.
There are three categories of subjects that are offered within our Senior Curriculum:

- **Authority subjects**
  Authority subjects are those that may contribute to an OP (Overall Position - a scale used to rank all Queensland students for tertiary entrance). A Sound Achievement in an Authority subject at the end of Year Twelve also contributes 4 points to the QCE. In Year 11 and 12, students must undertake 20 Semester units of Authority subjects, with at least 12 units coming from three subjects that have been studied continually for the 4 semesters, to achieve an OP.

- **Vocational Education and Training**
  Vocational Education and Training (VET) subjects, involve students undertaking learning that is tailored directly to specific industry fields. VET courses contribute points towards the QCE and when completed, students are awarded Certificate or Diploma qualifications.

  If circumstances arise that affects the ability to complete a course (e.g. loss of a teacher and unable to obtain suitable replacement) then the College will do their utmost to arrange for training and assessment to be completed by another suitable training organisation.

- **Authority-Registered Subjects**
  Authority Registered Subjects are more practical school-based subjects. These subjects should complement a VET subject or students may choose an authority-registered subject as their sixth subject. A Sound Achievement in an Authority-Registered subject at the end of Year 12 also contributes 4 points to the QCE.
Certification

At the completion of Year 12, students will receive the following:

- **A Senior Statement**, which outlines all subjects, completed for at least one semester, the student’s achievement within each and the QCS Test (Queensland Core Skills) result.

At the completion of Year 12 students may receive:

- **Queensland Certificate of Education (QCE)**. They are required to attain 20 points as indicated in the table located below

- Any **VET Certificates** for which students have qualified;

- **A Tertiary Entrance Statement** for students who meet the requirements to receive an OP (Overall Position) and FPs (Field Positions)

---

**Queensland Certificate of Education (QCE) — a new senior school qualification**

To be eligible for the QCE, students must complete 20 credits ...

<table>
<thead>
<tr>
<th>The required amount of learning</th>
<th>Credit</th>
<th>Preparatory</th>
<th>Enrichment</th>
<th>Advanced</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students must attain between 12 and 20 credits from completed core courses of study</td>
<td>12</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>17</td>
</tr>
<tr>
<td>Students may also include up to 8 credits from a combination of core, preparatory, enrichment or advanced courses</td>
<td>8</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>13</td>
</tr>
</tbody>
</table>

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... achieve the required standard … … and include literacy and numeracy.

<table>
<thead>
<tr>
<th>Course of study</th>
<th>Set standard</th>
<th>Literacy</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authority subjects and Authority-registered subjects</td>
<td>at least a Sound Level of Achievement</td>
<td>competence in VET modules LIT 204 or LIT 205; or</td>
<td>competence in VET modules NUM 204 or NUM 205; or</td>
</tr>
<tr>
<td>vocational education and training</td>
<td>at least a pass as defined by the course</td>
<td>a pass in a literacy course recognised by the QSA (NLS Level 3 or above); or</td>
<td>a pass in a numeracy course recognised by the QSA (NLS Level 3 or above); or</td>
</tr>
<tr>
<td>university courses/subjects/units undertaken while still at school</td>
<td></td>
<td>at least a Sound Level of Achievement in the Literacy strand of Authority registered Literacy and Numeracy; or</td>
<td>at least a Sound Level of Achievement in the Numeracy strand of Authority registered Literacy and Numeracy; or</td>
</tr>
<tr>
<td>international learning course of study</td>
<td></td>
<td>awarded</td>
<td>at least a C on the Queensland Core Skills Test</td>
</tr>
<tr>
<td>recognised awards and certificates</td>
<td></td>
<td>at least a pass as defined by the project</td>
<td>at least a C on the Queensland Core Skills Test</td>
</tr>
<tr>
<td>workplace, community and self-directed projects</td>
<td></td>
<td>at least a pass as defined by the project</td>
<td></td>
</tr>
</tbody>
</table>
At the end of Year 12, students have multiple pathways available to them depending on the courses that they have achieved during senior schooling:

**Multiple Pathways**

<table>
<thead>
<tr>
<th>University Learning Pathway</th>
<th>Further Training Pathway</th>
<th>Work Transition Pathway</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study and achieve in at least 5 authority subjects that qualify you for entry into Bachelor courses</td>
<td>Study a combination of VET, authority and authority registered courses to lead to entry into TAFE and / or work directly</td>
<td>Students participate in work experience, apprenticeships or traineeships and certificate courses to support chosen career ambitions</td>
</tr>
<tr>
<td><strong>University Degree</strong></td>
<td><strong>Certificates or Diplomas</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Productive, paid and fulfilling employment</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Please note when you choose subjects you must make sure that you meet the prerequisites. You will be unable to choose the subject if you do not meet these prerequisites.

### Year 11 and 12 Subjects and Prerequisites

<table>
<thead>
<tr>
<th>Authority Subjects (4 QCE points)</th>
<th>Authority Registered Subjects (4 QCE Points)</th>
<th>VET Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Study of Religion</strong></td>
<td>C in Yr. 10 English &amp; RE</td>
<td>Religion and Ethics</td>
</tr>
<tr>
<td><strong>English</strong></td>
<td>C in Yr. 10 English</td>
<td>English Communication</td>
</tr>
<tr>
<td><strong>Mathematics A</strong></td>
<td>C+ in Yr.10 Maths A</td>
<td>Pre-Vocational Mathematics</td>
</tr>
<tr>
<td><strong>Mathematics B</strong></td>
<td>C- in Yr. 10 Maths B</td>
<td></td>
</tr>
<tr>
<td><strong>Choose 3 of:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Biology</strong></td>
<td>C in Yr.10 Science</td>
<td>Media Arts in Practice</td>
</tr>
<tr>
<td><strong>Business Communication &amp; Technologies</strong></td>
<td>Visual Arts in Practice</td>
<td>Cert. I in Construction</td>
</tr>
<tr>
<td><strong>Chemistry</strong></td>
<td>C in Yr. 10 Science</td>
<td>Futsal</td>
</tr>
<tr>
<td><strong>Drama</strong></td>
<td>C in Yr.10 English</td>
<td>Recreation</td>
</tr>
<tr>
<td><strong>Film, Television &amp; New Media</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Graphics</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Home Economics –Textile Major</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Italian</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Legal Studies</strong></td>
<td>C in Yr. 10 English</td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics C</strong></td>
<td>C+ in Yr.10 Maths B</td>
<td></td>
</tr>
<tr>
<td><strong>Modern History</strong></td>
<td>C in Yr. 10 History</td>
<td></td>
</tr>
<tr>
<td><strong>Physical Education</strong></td>
<td>C in Yr.10 English</td>
<td></td>
</tr>
<tr>
<td><strong>Physics</strong></td>
<td>C+ in Yr. 10 Maths B</td>
<td></td>
</tr>
<tr>
<td><strong>Technology Studies</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Visual Art</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Study of Religion
(Authority Subject - OP)

What is Study of Religion?
The subject Study of Religion looks at the place of religion in human affairs generally, as well as at specific religions. It is designed to be suitable for all students, whatever their views on religion. Study of Religion can be taught in state, church and independent schools.

What approach is taken?
The course is primarily educational in approach. This means that those teaching it are required to show openness towards varied opinions and understandings. It does, however, acknowledge that those involved as teachers and learners will have ideas and commitments in relation to religion. Study of Religion provides students with an opportunity to reflect on those patterns of belief for the sake of personal understanding, while providing an appreciation of the specific religious traditions that are studied.

How do students benefit?
Study of Religion offers a broad knowledge and appreciation of diverse religious beliefs and practices, providing insight into peoples and cultures, both past and present. It assists students to become mature, constructive members of society and also provides knowledge and research skills useful for tertiary study.

How do students learn?
The course caters for diverse abilities and interests. As well as library and audio-visual resources, students are encouraged to use other ways of gathering information. These include conducting interviews, participating in group discussions, visiting sacred places and/or religious communities and attending religious rituals.

By regarding religion as a human activity expressed in the lives of individuals and the functioning of societies, the course helps students to see the local community as a rich resource. The usual approach is to start with local expressions of religion and with present-day examples. From there the study can be extended to other situations and to the past.

How is student work assessed?
Study of Religion is primarily an educational program. Assessment is based on criteria similar to those used in other subjects, not on levels of commitment or involvement in religious activities. Assessment continues throughout the course to provide the updating of information on student achievement. A range of tasks is used for this purpose, such as case studies, interviews, oral presentations, essays, research assignments and written tests.

What do students learn?
The course is designed to provide a degree of choice and flexibility.
English
(Authority Subject - OP)

Why study English?

Australia is a linguistically diverse country, with Standard Australian English as its national language.

Senior English recognises and promotes effective communication skills in Standard Australian English to enable individuals to share in and contribute to current and future local, national and global communities and cultures.

Senior English requires students to write, speak or sign, view, listen, and think critically. In studying literary and non-literary texts, and through creating their own texts, students will conceptualise, imagine, appreciate, experiment, speculate, reflect, make decisions, hypothesise, analyse and evaluate.

Students will enhance their ability to think, use language, and create meaning through reflecting on their place in the world and expressing their ideas and feelings. They are encouraged to enjoy and appreciate texts, and to understand the power texts have to influence, tell stories of a culture and promote shared understandings.

What is studied?

Students studying English 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
- 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 cultures. 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.

How do students learn?

Students learn by working with language and texts. Learning experiences in English are designed to cater for the diverse range of learning styles, interests and abilities of senior students. They may include:

- Individual, small group and whole class activities such as workshops, conferencing, debates and discussions
- Reading, analysing and producing texts
- Attending plays, films and forums
- Listening to and interacting with guest speakers and experts.

How are students assessed?

Assessment in senior English is standards-based and is designed to help students demonstrate achievement in the dimensions of the syllabus. The dimensions used are Understanding and responding to contexts, Understanding and controlling textual features and Creating and evaluating meaning.

Assessment is both written and spoken/signed. Students complete three or four written tasks and two or three spoken/signed tasks in each year. Some assessment tasks are completed under test conditions, some using a combination of class and student time.
Mathematics A
(Authority Subject - OP)

Why study Mathematics A?

Mathematics is an integral part of a general education. It is important in making informed decisions on everyday issues such as:
- Choosing between loan repayment schedules or insurance plans
- Interpreting information in the media
- Reading maps or house plans
- Estimating quantities of materials.

In Mathematics A, the skills needed to make decisions, which affect students' everyday lives are provided. 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.

What do students study?

Mathematics A consists of core and elective topics. Core topics are:
- Managing Money I and II – bank interest, credit cards, loans, taxation, budgeting, investments
- Elements of Applied Geometry – simple trigonometry, area and volume, latitude, longitude and time zones
- Linking two and three dimensions – scale drawings and plans, estimation of quantities and costings
- Data Collection and Presentation – graphical and tabular presentations, simple methods for describing and summarising data
- Maps and compasses involving either navigation or land measurement – practical use of a variety of maps, compass bearings, orienteering, navigation, site plans
- Exploring and understanding data – summary statistics, simple probability, interpretation of reports in the media

Elective topics (from which one is chosen by the school) are networks and queuing, introduction to models for data or an elective of the school's design.

What do students do?

Students will participate in a wide range of activities such as:
- Investigating the efficient use of credit cards or the cost and upkeep of a swimming pool
- Designing a large car park or an optimum sprinkler system for a home garden
- examining how statistics are used in the media, for example, in advertising or in weather reports
- following an orienteering path and reading maps

How are students assessed?

Students will be assessed in a variety of ways. Students may be required to construct models, use computer software or calculators, write reports, carry out investigations or give oral presentations on a prepared topic. Students will also undertake pen and paper tests.
Why study Mathematics B?

Mathematics is an integral part of a general education. It underpins science and technology, most industry, trade and commerce, social and economic planning and communication systems and is an essential component for effective participation in a rapidly changing society. In Mathematics B, mathematical skills are developed which form the basis for further study in mathematics. These skills are needed not only in the traditional careers of engineering or the physical sciences, but also as tools in fields as diverse as agriculture, food technology, geography, biology, economics and management. The modes of thinking developed in Mathematics B provide ways of modelling and problem solving in situations in order to explore, describe and understand the world's social, biological and physical environment. Mathematics B is designed to raise students' competence in and confidence with the mathematics needed to make informed decisions to ensure scientific literacy and to function effectively in a technologically skilled workforce. Students are given the opportunity to appreciate and experience the dynamic nature of mathematics. They are encouraged to study the power of mathematics through problem solving and applications in life-related contexts.

What do students study?

The course:

- Introduction to functions – linear, trigonometric, periodic, power, exponential and logarithmic
- Rates of change – instantaneous and average rates of change
- Periodic functions and applications – recognition of periodic functions, sketching, investigating shapes and relationships, general forms of periodic functions
- Exponential and logarithmic functions and applications – exponential functions, logarithmic functions, the relationships between them, compound interest, annuities
- Optimisation using derivatives – differentiation as a tool in a range of situations which involve the optimisation of continuous functions
- Introduction to integration – applications of integration
- Applied statistical analysis – types of variables and data, stem-and-leaf and box-and-whisker plots, probability, random sampling, discrete and continuous probability distributions, inference.

What do students do?

Students will participate in a wide range of activities such as:

- Calculating the amount of simple interest generated over a given period using a graphing calculator or a suitable computer software package
- Discussing how instantaneous rates of change may be used to measure the sensitivity of the human body to various stimulants or sedatives
- Using computer software and graphing calculators in the investigation of optimal points and optimal values in life-related situations
- Discussing different sampling situations, possible difficulties and sources of bias

How are students assessed?

Students will be assessed in a variety of ways. Students may be required to construct models, use computer software or graphing calculators, write assignments or research articles, carry out investigations or give oral presentations on a prepared topic, as well as undertaking pen and paper tests.
Mathematics C  
(Authority Subject - OP)

Why study Mathematics C?

Mathematics is an integral part of a general education. It plays an important role in many developments and decisions made in industry, commerce, government policy and planning and has been central to nearly all major scientific and technological advances.

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

The additional rigour and structure of the mathematics required in 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 and other tertiary courses, for example Engineering, Information Technology, Economics, Finance. Mathematics C is a highly desirable preparatory course for students who intend pursuing a career involving the study of mathematics at a tertiary level.

What do students study?

The syllabus contains both Core and Option topics. A course of study in Mathematics C contains six topics and a minimum of two Option topics.

Core topics are:
- Introduction to groups
- Real and complex number systems
- Matrices and applications
- Vectors and applications
- Calculus
- Structures and patterns

Each school will choose two of the following options: Linear programming, Conics, Dynamics, introduction to number theory, introductory modelling with probability, advanced periodic and exponential functions or options of its own design.

What do students do?

Students will participate in a wide range of activities such as:
- exploring the use of complex numbers in electric circuit theory, vibrating systems or aerofoil designs
- investigating the application of matrices in economic models or game theory
- predicting the most probable weather pattern by studying the changes over time of probabilities associated with weather conditions
- comparing the forces used in locomotion, for example walking, hopping, jogging and cycling
- exploring the use of differential equations in carbon dating, radioactive decay, population growth and atmospheric conditions

How are students assessed?

Students will be assessed in a variety of ways. Students may be required to construct models, use computer software or graphing calculators, write assignments or research articles, carry out investigations or give oral presentations on a prepared topic, as well as undertaking pen and paper tests.
Biology
(Authority Subject - OP)

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. Living processes and systems have many interacting factors that make quantification and prediction difficult. An understanding of these processes and systems requires integration of many branches of knowledge.

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

What do students do?

Students of Biology will participate in a wide range of activities to develop their knowledge of biology and their ability to solve problems arising in their everyday experiences.

The course places considerable emphasis upon practical work conducted within a laboratory and in the field. There is a **minimum time commitment for fieldwork of ten hours**. Fieldwork is integrated with the study of the key concepts to help students better understand biological phenomena. During practical activities, students learn to examine collected data, suggest hypotheses that explain observations, and design and conduct experiments.

How are students assessed?

The assessment program will include a variety of assessment techniques, which are integrated with the learning experiences. The achievement level awarded each student on exit from the course will be based on the fullest and latest information about student performance on the dimensions of **Understanding Biology, Investigating Biology, Evaluating Biological Issues and Attitudes and Values**, as outlined in the syllabus.
Business Communication and Technologies
(Authority Subject - OP)

Why study Business Communication and Technologies?

In the ever-changing world in which business and government agencies operate, it is important that students entering the workplace acquire knowledge, reasoning processes, skills and attitudes necessary for efficient functioning in a variety of business contexts, both local and global.

Business Communication and Technologies offers students opportunities to engage in and understand a range of administrative practices through real-life situations and business simulations. Students examine the broader social, cultural and environmental implications of business activities with a focus on the essential skills of communications and the use of business-specific technologies. This subject fosters intellectual, social and moral development by encouraging students to think critically about the role and ethical responsibilities of business to society. A significant feature of Business Communication and Technologies is its relevance to future pathways. Students will also be able to analyse and evaluate recommendations in a range of business-related situations and in handle a variety of business transactions. These skills are critical to developing the effective work team, personal and interpersonal communication skills essential for good staff and customer relations and ultimately the successful operation of a business.

What is studied?

There are 11 topics of study, with six to eight included, depending on the interests of each class group:

1. Business environments
2. Managing people
3. Industrial relations
4. International business
5. Workplace, health, safety and sustainability
6. Organisation and work teams
7. Managing workplace information
8. Financial administration
9. Social media
10. Events administration
11. School-developed issues study

How do students learn?

Students develop the knowledge, processes and skills associated with this course through a contextual approach. This approach exposes students to a variety of learning experiences commensurate with the needs of different private sector business offices and public administrative situations. Examples of business contexts include public administration, mining, retail, travel, media, banking and finance, tourism and hospitality and real estate. This subject may lead to employment in such areas as business administration, workplace health and safety or tertiary study in the fields of business, business management, accounting, events management and human resources.

How are students assessed?

In Business Communication and Technologies, students are assessed on:

- Their knowledge of previously learned factual information and their ability to demonstrate understanding of that information
- Their ability to investigate business processes to critically reflect on issues that are significant to business environments
- Their ability to evaluate business decisions.

The college will use an extensive range of assessment techniques and learning experiences. These include objective and short written response items, extended written responses, response to stimulus material, research and integrated project work, non-written presentations and the procedural applications associated with the recording of business procedures and financial transactions.
Why study Chemistry?
Chemistry provides an understanding of the materials around us and why they behave as they do. Being central to understanding the phenomena of the reactions of matter in our material universe, it also bridges links with other branches of natural science.

Chemistry possesses a theoretical framework that allows new knowledge to be organised and related to other aspects of the discipline. The modern chemical approach seeks an understanding of natural phenomena in the test tube, in the crust of the earth or in living organisms and in terms of the events at the atomic and molecular level. The course should enable students to appreciate the power of this way of thinking and investigating. Chemistry remains a growing discipline, with exciting and unexpected developments on its frontiers. It is a discipline in which students may experience beauty and excitement at many levels, whether comprehending the ordered structure of matter or in what they see in their own experiments.

Knowledge of chemistry can assist students in understanding and interpreting many experiences in their everyday surroundings, thus enriching their daily lives. Chemistry is intimately involved in extractive, refining and manufacturing industries, which provide our food, clothing and many articles we use daily. These industries are important to our economy. Students should come to appreciate the impact of chemical knowledge and technology on their society.

The impact of human activities on our environment has not always been benign. Responsible decisions on possible future activities can be made, among other things, in light of the fullest understanding of the chemical consequences of those activities. Problems have sometimes arisen in the past because of the limitations of our chemical understanding. The solutions to these problems will usually require the application of chemical knowledge. An understanding of chemistry will assist students to participate as informed and responsible citizens in making decisions in which economic benefit and the quality of the environment are considered. The senior subject Chemistry will provide a foundation for students who will proceed to tertiary level courses in science, the applied sciences, engineering or the health sciences.

What do students study?
Chemistry is the study of matter and its interactions. Students should come to understand that no real distinction can be made between ‘chemicals’ and matter. During the course, students should acquire knowledge of the following core topics: Materials Properties, Bonding and Structure; Reacting Quantities and Chemical Analysis; Oxidation and Reduction; Organic Chemistry and Chemical Periodicity; Gases and the Atmosphere; Energy and Rates of Chemical Reactions; Chemical Equilibrium.

Students will learn about the applications of chemistry and their industrial and economic importance. They will be exposed to chemical issues relating to society and to recent developments and discoveries in chemistry.

What do students do?
Students will participate in a wide range of activities to develop their knowledge of Chemistry and their ability to think and solve life-related problems.

They will be involved in practical experiments designed to develop basic laboratory skills as well as illustrating and amplifying theories discussed in class. Their laboratory experiences and exposure to industry will acquaint them with workplace health and safety practices when dealing with chemicals and help them develop an appreciation for chemical safety within the home and environment.

How is student work assessed?
The assessment program will be based on the fullest and latest information about student performance. Formal examinations are common but a wide variety of other forms of assessment instruments (including research assignments, practical projects, laboratory investigations, and reports) will also be used, depending on the work program of the school.

Performance in the dimensions of knowledge, scientific processes and complex reasoning processes, as outlined in the syllabus, will be used to determine the achievement level awarded to each student on exit from the course.
Drama  
(Authority Subject - OP)

Why study Drama?

Drama is one of the oldest art forms known. It is the making and communicating of meaning involving performers and audiences, engaging people in a suspension of disbelief in order for them to enter a fictional world. Drama provides a medium for exploration, social criticism, celebration and entertainment and is explored through the dimensions of forming, presenting, and responding. Students who study Drama are actively participating in an experiential mode of learning that blends intellectual and emotional experience and offers a unique means of enquiry that contributes to knowing and understanding themselves and the world.

What do students study?

To make dramatic meaning, students study core components and fields of study. The core components consist of the elements of drama and dramatic conventions. Dramatic conventions are accepted techniques and strategies associated with dramatic forms and styles and depend on the elements of drama (or building blocks).

The three fields of study are student-devised drama, Australian drama, and World drama. In student-devised drama, students create their own work from concept to performance while in the latter two fields of study, students investigate particular play texts, performance texts, artists and their work, and the theatre industry.

Units of work include:

- **Year 11**
  - The Player – Introduction and History of Drama
  - The Ocker – Australian Drama
  - The Joker – Commedia dell’Arte
  - The Artist – Stanislavski and Realism
- **Year 12**
  - The Meaning? – Absurd Theatre
  - The Message – Brecht, Epic and Political Theatre
  - The Feature – Cinematic Theatre
  - The Future – Drama Beyond the Classroom

What do students do?

- Students are involved in:
  - collaborating in groups to manage tasks
  - working as artist in the making of creative work (forming), e.g. improvisation, role-play, devising, dramaturgy (shaping of text for performance), play building, script writing, directing, designing
  - rehearsing, polishing and performing dramatic action (presenting), e.g. dialogue, dramatic monologues, student-devised drama work, collage drama, documentary drama, physical theatre, visual theatre, a complete short scene, a one-act play, a one-person show, a recognised play text
  - communicating from a position outside or after the drama (responding), e.g. seminar, evaluation/reflection, discussion, tutorial, forum, interview, dramaturgy, extended writing

How are students assessed?

Schools use a wide range of assessment techniques to judge student achievement. These include:

- dramatic exploration (improvisation, workshop, practical demonstration)
- creative writing (scriptwriting, dramatic treatment)
- design (design concept)
- performance of scripted drama or student-devised drama
- seminar presentation
- extended writing (critical essay, play text analysis)

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

Film, Television and New Media
(Authority Subject - OP)

Why study Film, Television and New Media?
For most of us, film, television and new media are our primary sources of information and entertainment. They are important channels for education and cultural exchange. Moving-image media enable us to understand and express ourselves as Australian and global citizens, consumers, workers and imaginative beings. The "information" and "creative" industries are already among the largest employers and drivers of the economy in many countries. Their significance in our lives seems set only to increase, given that moving-image media will play an increasingly prominent part in our work and leisure.

Investigating "new" media is more than just investigating changes in technology and the ways it is used — it deals with existing technologies and developments in formats, genres and ways of representing the world. It also involves examining the "new" ways in which local and global communities interact with and through the media as well as "new" issues associated with access, ownership, control and regulation.

What do students study?
Students study the design, production and critique of products by using five key concepts that operate in the contexts of production and use.

These key concepts are:

- **Technologies**: the tools and associated processes that are used to create meaning in moving-image media production and use;
- **Representations**: constructions of people, places, events, ideas, and emotions that are applied to create meaning in moving-image media production and use;
- **Audiences**: individuals and groups of people for whom moving-image products are made, and who make meanings when they use these products;
- **Institutions**: the organisations and people whose operational processes and practices enable or constrain moving-image media production and use;
- **Languages**: systems of signs and symbols organised through codes and conventions to create meaning in moving-image media production and use.

What do students do?
Students, for example, could:
- explore a range of products and contexts such as historical and contemporary, Australian and international, commercial and non-commercial, independent and mainstream, established media and new media
- make productions for real audiences, such as a local or school audience, an audience associated with a film festival or competition, or an online audience for their products
- interact with guest speakers from industry or online
- take part in excursions to cinemas, film, TV and animation studios
- discuss, analyse and evaluate concepts and ideas
- complete a storyboard based on a film script/screenplay identifying different shots, angles, composition, timing and transitions
- design a product for two different audiences, e.g. alternative, mainstream, fringe, resistant, niche, minority, youth, local, global
- investigate how community standards, decisions about public funding, and political decisions affect production and use
- compare the social and cultural conventions used in creating meaning in products made in two different countries
- use editing technologies to manipulate and juxtapose images produced by others to create various meanings and critique these
- make a product that incorporates the principles for successful interactivity
- plan and organise for production
- solve technical and other problems
How are students assessed?

Schools select from a wide range of assessment techniques to judge student achievement.

**Designs** for products include:
- using oral and written treatments
- character outlines
- level descriptions (for video games)
- screen shots for websites or video games
- character images
- three-columns scripts
- film script / screenplay
- shooting script / shot list
- storyboard

**Products** (whole or part) include:
- whole or sequence of a video
- animation
- video game
- whole or segment of camera footage
- editing
- soundtrack
- advertisement

**Critiques** include:
- extended writing (such as analytical essay, research assignment, report, feature article)
- oral presentation (such as interview, report, seminar, debate, voiceover on a production, director’s commentary)
- moving-image media format
What is Graphics all about?

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 will students learn?

- 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 students 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.

Where can Graphics take you?

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.

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.
Home Economics (Textiles Major)  
(Authority Registered - OP)

What Is Home Economics?
The Home Economics course is a field of study that offers students opportunities to discover and develop their critical and creative capabilities that enhance individual and family wellbeing. These attributes can be used in student’s personal and professional lives, informing their future decisions and actions. Career opportunities are available in community and education agencies, such as health, families and community services as well as in industries.

How do students learn?
Home Economics uses an inquiry approach to investigate issues and design challenges that are related to individual and family wellbeing in the context of maintaining healthy and sustainable local and global communities.

Students will develop their reasoning skills through thinking critically and creatively by analysing, synthesising, evaluating and justifying the issue or design challenge relevant to the wellbeing of individuals, families and communities.

Using collective points of view such as social/cultural, historical, political/legal, technological, ethical, economic and environmental, students will be able to develop the skills of research and investigation needed for the critical and informed reasoning of a range of issues.

In a design challenge or practical task students will use the processes of planning and managing resources, exploring, using, developing and refining skills to create a product that meets the intended purpose in both food and textile contexts. Reflection in all stages of planning and production will be used to determine and justify the effectiveness of actions.

What do students learn?
Home Economics is concerned with developing deep understandings about the reciprocal impacts that capabilities, choices and priorities of individuals, families, government and non-government organisations, local and global communities have on each other's wellbeing, through the three areas of study:

- Nutrition and Food (Minor)
- Textiles and Fashion (Major)
- Individuals, Families and Communities (this unit is integrated into the other two units).

In Year 11 students will develop knowledge of the core areas of study within Home Economics through increased self-direction, higher order thinking and a range of practical tasks. Units of study include:

Semester 1: Creating with Textiles
Semester 2: Sustainable Textiles for the Future, Food for Life

In Year 12 students will gain an increasing depth and sophistication of understanding of knowledge and skills. The course will facilitate critical and creative thinking, reflection on decisions and actions and the development of specialised skills. Units of study include:

Semester 1: Designing fashion for today
Semester 2: Launching and Landing - living independently, meal management, interior design

How are students assessed?
A variety of assessment items will be used to assess the three dimensions of the course:-

- Knowledge and Understanding
- Reasoning and Communication Processes
- Practical Skill

Assessment instruments will include research journals, process journals and products (textiles), an objective short answer test, unseen written responses to a case study and a research report.
The skills and qualities needed to be successful in this subject

Students should:
- enjoy a challenge and have an interest in design
- have some experience in practical food and textiles
- have good research skills
- effective time management.

Cost

Students may be required to purchase patterns, fabric and notions to complete their design tasks.
Italian
(Authority Subject - OP)

Are there any pre-requisites for entering Year 11 Italian?

Students wishing to enter Year 11 Italian should have completed a full academic year in Year 10, unless approved by the Italian Curriculum Leader.

Why study Italian?

Italian is an international as well as an Australian community language, second only to English. Italians and people of Italian descent make up approximately 30 per cent of the modern Australian population. Since Italian and English are related languages, Italian is one of the easiest languages for English speakers to learn. It has the least linguistic distance from English of other languages taught in Australian schools. Knowledge of Italian facilitates access to other languages.

Information and communication technologies (ICTs), trade and commerce have brought Australians into closer relationships and more frequent interactions with people of other cultures, countries and communities. In such an environment, learning another language takes on a sense of necessity and urgency. A study of Italian provides learners of both Italian and non-Italian origin the opportunity to develop a knowledge of the Italian language and to deepen their understanding of the cultural traditions of the country. Let us not forget that Italy is also a very popular destination for Australian travellers! The ability to communicate in Italian enriches the travel experience and provides practical benefits for all travellers.

What are the advantages of studying a foreign language?

Learning an additional language helps students to live and learn as part of our global community. It gives them insights into other cultures, as well as the language and communication skills to interact with members of local and international communities. The ability to speak an additional language can be essential in areas such as tourism and hospitality, business, international relations and diplomacy, education and communications. This ability also opens up opportunities to study abroad, and to travel and live in parts of the world that would not have been possible without the local language.

What will the students study in Year 11 Italian?

Learning a language involves learning about people and culture. Students will study a wide variety of topics drawn from four key themes:

- family and community
- leisure, recreation and human creativity
- school and post-school options
- social issues

How will the work be assessed?

Students will be assessed on their ability to communicate in Italian. They will need to show that they can comprehend and convey meaning in the spoken and written language.

Students will be assessed regularly on the four key macro skills: listening, speaking, reading and writing.

They may be assessed by:

- answering questions about spoken and written texts in Italian
- engaging in conversations and interviews
- writing letters, emails and articles.
Legal Studies  
(Authority Subject - OP)

Why study Legal Studies?

By completing a course in Legal Studies, young people in the senior phase of learning should develop an enhanced ability to recognise diverse legal situations and issues that arise in their everyday lives. These situations and issues often have legal implications that affect the rights and obligations of themselves and other community members. By examining historical and social factors that have led society to create a legal system, students will gain knowledge to understand legal frameworks, which regulate and shape our society. Legal Studies enables students to formulate personal views of the world and understand how the law affects their world. Through critical analysis, examination and problem solving, they are empowered to make decisions which may benefit themselves and the community.

Legal Studies is principally intended to help students develop knowledge, skills and attitudes to enhance their ability to participate as informed, proactive and critical members of society. Students are encouraged to understand the impact of the law, legal system and legal processes in their daily lives. The immediate relevance of the course to students' lives should promote and motivate students to make constructive assessments and informed commentaries on the law, its system and processes, from practical and constructively critical social perspectives.

What is studied?

- Criminal Law
- Civil Law
- Family Law
- Sports and The Law
- Renting and Buying a Home
- Technology and The Law
- Jobs and The Law
- Research Studies

How do students learn?

- discuss and debate common legal and social issues, providing convincing arguments to support definite and detailed opinions
- critically review the social impact of legal principles
- propose, plan and assess courses of action, conclusions and solutions to legal and social issues
- use rational and objective judgment in relation to legal and social issues
- evaluate strengths and weaknesses of public policies and/or particular attempts to resolve conflict
- make recommendations for action
- make and justify (provide sound reasons or evidence to support) decisions about the appropriateness of actions, conclusions and solutions, with regard to legal and social issues
- structure extended presentations which allow discussion of legal issues in a social context
- examine social attitudes and practices in situations of legal conflict.

How are students assessed?

The college are will use an extensive range of assessment techniques and learning experiences. Year 11 is basically diagnostic; that is, learning the necessary skills in research for assignments, essays and orals. Year 12 employs summative assessment of these skills. Assessment takes the form of objective/short answer tests, essay tests, project/practical work, essays, orals and research assignments.
Modern History
(Authority Subject - OP)

Why study Modern History?

In history, as in our everyday lives, people ask meaningful questions, collect evidence, sift through it, analyse and evaluate it, to produce satisfactory answers to problems of living. These answers provide a context for our own lives and establish a range of values that shape our attitudes, beliefs and behaviours.

Through the study of Modern History, students can understand why our modern world is the way it is. They can understand the processes of change and continuity that have shaped 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 empathising with the views of others.

What do students learn?

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

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

How do students learn?

Historical study is based on inquiry. While the teaching of history may involve expository and text-based teaching, the main approach to learning is student inquiry. Students are actively involved in locating, interpreting, analysing 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 question they have identified.

All of the themes in the Modern History syllabus use an inquiry process that identifies five aspects:

- definitions
- sources
- backgrounds, changes and continuities (motives and causes)
- effects, interests and arguments
- reflections and responses

How is student work assessed?

Assessment in senior Modern History is criterion-based and is designed to help students to demonstrate achievement in the objectives of the syllabus. The criteria used are Planning and using a historical research process, Forming historical knowledge through critical inquiry, and Communicating historical knowledge.

Students will be assessed in each of four categories of assessment: test essays in response to historical sources, research assignments in response to inquiry questions, multimodal presentations that may include non-written and visual presentations such as video, PowerPoint or interactive CD-ROM materials, and short response tests and response to stimulus tests.
Why study Physical Education?

Physical Education involves students learning in, about and through physical activity. Physical Education focuses on the complex interrelationships between motor learning, psychological and other factors that influence individual and team physical performances. The course also focuses on the wider social attitudes to and understandings of physical activity.

Learning in, about and through physical activity will enable students to acquire knowledge, skills and understandings directly and indirectly as they participate in and study physical activity. To allow students to develop as intelligent performers, the thinking skills associated with the cognitive processes are part of the learning in Physical Education.

Students make meaning of complex understandings by providing connections with their real-life contexts. From this basis of understanding, students can apply these experiences to increasingly diverse and less familiar circumstances. In this subject, students learn to make judgments regarding their involvement in physical activity in a variety of roles, such as participant, spectator, official or observer.

These aspects of the subject will be demonstrated as students become involved in processes which could include planning psychological strategies for pre-match preparation, examining the impact of gender stereotypes on participation in physical activity, increasing their own physical fitness and developing an aesthetic appreciation of performance.

What do students learn?

Over the two years, students will study through a variety of written, oral and physical learning experiences and subject matter drawn from the four (4) physical activities of Futsal, Touch Football, Athletics and Volleyball and three (3) content areas which are:

- Learning physical skills related to the activities;
- Processes and effects of training and exercise including physiology of exercise, training and program development and how these can improve team and individual performance;
- Sport, physical activity and exercise in the context of Australian society.

How do students learn?

At least 50 per cent of timetabled time involves students engaging in physical activity. Students will be involved in a variety of written, oral and physical learning experiences that are focused on the study of the four physical activities. Learning experiences could include activities such as designing a training program for a team, analysing popular beliefs about physical activity and debating current sporting issues.

How is student work assessed?

A wide range of assessment techniques will be used for the assessment of student performance and the reporting of student achievement. Continual assessment will take a variety of forms including:

- Practical performance tests
- Written examinations
- Research reports / assignments
- Oral presentations
- Student journals

The achievement level awarded to each student on exit from the course will be based on the fullest and latest information about student performance in the assessable criteria of:

- Acquiring
- Applying
- Evaluating

Year 11 assessment is formative in nature while Year 12 is summative.
Physics
(Authority Subject - OP)

What is Physics?

Physics is the fundamental science in that its principles are used to varying extents in other science disciplines. It is more mathematical than other sciences and so students of Physics can expect to use concepts from mathematics subjects.

It has always been part of the human condition to marvel at the world we live in — stars and rainbows, the apple that falls to the ground or the lodestone that always points north — and to ask why the world should be that way. In Western culture, this way of speculating about the world became known as natural philosophy, and over time separated into distinct sciences such as biology, chemistry and physics. Physics developed particular methods and procedures that valued precise measurement and highly reproducible experiments, and developed a powerful and fruitful partnership with mathematics. Physics is concerned with the discovery, understanding and application of the fundamental laws of nature.

Physics is not a static body of facts. It is a collection of mutually supporting physical and mathematical models that gives the best explanation of natural phenomena and provides simultaneously a platform for deeper understanding. These models and theories are used to predict the outcomes of other new situations. If experiments do not verify these predictions, or if certain behaviours are found that cannot be explained by the relevant theory, then the model has to be redefined or discarded. Thus, quite often, presently accepted theories need to be modified as the results of more accurate observation and experimental data come to hand.

Knowledge of physics has led to developments in technology and remains a basis for technology in the foreseeable future. Telecommunications, electrical appliances and computers have had a profound impact on social structures. Through the application of its findings, physics is also indirectly responsible for generating much of the intellectual and material wealth of our way of life. Knowledge of physics is useful to people in exercising responsibilities as citizens, confronting technologies, understanding the physical and social environments, pursuing hobbies and appreciating the challenge of a particular way of knowing the world.

Core topics found in the Physics course are:

- Physical Quantities and Measurement
- Optics
- Forces and Motion
- Electricity and Electronics
- Energy and Momentum
- Magnetism and Electromagnetism
- Thermal Physics
- Atomic and Nuclear Physics
- Wave Motion

Who should study it?

The subject Physics is an appropriate choice for students with a sound background in mathematics and science. Physics is valuable background knowledge to professional studies in science, engineering, medicine, pharmacy, physiotherapy and agriculture and as such should be a primary choice for students who anticipate entering these courses. It is certainly a desirable choice for students who intend to pursue secondary science teaching, paramedical and health-care courses or various trade apprenticeships, especially in applied electrical fields.

What do students do?

Students will be involved in a range of learning activities. Typical learning experiences encountered in a Physics course include: demonstration/lecture, problem-solving sessions, oral reports, audio-visual observation and analysis, laboratory activities and experiments, computer simulations and interfacing, independent study and library research.

A significant part of the study of Physics will be spent in observation and measurement exercises as well as mathematical analysis of quantitative problems and models. Often an assignment on one or more topics is completed. Each student will be expected to develop manipulative skills in practical work and to learn the correct care and operation of precision equipment. Laboratory safety is of prime importance in the use of all physics equipment, especially where electrical topics are studied.
How is student work assessed?

Students will be given the opportunity to display achievement of the course objectives through a variety of assessment instruments. These will vary according to the work program of the school. Formal examinations accompanied by assignments, projects and practical reports are common.

Tests and examinations may be either formative or summative with performance being assessed against criteria within the dimensions of:

- Knowledge and conceptual understanding
- Investigative processes
- Evaluating and concluding
Technology Studies
(Authority Subject - OP)

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

What will students learn?
Students will develop an understanding of real-world product design and production processes. Technology Studies provides opportunities for you to develop lifelong skills in strategic thinking, practical problem solving, information analysis, creative thinking and project management.

How will Students learn?
Using a design process, students will investigate design problems from a variety of contexts, while considering the human needs of individuals and communities, or in response to identified opportunities. You will explore and analyse design factors to develop ideas and produce products through the practical application of manufacturing technologies and materials. Products are created because they meet a need and confirm your design decisions.

Through studying Technology Studies, students will develop the skills to manage resources and risks effectively to develop solutions to design problems. Students will critique and evaluate ideas and products against design criteria, justify design decisions and make recommendations for improvement.

How will you be assessed?
Assessment in Technology Studies gives you opportunities to demonstrate your knowledge and understanding of how to develop solutions to design problems using a design process. Students will analyse design problems and apply design factors, then develop ideas and produce products, evaluating your processes and solutions as you work.

Assessment instruments include:
- Design folios — These involve undertaking and documenting a design process where you develop ideas and produce products in response to a design problem. You will document your process using both visual and written communication, which may include freehand sketches, drawings, computer-generated images, photographs, animations, videos, annotations, paragraphs and extended writing.
- Reports — These involve analysing the relationship between a product and society, and may include proposing solutions, expressing and justifying a point of view or explaining and evaluating an issue.

In Year 12, you will be expected to complete two to three assessment responses, including at least one design folio and one other assessment.

Why study Technology Studies?
A course of study in Technology Studies 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.
Visual Art
(Authority Subject - OP)

Why study Visual Art?

Visual Art involves the production of artworks (making) and the appreciation of artworks (appraising) through the processes of researching, developing and resolving.

When students study this subject they make visible ideas, thoughts, feelings and observations of their world through display and exhibition of made images and objects. As students define, communicate and discern meanings, they come to understand the purposes and intents of visual artworks in various cultures and societies. They develop the capacity to critically reflect on and challenge representations of cultural values, beliefs and customs and to make informed judgments when ascribing aesthetic value to visual artworks.

In a world of proliferating communication technologies and of increasing published, Internet-transmitted, and digitised visual information, a knowledge and understanding of how meanings are constructed and ‘read’ is essential in becoming a critical consumer and/or producer of images and objects, whether for leisure or work.

What do students study?

Using the processes of researching, developing and resolving, students explore concepts through a study of a range of media areas. Media areas are overviews of knowledge, skills, techniques and processes, with each area not restricted to preconceived understandings of the visual art discipline. Students are encouraged to work across the media areas.

The media areas are: ceramics, costume and stage design, drawing, electronic imaging, environmental design, fibre arts, graphic design and installation.

Students also study a diverse range of artworks, visual art styles and philosophies from a variety of social, cultural and historical contexts. Over a course of study, students communicate their own personal style and expression through their individualised responses to concepts when they make and appraise images and/or objects.

What do students do?

In making artworks, students define and solve visual problems by using visual language (including visual elements, principles of composition, sign and symbolism) and contexts.

This involves students in:
- observing, collecting, compiling and recording visual, verbal and sensory information and ideas from specific sources and contexts
- selecting, exploring, manipulating and exploiting materials, techniques, processes and technologies in particular media areas to communicate meanings
- translating and interpreting ideas through media manipulation to invent images and objects
- in appraising artworks, students determine and communicate meanings.
- demonstrating knowledge and understanding of artworks in contexts that relate to concepts and media
- analysing, synthesising and evaluating sensory information to discern meanings
- making informed judgments
- justifying positions when determining the aesthetic value of artworks
- using suitable terminology, language and referencing conventions

How are students assessed?

Schools use a wide range of assessment techniques to judge student achievement. These include: teacher observation and student-teacher consultation in relation to art making folios and/or visual journals, focused analysis, short response writing such as objective tests, and extended writing such as essays and critiques.

Achievement in Visual Art is judged by matching a student's achievement in the assessment tasks with the exit criteria of the subject. These criteria are: visual literacy, application and appraising.
Religion and Ethics
(Authority Registered – Non OP)

Focus of study area

Religion and Ethics helps students to know and understand the influence that values, belief systems or religious traditions have on their own and other people’s behaviour. A search for meaning helps students from various cultural, social, linguistic and economic backgrounds to learn about and reflect on the richness of religious and ethical worldviews.

Religion and Ethics encourages students to develop ethical attitudes and behaviours required for effective participation in the community and to think critically, creatively and constructively about their future role in it.

The study-area core of Religion and Ethics focuses on the areas of ethics and meaning in life, incorporating personal, relational and spiritual dimensions of religious experience.

Students investigate these using an inquiry approach and relate them to their own life situations through a number of elective topics and a variety of learning experiences. The study-area core is integrated across four to eight elective topics selected by schools.

Opportunities for students

The program, beginning from a Catholic context assists students to develop ethical attitudes and behaviours that encourage effective participation in the community and to think critically, creatively and constructively about their future role in it. Students should be involved in using the community as a resource for their learning and have opportunity to gain knowledge and skills they can use in life outside school.

Through a range of activities, students should develop positive attitudes and strategies for engaging as reflective learners in lifelong learning. Students will be involved in learning experiences that require creative and critical thinking, problem solving, networking, and planning and organising resources for presentations and projects that may incorporate collaborative and cooperative behaviours.

Activities may include:

• working as a member of a group to collect, organise and record data to create a presentation
• using community resources through surveys, interviews, excursions and invitations to guest speakers
• accessing and using computer databases
• creating and participating in performance presentations such as drama, music and audio-visual presentations, seminars and debates
• publishing a pamphlet, local paper, or brochure that may be suitable for a media release
• preparing a folio of items that demonstrate a special interest
• developing a booklet for younger students in a variety of forms such as a comic book or a photographic essay, that depict a particular theme.

Nature of assessment

Assessment in Religion and Ethics is designed to enable students to demonstrate achievement of the objectives of the SAS, which are knowledge and understanding, processing skills and communication skills.

To determine a student’s level of achievement a wide range of tasks is used. Assessment techniques may include: response to stimulus materials (written or oral), presentations such as artistic, non-written or other forms of presentations including collages of images, preparing and presenting a class or school ritual/event or religious service, objective and short-answer tests. Tasks such as journals, project outcomes or oral or visual presentations could be the result of a field study.
Focus of study area

In Australia, English is the principal spoken language and the predominant written language of personal and public life. Proficiency in and understanding of English allows people to share in and contribute to current and future local, national and global communities and cultures.

Effective communication is integral to our society. New technologies, the influence of globalization and the restructured workplace require students to be able to interpret, construct and make judgments about meanings in texts in preparation for lifelong learning. The English Communication course is designed to allow students to develop and use these skills in the areas of work, community and leisure.

The concept of language and literacy as social practice is fundamental to this subject. It is through texts that people express and share the vitality of cultures and communities; tell the stories of cultures, contribute to the shaping of personal, group and national identities; explore ideas and feelings that invite reflection on knowledge, values and practices; promote shared cultural understandings; and participate actively in communities. Students will utilize, manipulate and critically reflect on a range of texts in the contexts of work, community and leisure.

Overview of strands

English Communication is an Authority-registered subject designed for a broad range of students in Senior Years.

Schools develop programs of study made up of units of work, each of which incorporates one or more of the main components, work, community and leisure, as well as the study area core which focuses on the process of communication.

Nature of assessment

Assessment in English Communication is designed to enable students to demonstrate achievement of the objectives of the course:

- Knowledge of contextual features
- Knowledge of textual features and
- Knowledge and understanding of texts.

In order to enable students to demonstrate their knowledge and control of the three assessment criteria tasks will be provided for students to show their knowledge of:

- How texts are shaped by purpose, context and situation
- How textual features are selected for particular purposes and audiences
- How texts reflect different values, beliefs and attitudes

Students will complete a variety of written and spoken tasks in real life contexts for particular purposes and audiences. Assessments will be conducted in both individual and group situations.

The three assessment criteria are integrally related, and will be applied holistically to the body of work completed by the student in order to determine the exit level of achievement.

Opportunities for students

Students will be involved in learning experiences that allow them to develop their interpersonal skills, to learn and function in varied situations, and to acquire specific knowledge and skills related to further training and employment.

Learning experiences can include communication that involves: performing tasks; using technology; expressing identity; interacting in groups; interacting with organisations; interacting with the wider community.

English Communication provides students with an opportunity to increase their repertoire of communication skills, a repertoire that is inseparably related to their language and literacy competence. It supports students in developing the capacity to learn from spoken, written and visual text and other sources. It allows them choice and negotiation while improving their potential for effective participation in fundamental life roles and engagement in lifelong learning.
Pre-Vocational Mathematics
(Authority Registered – Non OP)

Why study Prevocational Mathematics?

Numeracy is the ‘effective use of mathematics to meet the general demands of life at home, in paid work, and for participation in community and civic life’. Prevocational Mathematics is designed to help students improve their numeracy by building their confidence and success in making meaning of mathematics. It aims to assist students to overcome any past difficulties with, or negative attitudes towards, mathematics, so that they can use mathematics efficiently and critically to make informed decisions in their daily lives.

This study area specification provides teachers with the flexibility to design courses of study that cater for the broad range of skills, attitudes and needs of students. Students study five topics (number, data, location and time, measurement and finance) integrated into teaching and learning contexts, which have relevance to them. Because these contexts foster cooperation and are supportive and non-competitive, students develop positive attitudes towards the use of mathematics. This course improves mathematical knowledge and skills (through the general objectives: knowing and applying), and their communication skills (through the general objective: explaining).

What do students study?

A course of study is based on five topics that are grouped into three categories according to the purposes and functions of using mathematics in various contexts. These categories are:

- Interpreting society: this relates to interpreting and reflecting on numerical and graphical information of relevance to self, work or the community.
- Personal organisation: this relates to the numeracy requirements for personal matters involving money, time and travel.
- Practical purposes: this relates to the physical world in terms of designing, making and measuring.

What do students do?

When making meaning, problem solving and communicating, the student is expected to:

- develop practical mathematical skills such as:
  - representing concepts with concrete and visual materials
  - estimating in everyday contexts
  - using a calculator extensively
  - working individually and in groups
- develop mental computational abilities such as:
  - determining the reasonableness of an answer
  - recognising limitations in the accuracy of data and measurements
  - rounding numbers to suit the context
  - selecting a suitable degree of accuracy.
How do students learn?

Some examples of learning experiences could include:

- Discuss the purposes of a personal budget. Investigate the implications of running over budget (could apply this to the state and federal budgets if students are interested)
- Explore the financial risks in different situations involving investing and borrowing money
- As a class, develop a definition of gambling and brainstorm examples of gambling from the conventional to the unusual
- Use advertising brochures to find costs of grocery items; determine ‘best buys’ for particular consumer. Explore different ways to advertise discount, for example, buy one and get the second item for half price
- Compare the size of commonly used fractions, for example, by comparing measuring cups (¼, ½ cup); lengths (½, metre) etc.
- Use a calculator to find percentages of a given quantity
- Examine a variety of surveys to determine bias, if any. Discuss the purposes of bias in survey construction; find examples of biased questions
- Compare methods of giving directions
- Access timetables and service times for different types of public transport
- Draw scale diagrams of different areas

How are students assessed?

Students will be assessed in a variety of ways. Students may be required to investigate a topic or a term and submit a folio of work, write a Project Report from research articles, supply a checklist (classwork record), as well as undertaking pen and paper tests.
Media Arts in Practice
(Authority Registered – Non OP)

Why study Media Arts in Practice?

The media arts play a central role in our everyday lives and through them we communicate information and ideas, express insights and attitudes, and convey meaning to others. Through the forms of film, television, radio, print, gaming and electronic media, the media arts bring excitement and interest into our lives. They help to extend our imaginations and serve to inspire and entertain us with reflections and comments on lived experience and culture.

What do students study?

Students will learn the practical knowledge and skills needed when producing media artworks for a variety of real-world contexts and purposes. Learning will be shaped around knowledge, understanding and skills organised into core and elective topics.

Students study three core topics - ‘Media technologies’, Media communications’ and ‘Media in Society’ which teach the basic concepts and ideas, and associated knowledge, understanding and skills that they will need to be able to engage with media arts technologies and communications. They will also learn the necessary knowledge, understanding and skills required for emerging careers in a dynamic, creative and global industry that is constantly adapting to new technologies. Students will have opportunities to explore the core topics through at least two of six possible electives, which your school will select in response to student interests, available resources and teacher expertise. These electives include audio, curating, graphic design, interactive media, moving images and still image.

How do students learn?

Students will apply knowledge of media arts to produce solutions to simulated problems using a problem-solving process. Learning will take place through practical application in real-world settings that reflect the real-world practices of media artists. Creative and cognitive thinking will be nurtured as students’ plan, problem-solve and follow procedures, progressing through the stages of initial ideas through to realisation. Through practice in problem solving in a variety of contexts, both individually and as part of a creative team, students will develop awareness of self and others and gain experience and skills in being adaptable, competent and self-motivated media artists who can work with clients and colleagues to identify issues and solve problems. They will experiment with different ways of sharing their own and others’ thoughts, ideas and feelings when creating media artworks that communicate meaning and that contribute to the social and cultural lives of Assisi and the local community.

How are students assessed?

Assessment in Media Arts in Practice gives opportunities to demonstrate knowledge and understanding, application and analysis, and creation and evaluation of media arts concepts and ideas. Students will demonstrate practical skills, techniques and technologies required for media arts and organise and apply media art-making processes, concepts and ideas to create media arts communications that convey meaning for particular audiences meeting designated purposes.

In Media Arts in Practice, assessment instruments include projects, products, extended responses to stimulus and investigations.

In Year 12, students will be expected to complete four to six assessment instruments, including two projects, with at least one project arising from community connections, at least one product (other than those produced within projects) and at least one written response (as either a project component or a stand-alone assessment.

A course of study in Media Arts in Practice can establish a basis for further education and employment in the fields of advertising and marketing, publishing, web design, television and filmmaking, animation and gaming, photography, curating, 3D and mobile application design, concept art and digital illustration. It can also establish a basis for self-employment and self-driven career opportunities.
The field of visual arts is expansive, encompassing art forms created primarily for visual perception. How meaning is constructed and read from visual texts is a fundamental skill developed through visual arts. Visual artworks are created for a purpose and in response to individual, group or community needs in one or many contexts, including socio-cultural, economic, educational, geographical and historical. Visual artworks use and push the limits of technologies, are responses to and expressions of time and place, and are limited only by circumstance and imagination.

Visual Arts in Practice foregrounds the role visual arts play in the community and how you may become involved in community arts activities. This subject focuses on your engagement in art-making processes and making virtual or physical visual artworks for a purpose. This occurs in two to four of the following areas of study — 2D, 3D, digital and 4D, design, and craft. You may create images, objects, environments or events to communicate aesthetic meaning. The aesthetic meaning will be conveyed in response to a particular purpose and for a particular audience. While this will always be personal, you may also be asked to consider, use, or appropriate aesthetic qualities from various sources, cultures, times and places. Your perspectives and visual literacies are shaped by these aesthetic considerations when you create communications and artworks.

What do students study?

You will learn about the production of artworks in at least two areas of study. In each area of study, you undertake in Visual Arts in Practice, you will develop and apply knowledge, understanding and skills from three core topics — ‘Visual mediums, technologies and techniques’, ‘Visual literacies and contexts’ and ‘Artwork realisation’.

In ‘Visual mediums, technologies and techniques’, you explore and apply the materials, technologies and techniques used in art-making both individually and in groups to express ideas that serve particular purposes. You examine how visual arts may be a vocation and identify vocationally transferable visual art skills. You investigate and apply display and curatorial skills and learn and apply safe visual art practices.

In ‘Visual literacies and contexts’, you interpret, negotiate and make meaning from information presented in the form of visual texts. You will use information about design elements and principles to influence your own aesthetic and examine that of others’. You also investigate information about artists, art movements and theories, and use the lens of a context to examine influences on art making.

In ‘Artwork realisation’, you reflect on both your own and others’ art-making processes. You integrate skills to create artworks and evaluate aesthetic choices and decide on the best way to convey meaning through communications and artworks.

How do students learn?

Students will learn through making artworks, exploring mediums, techniques and technologies. You will create communications that convey meaning to particular audiences. You will critique your work and the work of others. You will examine the contexts and purposes in which visual artworks are made and displayed and use that information to develop a fuller aesthetic understanding.

How are students assessed?

Assessment in Visual Arts in Practice gives you opportunities to demonstrate your knowledge and understanding, application and analysis, and creation and evaluation of visual arts concepts and ideas. You will demonstrate art-making processes and create communications for particular audiences meeting designated purposes. In Visual Arts in Practice, assessment instruments include projects, products, extended responses to stimulus and investigations. In Year 12, you will be expected to complete four assessments. You will undertake at least two projects, with one arising from community connections. Each project will include the production of at least one artwork. You will make at least one artwork outside of the projects you undertake and complete at least one written piece.
Futsal
(Authority Registered – Non OP)

The subject Futsal is an Authority-registered subject with the Queensland Curriculum and Assessment Authority (QCAA) under the category of ‘Study Area Syllabuses’ (SAS). Students interested in a career in the Sports Industry can gain valuable ‘hands-on’ experience in this course as well as certification in a number of useful areas. Students wishing to be OP eligible would need to ensure that their other five subjects were all OP subjects. Futsal has both theoretical and practical components.

Theoretical Element

The theoretical element of the course focuses on 8 term units covering six different aspects relevant to any sport or recreational activity with an emphasis on the aspects’ application to the sport of Futsal.

Aspect 1: Physiological Units
These units will see students focused on:
• an understanding of Physical Conditioning especially through the use of Gym Programs
• an awareness of Nutrition, Health and Drugs
• the completion of a recognised Senior First Aid Course (including CPR)

Aspect 2: Coaching Units
These units will see students focused on completing / conducting:
• devising and conducting Coaching Clinics for primary students
• completing a recognised Coaching Licence
• undertaking Pre-tournament training and Tournament Coaching of primary students

Aspect 3: Refereeing Units
These units will see students focused on:
• completing a recognised Referee’s Licence;
• undertaking practical experience in Tournament refereeing;

Aspect 4: Event Management Units
These students will see students focused on the ‘management skills' needed to:
• Conduct Coaching Clinics for primary school students
• Conduct a Large Tournament for schools in the local community

Aspect 5: Information Technology Units
These units will see students focused on:
• Using I.T to analyse the playing, coaching and refereeing of Futsal
• Using I.T to create Futsal resources

Aspect 6: Psychological Units
These units will see students focused on:
• Psychological elements of Sport, especially Futsal Coaching

Practical Element

The practical element of the course involves academy-style training and participation in tournaments all year round. The Training and Playing Units will focus on players acquiring knowledge of the skills and tactics of the game and applying these skills in simple, complex and game situations.
Recreation
(Authority Registered – Non OP)

The subject of Recreation is an Authority-registered subject with the Queensland Curriculum and Assessment Authority. Students who are interested in a career within the fitness, recreation or sporting industries will find that this course provides an opportunity to experience the fun and challenge of active participation in physical activity, while developing beneficial vocational and life skills. Students can gain valuable ‘hands-on’ experience in this course, along with potential certification in areas such as First Aid, Coaching and Refereeing. Students wishing to be OP eligible would need to ensure that their other five subjects were all OP subjects.

Recreation has both theoretical and practical components, aimed to encourage students to appreciate and value their involvement in recreation activities. Students will be involved in many different learning experiences, including: engaging in and observing recreation activities; planning and organising activities; working with others and in teams; making decisions and solving problems; gathering and comprehending information from a range of sources; organising and analysing information; conducting surveys; using technology; compiling reports; and communicating ideas and information in a variety of modes and genres.

Content Areas for theoretical work are:

1. Recreation, you and the community – examining the effects of recreation on individuals and communities
2. Physical activity and healthy lifestyle – investigating the role of physical activity in maintaining good health
3. Safety, risk awareness and health concerns – evaluating strategies to promote health and safety
4. Interpersonal and group dynamics – investigating personal and interpersonal skills to achieve goals

Potential Physical Activities will be drawn from across these categories:

1. Direct interceptive activities – examples include indoor hockey, team handball, touch football, water polo, futsal and ultimate disc
2. Indirect interceptive activities – examples include badminton, baseball, cricket, lawn bowls, squash, table tennis, volleyball and tennis
3. Performance activities – examples include archery, athletics, golf, lifesaving, orienteering, swimming and weightlifting
4. Aesthetic activities – examples include aerobics, dance, yoga, gymnastics, martial arts and circus arts
5. Pursuits – examples include cycling, fishing, rock climbing, bushwalking and canoeing
Subject Handbook

**CPC10111 Certificate I in Construction**  
(Authority Registered – Non OP)

Delivered through a partnership between Assisi Catholic College and Blue Dog Training. Results will be issued by Blue Dog Training.

<table>
<thead>
<tr>
<th>Blue Dog Training</th>
<th>RTO Number: 31193</th>
</tr>
</thead>
<tbody>
<tr>
<td>Website</td>
<td><a href="http://www.bluedogtraining.com.au">www.bluedogtraining.com.au</a></td>
</tr>
<tr>
<td>Phone</td>
<td>(07) 3166 3900</td>
</tr>
</tbody>
</table>

**Course Details**

This qualification provides an introduction to the construction industry, its culture, occupations, job roles and workplace expectations. The units of competency cover essential occupational health and safety requirements, the industrial and work organisation structure, communication skills, work planning, and basic use of tools and materials. The qualification is built around a basic construction project unit that integrates the skills and embeds the facets of employability skills in context.

<table>
<thead>
<tr>
<th><strong>Student Selection</strong></th>
<th>Persons with the language, literacy and numeracy skills to fulfil their job role</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Intake</strong></td>
<td>January 2017 – December 2018</td>
</tr>
</tbody>
</table>
| **Delivery Mode**     | Class based  
| **Course Duration:**  | 4 semesters over 2 years (Year 11 and 12) |
| **Fees and Refund Policy** | VETIS: Nil  
|                       | Course Fee: Nil |
| **Resources**         | Learning and assessment resources supplied  
| **Industry placement:** | Recommended: 1 week per year  
|                       | CSQ – 2 weeks per year |
| **Outcome**           | CPC10111 Certification I in Construction  
| **QCE Points:**       | 3 |
| **Pathway**           | Construction Apprenticeships |
| **Job Role**          | Pre-apprenticeship construction qualification |
| **Delivery**          | Access to a variety of theory and practical learning opportunities, which equips students with the necessary skills to secure employment and further career choices. Students are encouraged to undertake some voluntary work placement during the course, once they have obtained their white card |
| **Recognition of Prior Learning** | Students may apply for RPL (Recognition of prior learning) for specific units of competency, where competency in current knowledge and skills can be provided and verified |
| **Credit Transfer**   | Credit transfer for a unit of competency completed in another course will be allocated on presentation of a current and valid Statement of Attainment |
| **Learning Support**  | Assistance with language, literacy and numeracy is available and may be provided in consultation with course teacher and learning support coordinator |
### 11 Units (8 Core units plus 3 Elective units)

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPCCCM1012A</td>
<td>Work effectively and sustainably in the construction industry</td>
<td>Core</td>
</tr>
<tr>
<td>CPCCCM1013A</td>
<td>Plan and organise work</td>
<td>Core</td>
</tr>
<tr>
<td>CPCCCM1014A</td>
<td>Conduct workplace communication</td>
<td>Core</td>
</tr>
<tr>
<td>CPCCCM2001A</td>
<td>Read and interpret plans and specifications</td>
<td>Core</td>
</tr>
<tr>
<td>CPCCCM2005B</td>
<td>Use construction tools and equipment</td>
<td>Core</td>
</tr>
<tr>
<td>CPCCOHS1001A</td>
<td>Work safely in the construction industry</td>
<td>Core</td>
</tr>
<tr>
<td>CPCCOHS2001A</td>
<td>Apply OHS requirements, policies and procedures in the construction industry</td>
<td>Core</td>
</tr>
<tr>
<td>CPCCVE1011A</td>
<td>Undertake a basic construction project</td>
<td>Core</td>
</tr>
<tr>
<td>CPCCCM1015A</td>
<td>Carry out measurements and calculations</td>
<td>Elective</td>
</tr>
<tr>
<td>CPCCCM1011A</td>
<td>Undertake basic estimation and costing</td>
<td>Elective</td>
</tr>
<tr>
<td>CPCCCM2004A</td>
<td>Handle construction materials</td>
<td>Elective</td>
</tr>
</tbody>
</table>

*As per the training package rules, listed units reflect industry choices, selected by Blue Dog Training*

Under the PQS System, funding follows the eligible student to their chosen PQS and is paid directly to the PQS on submission of the student’s validated training data. VETiS funded by the VET investment budget is fee-free for students (course fee only).

The VET investment budget will only fund one employment stream qualification. This means if a student has previously enrolled in a VETiS funded qualification prior to enrolling in a new VETiS-funded Certificate, then this student would only be able to enrol into the second Certificate as a ‘fee for service’ arrangement.

Please refer to the Queensland Government’s student fact sheet developed specifically for VETiS program:

**Course Details**
This qualification aims to develop in students the ability to select, prepare, present and serve foods and beverages as well as the knowledge, understanding, attitudes and skills related to: occupational fields involved in planning, preparation and service of food and beverages, management and decision-making in the provision of food for home, institutional and commercial purposes and problem solving through analysis, research, evaluation and creativity providing food to suit the occasion. Depending on the setting, students may work under direct supervision or autonomously. To undertake this course, students will need to be comfortable working with foods and beverages, have good team work skills and have the ability to “think on their feet”, as well as a good work ethic and commitment to completing work requirements. Students may be required to attend Hospitality functions outside of normal school hours.

<table>
<thead>
<tr>
<th>Student Selection</th>
<th>Persons with the language, literacy and numeracy skills to fulfil their job role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Intake</td>
<td>Current students to complete December 2017</td>
</tr>
<tr>
<td>Delivery Mode</td>
<td>Class based</td>
</tr>
<tr>
<td>Course Duration:</td>
<td>4 semesters over 2 years (Year 11 and 12)</td>
</tr>
<tr>
<td>Fees and Refund Policy</td>
<td>SATS: N/A</td>
</tr>
<tr>
<td>Resources</td>
<td>Learning and assessment resources supplied</td>
</tr>
<tr>
<td>Industry placement:</td>
<td>12 service shifts in a Hospitality aligned workplace</td>
</tr>
<tr>
<td>Outcome</td>
<td>SIT20213 Certificate II in Hospitality</td>
</tr>
<tr>
<td>QCE Points:</td>
<td>4</td>
</tr>
<tr>
<td>Pathway</td>
<td>SIT30713 Certificate III in Hospitality</td>
</tr>
<tr>
<td>Job Role</td>
<td>This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafes and coffee shops. Possible job titles include: bar attendant, bottle shop attendant, café attendant, catering assistant, food and beverage attendant, front office assistant, gaming attendant, porter, room attendant.</td>
</tr>
<tr>
<td>Delivery</td>
<td>Access to a variety of theory and practical learning opportunities, which equips students with the necessary skills to secure employment and further career choices.</td>
</tr>
<tr>
<td>Recognition of Prior Learning</td>
<td>Students may apply for RPL (Recognition of prior learning) for specific units of competency, where competency in current knowledge and skills can be provided and verified</td>
</tr>
<tr>
<td>Credit Transfer</td>
<td>Credit transfer for a unit of competency completed in another course will be allocated on presentation of a current and valid Statement of Attainment</td>
</tr>
<tr>
<td>Learning Support</td>
<td>Assistance with language, literacy and numeracy is available and may be provided in consultation with course teacher and learning support coordinator</td>
</tr>
</tbody>
</table>
12 Units (6 Core units plus 6 Elective units). 9 electives will be provided to allow for greater range of job prospects

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>SITHIND201</td>
<td>Source and use information on the hospitality industry</td>
<td>Core</td>
</tr>
<tr>
<td>SITHIND202</td>
<td>Use hospitality skills effectively</td>
<td>Core</td>
</tr>
<tr>
<td>BSBWOR203B</td>
<td>Work effectively with others</td>
<td>Core</td>
</tr>
<tr>
<td>SITXWHS101</td>
<td>Participate in safe work practices</td>
<td>Core</td>
</tr>
<tr>
<td>SITXCCS202</td>
<td>Interact with customers</td>
<td>Core</td>
</tr>
<tr>
<td>SITXCOM201</td>
<td>Show cultural and cultural sensitivity</td>
<td>Core</td>
</tr>
<tr>
<td>SITXFSA101</td>
<td>Use hygienic practices for food safety</td>
<td>Elective</td>
</tr>
<tr>
<td>SITXFSA101 *</td>
<td>Clean and tidy bar areas</td>
<td>Elective</td>
</tr>
<tr>
<td>SITHFAB203 *</td>
<td>Prepare and serve non-alcoholic beverages</td>
<td>Elective</td>
</tr>
<tr>
<td>SITHFAB204 *</td>
<td>Prepare and serve espresso coffee</td>
<td>Elective</td>
</tr>
<tr>
<td>SITHFAB201**</td>
<td>Provide responsible service of alcohol</td>
<td>Elective</td>
</tr>
<tr>
<td>SITHFAB206</td>
<td>Serve food and beverage</td>
<td>Elective</td>
</tr>
</tbody>
</table>

*SITXFSA101 Use hygienic practices for food safety is a pre-requisite for these units of competency

** SITHFAB201 is a pre-requisite for this unit of competency

Under the PQS System, funding follows the eligible student to their chosen PQS and is paid directly to the PQS on submission of the student’s validated training data. VETiS funded by the VET investment budget is fee-free for students (course fee only).

The VET investment budget will only fund one employment stream qualification. This means if a student has previously enrolled in a VETiS funded qualification prior to enrolling in a new VETiS-funded Certificate, then this student would only be able to enrol into the second Certificate as a ‘fee for service’ arrangement.

Please refer to the Queensland Government’s student fact sheet developed specifically for VETiS program:

# SIT20312 Certificate II in Kitchen Operations

**(Authority Registered – Non OP)**

**No new enrolments**

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<table>
<thead>
<tr>
<th>Delivered by Assisi Catholic College under delegation of Queensland Curriculum and Assessment Authority (QCAA)</th>
<th>Assisi Catholic College</th>
<th>RTO Number 31429</th>
</tr>
</thead>
<tbody>
<tr>
<td>Website</td>
<td><a href="http://www.assisi.qld.edu.au">www.assisi.qld.edu.au</a></td>
<td></td>
</tr>
<tr>
<td>Phone</td>
<td>07 5656 7100</td>
<td></td>
</tr>
</tbody>
</table>

## Course Details

Certificate II in Hospitality – Kitchen Operations will provide you with the skills and knowledge to successfully enter a career in hospitality. The course offers both academic and practical challenges to students. It is an ideal subject for students who enjoy practical, hands-on learning. The course is designed to allow students to engage in real-life situations, where they are required to plan and make decisions about the direction of their business or function. A study of hospitality provides the opportunity for students to understand issues associated with workplace culture and practices, and develop skills to communicate and make valid decisions in that environment.

Students will be required to submit planning and decision-making reports. Hospitality opens the student’s opportunities for the workplace now and in the future, as they will find the teamwork, organizational and interpersonal skills learnt, invaluable.

## Student Selection

Persons with the language, literacy and numeracy skills to fulfil their job role.

## Student Intake

Current students to complete December 2017

## Delivery Mode

Class based during Thursday Sport Time

### Course Duration:

4 semesters over 2 years (Year 11 and 12)

## Fees and Refund Policy

| SATS: N/A | Fee for Service | Course Fee: $130 per term | Fees will be charged per term on the school fee account. |

## Resources

Learning and assessment resources supplied

**Industry placement:**

12 service shifts in a Hospitality aligned workplace

## Outcome

SIT20312 Certificate II in Kitchen Operations

**QCE Points:** 4

## Pathway

Certificate III in Commercial Cookery

## Job Role

This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafes and coffee shops as a cook - back of house

## Delivery

Access to a variety of theory and practical learning opportunities, which equips students with the necessary skills to secure employment and further career choices

## Recognition of Prior Learning

Students may apply for RPL (Recognition of prior learning) for specific units of competency, where competency in current knowledge and skills can be provided and verified

## Credit Transfer

Credit transfer for a unit of competency completed in another course will be allocated on presentation of a current and valid Statement of Attainment

## Learning Support

Assistance with language, literacy and numeracy is available and may be provided in consultation with course teacher and learning support coordinator
### 13 Units (8 Core units plus 5 Elective units).

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWOR203B</td>
<td>Work effectively with others</td>
<td>Core</td>
</tr>
<tr>
<td>SITXWHS101</td>
<td>Participate in safe work practices</td>
<td>Core</td>
</tr>
<tr>
<td>*SITXFSA101</td>
<td>Use hygienic practices for food safety</td>
<td>Core</td>
</tr>
<tr>
<td>SITHCCC101</td>
<td>Use food preparation equipment</td>
<td>Core</td>
</tr>
<tr>
<td>SITHCCC201</td>
<td>Produce dishes using basic methods of cookery</td>
<td>Core</td>
</tr>
<tr>
<td>SITHCCC207</td>
<td>Use cookery skills effectively</td>
<td>Core</td>
</tr>
<tr>
<td>SITHKOP101</td>
<td>Clean kitchen premises and equipment</td>
<td>Core</td>
</tr>
<tr>
<td>SITXINV202</td>
<td>Maintain the quality of perishable items</td>
<td>Core</td>
</tr>
<tr>
<td>SITHPAT306</td>
<td>Produce desserts</td>
<td>Elective</td>
</tr>
<tr>
<td>SITHCCC202</td>
<td>Produce appetisers and salads</td>
<td>Elective</td>
</tr>
<tr>
<td>SITHCCC203</td>
<td>Produce stocks, sauces and soups</td>
<td>Elective</td>
</tr>
<tr>
<td>SITHCCC104</td>
<td>Package prepared foodstuffs</td>
<td>Elective</td>
</tr>
<tr>
<td>SITHCCC103</td>
<td>Prepare sandwiches</td>
<td>Elective</td>
</tr>
</tbody>
</table>

*SITXFSA101 Use hygienic practices for food safety is a prerequisite for these units of competency.*
BSB30115 Certificate III in Business
(Authority Registered – Non OP)

Delivered through a partnership between Assisi Catholic College and Foundation Education. Results will be issued by Foundation Education.

<table>
<thead>
<tr>
<th>Foundation Education</th>
<th>RTO Number 22557</th>
</tr>
</thead>
<tbody>
<tr>
<td>Website</td>
<td><a href="http://www.foundationeducation.edu.au">www.foundationeducation.edu.au</a></td>
</tr>
<tr>
<td>Phone</td>
<td>1300 616 197</td>
</tr>
</tbody>
</table>

Course Details

This qualification will provide students with a solid understanding and knowledge of how to work effectively in the workplace. Students will learn how to implement their well-developed office, computer and business skills. In addition to learning WHS processes, financial record keeping, monitoring and maintenance.

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<thead>
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<th>Persons with the language, literacy and numeracy skills to fulfil their job role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Intake</td>
<td>January 2017 – December 2018</td>
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<tr>
<td>Delivery Mode</td>
<td>Class and workplace</td>
</tr>
<tr>
<td>Course Duration</td>
<td>Minimum of 4 semesters (Years 11 &amp; 12)</td>
</tr>
<tr>
<td>Fees and Refund Policy</td>
<td>SATS: Nil</td>
</tr>
<tr>
<td></td>
<td>Fee for Service: $20 per term</td>
</tr>
<tr>
<td></td>
<td>Course &amp; Admin Fee: $20 per term</td>
</tr>
<tr>
<td>Resources</td>
<td>Learning and assessment resources supplied</td>
</tr>
<tr>
<td></td>
<td>Industry placement: Nil</td>
</tr>
<tr>
<td>Outcome</td>
<td>BSB30115 Certificate III in Business</td>
</tr>
<tr>
<td></td>
<td>QCE Points: 8</td>
</tr>
<tr>
<td>Pathway</td>
<td>Diploma of Business</td>
</tr>
<tr>
<td>Job Role</td>
<td>Careers in clerical fields and book keeping can lead to jobs as administration assistant, data entry operator, general clerk or receptionist.</td>
</tr>
<tr>
<td>Delivery</td>
<td>Access to a variety of theory and practical learning opportunities which equips students with the necessary skills to secure employment and further career choices.</td>
</tr>
<tr>
<td>Recognition of Prior Learning</td>
<td>Students may apply for RPL (Recognition of prior learning) for specific units of competency, where competency in current knowledge and skills can be provided and verified</td>
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<td>Credit Transfer</td>
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<td>Learning Support</td>
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</tr>
<tr>
<td>Unit Code</td>
<td>Unit Title</td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------------------------------------------</td>
</tr>
<tr>
<td>BSBWOR301</td>
<td>Organise personal work priorities and development</td>
</tr>
<tr>
<td>BSBADM311</td>
<td>Maintain business resources</td>
</tr>
<tr>
<td>BSBPRO301</td>
<td>Recommend products and services</td>
</tr>
<tr>
<td>BSBWRT301</td>
<td>Write simple documents</td>
</tr>
<tr>
<td>BSBCUS301</td>
<td>Deliver and monitor a service to customers</td>
</tr>
<tr>
<td>BSBINM301</td>
<td>Organise workplace information</td>
</tr>
<tr>
<td>BSBFLM312</td>
<td>Contribute to team effectiveness</td>
</tr>
<tr>
<td>BSBFIA301</td>
<td>Maintain financial records</td>
</tr>
<tr>
<td>BSBCMM301</td>
<td>Process customer complaints</td>
</tr>
<tr>
<td>BSBITU302</td>
<td>Create electronic presentations</td>
</tr>
<tr>
<td>BSBITU306</td>
<td>Design and produce business documents</td>
</tr>
<tr>
<td>BSBWHS302</td>
<td>Apply knowledge of WHS legislation in the workplace</td>
</tr>
</tbody>
</table>

Marketing of this course does not guarantee successful completion of the course or an employment outcome.
# CHC30113 Certificate III in Early Childhood Education and Care

(Authority Registered – Non OP)

Delivered through a partnership between Assisi Catholic College and Cairns Training Academy. Results will be issued by Cairns Training Academy.

<table>
<thead>
<tr>
<th>Cairns Training Academy</th>
<th>RTO Number 30857</th>
</tr>
</thead>
<tbody>
<tr>
<td>Website</td>
<td><a href="http://www.cta.qld.edu.au">www.cta.qld.edu.au</a></td>
</tr>
<tr>
<td>Phone</td>
<td>(07) 4054 5511</td>
</tr>
</tbody>
</table>

## Course Details
This qualification reflects the role of workers in a range of early childhood education and care settings who work within the requirements of the Education and Care Services National Regulations and the National Quality Standard. They support the implementation of an approved learning framework, and support children’s wellbeing, learning and development. Depending on the setting, educators may work under direct supervision or autonomously.

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<tr>
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<tbody>
<tr>
<td>Student Intake</td>
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</tr>
<tr>
<td>Delivery Mode</td>
<td>Class and workplace</td>
</tr>
<tr>
<td>Fees and Refund Policy</td>
<td>SATS: Nil</td>
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<tr>
<td></td>
<td>CTA does not refund fees paid by students due to heavy discount. Fees will be charged per term on the school fees account.</td>
</tr>
<tr>
<td>Resources</td>
<td>Learning and assessment resources supplied</td>
</tr>
<tr>
<td>Outcome</td>
<td>CHC30113 Certificate III in Early Childhood Education and Care</td>
</tr>
<tr>
<td>Pathway</td>
<td>CHCCHC50113 Diploma of Early Childhood Education and Care</td>
</tr>
<tr>
<td>Job Role</td>
<td>Early Childhood Educator working in an Early Childhood Education and Care setting</td>
</tr>
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<td>Delivery</td>
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<td>Recognition of Prior Learning</td>
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Phone (07) 4054 5511

## Course Details
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</table>
## Units (15 Core units plus 3 Elective units)

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCLEG001</td>
<td>Work legally and ethically</td>
<td>Core</td>
</tr>
<tr>
<td>CHCECE001</td>
<td>Develop cultural competence</td>
<td>Core</td>
</tr>
<tr>
<td>CHCECE002</td>
<td>Ensure the health and safety of children</td>
<td>Core</td>
</tr>
<tr>
<td>CHCECE003</td>
<td>Provide care for children</td>
<td>Core</td>
</tr>
<tr>
<td>CHCECE004</td>
<td>Promote and provide healthy food and drinks</td>
<td>Core</td>
</tr>
<tr>
<td>CHCECE005</td>
<td>Provide care for babies and toddlers</td>
<td>Core</td>
</tr>
<tr>
<td>CHCECE007</td>
<td>Develop positive and respectful relationships with children</td>
<td>Core</td>
</tr>
<tr>
<td>CHCECE009</td>
<td>Use an approved learning framework to guide practice</td>
<td>Core</td>
</tr>
<tr>
<td>CHCECE010</td>
<td>Support the holistic development of children in early childhood</td>
<td>Core</td>
</tr>
<tr>
<td>CHCECE011</td>
<td>Provide experiences to support children’s play and learning</td>
<td>Core</td>
</tr>
<tr>
<td>CHCECE013</td>
<td>Use information about children to inform practice</td>
<td>Core</td>
</tr>
<tr>
<td>CHCPRT001</td>
<td>Identify and respond to children and young people at risk</td>
<td>Core</td>
</tr>
<tr>
<td>HLTAID004**</td>
<td>Provide an emergency first aid response in an education and care setting</td>
<td>Core</td>
</tr>
<tr>
<td>HLTWHS001</td>
<td>Participate in work health and safety</td>
<td>Core</td>
</tr>
<tr>
<td>CHCDIV002</td>
<td>Promote Aboriginal and/or Torres Strait Islander cultural safety</td>
<td>Core</td>
</tr>
<tr>
<td>CHCECE006</td>
<td>Support behaviour of children and young people</td>
<td>Elective</td>
</tr>
<tr>
<td>CHCECE012</td>
<td>Support children to connect with their world</td>
<td>Elective</td>
</tr>
<tr>
<td>CHCDIV001</td>
<td>Work with diverse people</td>
<td>Elective</td>
</tr>
</tbody>
</table>

*As per training package rules, listed units reflect industry choices provided by Cairns Training Academy

**HLTAID004 Training and Statement of Attainment is provided by an external provider
**SIS30315 Certificate III in Fitness**  
*(Authority Registered – Non OP)*

Delivered through a partnership between Assisi Catholic College and Australian Institute of Personal Trainers.  

<table>
<thead>
<tr>
<th></th>
<th>AIPT</th>
<th>RTO Number 32363</th>
</tr>
</thead>
<tbody>
<tr>
<td>Website</td>
<td><a href="http://www.aipt.edu.au">www.aipt.edu.au</a></td>
<td></td>
</tr>
<tr>
<td>Phone</td>
<td>(07) 3292 4101</td>
<td></td>
</tr>
</tbody>
</table>

## Course Details
This qualification will enable students to work with Fitness Professionals whilst planning and providing advice on fitness and gym programs.

<table>
<thead>
<tr>
<th><strong>Student Selection</strong></th>
<th>Persons with the language, literacy and numeracy skills to fulfil their job role</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Intake</strong></td>
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</tr>
<tr>
<td><strong>Delivery Mode</strong></td>
<td>Class and workplace</td>
</tr>
<tr>
<td><strong>Course Duration</strong></td>
<td>Minimum of 4 semesters</td>
</tr>
</tbody>
</table>
| **Fees and Refund Policy** | SATS: Nil  
Fee for Service: $20 per term  
First Aid Cost: $50 - $100  
Fees will be charged per term on the school fees account. |
| **Resources**         | Learning and assessment resources supplied  
Industry placement: 30 |
<p>| <strong>Outcome</strong>           | SIS30315 Certificate III in Fitness                                            |
| <strong>QCE Points</strong>        | 8                                                                          |
| <strong>Pathway</strong>           | SIS40215 Certificate IV in Fitness                                             |
| <strong>Job Role</strong>          | At the completion of the course students may find employment in gyms or fitness centres.|
| <strong>Delivery</strong>          | Access to a variety of theory and practical learning opportunities, including industry placement, which equips students with the necessary skills to secure employment and further career choices.|
| <strong>Recognition of Prior Learning</strong> | Students may apply for RPL (Recognition of prior learning) for specific units of competency, where competency in current knowledge and skills can be provided and verified |
| <strong>Credit Transfer</strong>   | Credit transfer for a unit of competency completed in another course will be allocated on presentation of a current and valid Statement of Attainment |
| <strong>Learning Support</strong>  | Assistance with language, literacy and numeracy is available and may be provided in consultation with course teacher and learning support coordinator |</p>
<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SISFFIT001</td>
<td>Provide health screening and fitness orientation</td>
</tr>
<tr>
<td>SISFFIT002</td>
<td>Recognise and apply exercise considerations for specific populations</td>
</tr>
<tr>
<td>SSFFIT003</td>
<td>Instruct fitness programs</td>
</tr>
<tr>
<td>SSFFIT004</td>
<td>Incorporate anatomy and physiology principles into fitness programming</td>
</tr>
<tr>
<td>SSFFIT005</td>
<td>Provide healthy eating information</td>
</tr>
<tr>
<td>SSFFIT014</td>
<td>Instruct exercise to older clients</td>
</tr>
<tr>
<td>SISXCCS001</td>
<td>Provide quality service</td>
</tr>
<tr>
<td>SISXFAC001</td>
<td>Maintain equipment for activities</td>
</tr>
<tr>
<td>SISXIND001</td>
<td>Work effectively in sport, fitness and recreation environments</td>
</tr>
<tr>
<td>SISFFIT006</td>
<td>Conduct fitness appraisals</td>
</tr>
<tr>
<td>HLTWHS001</td>
<td>Participate in workplace health and safety</td>
</tr>
<tr>
<td>BSBRSK401</td>
<td>Identify risk and apply risk management processes</td>
</tr>
<tr>
<td>HLTAID003*</td>
<td>Provide first aid</td>
</tr>
<tr>
<td>SISFFIT007</td>
<td>Instruct group exercise sessions</td>
</tr>
<tr>
<td>SISFFIT011</td>
<td>Instruct approved community fitness programs</td>
</tr>
<tr>
<td>SISFFIT012</td>
<td>Instruct movement programs to children aged 5 to 12 years</td>
</tr>
</tbody>
</table>

*HLTAID003 Provide first aid to be completed by an external provider*
# CUA30915 Certificate III in Music Industry
(Authority Registered – Non OP)

Delivered through a partnership between Assisi Catholic College and Australian Centre for Advanced Studies. Results will be issued by Australian Centre for Advanced Studies.

<table>
<thead>
<tr>
<th>College of Sound &amp; Music Production</th>
<th>RTO Number 50392</th>
</tr>
</thead>
<tbody>
<tr>
<td>Website</td>
<td><a href="http://www.cosamp.com.au">www.cosamp.com.au</a></td>
</tr>
<tr>
<td>Phone</td>
<td>(03) 9592 4801</td>
</tr>
</tbody>
</table>

## Course Details
Certificate III in Music Industry provides students with music industry knowledge, practical knowledge of copyright and how to follow health, safety and security procedures important to the music industry. Completion of Certificate III in Music Industry prepares students for work in the music industry in areas such as performance, critical listening, music management and music promotions.

<table>
<thead>
<tr>
<th>Student Selection</th>
<th>Persons with the language, literacy and numeracy skills to fulfil their job role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Intake</td>
<td>January 2017 – December 2018</td>
</tr>
<tr>
<td>Delivery Mode</td>
<td>Class based</td>
</tr>
<tr>
<td>Course Duration</td>
<td>4 Semesters</td>
</tr>
<tr>
<td>Fees and Refund Policy</td>
<td>SATS: Nil, Fee for Service: $60 per term, Course Fee: $60 per term</td>
</tr>
<tr>
<td></td>
<td>Fees will be charged per term on the school fees account.</td>
</tr>
<tr>
<td>Resources</td>
<td>Learning and assessment resources supplied</td>
</tr>
<tr>
<td></td>
<td>Industry placement: Nil</td>
</tr>
<tr>
<td>Outcome</td>
<td>CUA30915 Certificate III in Music Industry</td>
</tr>
<tr>
<td></td>
<td>QCE Points: Cert III - 8</td>
</tr>
<tr>
<td>Job Role</td>
<td>With additional training and experience, potential employment outcomes may include band member, songwriter, composer, arranger, copier, promoter, teacher, instrumentalist and many other prospective careers in Music.</td>
</tr>
<tr>
<td>Delivery</td>
<td>Access to a variety of theory and practical learning opportunities.</td>
</tr>
<tr>
<td>Recognition of Prior Learning</td>
<td>Students may apply for RPL (Recognition of prior learning) for specific units of competency, where competency in current knowledge and skills can be provided and verified</td>
</tr>
<tr>
<td>Credit Transfer</td>
<td>Credit transfer for a unit of competency completed in another course will be allocated on presentation of a current and valid Statement of Attainment</td>
</tr>
<tr>
<td>Learning Support</td>
<td>Assistance with language, literacy and numeracy is available and may be provided in consultation with course teacher and learning support coordinator</td>
</tr>
</tbody>
</table>
# Units (4 core and 8 electives)

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWHS201</td>
<td>Contribute to health and safety of self and others</td>
<td>Core</td>
</tr>
<tr>
<td>CUACMP301</td>
<td>Implement copyright arrangements</td>
<td>Core</td>
</tr>
<tr>
<td>CUAIND303</td>
<td>Work effectively in the music industry</td>
<td>Core</td>
</tr>
<tr>
<td>CUAMLT302</td>
<td>Apply knowledge of style and genre to music industry practice</td>
<td>Core</td>
</tr>
<tr>
<td>CUAMCP302</td>
<td>Write song lyrics</td>
<td>Elective</td>
</tr>
<tr>
<td>CUAMLT303</td>
<td>Notate music</td>
<td>Elective</td>
</tr>
<tr>
<td>CUAMPF202</td>
<td>Incorporate music technology into performance</td>
<td>Elective</td>
</tr>
<tr>
<td>CUAMPF203</td>
<td>Develop ensemble skills for playing simple music</td>
<td>Elective</td>
</tr>
<tr>
<td>CUAMPF301</td>
<td>Develop technical skills in performances</td>
<td>Elective</td>
</tr>
<tr>
<td>CUAMPF304</td>
<td>Make a music demo</td>
<td>Elective</td>
</tr>
<tr>
<td>CUASOU202</td>
<td>Perform basic sound editing</td>
<td>Elective</td>
</tr>
<tr>
<td>CUAMCP301</td>
<td>Compose simple songs or musical pieces</td>
<td>Elective</td>
</tr>
</tbody>
</table>

*As per training package rules, listed units reflect industry choices provided by COSAMP*
39292QLD Certificate IV in Justice Studies
(Authority Registered – Non OP)

Delivered through a partnership between Assisi Catholic College and Unity College. Results will be issued by Unity College.

<table>
<thead>
<tr>
<th>Unity College</th>
<th>RTO Number 32123</th>
</tr>
</thead>
<tbody>
<tr>
<td>Website:</td>
<td><a href="http://www.uc@qld.edu.au">www.uc@qld.edu.au</a></td>
</tr>
<tr>
<td>Phone:</td>
<td>(07) 5490 5777</td>
</tr>
</tbody>
</table>

**Course Details**

The 39292QLD Certificate IV in Justice Studies course is designed to provide students with a broad understanding of the justice system and develop the personal skills and knowledge which underpin employment in the justice system.

<table>
<thead>
<tr>
<th>Student Selection</th>
<th>Persons with the language, literacy and numeracy skills to fulfil their job role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Intake</td>
<td>January 2017 – December 2018</td>
</tr>
<tr>
<td>Delivery Mode</td>
<td>Class based</td>
</tr>
<tr>
<td>Fees and Refund Policy</td>
<td><strong>Fee for Service:</strong> $700.00 up front fee</td>
</tr>
<tr>
<td></td>
<td><strong>Refund Policy:</strong> Refund for students exiting a certificate course is on prorate basis related to the unit/s of competency covered (less a $50.00 administration fee). Students must have evidence of the reason/s why exit from the course is being sought (e.g. a medical certificate or show extreme personal hardship). Applications for refund are made to the Unity College Principal and are at the discretion of the Principal.</td>
</tr>
<tr>
<td>Resources</td>
<td>Learning and assessment resources supplied</td>
</tr>
<tr>
<td></td>
<td><strong>Industry placement:</strong> Nil</td>
</tr>
<tr>
<td>Outcome</td>
<td>39292QLD Certificate IV in Justice Studies</td>
</tr>
<tr>
<td>Job Role</td>
<td>Recommended for students looking to gain employment or further study opportunities in justice and law related fields such as the police service, justice related occupations, corrective services, courts, legal offices, customs service, security industry and private investigations</td>
</tr>
<tr>
<td>Delivery</td>
<td>Content is delivered in a face to face classroom environment through Legal Studies/Certificate IV in Justice Studies classes.</td>
</tr>
<tr>
<td>Recognition of Prior Learning</td>
<td>A process that maps your current knowledge and skills to a unit of competency; without study</td>
</tr>
<tr>
<td>Credit Transfer</td>
<td>Statement of Attainment for a unit that you hold that can be also used in another course</td>
</tr>
<tr>
<td>Learning Support</td>
<td>Assistance with language, literacy and numeracy is available and may be provided in consultation with the course teacher and the learning support coordinator</td>
</tr>
<tr>
<td>Unit Code</td>
<td>Unit Title</td>
</tr>
<tr>
<td>--------------</td>
<td>-----------------------------------------------------</td>
</tr>
<tr>
<td>BSBLEG413A</td>
<td>Identify and apply the legal framework</td>
</tr>
<tr>
<td>QLD594JUS01A</td>
<td>Communicate with clients on justice related issues</td>
</tr>
<tr>
<td>QLD594JUS02A</td>
<td>Prepare documentation for court proceedings</td>
</tr>
<tr>
<td>QLD594JUS03A</td>
<td>Analyse social justice issues</td>
</tr>
<tr>
<td>BSBRES401A</td>
<td>Analyse and present research information</td>
</tr>
<tr>
<td>PSPREG411A</td>
<td>Gather information through interviews</td>
</tr>
<tr>
<td>BSBLEG416A</td>
<td>Apply the principles of the law or torts</td>
</tr>
<tr>
<td>BSBWOR402A</td>
<td>Promote team effectiveness</td>
</tr>
<tr>
<td>BSBWOR404A</td>
<td>Develop work priorities</td>
</tr>
<tr>
<td>PSPREG409B</td>
<td>Prepare a brief of evidence</td>
</tr>
</tbody>
</table>

As per training package rules, listed units reflect industry choices selected by Unity College.
Subject Possibilities for Senior Students

Gold Coast Institute of TAFE is a registered training organisation offering training to both schools and the profession, throughout the Gold Coast region. Students from Assisi Catholic College and other local high schools are able to study various courses through the TAFE in Schools model.

What do students study and what does it cost?

Students will have the opportunity to complete a selection of highly regarded, nationally recognised industry certificates, studying core competencies and competencies from a range of training packages.

Trainers from GCIT will deliver these qualifications on the days indicated. More information can be found on the following link:


All of the certificate courses contribute credits towards a QCE.

What do students do?

Students will study the course one day a week at GCIT, completing both theoretical and practical components of this study.

In order for the College to allow students to access these opportunities, both students and parents will be required to complete an Alternate Pathways contract. This contract acknowledges that students accept ALL responsibility for catching up on any missed work at school. As they will be at TAFE one day a week, it is imperative that they see their teachers either the day before or the day after their absence in order to organize to catch up any missed work. (If the TAFE day is a Friday, then the student must approach the staff member on a Thursday in order to be able to complete work over the weekend). If students find the missed work difficult to understand, they are to speak with their teacher and arrange to meet at an appropriate time and the teacher will assist where necessary.

How are students assessed?

Competency-based assessment is a process of collecting evidence and making judgements about student ability to consistently demonstrate knowledge and skills and apply these to the standard of performance expected in the workplace.

Assessment may include:

- Written tests, assignment, reports
- Oral presentations
- Audio-visual presentations
- On-line competency assessment
- Practical performance
Who should choose this course?

- You must be fifteen years of age at the commencement of your qualifications.
- Students with an interest in the certificate areas
- Students who wish to pursue these areas as a career
- Students who wish to undertake further studies at a tertiary level (TAFE, University)
- Students who wish to receive a nationally accredited industry recognised qualification
- Students who wish to secure a part-time job in the relevant industry while studying other tertiary courses

How do you apply?

As indicated, the TAFE in Schools programs are highly sought after as they are offered to all Gold Coast High School students and places are limited. Places are offered on a merit basis and students must apply via the Gold Coast TAFE website. 2017 Program opens early August, however; click on the link below to peruse the 2016 program.

Website: http://tafegoldcoast.edu.au/study-with-us/school-students/tafe-at-school/#.V9socJ1-8qJ

Students are usually advised of the outcome by October or November. If a place is offered, GCIT will post enrolment forms directly to your home with advice on the procedure for fee payment.

If you intend to apply for a place in a TAFE in Schools certificate course, please indicate this on your subject selection form.