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SENIOR SUBJECT SELECTION
THREE STEP PROCESS

STEP 1 – Year 10 students will participate in:
- Shape Your Destiny Seminar
- Work Experience
- Career and Subject Talks
- Parent and Student Subject Selection Evening
- Career Education lessons

STEP 2 – Year 10 Students and families:
- Complete a Career Development Pathway Plan. This is a goal setting document which includes choosing subjects for Year 11 and 12.
- Families participate in a 20 minute one-on-one interview with a Siena Catholic College career education staff member to finalise subjects.

STEP 3 – Confirm Subject Choices
- Students are informed of their preliminary selections.
- Negotiations are conducted where there are subject clashes.
- Families reflect on selections and further counselling is available if required.
CHOOSING SENIOR SUBJECTS

Choosing your subjects carefully is important as what you select may affect:

- Your success at school
- Your motivation and how you feel about completing Senior
- Pathway options in the future

WHICH SUBJECTS? (Aptitude + Interest + Future Pathways)

An overall plan is to choose subjects which:

✓ Consider your interests and ability.
✓ Help you reach your career goals.
✓ Meet any subject prerequisites you need for further study after Year 12.
✓ Will develop skills, knowledge and attitudes useful throughout your life.
✓ Will keep many post Year 12 options open.

In most cases, the best subjects to take are the ones you like the most. From these subjects you are more likely to do well and therefore get higher marks. If you really don’t like a subject, you probably won’t do as well.

How NOT To Decide

Do not choose a subject because

✗ Your friends are taking it. Your friends may have different abilities, interests and motivations to you.
✗ Your favourite teacher is teaching it. Teachers often change classes or even schools.
✗ You want to go on a particular excursion. You could endure years of misery for the sake of that excursion.
✗ You've heard it's a “soft” subject. If someone tells you a subject is a soft, chances are that they have a poor work ethic.
✗ You need to do it even though you hate it. If you need to do a subject to get into a particular course, there will be a lot of that subject within the course!
CHOOSING A PATHWAY

OVERALL POSITION (OP) PATHWAY

Achieving an appropriate tertiary entrance score, Overall Position (OP), is the most direct pathway to University. An OP scores range from 1 through to 25 (where 1 is the highest). You can download a brochure from the QSA website to find out more information. [http://www.qsa.qld.edu.au/11-12.html](http://www.qsa.qld.edu.au/11-12.html).

In order to be OP eligible students need to complete a minimum of five (5) Authority subjects during Year 11 and 12 (20 semesters). Three subjects need to be studied over four semesters (or two years) and the remaining eight semester units from two or more subjects. The sixth subject chosen by an OP eligible student could be an Authority, Authority Registered subject or Certificate course. **NOTE:** If students choose 5 Authority subjects and a Certificate course, they must choose Study of Religion if they wish to remain OP eligible. Students must sit the QCS Test.

AUTHORITY SUBJECTS

- Students who do not achieve at least a B or minimum C level in a related Year 10 subject may find Authority Subjects in Year 11 and 12 a challenge.
- Many Authority Subjects may be taken in Year 11 without prior study of similar subjects in Year 10. It would be very difficult, however, to attempt subjects such as Mathematics B, Mathematics C, Chemistry, Physics, Italian and Music without successful background study in related Year 10 subjects.

OP INELIGIBLE (TERTIARY SELECTION RANK PATHWAY)

Students who study less than the equivalent five Authority subjects over two years are not eligible for an OP; however they do receive a tertiary selection rank. Authority Registered subjects and Certificate courses are used to calculate a tertiary selection rank. A rank is awarded from 1 – 99 (99 is the highest score) and is used when students apply for Tertiary courses through QTAC.

**NOTE:** Students who complete Certificate III courses are given a tertiary rank score of 68 (OP equivalent of approximately 16.)

OP Ineligible students can sit for the Queensland Skills Test and improve their tertiary selection rank. The score from students who choose the OP ineligible option **DOES NOT AFFECT** OP students’ scores. See this website to find out more information about tertiary ranks. [http://www.qtag.edu.au/Schools/Resources.html](http://www.qtag.edu.au/Schools/Resources.html)

AUTHORITY REGISTERED SUBJECTS

Authority Registered subjects emphasize practical skills and knowledge relevant to specific industries and/or provide experience in topic related contexts. These subjects are:

- English Communication
- Prevocational Mathematics
- Religion and Ethics
- Industrial Technology Skills

VOCATIONAL EDUCATION & TRAINING (VET) QUALIFICATIONS

**VET qualifications delivered at Siena:**

- CPC10111 Certificate I in Construction (RTO #31193)
- BSB30115 Certificate III in Business (RTO #31319)
- Cert IV Crime & Justice – QUAL 39292 qld (RTO #32123)
- RTSIS30315 Certificate III in Fitness Unity (RTO #32155)
- SIT30616 Certificate III in Hospitality (RTO 30581)

**VET Qualifications delivered externally:**

- BSB50215 Diploma in Business (Look Now Training)
- TAFE Queensland East Coast (see handbook)
- Sunshine Coast Technical Trade Training Centre

**Information is correct at time of publication, but subject to change**
NOTE: Students who choose an OP pathway and would like to complete a School Based Traineeship or Apprenticeship can apply for a concessional line, but they must choose Study of Religion (SOR) in order to be eligible for an OP. However, a school based traineeship is still an option for students if they choose to complete it as a 7th subject/option.
UNIVERSITY/HEADSTART COURSES

WHY STUDY HEADSTART COURSES (USC AND CQU)
These courses aim to give high school students a taste of University life. Students can focus on particular areas that may not be offered through their school or take an area of interest further. Courses successfully completed can be credited towards further study at university, giving them a head start on their tertiary study while also providing a guaranteed entry into university after you graduate high school. Fees are reduced whilst studying University courses at school.

University of the Sunshine Coast (USC)
Headstart students can choose to complete either one or two courses. Depending on their choice of courses, they may study one course in Year 11 and one course in Year 12, or complete both courses in the one year.

More than 90 courses within the faculties of Arts and Social Sciences, Business, and Science, Health and Education are available to Headstart students. Deciding what course students would like to study may mean selecting a course that interests them most, or one that will best complement their future study plans. Students may like to choose a course that builds on their favourite subjects at school.

University of Sunshine Coast: [http://www.usc.edu.au/Headstart.htm](http://www.usc.edu.au/Headstart.htm)

Start Uni Now (SUN) Central Queensland University (CQU)
Over 40 courses (subjects) are available from CQ University’s Faculties are delivered online/internal or face-to-face/external

Start Uni Now (SUN) students are recognised as CQ University students, and as such will have access to all the CQ University student services, facilities and support services, like any other CQ University student. Faculty Academic Mentor from each of CQ University’s faculty’s will provide the link between school, student and the university, assuring that SUN students are supported, so as to succeed whilst undertaking the CQ University experience. Central Queensland University [www.cqu.edu.au/current-student/.../Start-Uni-Now-SUN-Program](http://www.cqu.edu.au/current-student/.../Start-Uni-Now-SUN-Program)

Queensland University of Technology, University of Queensland and Griffith University also have “early start” University courses but these are mainly ‘face to face” courses attended in Brisbane. Check out individual University websites for information.
### Senior Phase of Learning Areas

<table>
<thead>
<tr>
<th>Business Studies</th>
<th>Authority Subjects</th>
<th>Authority Registered Subjects</th>
<th>Vocational Certificates (See Associated Costs)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Accounting</td>
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<td>BSB3011 Certificate III in Business (Binnacle)</td>
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<tr>
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<td>Business Communication and Technologies</td>
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<td>BSB50215 Diploma in Business (Look Now Training)</td>
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<td>Economics</td>
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<td>Visual Arts</td>
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<tr>
<td>Design And Technology Studies</td>
<td>Graphics</td>
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<td>CPC10111 Certificate I in Construction (Blue Dog)</td>
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<td></td>
<td>Technology Studies</td>
<td>Industrial Technology Skills</td>
<td>VET in Schools Courses TAFE &amp; SCTTC</td>
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<tr>
<td>Health</td>
<td>Physical Education</td>
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<tr>
<td>Hospitality</td>
<td>Health Education</td>
<td></td>
<td>SIS30315 Certificate III in Fitness (Fitnance)</td>
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<td>Humanities</td>
<td>Ancient History</td>
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<td>Pre-Vocational Mathematics</td>
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<td>Science</td>
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<td>Physics</td>
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**Other Learning Options**

Students can choose combine their core program with a range of alternate learning options delivered in partnership with our College. These include:

- School Based Apprenticeships and Traineeships
- HEADSTART – University Prep Programs
- VET in Schools (TAFE or Private RTOs)
- Prevocational Trade Courses (Sunshine Coast Technical Trade Training Centre & TAFE)
SENIOR PHASE OF LEARNING
PLANNING YOUR QCE PATHWAY

Senior Education Profile
Students in Queensland are issued with a Senior Education Profile when they complete Year 12. All students receive a Senior Statement, and eligible students receive a Queensland Certificate of Education (QCE) and/or a Tertiary Entrance Statement. Students who continue to study towards a QCE after completing Year 12 will receive a Statement of Results when they become eligible for a QCE.

Queensland Certificate of Education
The QCE is Queensland’s senior school qualification. It is awarded to eligible students when they complete the senior phase of learning, usually at the end of Year 12. To be awarded a QCE, students need to complete a significant amount of learning, at a set standard and in a set pattern, and fulfill literacy and numeracy requirements.

Tertiary Entrance Statement
The Tertiary Entrance Statement shows an eligible student’s OP (Overall Position) and FPs (Field Positions). An OP indicates a student’s rank, based on overall achievement in Authority subjects. The student must study at least three of these subjects for all four semesters and sit the QCE Test. FPs indicate a student’s rank based on overall achievements in Authority subjects in up to five fields (areas of study that are phase particular knowledge and skills). FPs are calculated only for OP-eligible students.

Senior Statement
All students who finish Year 12 will receive a Senior Statement, regardless of whether they have met the requirements for the award of a QCE. This statement is a transcript of the learning account that records all contributing studies and results achieved.

Statement of Results
If a student leaves school or completes Year 12 without achieving a QCE, their learning account remains open, and credits can accumulate for up to nine years. Once they become eligible, the QSA will issue a QCE and a Statement of Results. The Statement of Results shows all contributing studies and the results achieved and, if applicable, their QCE test result.

Planning QCE pathways

To find out more about:
- credit for partial completion of courses
- credit transfer for interstate, interstate and overseas transfers
- concealed semesters for subjects exited at a Limited Achievement
- student learning accounts
- relaxation of completed Core requirements
- notional Sound in a subject for meeting literacy or numeracy requirements
- recognised studies
- fact sheets and handbook

visit www.qsa.qld.edu.au

Siena Catholic College – Senior Curriculum Handbook 2017–2018
Publication date: 2 May 2017
Authorised by: RTO Manager and APA Curriculum
Learning options and credit values

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CREDIT</th>
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<tbody>
<tr>
<td>CORE courses: usually undertaken by students in the senior phase of learning</td>
<td>At least 12 credits are needed. At least 1 credit undertaken while enrolled at a school.</td>
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<tr>
<td>Authority or Authority-registered subjects</td>
<td>Per course (4 per semester)</td>
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<tr>
<td>Subjects assessed by a Senior External Examination</td>
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<tr>
<td>VET Certificate III, IV or V qualifications (includes school-based apprenticeships that incorporate on-the-job training)</td>
<td>Certificate III &amp; IV</td>
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<tr>
<td>School-based apprenticeships</td>
<td>Certificate III competencies</td>
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<tr>
<td>Tailed training programs</td>
<td>On-the-job component</td>
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<td>Recognised international learning programs</td>
<td>Per course</td>
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PREPARATORY

<table>
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<tr>
<th>COURSE</th>
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<tbody>
<tr>
<td>PREPARATORY</td>
<td>A maximum of 6 credits can contribute.</td>
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<tr>
<td>VET Certificate vocational qualifications</td>
<td>(Max. of 2 qualifications can count)</td>
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<tr>
<td>Employment skills development program approved under the VET Act 2000</td>
<td>(Max. of 1 program can count)</td>
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<tr>
<td>Pre-engagement programs</td>
<td>(Max. of 1 program can count)</td>
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<tr>
<td>Recognised certificates and awards</td>
<td>As determined by QSA</td>
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<tr>
<td>Short course in literacy or short course in numeracy developed by the QSA</td>
<td>Per course</td>
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ENRICHMENT

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<thead>
<tr>
<th>COURSE</th>
<th>CREDIT</th>
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<tbody>
<tr>
<td>ENRICHMENT courses: add value or complement Core courses of study</td>
<td>A maximum of 6 credits can contribute.</td>
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<tr>
<td>Recognised certificates and awards</td>
<td>As determined by QSA</td>
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<tr>
<td>Recognised structured workplace or community-based learning programs</td>
<td>As determined by QSA</td>
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<tr>
<td>Learning projects—workplace, community, self-directed</td>
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<tr>
<td>Authority extension subjects, such as English Extension</td>
<td>2</td>
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<tr>
<td>Career development: A short course senior syllabus</td>
<td>3</td>
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<tr>
<td>School-based subjects</td>
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ADVANCED

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<tr>
<td>ADVANCED courses: go beyond senior secondary schooling</td>
<td>A maximum of 6 credits can contribute.</td>
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<tr>
<td>One or two-semester university subjects completed while enrolled at a school</td>
<td>One-semester subject</td>
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<td>Two-semester subject</td>
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<tr>
<td>Competencies contributing to VET diplomas or advanced diplomas while enrolled at a school</td>
<td>Up to 8 credits (1 credit per competency)</td>
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<tr>
<td>Recognised certificates and awards</td>
<td>As determined by QSA</td>
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</table>

Literacy and numeracy requirements

The QCE offers a range of options to satisfy the literacy and numeracy requirements, including:

- at least a Sound Achievement in one semester of a QSA-developed English and Mathematics subject
- at least a Sound Achievement in QSA-developed short courses in literacy and numeracy
- competence in VET Vocational Literacy 3 (39153) Qd and Numeracy 3 (39156) Qd — expired 30 Sept 2011
- a Pass grade in a literacy and numeracy course recognised by the QSA
- at least a C in the Queensland Core Skills Test
- at least a 6 for an International Baccalaureate examination in English and Mathematics
- completion of 39282QLD Certificate I in Core Skills for Employment and Training — Communication
- completion of 39282QLD Certificate I in Core Skills for Employment and Training — Numeracy.

Queensland Studies Authority

June 2012
AUTHORITY SUBJECTS

BUSINESS STUDIES

ACCOUNTING

RECOMMENDED STANDARD OF ENTRY
It is recommended that students have achieved at least a C standard in Year 10 English and Mathematics.

WHY STUDY ACCOUNTING?
The study of Accounting is of benefit to students because it:
- provides a foundation in the discipline of accounting
- promotes the development of numeracy, effective communication and logical reasoning
- introduces students to relevant technologies
- enables students to participate more effectively and responsibly in a changing business environment
- provides information useful to individuals in the management of their personal financial affairs
- assists students to appreciate the necessity for accuracy and the presentation of high-quality work
- prepares students for further education, training and employment.

WHAT IS STUDIED
The course is organised as follows:
- Core Studies 1 & 2
- Accrual Accounting
- Analysis of Reports and Decision making
- Integration of Accounting Package

Use of Spreadsheets to account for:
- Cash
- Inventories
- Non-current assets
- Budgeting
- Forensic Accounting

DURING THE COURSE, STUDENTS WILL STUDY
- Principles of double-entry accounting
- Preparation of accounting records and reports to indicate financial performance, financial position, cash flow and budgeted cash position
- Accounting for GST
- Use of information and communication technologies relevant to the preparation of accounting records and reports – accounting packages and spreadsheets
- Control of the major financial elements of a business – cash, credit transactions, inventories and non-current assets
- Analysis and interpretation of financial reports in order to make decisions
- Managerial decision making including cost-volume-profit analysis
- Electronic business
- Forensic Accounting to reconstruct and analyse existing financial records.

HOW ARE STUDENTS ASSESSED?
Each semester, student performance will be judged on:
- Knowledge and Procedural Practices;
- Interpretation and Evaluation
- Applied Practical Processes

Students will be assessed using a variety of techniques such as supervised written tests, practical applications and assignments.

CAREER RELEVANCE
This subject leads to further studies in Business, Accounting, Communication, Economics and Law. It could also lead to employment in a range of business environments.
BUSINESS STUDIES
BUSINESS COMMUNICATION AND TECHNOLOGIES

RECOMMENDED STANDARD OF ENTRY
It is strongly recommended that students have at least a C standard in Year 10 English.

WHY STUDY BUSINESS COMMUNICATION AND TECHNOLOGIES (BCT)?
BCT offers students opportunities to engage in and understand a range of business administrative practices through real-life situations and simulations. The course is designed to provide a foundation in the study of business and to prepare students for further education, training and employment. BCT fosters intellectual, social and moral development by encouraging students to think critically about the role and ethical responsibilities of business in society.

WHAT IS STUDIED?
BCT encompasses theoretical and practical aspects of business in contexts that students will encounter throughout their lives. The underpinning practices of Business Communication and Business Technologies are integral to all business relationships and dealings, and shape the development of students’ knowledge and skills. This course will cover the following topics, which are evident in the real world of business; therefore, requiring first-hand observations of these situations in practice by students.

- Business environments
- Social Media
- Event Management
- Workplace health, safety and sustainability
- Managing workplace information
- International business communication

HOW DO STUDENTS LEARN?
In this subject, students examine the broader social, cultural and environmental implications of business activities with a focus on the essential skills of communication and the use of business-specific technologies. BCT requires students to engage in learning activities requiring higher-order cognition. They interpret and analyse business issues to evaluate proposed business solutions and recommendations from the perspectives of an employer, employee or self-employed individual across a range of business situations.

HOW ARE STUDENTS ASSESSED?
In Business Communication and Technologies, students are assessed against standards described in terms of:

- Knowing and understanding business
- Investigating business issues
- Evaluating business decisions

Assessment techniques used will include short and extended responses, research assignments (quite often based on excursions), reports, and multimodal presentations.

CAREER RELEVANCE
This subject leads to further studies in Business, Accounting, Communication, Economics and Law. It could also lead to employment in any business environment.

COURSE COSTS
There will be a levy to cover the cost of printing and excursions.
RECOMMENDED STANDARD OF ENTRY
It is strongly recommended that students have at least a C standard in Year 10 English and Mathematics.

WHY STUDY ECONOMICS?
As citizens, we all have to make decisions on a wide variety of economic problems of local, state and international significance. For the sake of understanding the economic environment in which they live and the economic forces that act upon their own lives, it is desirable that citizens achieve a basic level of economic literacy. This course attempts to develop those skills, which will enable students to understand and discuss current economic issues objectively and rationally with particular emphasis on the Australian economy and its various features and problems and the relevance to them as individuals. Throughout the course, students investigate relevant current issues and are given the analytical tools necessary for objective discussion of these issues.

WHAT IS STUDIED?
The following core units will be studied:
Core 1: Markets and Models
Economics is concerned with the study of scarcity. Economic models help simplify complex relationships on a local, national and international basis. Students will use circular-flow models and the price mechanism to show links in the relationships between sectors of the economy.
Core 2: Contemporary Micro-Economic Issues (Cost/Benefit Analysis)
Economic decision making is complex. The best use of scarce resources comes from utilizing the cost-benefit model and rational economic behaviour can result from using this model.
Core 3: Contemporary Macro-Economic Management
Economic activity fluctuates. Governments and central banks have roles to play in managing these fluctuations to meet their economic objectives. Students will study the cycles of the economy and policies appropriate to each stage.
Core 4: International Economics
The global economy is influenced by international financial flows. Governments attempt to manage these flows to meet their economic objectives. The unit covers exchange rates, balance of payments and government regulations.
The following elective topics will also be covered:
- Share Market
- Environment
- Industry and Market Concentration
- Globalisation and Trade

HOW ARE STUDENTS ASSESSED?
In Economics, students are assessed using the following dimensions:
- Knowledge and understanding
- Investigation
- Synthesis and evaluation
A variety of assessment techniques are used, including: Short responses including multiple choice, definitions, short written responses, practical exercises and response to stimulus. Extended written responses to economic stimulus include seen and unseen stimulus. Written responses to inquiry include reports, case studies, field reports and analytical expositions

CAREER RELEVANCE

COURSE COSTS
There will be a levy to cover excursions.
BUSINESS STUDIES

INFORMATION PROCESSING AND TECHNOLOGY

RECOMMENDED STANDARD OF ENTRY
If (you want to learn about the online world around you, and you:
- achieved a C in Year 10 English
- achieved a B standard in Year 10 Mathematics
- can research current social and ethical issues in the IT field

then for (week = 1; week <=40; week++) {
    You will enjoy and succeed in IPT
}

WHY STUDY INFORMATION PROCESSING AND TECHNOLOGY?
As our government leaders say, “The Australia of the future has to be a nation that is agile, that is innovative, that is creative.” CODING IS THE NEW LITERACY! IPT develops creativity, effective thinking, patience and resilience: all skills which employers of the future will be desperate to find.
Here are four good reasons to study IPT:
- growth in jobs
- even non-technical employees can benefit from knowing some programming
- learning to code promotes abstract thinking and problem solving
- you can hold your own within the technological community

WHAT DO STUDENTS DO?
The majority of student learning involves the hands-on use of computers and programs, which allow for the development of software using a variety of programming languages.
The software produced will include
- a program for robot assisted search and rescue,
- an interactive game like Hangman, Deal or No Deal, Yahtzee or Poker,
- an interactive web page to manage data, for example, a library web site, a job search web site or something like the interactive JB HiFi web site complete with checkout,
- an artificial intelligence program.
Students will also learn about the issues associated with technology in our world, for example, big data, cyber security, privacy, equity and accessibility.

HOW ARE STUDENTS ASSESSED?
Assessment techniques include tests, essays, multimedia presentations and the creation of software.

CAREER APPLICATIONS
Set yourself the following task: “Name an industry/occupation which does NOT use technology!” How did you go?
IPT is applicable to most careers. Again, it must be emphasized that CODING IS THE NEW LITERACY! IPT will also prepare students for an occupation in the computer software development industry. The learning is transferable for both the tertiary-bound student but also those bound directly for the workforce. Some tertiary options are Business Management, Law/Computing, Science, Engineering, Computer Studies, Accounting and Data Analysis Informatics.

SPECIAL REQUIREMENTS
Students must have access to the Internet at home.

COURSE COSTS
There may be a levy to cover an excursion.
**CREATIVE ARTS**

**DRAMA**

**RECOMMENDED STANDARD OF ENTRY**
There is no requirement for students to have completed Junior Drama in order to enter Senior Drama.

**WHY STUDY DRAMA?**
Drama in Years 11 and 12 aims to give the student:
- An aesthetic experience
- Assistance to achieve their unique potential through the arts
- A socially active orientation to the students’ community and the world in which they live
- A dramatic experience in order to create a critical and active awareness of Australia’s multi-cultural heritage and of its dynamic and changing nature
- The ability to build self-discipline and confidence
- Personal communication skills and social understandings of the communication process
- Encouragement with ongoing involvement in dramatic activities
- The ability to explore and address competencies appropriate to a wide range of career and other life paths.

**WHAT IS STUDIED?**
- The Vocabulary of Drama
- Australian Drama
- Other Significant Forms of World Drama - General
- Other Significant Forms of World Drama - by Period and Style
- Design and Technical Aspects of Theatre Production
- Commedia del’ Arte
- Surrealism
- Theatre of the Absurd
- Epic Theatre
- Shakespeare
- Community Theatre
- Eclectic Theatre
- Communication Processes
- Theatre for Young People

**HOW ARE STUDENTS ASSESSED?**
Each semester students will be assessed in practical and theoretical components. Student’s performance will be judged on:
- Forming
- Presenting
- Responding

**CAREER RELEVANCE**
Drama is a desirable prerequisite for many tertiary institutions in the areas of Arts, Education, Journalism, Communications and others. Many employers use the potential employee’s experience of drama as an indication of a person’s confidence and communication skills.

**SPECIAL REQUIREMENTS**
Costs associated with performance/excursion costs and in-school workshops.
CREATIVE ARTS
FILM, TELEVISION & NEW MEDIA

RECOMMENDED STANDARD OF ENTRY
It is highly recommended that students have at least a C standard in Year 10 English.

WHY STUDY FILM, TELEVISION & NEW MEDIA?
The impact of the moving image on civilisation may well be greater than any other invention – except perhaps the wheel. Television, film and the new screen media have changed forever the way we think and the way society functions. Technological change means that we all now have the capacity to be a media producer. Video sharing and social networking sites mean that everyone can now also be a media distributor. Media analysts speak of a participatory media culture nowadays. We can all take part in the new media.

WHAT IS STUDIED?
Film and Television is experienced in three dimensions, of equal value, but not necessarily studied at the same time.

- In Production Design, students explore the key areas within specified contexts to generate ideas, research information, investigate issues, devise proposals, seek alternatives and solve problems in the planning and organisation for the future construction of a film and television text.
- Production Practice involves the technical skills of production, such as camera operation and editing. Students, individually and within groups, engage in experiences that involve production practices and experimentation with appropriate technologies and techniques.
- Critique encourages reflecting upon or responding to one’s own works and those of others, and analysing and evaluating aspects of the five key areas and the ways in which a text reflects contexts. Students, individually or in groups, describe, analyse, interpret, judge, value, evaluate, and challenge texts and ideas.

HOW ARE STUDENTS ASSESSED?
A variety of assessment techniques is used to measure achievement in the three dimensions of Production.

TASKS TO ASSESS PRODUCTION DESIGN COULD TAKE THE FORM OF:
- Scripts
- Storyboards
- Film treatment
- Market research
- Synopsis
- Publicity – marketing, promotional design
- Pre-production research

TASKS TO ASSESS PRODUCTION PRACTICE COULD TAKE THE FORM OF:
- Documentaries
- Video trailer
- Animation
- Music Video
- Docudramas
- Promotional videos
- Training instructional videos
- Interviews
- Short video productions
- Short multimedia productions

TASKS TO ASSESS CRITIQUE COULD TAKE THE FORM OF:
- Critiques/reviews
- Reports
- Research essays
- Pre-production research
- Written assignments projects
- Tests
- Self-evaluation of production work
- Textual analyses

CAREER APPLICATIONS
Media literacy, like the original literacy, is applicable to a vast range of life situations. There are increasing opportunities in the growing online streaming media, multi-media and computer game industries. However, most students take Film, Television and New Media to further their understanding of the media.

SPECIAL REQUIREMENTS
A levy will be charged for materials supplied by the College and excursion costs and in-school workshops.
CREATIVE ARTS

Music

RECOMMENDED STANDARD OF ENTRY
Students need to have achieved at least a C standard in English and a B standard or better in Junior Music. It is recommended that students have a satisfactory skill level in their instrumental/vocal studies. Theory of Music is an integral part of this subject.

WHY STUDY MUSIC?
Students live in a world in which music has an important and pervasive presence. Whether actively engaging in music by listening (attending concerts, listening to iPods, watching movies and turning on the radio), performing (learning an instrument, playing in a band, singing in a group) or composing (writing popular songs), music is an integral part of everyday life. A study of music assists students in understanding and heightening the enjoyment of the arts in their lives and the music heritage of a range of cultures.

In this subject, students are encouraged to:

- Enjoy and value music
- Develop their own creative ability
- Develop skills in working independently, in self-management to achieve goals and where relevant, working in groups.
- Engage confidently in music-making whether at home or in the wider community
- Communicate and express ideas about music
- Develop higher-order thinking skills
- Employ a variety of music-related technologies such as instruments, computer software and turntables.

WHAT IS STUDIED?
Music allows students to develop their knowledge and skills in the following areas:

- Performing: Through playing, singing or conducting, students learn to interpret musical elements to communicate the music to audiences.
- Composing: Students combine musical elements and compositional devices to create music that is within a context and/or genre, and which expresses style.
- Musicology: Students interpret and analyse music and evaluate how these relate to style and purpose.

Units of study include: Jazz music, Australian music, Rock music, Instrumental music, World music, Classical music, Musicals and Films and Vocal music.

HOW ARE STUDENTS ASSESSED?
Students are assessed in three areas: musicology (analysing repertoire), composing and performing. Students participate in a range of different assessment items including performances, written assignments and exams, multimodal presentations, compositions and conducting.

Assessment is formative in Year 11 and summative in Year 12 so that 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 above criteria.

CAREER RELEVANCE
It is felt that a background in Music is essential/advantageous in the following occupations:

- Music industry – recording or producing
- Music teaching – private sector, primary and secondary schooling
- Film/TV/Media Production, composition and advertising
- Music performance – contemporary music, musical theatre/opera and orchestral/instrumental performance

Music makes a significant contribution to the world economy, offering career opportunities in the performing, visual arts and media industries as well as providing a diverse set of skills, processes and techniques, many of which can be applied in a wider variety of occupations.
CREATIVE ARTS

VISUAL ART

RECOMMENDED STANDARD OF ENTRY
Students who choose to study Senior Art will require sound skills in Year 10 English, a good ability to communicate visually and possess effective time management skills. The study of Art to Year 10 level is desirable, but not essential because the introductory Visual Studies unit is accessible to all senior students whether or not they have studied art in the junior years.

WHY STUDY ART?
Aims of this course:
The art syllabus aims to promote critical, cultural and aesthetic understandings through participation in the processes involved in the whole art experience. The basic aims of the art syllabus are:

- to help students identify and develop their own specific talents by developing each student’s sensitivity to the characteristics of materials
- to help students develop the skills and techniques necessary to achieve greater control and fluency in expression
- to develop a broader cultural background through exploration of the range of arts and crafts of contemporary and traditional cultures
- to establish an atmosphere in which curiosity, enthusiasm, integrity, confidence and tolerance can flourish.

WHAT IS STUDIED?
Art involves making and appraising. Making is the production of artworks. Here the effects of past and present, social and cultural contexts on the meanings and aesthetic values of artworks are considered. In art, the formulation of ideas and the creating and thinking process are significant as well as the development into a final product. Appraising is the appreciation of artworks. It involves the acquisition of knowledge of past and present, social and cultural contexts. Students demonstrate their achievement by describing, analysing, interpreting and evaluating information. This is done through researching, development and resolving ideas to produce an individual response.

The Visual Diversification section of the course in Year 11 presents making and appraising experiences through a diverse range of two-dimensional and three-dimensional art and design approaches. The emphasis is placed on exploration and experimentation of media and visual application. The Year 12 students must attempt to specialise in media and create more resolved artworks. Each unit has a theme or concept which students must respond to:

**Year 11:**
- The Still Life, Image Repetition
- Body of Work 1 – People and Place

**Year 12:**
- Body of Work 2 – Self
- Body of Work 3 – Metamorphosis
- Personal Extension

HOW ARE STUDENTS ASSESSED?
Semester 1 and 2 Visual Diversification is formative. Students will complete 2 minor folios, written assignment or examination in Semester 1. Students will complete a Body of Work and research assignment in Semester 2.

Semester 3 and 4 Specialisation: each unit’s assessment will be summative. Students will respond to the concept with a Body of Work, written assignment or examination.

An integral part of all the units is the completion of a Visual Art Journal which is also assessed.

CAREER APPLICATIONS
People in our community whose working lives are enhanced by art include: architects, photographers, interior designers, landscape designers, teachers, calligraphers, sign-writers, cartoonists, illustrators, fashion designers, jewelers, technicians in theatre and television areas, arts administrators, event’s organiser, graphic artists, floral artists, colour consultants etc.

SPECIAL REQUIREMENTS
A levy will be charged for materials supplied by the College.
DESIGN AND TECHNOLOGY STUDIES

GRAPHICS

RECOMMENDED STANDARD OF ENTRY
There are no pre-requisites for students selecting this course; however, it is an advantage to have successfully completed the Junior Graphics course.

WHY STUDY GRAPHICS?
Senior Graphics is about solving design problems graphically and presenting graphical products. You will use a design process to identify and explore the design needs or opportunities of target audiences; research, generate and develop ideas; and produce and evaluate graphical solutions. You will solve graphical problems in 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.

COURSE OVERVIEW
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
- 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.

AS YOU DEVELOP AND PRESENT GRAPHICAL REPRESENTATIONS OF IDEAS AND SOLUTIONS FOR DESIGN PROBLEMS YOU WILL:
- sketch and draw freehand
- develop spatial cognition and visualisation
- produce technical graphical representations in 2-D and 3-D formats
- use existing and emerging technologies.

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

HOW ARE STUDENTS 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.

CAREER RELEVANCE
This course is designed to introduce as many facets of drawing as possible to the student, e.g. architectural, business, engineering, surveying, trade and is generally accepted as a good introduction to post Year 12 studies in these fields.

Graphics has relevance to the following careers and occupations:
- Architecture
- Cartography
- Graphic and Interior Design
- Building
- Electricians
- Town Planning
- Drafting
- Mapping
- Surveying
- Landscape Architecture
- Electrical Engineering
- Automotive Engineering

SPECIAL REQUIREMENTS: A subject levy will be charged for materials supplied by the College.
Why Study Technology Studies?
Technology Studies challenges you to understand and appreciate technological innovation and its impact on society. You 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 is Studied?
You 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.

Using a design process you 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 you will develop the skills to manage resources and risks effectively to develop solutions to design problems. You will critique and evaluate ideas and products against design criteria, justify design decisions and make recommendations for improvement.

How are Students 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. You 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.

Career Applications
It is felt that a background in Technology Studies is essential/advantageous in the following occupations.

- Engineering
- Architecture
- Industrial Design
- Engineering Industry and related trades
- Construction Industry and related trades

Special Requirements
Graphics would be an ideal companion subject to Technology Studies but not essential. A subject levy will be charged for materials supplied by the College. In Year 12 students are required to provide their own materials for their design problems.
HEALTH

PHYSICAL EDUCATION

RECOMMENDED STANDARD OF ENTRY
Junior Physical Education is an advantage but not essential.

WHY STUDY PHYSICAL EDUCATION?
Over the two years students cover four physical activities: Volleyball, Badminton, Dance and Touch/Netball. Students learn skills, basic coaching techniques and refereeing. In addition to the practical side, students also study subjects associated with sport, eg. Biomechanics, Psychology, Physiology and Sociology. The subject is composed of 50% theoretical and 50% practical work.

WHAT IS STUDIED?

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
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<tr>
<td><strong>YEAR 11</strong></td>
<td><strong>YEAR 12</strong></td>
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<tr>
<td>Volleyball 1</td>
<td>Touch/Netball</td>
<td>Dance</td>
<td>Badminton</td>
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<td>Motor Learning</td>
<td>Exercise Physiology</td>
<td>Figueroa’s Framework</td>
<td>Biomechanical bases of</td>
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<td>Formative Assessment</td>
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<td>Research Report (800 - 1000 words)</td>
<td>Supervised Written Assessment (500-700 words 90 mins)</td>
<td>Analytical Exposition (800 – 1000 words)</td>
<td>Multimodal Presentation</td>
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<td><strong>YEAR 11</strong></td>
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<td>Dance 2</td>
<td>Touch/Netball 2</td>
<td>Badminton 2</td>
<td>Volleyball 2</td>
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<td>Money, Media, power and physical activity ( C ) Major</td>
<td>Energy Systems</td>
<td>Psychology of learning physical skills</td>
<td>Training Program Design</td>
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<td>Summative Assessment</td>
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<tr>
<td>Analytical Exposition (1000-1500 words)</td>
<td>Multimodal Presentation</td>
<td>Supervised Written Exam (600-800 words)</td>
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<td>Physical Performance Assessment</td>
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WHAT DO STUDENTS DO?
The theory component is directly related to the activities being studied in the practical component (as listed above).

Each activity topic is covered in two separate terms, in a revisited style of assessment. The first term is formative, with the second being summative and counting towards Exit levels.

CAREER RELEVANCE
Possible Career paths for people who study this subject include:
- Education
- Fitness and leisure
- Sports Science
- Outdoor education
- Physiotherapy
- Sports Administration
- Coaching
- Medicine
- Sports Media
- Podiatry
- Nutrition
- Marketing
- Sports
- Media
- Marketing

SPECIAL REQUIREMENTS
Uniform - Students are required to wear full school sports uniform for practical lessons. Practical Component - Students need to participate in 80% of practical work. A levy will be charged to cover student access to outside facilities, if applicable.
HEALTH

HEALTH EDUCATION

COURSE OVERVIEW
Health is a quality of life that is influenced by the interaction between individuals and their sociocultural, physical, political and economic environments. Health Education helps students solve problems and make decisions about changes needed for their own health and for the health of their community.

COURSE STRUCTURE
Health Education is concerned with the development of knowledge and understanding, analytical skills and attitudes and values needed to promote health and to help people reach their health potential. The subject focuses on a range of health issues through the Health Promotion Frameworks such as, the Social Justice Framework, and health promotion through five action areas of the Ottawa Charter. Through a social view of health areas studied are:

- Personal health
- Peer health
- Family health
- Community health
- Health of specific populations

Students will be involved in a wide range of learning experiences to achieve the aims and objectives of the subject: for example, case studies, excursions, guest speakers, collection and interpretation of newspaper and magazine articles, and various forms of web-based research. Through open discussion, individual activities and group activities students will use health information to solve problems and develop strategies for health change and health promotion.

WHAT IS STUDIED?

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<tr>
<th>YEAR 11</th>
<th>Term 1</th>
<th>Term 2</th>
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<tbody>
<tr>
<td></td>
<td>Personal Health – Body image</td>
<td>Personal Health – Diet and Nutrition</td>
<td>Peer Health – Substance Abuse</td>
<td>Family Health – Domestic Violence</td>
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<tr>
<td>YEAR 12</td>
<td>Community Health – Organ and Tissue Donation</td>
<td>Community Health – Road Trauma</td>
<td>Health of Specific Populations – People with Disabilities</td>
<td>Health of Specific Populations – Own choice</td>
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<tr>
<td>SUMMATIVE ASSESSMENT – Action Research Project and written evaluation (1000 – 1500 words)</td>
<td>SUMMATIVE ASSESSMENT – Multimodal Presentation (5-8 minutes)</td>
<td>SUMMATIVE ASSESSMENT – Research Report (1000 – 1500 words)</td>
<td>SUMMATIVE ASSESSMENT – Research Report (1000 – 1500 words)</td>
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</table>

SPECIAL REQUIREMENTS
Students must be proficient in Year 10 English as the Health program has a high literacy requirement.

POSSIBLE CAREERS IN HEALTH EDUCATION
- Health /Hospital Administrator
- Surgical Instrument Maker
- Health Education Officer
- Child Health Nurse
- Speech Therapist
- Ambulance Officer
- Ward Instructor
- Doctor
- Dietician
- Registered Nurse
- Health Surveyor
- Dental Assistant
- Bacteriologist
- Radiologist
- Dentist
- Optometrist
- Radiographer
- Naturopath
- Enrolled Nurse
HUMANITIES
ANCIENT HISTORY

RECOMMENDED STANDARD OF ENTRY
At least a C standard in Year 10 History and/or English.

WHY STUDY ANCIENT HISTORY?
The concept that Ancient History deals with the dead and buried and, thus, is without relevance to the modern world is, in fact, a misconception. To fully understand the development of our society, we need to study how peoples of the past responded to their environment. Ancient History does this through examining a fascinating range of cultures, such as the Mesopotamians, Egyptians or Romans, and a diverse range of topics, such as political structures, war, sociology or the arts.

The impact of the Ancient World upon our Society is significant, and the emphasis in our study is upon highlighting those aspects of the modern world which have their origins in the Ancient World. It is the relevance of the Ancient World to our own society which is our primary focus.

WHAT IS STUDIED?
During the two-year course, students undertake a number of inquiry units based on particular themes. The predominant themes include:
- Studies of Archaeology
- Pharaonic Power in Egypt
- Studies of Everyday life in the Ancient World
- Funerary Practices in Egypt
- Studies of Conflict
- Study of Europe in Transition

The focus is likely to be on areas such as the various types of political and social organisations that have emerged in the different civilisations and the forces that led to these; the contributions of particular individuals and the groups in the society; the achievements of the civilisations under study in visual arts, literature, philosophy, science and technology, theatre and warfare. History is not simply "knowing facts".

Throughout the course, the emphasis is on “doing” history – on being involved in the process of investigation. Students encounter problems, seek out evidence and formulate explanations based on available sources. This will involve students in a variety of activities such as research work on specifically defined tasks, group discussions, debates and seminars, expository teaching and essay writing. They will use an extensive range of materials including primary sources (eg diaries and letters) and secondary sources such as texts, audio-visual and computer software.

The study of history thus involves students in the processes that form the basis of many activities in life, namely, questioning, systematic reading, and careful thinking, organization of ideas, disciplined responses and coherent and purposeful presentation of ideas.

HOW ARE STUDENTS ASSESSED?
Assessment is primarily based on essays, research essays and document studies together with some oral assessment. Year 11 studies concentrate mostly on formative testing, with summative assessment taking place in Semester 3 and Semester 4.

CAREER RELEVANCE
Ancient History is a subject that is useful in its own right; it gives its students important knowledge about our origins and skills; and it enables them to develop and express reasoned opinion. It would also benefit students who have interests in education, law, journalism, advertising, public relations or research work.
HUMANITIES

ENGLISH

RECOMMENDED STANDARD OF ENTRY
Students entering English in the Senior School will have completed the Junior English course to Year 10, achieving at least a C standard.

WHY STUDY ENGLISH?
The Senior English Course encourages all students to use language appropriately, effectively and critically in both its written and oral modes. Students will be taught a wide variety of traditional, popular, every day and multimedia text types. While studying a range of genres, students will develop an understanding of how language works and the many uses of language in a variety of social and cultural settings. The students will, therefore, come to realise the value of effective language in action.

WHAT IS STUDIED?
Semester One Focus:
Media Presentations: How the media shape our belief systems regarding specific groups in society.
Shakespeare: An exploration of the relevance of Shakespeare in a modern context.

Semester Two Focus:
Australian Identity: An exploration of texts that represent our culture.
Fiction - A personal perspective: A study of contemporary themes within Australian fiction.

Semester Three Focus:
Page to Screen: An exploration of how film directors reconstruct novels.
Shakespeare's plays: Traditional and contemporary approaches.

Semester Four Focus:
A story to tell: Applying the conventions of short stories and creative language techniques.
Past meets present: The relevance of the Romantics in contemporary society.

HOW ARE STUDENTS ASSESSED?
Students will compose and comprehend a range and balance of texts within the duration of this two-year post-compulsory course. Students must achieve a minimum C standard in both written and oral modes. Students will be assessed on their knowledge and understanding of the construction of texts, the use of texts and their knowledge of textual features. Samples of work will contribute to a student folio, including mostly written and selected spoken assessment pieces.

CAREER APPLICATIONS
Proficient use of language will enable students to actively participate in vocational, social and cultural pursuits. Knowledge and successful application of concepts and skills studied in this course will influence students' spoken and written communications within all Authority Subjects and Authority Registered subjects. A Sound Level of Achievement in English is a prerequisite for some tertiary institutions.

SPECIAL REQUIREMENTS
Costs associated with one performance and/or excursion during each year.
HUMANITIES

Geography

RECOMMENDED STANDARD OF ENTRY

A C standard in Year 10 Geography and/or English.

WHY STUDY GEOGRAPHY?

Geography is a valuable medium for the education of young people. Its contributions lie in the content, reasoning processes, skills and values that Geography promotes to help students better explore, understand and evaluate the social and environmental conditions of the world. It also covers more of the elements of the QCS test than other subjects.

THROUGH GEOGRAPHY STUDENTS WILL LEARN TO:

- search for, recognize and understand the patterns and processes of the way all physical and cultural characteristics are arranged on the earth’s surface;
- develop practical skills by which data may be obtained, analysed and presented, such as Geographic Information Systems
- appreciate the character and beauty of landscape, as well as knowledge of how they are formed
- develop understanding of other nations and cultures through knowledge of their environmental setting; developing world issues
- become involved in decision making as a member of a community; town planning initiatives, water management.

WHAT IS STUDIED?

Over the two year course students study core and elective topics based on four themes:

Theme 1: MANAGING THE NATURAL ENVIRONMENT
Focus Unit 1: Responding to natural hazards
Focus Unit 2: Managing catchments

Theme 2: SOCIAL ENVIRONMENTS
Focus Unit 5: Sustaining communities
Focus Unit 6: Connecting people and places

Theme 3: RESOURCES AND ENVIRONMENTS
Focus Unit 7: Sustaining biodiversity
Focus Unit 8: Living with climate change

Theme 4: PEOPLE AND DEVELOPMENT
Focus Unit 3: Exploring the geography of disease
Focus Unit 4: Feeding the world’s people

HOW ARE STUDENTS ASSESSED?

A variety of assessment instruments are applied to give students an opportunity to express their different abilities and understandings of particular units. Over the two year course students will be assessed through:

- Essays
- Field Reports based on primary research
- Knowledge tests at the end of each term
- Practical exercises (interpretation of graphs, statistics etc)

All summative assessment will occur in Year 12.

CAREER RELEVANCE

Geography is viewed as providing training in the study of a wide variety of environmental, urban, rural, economic and social issues. It can provide the structure for the development of skills, concepts, and attitudes, which are essential to making rational, informed judgements. The study of Geography provides useful information, background knowledge and skills that are relevant in a wide variety of everyday occupations, as well as specific careers, such as: Politics, Agriculture, Architecture and Landscape Architecture, Cartography, Civil Aviation, Environmental Management, Government, National Parks, Teaching, Tourism & Recreation, Commerce and Management, Forestry, Meteorology, Surveying and Drafting, Town Planning, Meteorology, Oceanography, Resource Management, Politics, Travel Agent, Demographic Forecasting, Land Valuation.

SPECIAL REQUIREMENTS: Costs associated with Field Studies/Excursions
**HUMANITIES**

**ITALIAN**

**RECOMMENDED STANDARD OF ENTRY**
It is recommended that students have successfully completed one semester of the Year 10 course and that they have achieved at least a C standard.

**WHY STUDY A LANGUAGE OTHER THAN ENGLISH?**
- it promotes clear and critical thinking, clarity of expression, cognitive flexibility and problem solving ability
- it enhances career opportunities when combined with other vocational areas
- it provides an awareness and understanding of the nature and purpose of language in general
- it fosters cross-cultural understanding and develops a respect for people with other languages and cultures
- it increases self-esteem through the acquisition of new and different communication skills and through learning to interact with people from other cultures.

**WHAT IS STUDIED?**
- communication skills, through: listening, reading, speaking and writing for practical purposes
- communication skills are acquired through the study of themes relating to family and community; leisure, recreation and home creativity; social issues; school and post-school options

**BY THE END OF YEAR 12, STUDENTS SHOULD BE ABLE TO:**
- listen to and comprehend a wide range of spoken language
- speak confidently and sustain a conversation on everyday topics
- read, understand and respond to a wide variety of material
- write with sufficient clarity and accuracy to satisfy their communication needs.

**HOW ARE STUDENTS ASSESSED?**
Ability to use the language is assessed through a variety of communicative tasks, namely: listening, reading, speaking and writing tasks.

**CAREER RELEVANCE**
Many employers are seeking people who speak both Italian and English. Italian is one of the most widely spoken languages in Queensland.

Knowing Italian is also greatly beneficial in several career fields. Italy is one of the top eight economies in the world and an international leader in the culinary arts, interior design, fashion, graphic design, furniture design, machine tool manufacturing, robotics, electromechanical machinery, shipbuilding, space engineering, construction machinery, and transportation equipment.

According to UNESCO, over 60% of the world’s art treasures are found in Italy. Some of the most famous Western artists, from Giotto to Michelangelo, were Italian. Knowledge of Italian is vital to understand the contexts of this art. Knowledge of Italian also helps to understand the legacy and teachings of our patron saint, Catherine of Siena.

Griffith University, UQ and QUT all award students who successfully complete Italian with 2 bonus ranks making students more competitive for tertiary courses.
HUMANITIES
LEGAL STUDIES

RECOMMENDED STANDARD OF ENTRY
Students should have achieved a C standard in Year 10 History, Civics and Citizenship (not a pre-requisite) and/or English.

WHY STUDY LEGAL STUDIES?
Legal Studies focuses on “legal awareness”. Students who pursue this course will acquire an informed appreciation of our legal system and develop competencies, attitudes and values, which should enhance their awareness and ability, to participate as more informed, supportive and active members of society. Students will be encouraged to evaluate the law and legal processes and not to see the law simply as a set of rules or sanctions, which they must follow or by which they must unquestionably abide.

WHAT IS STUDIED?
The course is organised around four core areas of study, 2-4 elective areas and an independent study; across four semesters in Year 11 and 12.

CORE
- The legal system
- Human Rights
- Introduction to Civil obligations
- Criminal Law

ELECTIVES (2-4)
(Areas are chosen by the teacher)
- Civil Wrongs (torts)
- Employment
- Family
- Housing
- Indigenous
- International Law
- Sport
- Technology

Students can also elect to complete the Cert IV in Crime & Justice (See VET pages)

HOW ARE STUDENTS ASSESSED?
A wide range of continuous assessment techniques will be used to determine the relationships between student achievement and the exit criteria of the course. These criteria are: Knowing and Understanding the Law, Investigating Legal Issues and; Responding to the Law. Assessment techniques include short response, extended response, non-written presentations, inquiry, responses to stimulus materials as well as case studies and an excursion.

CAREER RELEVANCE
The course would assist in the further study of law at institutions like the University of the Sunshine Coast, the University of Queensland, Queensland University of Technology, Griffith University, or James Cook University. It will also be relevant to those aspiring to a range of related careers such as solicitor, barrister, police, clerk of court, probation office, prison officer, legal secretary and those aspiring to a career in the business sector.

However, the primary aim of Legal Studies is to ensure that the ordinary person has a working knowledge of legal situations that will affect their lives. The intention of the course is to provide students with a knowledge of their legal rights and obligations as private citizens, where and when to seek legal advice and how to contribute as informed members of society to critical discussions affecting our legal and social institutions. Many of the research skills and evaluative skills that are developed will help in any tertiary studies.

SPECIAL REQUIREMENTS
Preferable to have the minimum of a sound achievement in Year 10 English. There will be costs associated with excursions, seminars.
HUMANITIES
MODERN HISTORY

RECOMMENDED STANDARD OF ENTRY
At least a C standard in Year 10 History and/or English

WHY STUDY MODERN HISTORY?
The study of Modern History helps us understand why the modern world is the way it is. The subject has a special value in that it helps students to identify their social location, their personal place in time and their heritage within a distinctive culture. Students investigate the processes of change and continuity that have shaped today’s world and the roles people have played in the processes.

In Modern History, understandings are developed through processes of critical inquiry, debate, reflection and decision-making. They are expressed by a range of communication skills that are practised and developed in all phases of historical study. Through studying Modern History, students should be more ready to cope with the present and influence the future.

As society is undergoing drastic and on-going redefinition (gender roles, family, legal status, place of work) this subject provides students with an interesting insight into such dramatic change.

WHAT IS STUDIED?
Over a two year course students study a range of topics including:
- Nazism and Communism
- Australian Foreign Policy
- Gender
- The Cold War
- Globalisation
- The Great Person in History
- History and Popular Culture

HOW ARE STUDENTS ASSESSED?
Assessment in Modern History is designed to enable students to demonstrate a broad range of skills, all of which have valuable application to the adult world. A Level of Achievement is determined through the following assessment techniques: essay tests (especially the argumentative essay), research assignments, response to stimulus materials (both primary and secondary sources) and multi-modal presentations.

CAREER RELEVANCE
Many professions and occupations value people who have ability to develop and express reasoned opinion. The study of Modern History helps develop these important attributes of an educated person.

Studies in Modern History may help young people gain employment in advertising, journalism, public relations, the public service, teaching and the travel industry, and research work in a variety of fields such as consumerism and industrial relations.

Studies in numerous tertiary courses, for example anthropology, archaeology, architecture, art, commerce and economics, education, English, geography, government, law, history, journalism, media studies, music, psychology and social work) are all greatly aided by knowledge of history and the skills developed through its study.

SPECIAL REQUIREMENTS
Costs associated with excursions and seminars.
HUMANITIES

STUDY OF RELIGION

RECOMMENDED STANDARD OF ENTRY

Students will be adequately prepared for the demands of the Study of Religion course based on the content covered in Junior Religious Education. This course also requires strong written and verbal communication skills. The subject is available to all students irrespective of their religious beliefs.

WHY STUDY ‘STUDY OF RELIGION’?

Through the study of Religion students can learn to understand the causes and processes of change and continuity that have shaped today’s world, and the role religion plays in this. It can help students become more effective global citizens by developing their knowledge, skills and values, and developing their understanding through critical inquiry, debate and reflection, and empathetic engagement with the standpoint of others.

Students explore and critique the role religion has played and continues to play in the world. They learn about religion by:

- looking at it as part of complex social, political and cultural dialogues
- engaging in conversation and debate
- developing knowledge, analysis and critical thinking
- exploring justice issues such as equity, gender, ethnicity, inclusivity.

STUDY OF RELIGION HELPS STUDENTS TO:

- Understand and appreciate the purpose, meaning and significance of religion in the lives of individuals and communities
- Investigate patterns of belief, religious traditions and the ways in which these contribute to shaping and interpreting people’s lives and experiences
- Respect and appreciate the beliefs, attitudes and values of others while retaining one’s own beliefs and values
- Understand that religions are dynamic and living, not static, with transformative power for their adherents
- Value the study of world religions and the phenomena of religion, and evaluate critically religions and religious traditions

Study of Religion does not promote any particular viewpoint or religious tradition; it is designed to be available to all students, irrespective of the existence or level of any individual religious beliefs.

WHAT IS STUDIED?

Topics studied to provide in-depth study of specific aspects related to religion are:

- Religion, Values and Ethics
- Ultimate Questions
- Ritual
- Sacred Texts

HOW DO STUDENTS LEARN?

Students learn using the Inquiry Method. The process of inquiry guides students to investigate information and direct their thinking skills. This contributes to their ability to formulate ideas, make judgments and reach conclusions and encourages them to move beyond acquisition of facts to the development of ideas and concepts.

HOW ARE STUDENTS ASSESSED?

Judgments about Exit Levels of Achievement are based on a student’s ability to fulfill the criteria of Knowledge and Understanding, Evaluative Processes and Research and Communication Skills

Each semester’s assessment includes a combination of essay writing, research assignments, field reports, responses to stimulus materials and multi-modal presentations.

CAREER APPLICATIONS

The Study of Religion course is an academically challenging one that may also contribute to students’ exploration of their own faith. While the Study of Religion can help to prepare students for careers in law, education, sociology, psychology, diplomacy and journalism, it also contributes significantly to a student’s general accessibility to a variety of other tertiary courses.
MATHEMATICS

MATHEMATICS A

RECOMMENDED STANDARD OF ENTRY
It is desirable that all students entering Mathematics A have completed at least the Year 10 Mathematics program and achieved at least a C standard in Knowledge and Procedures.

WHY STUDY MATHEMATICS A?
Mathematics is an integral part of a general education. It is important if 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
- Using technology appropriately

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 applications, working systematically and logically, and communicating with and about mathematics.

WHAT IS STUDIED?
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.

The elective topic is Networks and Queuing.

HOW ARE STUDENTS ASSESSED?
Each semester students will sit for two exams and will be presented with at least one form of extended modelling and problem solving task. Student performance will be judged on:

- Communication and Justification
- Knowledge and Procedures
- Modelling and Problem Solving

CAREER RELEVANCE
Mathematics A is acceptable to many tertiary courses but excludes students from courses for which Mathematics B is a prerequisite. The content of the course is designed to give the student essential mathematical skills and knowledge for living in today’s society.

Many employers today, particularly those in trade qualifications, want students to have studied a Mathematics subject at senior level.
MATHEMATICS

MATHEMATICS B

RECOMMENDED STANDARD OF ENTRY
All students entering Mathematics B must obtain a minimum of a B standard in Year 10 Mathematics Advanced program.

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, 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 student’s competence in and confidence with the mathematics needed to make informed decisions to ensure scientific literacy and to function effectively in a technologically skilled work force.

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 IS STUDIED?
The course includes the following topics:
- 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 - differentiation is used as a tool in a range of situations which involve the optimisation of continuous functions
- Introduction to integration - applications of integration
- Applied statistical analysis - random sampling, presentation and analysis of statistics, probability, discrete and continuous probability distributions.

HOW ARE STUDENTS ASSESSED?
Each semester students will sit for two exams and submit one extended modelling and problem solving task.

Student performance will be judged on:
- Communication and Justification
- Knowledge and Procedures
- Modelling and Problem Solving

CAREER RELEVANCE
Mathematics B is a prerequisite for many tertiary institutions in the areas of Science, Engineering, Commerce, Computing, Economics and others. Mathematics is used by many employers as an indication of a potential employee’s analytical reasoning skills.

SPECIAL REQUIREMENTS
Students require the use of a graphing calculator for this course. The TI-84 model calculator may be purchased outright from the College (through the library) for approximately $190.00 (includes GST).

Siena Catholic College – Senior Curriculum Handbook 2017-2018
Publication date: 2 May 2017
Authorised by: RTO Manager and APA Curriculum
MATHEMATICS

MATHEMATICS C

RECOMMENDED STANDARD OF ENTRY
All students entering Mathematics C must obtain at least a B standard in Year 10 Mathematics Advanced program and have chosen Mathematics B for Senior Studies.

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 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 IS STUDIED?
The syllabus contains both Core and Option topics. A course of study in Mathematics C contains six topics and two Option topics.

Core Topics are:
- Introduction to Groups
- Real and Complex Number Systems
- Matrices and Applications
- Vectors and applications
- Calculus
- Structures and Patterns.

The option topics are Dynamics (so as to complement the physics curriculum) and Chaos and Fractal theory (implementing contemporary technological advances in Mathematics).

How are Students Assessed?
Each semester students will sit for two exams and submit one extended modelling and problem solving task. Student performance will be judged on:
- Communication and Justification
- Knowledge and Procedures
- Modelling and Problem Solving

CAREER RELEVANCE
Mathematics C is not a prerequisite for entry to tertiary faculties. However, if students have not done the subject, they may be asked to complete a bridging course before starting any other Mathematics subjects. Completing the coursework over 2 years at school provides a much better basis for tertiary mathematics than a 14 week course at University. Another advantage of Mathematics C is that Griffith, UQ and QUT all award students who successfully complete Maths C with 2 bonus ranks making students more competitive for tertiary courses. It is also highly desirable for courses such as Computer Science, Applied Science, Architecture and Mathematics.
RECOMMENDED STANDARD OF ENTRY
To study Biological Science, students should have an interest in the scientific basis of life and should have at least satisfactory skills in English and Mathematics and have achieved a high standard in Junior Science. Good reading, comprehension, time management, and research skills are necessary. Being able to work both individually and in groups is also important.

WHY STUDY BIOLOGICAL SCIENCE?
Biological Science is the study of the natural systems of the living world. There are two broad aspects to these natural systems. One is concerned with the study of the many different kinds of organisms and their interactions with each other and with the non-living parts of their environment. The other aspect is the study of the internal structure of organisms and the processes which maintain life.

This helps students understand the workings of their own bodies and provides them with an interest in the living world around them and an appreciation of their relationships with this world. The study of Biological Science encourages students to consider their responsibilities towards their world and to be able to justify their position.

WHAT IS STUDIED?
Biological Science is about life in all its forms and includes studies of the origin, development, functioning and evolution of living systems and the consequences of intervention in those systems. Areas within Biological Science include the following topics which will be studied through the use of real-life contexts wherever possible:
- Physiology of Animals and Plants
- Genetics
- Cell Biology and Enzymes
- Evolution
- Reproduction of Animals and Plants
- Ecology

WHAT DO STUDENTS DO?
Students of Biological Science will participate in a wide range of activities to develop their knowledge of and understandings of the living world. The course places considerable emphasis upon practical work conducted within a laboratory and in the field. During practical activities students learn to examine collected data, suggest hypotheses that explain observations and design and conduct experiments.

HOW ARE STUDENTS ASSESSED?
Biological Science is assessed through:
- Understanding Biology
- Investigating Biology
- Evaluating Biological issues

There are a number of assessment tasks that are mandated for the Biological Science program. These are Extended Experimental Investigations (EEI), Extended Response Tasks (ERT) and Supervised Assessments (SA) which are written tests. The assessment tasks will include a variety of assessment techniques including tests (theoretical and skills), research and practical assignments, field trips and reports written (in and out of class). These are integrated with the learning experiences and continuous over the two years of study. Assessment in Year 11 is formative while assessment in Year 12 is summative.

CAREER RELEVANCE
While not usually required for tertiary courses, this subject is often bracketed as a pre-requisite as “one of either Biology, Chemistry or Physics” and is considered desirable for some Nursing and Biomedical courses. It is also valuable for students considering tertiary studies in any of the Medical Sciences, Veterinary Science, Sports Science, Environmental Science or other life areas e.g. Agriculture, Marine Studies.

SPECIAL REQUIREMENTS
- Costs associated with a compulsory Year 12 Ecology Field Trip (3 days) which will be billed with the term fees
- Incidental costs associated with project materials
SCIENCE

CHEMISTRY

RECOMMENDED STANDARD OF ENTRY
Chemistry is regarded as one of the more difficult of the sciences and incorporates a significant mathematical component. As such it is recommended that students would need to have a keen interest in the physical sciences and have achieved at a high standard in Junior Science and in the Junior Mathematics A (Advanced) program.

WHY STUDY CHEMISTRY?
A knowledge of Chemistry is useful to people in dealing with many of the situations encountered in both the home and workplace. Chemistry studies are a requirement of many tertiary courses which require the practitioner to have a knowledge of the workings of human body or of the chemical processes involved in nature. A sound knowledge of Chemistry assists in deepening understanding of both Biology and Physics.

WHAT IS STUDIED?
The themes of ‘Structure’ and ‘Reactions’ provide the framework for the study of the key competencies in Chemistry. A number of contexts will be used to develop these themes. Contexts include:

- Atomic structure and Stoichiometry
- Inter molecular forces and Solutions
- Gas Laws
- Energy
- Acids and Bases and Equilibrium
- Electrochemistry
- Chemical analysis
- Organic Chemistry

WHAT DO STUDENTS DO?
Students will be involved in a number of learning activities which will allow them to fully develop their understanding of the scientific method and theoretical knowledge as applied to Chemistry. The activities will include individual and group study, both short and extended experimental investigations and research.

HOW ARE STUDENTS ASSESSED?
Chemistry is assessed through:

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

There are a number of assessment tasks that are mandated for the Chemistry program. These are Extended Experimental Investigations (EEI), Extended Response Tasks (ERT) and Supervised Assessments (SA) which are written tests. Assessment in Year 11 is formative while assessment in Year 12 is summative. The content of the Year 12 course will re-visit the key concepts and ideas of Year 11 but in greater depth.

CAREER RELEVANCE
Many tertiary Science, Medical and Engineering courses require Chemistry as a pre-requisite. Most science related careers require at least some knowledge of chemistry and students not entering tertiary institutions will benefit as it allows students to develop a scientific approach, essential in many work environments and problem solving situations.

SPECIAL REQUIREMENTS
- Incidental costs associated with materials required for extended experimental investigations
SCIENCE

PHYSICS

RECOMMENDED STANDARD OF ENTRY
Physics is often regarded as the most difficult of the sciences and as such it is recommended that students would need to have a keen interest in the physical sciences, have achieved at high standard in Junior Science and have gained a high standard in Junior Mathematics A (Advanced) program.

WHY STUDY PHYSICS?
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. Knowledge of physics has led to developments in technology and remains a basis for technology in the foreseeable future.
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.

WHAT IS STUDIED?
The themes of "Forces", "Energy" and "Motion" provide the framework for the study of key concepts in physics. These themes and key concepts are developed through a variety of contexts across Year 11 and Year 12.

The contexts encountered in the Physics course include:
- Light and Optics
- Kinematics and Dynamics
- Thermal Physics
- Nuclear Physics
- Electricity
- Sound Physics
- Power Generation and its Consumption
- Electronic Systems
- 2 Dimensional Rotational Kinematics and Dynamics
- Modern Physics

WHAT DO STUDENTS DO?
Students will be involved in a range of learning activities. Typical learning experiences encountered in a Physics course will include: short and extended experimental investigations, both individual and group, research activities, computer simulations and interfacing, use of hand held technology for the collection and analysis of data, field trips and independent studies.

HOW ARE STUDENTS ASSESSED?
Physics is assessed through:
- Knowledge and Conceptual Understanding
- Investigative Processes
- Evaluating and Concluding

Assessment formats in this subject include Extended Experimental Investigations (EEI), Supervised Assessment (SA) and Extended Response Tasks (ERT). Presentation for the Extended Response Tasks may take a number of formats including oral and multimedia presentations. Assessment in Year 11 is formative with material being revisited in Year 12 in greater depth.

CAREER RELEVANCE
Physics is a prerequisite for some tertiary courses eg engineering and is valuable background knowledge to professional studies in science, 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 some health-care courses or various trade apprenticeships, especially in applied electrical fields and aeronautics.

SPECIAL REQUIREMENTS
- Incidental costs associated with materials required for extended experimental investigations
NON-OP PATHWAY SUBJECTS
QUEENSLAND TERTIARY RANK

AUTHORITY REGISTERED SUBJECTS

ENGLISH COMMUNICATION

RECOMMENDED STANDARD OF ENTRY
There are no pre-requisites for entry into this course.

IT IS RECOMMENDED TO:
• Students who did not attain a C in Year 10 English or who struggled to do so.
• and/or
• Students who are seeking subjects which complement their training and employment pathway

WHY STUDY ENGLISH COMMUNICATION?
The subject seeks to develop:
• Skills and confidence as a speaker/signer, writer and reader
• An understanding and appreciation of the use of language in a variety of texts and settings
• A desire to communicate appropriately and effectively using non-discriminatory language
• Strategies to plan and work as a member of a team and to accept responsibility for outcomes and standards
• A desire to engage in life-long learning.

WHAT IS STUDIED?
Units of work include topics such as:
• Developing texts and skills in order to acquire a role in the workplace
• Enterprise and Entrepreneurs – researching a business, feature writing, marketing texts
• Workplace, Health and Safety
• Independent Learning Project
• Autobiographical Texts
• Consumer awareness - Website analysis
• Writing for the community

HOW ARE STUDENTS ASSESSED?
Various tasks are completed during the course including:
• Written texts – e-folio, podcast, informative leaflet, feature article, webpage, personal reflection
• Oral – interview, multi-modal presentation, debate

CAREER APPLICATIONS
The course aims to establish a basis for students’ further learning and development of essential communication skills that enhance future employment and training opportunities.
RELIGION AND ETHICS

RECOMMENDED STANDARD OF ENTRY
There are no pre-requisites for this course, however, students will utilise the Religious Knowledge and Deep Understanding and Skills gained in Year 10 Religious Education. Religion and Ethics is less academically demanding than the Authority Subject Study of Religion, and while it does not contribute to a student’s Overall Position, the results achieved will appear on the QCE.

WHY STUDY RELIGION AND ETHICS?
Religion and Ethics encourages students to explore their personal values and life choices and to recognise how they are related to their beliefs. The course of study provides students with opportunities to gain knowledge and understanding of themselves as human beings and to identify how their personal beliefs, values and spiritual identity are shaped and influenced by factors such as family, culture, gender, race, class and economic issues.

Religion and Ethics challenges students to examine religious, spiritual and ethical issues through an inquiry approach. This means asking questions, reflecting on the information gathered through research and investigation and appraising consequences and outcomes.

WHAT IS STUDIED?
A range of topics will be spread over the four semesters:
- Origins, Purpose and Destiny
- Religious Citizenship
- Peace Studies
- Heroes and Role Models
- Social Justice
- Sacred Stories
- Ethics and Morality
- Spirituality and Ritual

HOW ARE STUDENTS ASSESSED?
Assessment in Religion and Ethics gives students opportunities to develop and demonstrate knowledge and understanding of the personal, relational and spiritual perspectives of human experience. Assessment instruments include:
- Research-based investigations that follow an inquiry approach and respond to a specific question or hypothesis
- Extended responses to stimulus materials
- Short response exams

OPPORTUNITIES FOR STUDENTS
Religion and Ethics helps students to develop the personal, interpersonal and citizenship skills and attributes necessary in all workplaces. It allows them to manage change, to be resilient and adaptive, and to develop strategies so that they can cope with the demands, not only of everyday life, but also of continuing studies, employment and future careers.
PRE-VOCATIONAL MATHEMATICS

RECOMMENDED ENTRY LEVEL
There is no minimum standard required for entry into this course. It is designed to keep students Mathematics knowledge current and is pitched at a Year 10 level making it suitable for those students whose Maths ability is still developing.
N.B. This is QSA authority registered school subject. This subject will not contribute to a student’s O.P.

WHY STUDY PRE VOCATIONAL MATHEMATICS?
An understanding and working knowledge of basic mathematics is an advantage in life as well as being desirable in the work force. The course will provide you with skills needed to make informed decisions on basic life matters.

WHAT IS STUDIED?
The five topics studied are:
- Mathematics for interpreting society: number (study area core)
- Mathematics for interpreting society: data
- Mathematics for personal organisation: location and time
- Mathematics for practical purposes: measurement

HOW ARE STUDENTS ASSESSED?
Assessment consists of in-class projects that will relate directly to the units being covered in the course. The emphasis in assessment is on using it as a learning opportunity.

Student performance will be judged on:
- Knowledge
- Applying
- Explaining

CAREER RELEVANCE
All employees should have a basic knowledge and understanding of the mathematics that is used in the daily exchange of goods and services. This course maintains the student’s understanding of core Maths skills needed to work in sales and construction.
INDUSTRIAL TECHNOLOGY SKILLS

WHY STUDY INDUSTRIAL TECHNOLOGY SKILLS?
In an increasingly technological and complex world, it is important to develop knowledge, understanding and skills associated with the traditional and contemporary technologies used by the Australian manufacturing industries to shape the world in which we live. Australia, as one of the most developed economies in the world, has strong manufacturing industries that provide employment for many people.

The subject Industrial Technology Skills focuses on underpinning industry practices and production processes required to manufacture products in a variety of manufacturing industries including engineering, building and construction, furnishing, automotive, plastics and aerospace. The majority of learning is experienced through manufacturing tasks, which are referenced to business and industry; promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work. Students develop transferable skills relevant to a range of industry trade electives and future employment opportunities. They understand industry practices, interpret specifications including technical drawings, demonstrate and apply safe practical production processes with and/power tools, and machinery, communicate using oral, written and graphical modes, organise, calculate and plan production processes and evaluate using pre-defined specifications.

WHAT IS STUDIED?
A course of study for Industrial Technology Skills includes:

- The core topics of ‘Industry practices’ and ‘Production processes’ and their associated concepts and ideas.
- Electives will be developed in the areas of Sheet metal working, Welding, Cabinet making, Thermoplastics production, Cabinet making, Furniture making and Drafting.

HOW ARE STUDENTS ASSESSED?

PROJECT - This technique assesses a response to a single task, situation and/or scenario in a unit of work that provides students with authentic and/or real-world opportunities to demonstrate their learning in both ‘Industry practice’ and ‘Production processes’.

PRACTICAL DEMONSTRATION - This technique assesses the practical application of a specific set of teacher identified production skills and procedures. Responses are completed individually in a set timeframe.

EXAMINATION - This technique assesses the application of a range of cognition to provided questions, scenarios and/or problems. Responses are completed individually, under supervised conditions and in a set timeframe.

CAREER APPLICATIONS
A course of study in Industrial Technology Skills can establish a basis for further education and employment by providing students with the knowledge and skills that will enhance their employment prospects in manufacturing industries, and help them to understand the different careers available. With additional training and experience, potential employment opportunities may be found in the fields of engineering (sheet metal trades worker, metal fabricator, welder, fitter, metal machinist, locksmith, air conditioning and refrigeration mechanic, automotive mechanic), building and construction (bricklayer, plasterer, concreter, painter and decorator, carpenter, joiner, roof tiler, plumber, electrician) furnishing (cabinetmaker, wood machinist, upholsterer, polisher, picture framer, floor finisher, glazier, shopfitter) and drafting (architectural drafter, estimator, mechanical drafter, electrical drafter, structural drafter, civil drafter, survey drafter.

SPECIAL REQUIREMENTS
A subject levy will be charged for materials supplied by the College.
VET refers to education and training that focuses on delivering skills and knowledge required for specific industries.

Participating in VET can:
- provide credit points towards the attainment of a Queensland Certificate of Education, and/or the attainment of a nationally recognised VET qualification
- support students’ transitions to employment, vocational and higher education pathways

Other benefits of participating in VET include (but are not limited to):
- obtaining practical experience from work
- gaining familiarity on how workplaces operate
- developing employability skills
- developing and improving interpersonal skills
- allowing students to explore the potential career path they would like to pursue

Students at Siena Catholic College can access VET in a number of ways including:
- through Siena Catholic College as a Registered Training Organisation
- at TAFE Queensland East Coast
- through a School-Based Apprenticeship or Traineeship
- at the Sunshine Coast Technical Trade Training Technical College (Caloundra)

**VET Qualifications Offered at Siena:**
- CPC10111 Certificate I in Construction (RTO Blue Dog)
- BSB30115 Certificate III in Business (RTO Binnacle)
- SIT30616 Certificate III Hospitality (RTO Siena Catholic College)
- SIS30313 Certificate III in Fitness (RTO Fitnance)
- QUAL 39292 QLD Certificate IV in Crime and Justice (studied in conjunction with Legal Studies or as a stand-alone subject with Unity College) (RTO Unity College)

**VET Courses External to Siena:**
- VET in Schools (TAFE Queensland East Coast. Refer to the TAFE Queensland East Coast Handbook) Students would attend TAFE one day per week to complete their training.
- Sunshine Coast Technical Trade Training Centre (Refer to the Handbook)
- BSB50215 Diploma in Business (RTO Look Now Training)

**VET Student Handbook**
Prior to course commencement, College staff will provide students with a Student Handbook with all relevant information relating to the VET programs offered by Siena Catholic College.

**Roles and Responsibilities**
The College:
- Recognises the importance of students receiving a broad-based education, comprising both general and vocational education and training
- Will follow all human resource policies and regulations which may mean changes in modes of delivery and or cancellation of courses if the particular Qualifications are not held by staff due to staff changes and transfers.

Students are asked to:
- Make a serious commitment to studies at the College
- Attempt to complete all units of competency on the first attempt and agree to revisit competencies if not competent after the first attempt
- Participate in structured workplace learning as arranged by the College
- Meet the expectations and demands of the College in terms of participation, cooperation, punctuality, successful submission of work and high standards of behaviour and conduct
- Maintain the high standard and reputation of Siena Catholic College when participating in courses conducted at TAFE Queensland East Coast or the Sunshine Coast Trade Technical College.
ENROLMENT AND ADMISSION
Access to VET Certificates is open to all students, regardless of race, gender and ability. Subjects will be offered if enrolment numbers are viable and human and physical resources comply with the Australian Quality Training Framework standards.

FEES
Subject charges vary according to individual Certificate requirements – refer to individual course information outlined in this booklet. If a student withdraws from a course where Siena Catholic College is the registered training provider, a pro-rata refund policy applies. Where students are undertaking a course provided by an external registered training provider, students and parents should carefully read their refund policy as outlined in each course description. All fees are current at time of publication.

NOTE: An administrative work placement fee of $30 will be charged for any student who completed a work placement either as part of their course, to gain further work experience, or to secure a traineeship or apprenticeship.

USI Numbers
From 1 January 2015 students enrolling in nationally recognised training in Australia (VET qualification) will need a Unique Student Identifier (USI). Students will obtain this number via a dedicated website http://usi.gov.au.

Students will need to have a valid form of identifying document. The document number is required as part of the USI creation process, however it is not a requirement to sight an original document. Valid forms of ID could include (but are not limited to): Medicare Card; Passport (Valid and Current) or Birth Certificate. Students will need to use their name as recorded on the identifying document when applying for a USI (this would normally be the legal name). They will also need their LUI NUMBER.

Students will also need to be prepared with personal details required. These include: Name, Gender, Date of Birth, Country of Birth. They also need to provide contact details including email, mobile phone or mailing address. Thought would need to be given to the email provided, given that students may wish to access their USI after they have completed school (personal details can be updated by students at a later stage).

Once students have completed the process, their USI will appear on screen and they will receive an email confirming their USI. This number must be emailed to Mrs Cameron (mcameron@bne.catholic.edu.au) and Mrs Thompson (kthompson@bne.catholic.edu.au).

SCHOOL BASED APPRENTICESHIPS
All students in Years 10, 11 and 12 have the opportunity to apply for School-based Apprenticeships or Traineeships. Vacancies are advertised through the Pathways Officer, Julie Cameron and Transition Officer, Keirdre Oakes-Ferguson. The application process generally involves presentation of a resume, interview and work trial of either one week or one day a week for five weeks.

SAT’s involve paid work, either on one school day per week or outside of school hours and training towards a nationally recognised qualification. Go to: School-based - Apprenticeships Info - Queensland Government http://www.apprenticeshipsinfo.qld.gov.au/school-based/index.html

CONCESSIONAL LINES
Siena Catholic College supports students’ participation in alternate learning programs such as school based apprenticeships/traineeships and external courses. One way of supporting students is to lessen their workload by allowing them a Concessional Line with the expectation that this time will be used to work on assignments and classwork missed because of their commitment to their alternate learning program or course work associated with it. There is an application form and a strict process which must be completed before the concessional lines are granted.
### BSB30115 Certificate III in Business

**Qualification Description**
Binnacle’s Certificate III in Business ‘Business in Schools’ program is offered as a senior subject where students learn what it takes to become a Business Professional. Students achieve skill leadership, innovation, customer service, personal management and financial literacy – incorporating the delivery of a range of projects and services within their school community. Micro business opportunities are also explored. Upon successful completion, students are certified with 8 Queensland Certificate of Education (QCE) Credits. Graduates will be able to use their Certificate III in Business

- as an entry level qualification into the Business Services Industries (e.g. customer service adviser, duty manager, administration officer);
- to pursue further tertiary pathways (e.g. Certificate IV, Diploma or Bachelor of Business); and
- to improve their chances of gaining tertiary entrance.

**Entry Requirements**
There are no entry requirements for this qualification.

**Qualification Packaging Rules**
Total Units = 13
1 Core 12 Electives

**Course Structure**

<table>
<thead>
<tr>
<th>Core Unit (1)</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWHS302</td>
<td>Apply knowledge of WHS legislation in the workplace-</td>
</tr>
<tr>
<td></td>
<td>Elective units</td>
</tr>
<tr>
<td>BSBCUS301</td>
<td>Deliver and monitor a service to customers</td>
</tr>
<tr>
<td>BSBINN301</td>
<td>Promote innovation in a team environment</td>
</tr>
<tr>
<td>BSBITU306</td>
<td>Design and produce business documents</td>
</tr>
<tr>
<td>BSBPRO301</td>
<td>Recommend products and services</td>
</tr>
<tr>
<td>BSBWOR301</td>
<td>Organise personal work priorities and development</td>
</tr>
<tr>
<td>BSBFLM312</td>
<td>Contribute to team effectiveness</td>
</tr>
<tr>
<td>BSBWRT301</td>
<td>Write simple documents</td>
</tr>
<tr>
<td>BSBCRT301</td>
<td>Develop and extend critical and creative thinking skills</td>
</tr>
<tr>
<td>BSBWHS303</td>
<td>Participate in WHS hazard risk assessment and risk control</td>
</tr>
<tr>
<td>BSBLED301</td>
<td>Undertake e-learning</td>
</tr>
<tr>
<td>BSBSMS302</td>
<td>Develop a micro business proposal</td>
</tr>
<tr>
<td>FNSFLT301</td>
<td>Be MoneySmart</td>
</tr>
</tbody>
</table>

**Learning Experience and Assessment**

- Solving interesting problems
- Leadership
- Innovation and teamwork
- Undertaking e-Learning
- Organising work priorities and personal development
- Controlling risks
- Delivering a service to customers
- Recommending products and services
- Designing and producing business documents
- Examining micro business opportunities
- Financial literacy – Be MoneySmart

Learning experiences will be achieved by students working alongside an experienced Business Teacher (Program Coordinator) – incorporating delivery of a range of projects and services within their school community. This includes participation in R U OK Mental Health Awareness Week – Team Project and a Major Project where students design and plan for a new product or service.
Students may also be exposed to the EarthMovers Foundation - a project that helps young teenagers to create solutions to local and global issues. A range of teaching/learning strategies will be used to deliver the competencies. These include:

- Practical tasks / experience
- Hands-on activities involving customer service
- Group projects
- e-Learning projects

Evidence contributing towards competency will be collected throughout the program. This process allows a student’s competency to be assessed in a holistic approach that integrates a range of competencies.

NOTE: From time to time, project delivery may require a mandatory ‘outside subject’ component (e.g. before or after school).

**Special Requirements**

Students must have a passion for and/or interest in working the Business Services industry and/or pursuing further tertiary pathways. They must have good quality written and spoken communication skills and an enthusiasm / motivation to participate in a range of projects.

**Career Opportunities & Pathways**

The Certificate III in Business will be used by students seeking to enter the Business Services industries and/or pursuing further tertiary pathways (e.g. Certificate IV, Diploma and Bachelor of Business). For example:

- Small Business Owner
- Project Manager
- Marketing Manager

**Fees**

- Year 11: TOTAL UPFRONT FEE $360  Binnacle Training Fees: $310.00  School Resource Fee: $50
- Year 12: $50 School Resource Fee.

Final cost and notification of excursion fees will be included in a permission letter which will be distributed closer to the excursion date.

**REFUND**: Cancellations before 30th June in Year 11 will be partially refunded the Binnacle Training Fee of $210.

**Service Agreement**

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

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

**Important Program Disclosure Statement (PDS)**

The PDS sets out the services and training products Binnacle Training provides and those services carried out by the “Partner School, Siena Catholic College” (ie the delivery of training and assessment services).


---

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## CPC10111 Certificate I in Construction

### Qualification Description
This course is funded through the VETiS (Vocational Education and Training in Schools) program. Queensland secondary students can access this funding for one VET course while at school. Students considering undertaking training with other Registered Training Organisations (RTO) should inform them that their VETiS funding will be directed to Siena students via Blue Dog Training.

### Costs

**VETiS Funding**
Students who are enrolled in the Certificate I in Construction qualification will receive VETiS funding and will not be charged for the course. Certificate I in Construction is funded through a Government VETiS funding scheme, but it only applies to one trade based VET qualification.

If students choose to enrol in another VET qualification with TAFE Queensland East Coast or through the Sunshine Coast Technical Trade Training College, there will be a materials cost of $90 charged by Siena Catholic College.

### Entry Requirements
There are no entry requirements for this qualification.

### Course Overview
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 basic construction projects that integrate the skills and embeds the facets of employability skills in context. Construction Projects may include – carry all, saw horse, stool, concreting, tiling, wall framing, plastering, and painting. The theory component is delivered through on-line training.

### Course Structure

**Units of Competency**
To attain this certificate, students must complete all Core units and three Elective units

<table>
<thead>
<tr>
<th>Core Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPCCCM1012A Work effectively and sustainably in the construction industry</td>
</tr>
<tr>
<td>CPCCCM1013A Plan and organise work</td>
</tr>
<tr>
<td>CPCCCM1014A Conduct workplace communication</td>
</tr>
<tr>
<td>CPCCCM2001A Read and interpret plans and specifications</td>
</tr>
<tr>
<td>CPCCCM2005A Use construction tools and equipment</td>
</tr>
<tr>
<td>CPCCOHS1001A Work safely in the construction industry</td>
</tr>
<tr>
<td>CPCCOHS2001A Apply OH&amp;S requirements, policies and procedures in the construction industry</td>
</tr>
<tr>
<td>CPCCVE1011A Undertake a basic construction project</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPCCCM1011A Undertake basic estimation and costing</td>
</tr>
<tr>
<td>CPCCCM1015A Carry out measurements and calculations</td>
</tr>
<tr>
<td>CPCCCM2004A Handle construction materials</td>
</tr>
</tbody>
</table>

### Assessment Techniques
Assessment is undertaken throughout the course both in practical and theory exercises. Most theory is delivered on-line. Assessment is competency based and requires the completion of all projects and assignments written and/or practical as set out within the Unit Study Guides.

### Special Requirements
The construction industry strongly affirms that training and assessment leading to recognition of skills must be undertaken in a real or very closely simulated workplace environment and this qualification requires all units of competency to be delivered in this context. Work placement is recommended to help students develop employability skills.
This course is a pathway to develop entry-level construction industry skills. Completion of this course may allow students to begin a trade in the construction industry as a second year apprentice. The skills achieved will assist in successfully undertaking a Certificate II pre-vocational program or job outcome qualification. This program will develop employability skills as a transition from school to employment focusing on achieving an apprenticeship.
**SIS30315 Certificate III in Fitness**

**VET Qualification - Two Years**  
(RTO#32155 – Fit Education Pty Ltd)

| Qualification Description | This program prepares participants for employment in the sports and fitness industry as a gym instructor.  
| The gym instructor is the minimum entry level to the fitness industry. The gym instructor is trained in fitness activity specific competencies to instruct individual and group clients in specified work environments such as a fitness / health centre.  
| Graduates will be competent in a range of essential skills – such as undertaking client health assessments, planning and delivering fitness programs, developing and instructing circuit classes and conducting group fitness sessions. |

| Professional Registration | Graduates are eligible for registration with Fitness Australia with specialisation in:  
| Gym Instructor  
| Group Exercise Instructor |

| Entry Requirements | There are no entry requirements for this qualification.  
| Students and their parent / guardian are required to complete an enrolment form which outlines the terms and conditions of enrolment. |

| Licensing / Regulatory Information | No licensing, legislative, regulatory or certification requirements apply to this qualification. |

| Qualification Packaging Rules | For the SIS30315 qualification, 16 units must be completed:  
| 9 core units  
| 7 elective units, consisting of:  
| all the units in Groups A, B or C  
| remaining units to make up the required 7 elective units from Group D; maximum of 2 units may be selected elsewhere in SIS Training Package, or any other current Training Package or accredited course. |

| Core Units | SISFFIT001 Provide health screening and fitness orientation  
| SISFFIT002 Recognise and apply exercise considerations for specific populations  
| SISFFIT003 Instruct fitness programs  
| SISFFIT004 Incorporate anatomy and physiology principles in fitness programming  
| SISFFIT005 Provide healthy eating information  
| SISFFIT006 Instruct exercise to older clients  
| SISXCCS001 Provide quality service  
| SISXFAC001 Maintain equipment for activities  
| SISXIND001 Work effectively in sport, fitness and recreation environments |

| Elective Units Offered by the RTO | Gym Instructor Elective  
| BSBRSK401 Identify risk and apply risk management processes  
| HLTAID003* Provide first aid  
| HLTWHS001 Participate in workplace health and safety  
| SISFFIT006 Conduct fitness appraisals |
**Electives**

<table>
<thead>
<tr>
<th>Electives</th>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Exercise Instructor Electives</td>
<td>BSBRSK401</td>
<td>Identify risk and apply risk management processes (also in Gym Instructor electives)</td>
</tr>
<tr>
<td></td>
<td>HLTAD003*</td>
<td>Provide first aid (also in Gym Instructor electives)</td>
</tr>
<tr>
<td></td>
<td>HLTWH0011</td>
<td>Participate in workplace health and safety (also in Gym Instructor electives)</td>
</tr>
<tr>
<td></td>
<td>SISFFIT007</td>
<td>Instruct group exercise sessions</td>
</tr>
<tr>
<td></td>
<td>SISFFIT011</td>
<td>Instruct approved community fitness programs</td>
</tr>
<tr>
<td>Strength and Conditioning Elective</td>
<td>SISSTC301A</td>
<td>Instruct strength and conditioning techniques</td>
</tr>
</tbody>
</table>

**Learning Experiences**

A range of teaching and learning experiences will be used to deliver the competencies, including:

- Practical tasks
- Activities in simulated work environments
- Activities in real work environment (Fit Education gym, other gyms on the Coast)
- Online resources

**Assessment**

This program is predominantly a practical competency based program structured on being able to utilise the skills in a simulated workplace environment. Assessment is competency based and therefore no levels of achievement are awarded (only competent / not yet competent).

Units of competency have been clustered and are assessed this way. Course assessment activities include the completion of set tasks (practical and knowledge) scheduled throughout the course duration. Many of the practical tasks will be observed while working as an Exercise (Gym) Instructor or while participating in practical lessons. Knowledge tasks are generally short answer and test the student’s knowledge against one or more of the competency units.

Evidence gathering methods include oral and written questioning, third party reports, observation, work samples and client feedback.

Teachers from the College will deliver the course to the students. Fit Education will act as the RTO for the enrolled students, supply the College with the required training and assessment resources and provide assistance to teaching staff for the delivery of the course.

**Pathways**

This training program articulates with (SIS40210) Certificate IV in Fitness.

The Certificate IV qualification articulates into a range of higher VET pathways (e.g. Diploma in Fitness, Sport & Recreation and Health) that can lead into university pathways (e.g. Bachelor of Human Movement Studies and Bachelor of Education).

**Fees**

**Upfront fees: $350 per student** which is the charge from Fit Education for the 2 Year Course.

**Fit Education Refund Policy:** Students have until the end of Term 1 to confirm their enrolment in the course. After this date there is no refund for the cost of the course.

**Other charges:**

- **Year 11:** $156.90 (school resource fee, gym visits, T-Shirt & First Aid Course)
- **Year 12:** $125 (school resource fee and gym visits)

Students may receive pro-rata school and other course related refunds according to when they exit the course.
**SERVICE AGREEMENT**

This is a two-year course. The RTO guarantees that the student will be provided with every opportunity to complete the qualification as per the rights and obligations outlined in the enrolment process and information handbooks provided.

To be awarded a Certificate III in Fitness participants must have demonstrated competency in the 16 Units of Competency listed.

Those participants that exit before completing the Certificate will be provided with a Statement of Attainment for the units of competency successfully completed.

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

**FURTHER INFORMATION**

<table>
<thead>
<tr>
<th>Registered Training Organisation</th>
<th>Jarrad Boswell Exercise Scientist / School Based Fitness Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fit Education</td>
<td></td>
</tr>
<tr>
<td>(Provider Number: 32155)</td>
<td></td>
</tr>
<tr>
<td>Phone: 1300 FIT EDU (1300 348 338)</td>
<td>Email: <a href="mailto:jarrad@fiteducation.edu.au">jarrad@fiteducation.edu.au</a></td>
</tr>
</tbody>
</table>
SIT30616 CERT III IN HOSPITALITY
VET QUALIFICATION-TWO YEARS
(RTO #30581 - SIENA CATHOLIC COLLEGE)

QUALIFICATION DESCRIPTION
This course provides students with a range of interpersonal skills as well as specific knowledge and skills related to employment within the hospitality industry. This has become increasingly relevant to the Sunshine Coast as a source of expanding employment opportunities. The course is designed to reflect the role of hospitality employees who perform a range of well-developed hospitality skills and have a sound knowledge of industry operations. Students will gain skills to enable them to work with some independence and under limited supervision.

ENTRY REQUIREMENTS
There are no entry requirements for this qualification.

QUALIFICATION PACKAGING RULES
15 units must be completed
7 core units + 8 elective units

COURSE STRUCTURE
Certificate III in Hospitality Food and Beverage will be delivered by Siena Catholic College. Industry presenters will be engaged throughout the program as part of the course. The certificate is based on the Food and Beverage stream and focuses on the service of food and beverage to customers.

CORE UNITS
BSBWOR203  Work effectively with others
SITHIND002  Source and use information on the hospitality industry
SITHIND004  Work effectively in hospitality service - work-placement
SITXCCS006  Provide service to customers
SITXCOM002  Show social and cultural sensitivity
SITXHRM001  Coach others in job skills
SITXWHS001  Participate in safe work practices

ELECTIVES
SITXFA001  Use hygienic practices for food safety
SITHFA8004  Prepare and serve non-alcoholic beverages
SITHFA8005  Prepare and serve espresso coffee
SITHFA8007  Serve food and beverage
SITHCC002  Prepare simple dishes
SITXFIN001  Process financial transactions
SITHFA8002  Provide responsible service of alcohol
SITHFA8001  Clean and tidy bar areas
SITHFA8003  Operate a bar

LEARNING EXPERIENCES
A range of teaching and learning strategies will be used to deliver the competencies. These include:
- Practical tasks including group work
- Activities in simulated work environments as well as work involved in the school setting
- Work-placement
- Off-site experiences ie: formal / function set up and Bar course training venues

ASSESSMENT TECHNIQUES
Hospitality is a competency-based course (therefore no levels of achievement are awarded) where students gain competency by completing both practical and theoretical tasks including:
- Folios
- Observations
- Written and verbal exams and
- Class functions.

**Structured work placement** is a course requirement where a designated number of service periods and logbook hours in industry are completed during this time. **It is an**
### Pathways

Successful completion of Certificate III Hospitality will equip students with an entry level pathway to careers in hospitality and tourism including restaurants, cafes, bar, restaurant host, waiter, barista, food and beverage attendant. Certificate completion can form the basis for further study at TAFE and tertiary institutions.

**TAFE Pathway:** Diploma Hospitality / Events or Hospitality / Business; Advanced Diploma Hospitality / Events

**University Pathway:** Bachelor of Tourism; Bachelor Business/Events Management/Hotel Management

### Fees

<table>
<thead>
<tr>
<th>Year</th>
<th>Cost</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>$455</td>
<td>(costs include: uniform, school resource fee, practical / consumable course costs and Bar Course including Responsible Service of Alcohol)</td>
</tr>
<tr>
<td>12</td>
<td>$180</td>
<td>(course and material cost, coffee training and administration fee)</td>
</tr>
</tbody>
</table>

**SIENA CATHOLIC COLLEGE REFUND POLICY:**

Refunds will be awarded on a pro-rata basis according to when the student exits the course.

*There may be additional charges for excursions throughout the 2-year course and these costs will be added to term fees if and when they arise.*

### Special Requirements

Students are expected to complete all class work and activities in order to successfully complete this certificate course. Preparation of practical cookery ingredients some weeks is essential. Students should also be prepared to participate in extra-curricular activities in the school environment, as this is where they will gain the most valuable skills in becoming competent and gain hours towards their industry log of hours. Students must be committed to completing 36 service periods in a hospitality/function environment; that is, 36 x 3hr shifts = 108 hrs / 6 or 8 hr day = approx. 14-18 days over the 2 year period.

### Service Agreement

This is a two-year course. The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with a qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. This information is correct at time of publication but subject to change.
| **QUALIFICATION DESCRIPTION** | Certificate IV in Crime and Justice is an accredited course. The Certificate IV in Crime and Justice is designed by justice professionals for people who would like to achieve employment in the criminal justice system and wish to develop a deeper understanding of the justice system. **Aims:** The Certificate IV in Crime and Justice course is designed to  
- provide students with a broad understanding of the justice system  
- develop the personal skills and knowledge which underpin employment in the justice system. |
| **ENTRY REQUIREMENTS** | **Academic** There are no formal entry requirements for this course. It is recommended that students have a pass in Year 10 English to demonstrate sufficient spoken and written comprehension to successfully complete all study and assessment requirements. **Attitude** – students need to demonstrate independent learning skills |
| **QUALIFICATION PACKAGING RULES** | To attain this certificate, 10 units of competency (6 core and 4 elective) must be completed. These units are under the current National Training Package, however some elective units are subject to change prior to the commencement of the 2016 school year. This is to ensure alignment to current industry practices is at its optimum. |
| **UNITS OF COMPETENCY DELIVERED:** | **Core:**  
- CJSCOM401 Communicate with clients and provide advice on justice-related issues  
- CJSDCP402 Identify and prepare documentation for court proceedings  
- CJSSJI403 Analyse and understand social justice issues  
- BSRES401 Analyse and present research information  
- PSPREG003 Apply Regulatory Powers  
- BSBLEG413 Identify and apply the legal framework  
- BSBLDR403 Lead team effectiveness  
- PSPREG010 Prepare a brief of evidence  
- BSBLEG416 Apply the principles of the law of torts  
- BSBWOR404 Develop work priorities |
| **LEARNING EXPERIENCE** | Content is delivered in a face to face classroom environment through Legal Studies/Certificate IV Crime and Justice classes or via course content provided by the trainer and assessor. This can be in the format of online reading and activities, whole day workshops, 3 x compulsory after school workshops with industry professionals. **Technology required:** access to the internet. |
| **ASSESSMENT** | Evidence contributing towards competency will be collected throughout the program. This process allows a student’s competency to be assessed in a holistic approach that integrates a range of competencies. Evidence is gathered through the following: Written projects, Online quizzes, Observation of skills, Oral and written questions. |
| **PATHWAYS** | The Certificate IV in Crime and Justice is recommended for students looking to gain employment or further study opportunities in justice and law related fields such as the police service, justice related occupations, corrective services, courts, legal offices, customs service, security industry and private investigations. |
| **COURSE COSTS** | $700 up-front fee. |
| **FURTHER INFORMATION** | Refund Policy: Refund for students exiting a certificate course is on 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 shows extreme personal hardship). Applications for refund are made to the Unity College Principal and are at the discretion of the Principal. |