Aquinas College

SENIOR SUBJECT
LEARNING HANDBOOK

Version 1 – 28/7/2016

A Guide to Student Learning for Years 11 and 12, 2017

This booklet provides a brief outline of the academic curriculum being offered at Aquinas College for Years 11 and 12 and relevant policies and information for Senior Students in 2017.
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INTRODUCTION

This booklet introduces you to the courses and subjects being offered at Aquinas College for students entering Years 11 and 12.

The Catholic school pursues cultural goals and the natural development of youth to the same degree as any other school. What makes the Catholic school distinctive is its attempt to generate a community climate in the school that is permeated by the Gospel spirit of freedom and love.

What makes this school unique is its religious dimension, which is to be found in:

- The educational climate
- The personal development of each student
- The illumination of all knowledge with the light of faith.

The College philosophy stresses the importance of personal development in the learning process. Individuality, initiative, independence and leadership are encouraged and rewarded. Students strive for personal excellence. Self-esteem is built on respect for each person, positive reinforcement and the acceptance of responsibility for one’s actions.

Aquinas College endeavours to provide a caring environment, built on honesty and trust so each student will find an environment of achievement, success and friendship.

As the senior students of the College, more is expected of them in terms of example and behaviour. Their level of responsibility, individually and collectively, sets the tone by which their school, Aquinas College, will be judged. There is a demand on each student to make every effort to ensure the aims of the College’s Mission are met.

It is an expectation that each student will accept responsibility to achieve the aims of the College’s Mission.
VISION

Aquinas College is a welcoming Community enthused by the teachings of Jesus Christ where academic excellence is valued and students are nurtured and empowered to create a future of hope.

In living our vision, we are inspired by:

- The academic excellence exemplified by Thomas Aquinas
- The mercy and justice witnessed by Catherine McAuley
- The faith and courage of Edmund Rice
- The proactive service embodied in the life of Caroline Chisholm
- The compassion of Oscar Romero

MISSION STATEMENT

Community

We value:

- A community where there is a love of God, of life, of others and of learning
- A welcoming community where we can feel safe, learn and be treated with respect
- The life and dignity of each person
- Relationships which foster lifelong learning

Learning

We value:

- A process of constant curriculum renewal
- A curriculum which offers a dynamic, challenging, rich and diverse range of learning experiences
- The learning which encourages stewardship of our environment

A COLLEGE WITH STRONG FOUNDATIONS

Aquinas College opened its doors on January 28, 1964 with 136 boys as its first students. As a Parish School, it was administered by the Christian Brothers until 1987, when its first lay Principal was appointed.

In 1991, Aquinas College became a coeducational school. This eventuated after the closure of Star of the Sea, a Mercy College for girls, which had a ninety year history. Through careful and continuous expansion, Aquinas College now has a population of 1150 students.

The College’s development gives further witness to the spirit of Edmund Rice and Catherine McAuley, who were the founders of the Christian Brothers and the Sisters of Mercy. They each inspired a spirit of courage, mercy, trust in providence and confidence in God. The learning environment of Aquinas College is animated by the spirit of freedom, love and mercy, wherein each student is able to experience respect, self worth and unconditional acceptance.
STUDENT INDUCTION PROGRAM

Students who elect any of the courses below will be involved in a compulsory induction program upon enrolment:

- Certificate II Sport and Recreation & Certificate III Fitness
- Certificate II Tourism & Certificate II Business
- Certificate III in Early Childhood Education and Care
- Diploma of Business

The induction will cover:

- Student selection, enrolment and induction/orientation procedures
- Course information, including content and vocational outcomes
- Feas and charges, including refund policy and exemptions (where applicable)
- Provision for language, literacy and numeracy assistance
- Student support, including any external support the RTO has arranged for clients
- Flexible learning and assessment procedures
- Welfare and guidance services
- Appeals and complaints procedures
- Disciplinary procedures
- Staff responsibilities for access and equity
- Recognition of Prior Learning (RPL) arrangements
- Recognition of AQF qualifications and statements of attainment issued by other RTOs

DISCLAIMER

The College must have specific teachers and equipment to run some courses. If the College loses access to these resources, the College will attempt to provide students with alternative opportunities to complete the courses and any related qualifications.

The College retains the right to cancel a course if it is unable to meet these requirements. A subject will not run if insufficient students select it. A student may not receive all subject choices depending on final timetable line structures.

Students will only receive the semester credit points for subjects to count towards the Queensland Certificate of Education (QCE) if they satisfy the required minimum standard of achievement within the subject (generally, a Sound Achievement or higher).

SCHOOLS OF DISTANCE EDUCATION (SDE)

COSTS

In the past students have elected to study some subjects through Schools of Distance Education (SDE). Please note that SDE subjects studied now incur a cost of approximately $1300 per subject. Students/parents will need to cover this cost before enrolling into SDE as Aquinas College will not cover this cost.

Aquinas College cannot guarantee internet connection as required for online lessons through SDE. Subjects that can be studied are: Chinese, French, Indonesian, German, Japanese, Korean and Spanish.

REFUND POLICY

Fees paid in advance policy: Refund of advance fees and levies will be considered on an individual basis, providing a terms notice is received.

Refunds Policy: For programs delivered by external RTOs, refund policies are determined by that RTO and will be advised prior to student enrolment.
COLLEGE UNIFORM

Students are expected to wear the School uniform in a respectful and proud manner. The community, whether correct or not, judges the school by the way our students wear our uniform.

- The full school uniform must be worn correctly at all times, at school, travelling between home and school and on other College occasions as required.
- Appropriate dress is required in specialist rooms. The relevant Curriculum Leader will determine details.
- Names must be clearly and permanently marked inside all items of uniform, particularly the school hat/cap.
- Shoes are to be clean and polished.
- Variations in the wearing of the school uniform are to be explained by a parental note that is countersigned by the relevant Pastoral Leader. The Pastoral Leader will issue a Uniform Pass/Infringement Card as appropriate.
- Parents may address individual concerns about uniform to the Deputy Principal.
- Christian symbols may be worn as long as they are not visible.
- The College shirt should be tucked in at all times and socks pulled up for boys.
- The College skirt should be worn at the knee and not rolled.
- All students are required to use the Aquinas College school bag only.
- The complete expectation of the College Uniform can be found in the College diary.

HOMEWORK

Teachers will endeavour to:

- Set homework tasks that are manageable;
- Acknowledge students’ other subjects and work demands when setting tasks;
- Allow sufficient time for students to complete tasks that are more extensive and more time consuming;
- Spread homework tasks by avoiding a number of major tasks being due at approximately the same time.

Homework may include:

- Class work to be completed by next lesson;
- Assignment work to be completed by a set date;
- Revision of the day’s class work;
- Reading of novels/plays and the like;
- A specific task set only for homework.

The Homework Policy is clearly stated in the Student Diary.

LAPTOP PROGRAMS

Year 11 & 12: Students will retain the Apple MacBook that they received in Year 9 as they enter their senior years. Contract conditions of use remain the same. Students will be expected to focus on their studies and assessment when using the laptop. Any damage to the laptop will incur a $250 excess payment for any insurance claims.

Students are reminded to back up all work completed on the laptop (using a USB, external Hard Drive or other method) to ensure that significant senior work is not lost.
STUDENT MANAGEMENT

At Aquinas College we speak a great deal about our College being a welcoming, safe and happy learning environment. Aquinas is, and remains, a safe and happy school because of the respect given and received from all members. Students are expected to respect the other person, whether it be peer, teacher or visitor. Thus appropriate language is a requirement at Aquinas. Students who choose to use language which is unacceptable will certainly receive appropriate consequences.

In addition to showing respect for others and their property, the College promotes the development of positive relationships which are outwardly displayed in a proper and apt manner in the learning environment which is Aquinas College. Students’ behaviour in class must respect the right of others to learn. Every student is responsible for his or her behaviour. If student behaviour disrupts the learning of others, then consequences will be implemented and parents informed.

VPC LESSONS

The Vertical Pastoral Care Program at Aquinas College plays a significant role in the pastoral care of students. This program assists students to develop positive relationships across all year levels.

The VPC Teacher has primary responsibility for the care of your child at Aquinas College. Therefore, he or she should be the first ‘port of call’ for parents to discuss pastoral issues relating to their child.
Senior Education Profile

Students in Queensland are issued with a Senior Education Profile when they complete Year 12. All students receive a Senior Statement. Eligible students also receive a Queensland Certificate of Education (QCE) and/or a Tertiary Entrance Statement, or a Queensland Certificate of Individual Achievement (QCAI). 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 schooling 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 PPs (Field Positions). An OP indicates a student’s rank, based on overall achievement inAuthority subjects. The student must study at least three of these subjects for all four semesters and sit the Queensland Core Skills (QCS) Test. PPs indicate a student’s rank based on overall achievements inAuthority subjects in up to five fields (areas of study that emphasise particular knowledge and skills). PPs 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.

Queensland Certificate of Individual Achievement

The QCA recognizes the achievements of students who undertake individualized learning programs. To be eligible, students must have impairments or difficulties in learning that are not primarily due to socioeconomic, cultural, or linguistic factors.

Statement of Results

If a student leaves school or completes Year 12 without achieving a QCE, they can add to their learning account for up to seven years after leaving school. Once they become eligible, the QCAA will issue a QCE and a Statement of Results. The Statement of Results shows all contributing studies and the results achieved and, if applicable, a student’s QCE Test result.
Working towards a QCE

About the QCE

The Queensland Certificate of Education (QCE) is Queensland’s senior schooling qualification.

- The QCE is awarded to eligible students — usually at the end of Year 12.
- Students can still work towards a QCE after Year 12 or if they leave school.
- Learning options are grouped into four categories (see opposite).
- The QCE offers flexibility in where, when and when learning occurs.

How the QCE works

To achieve a QCE a student needs 20 credits in a set pattern.

- At least 12 credits must come from completed Core courses.
- Additional 8 credits can come from a combination of any courses.
- Students must achieve a Sound, Pass or equivalent to receive QCE credits.
- Literacy and numeracy requirements must be met (see opposite).

Planning a QCE pathway

QCE planning usually starts in Year 10.

- A Senior Education and Training (SET) Plan is developed to map a student’s future education and/or employment goals and their QCE pathway.
- Learning options include senior school subjects, vocational education and training, apprenticeships and traineeships, university subjects completed while at school, recognised workplace learning, certificates and awards.
- Students choose their own QCE pathway — there are hundreds of possible course combinations.
- Students can plan their QCE pathway and track their progress towards a QCE in their learning account on the Student Connect website at www.studentconnect.qcaa.qld.edu.au

Learning options and credit values

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Credit</th>
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<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 when enrolled at a school.</td>
</tr>
<tr>
<td>Authority or Authority registered subjects</td>
<td>Per course (4 semesters)</td>
</tr>
<tr>
<td>Subjects assessed by a Senior External Examination</td>
<td>4</td>
</tr>
<tr>
<td>VET Certificate II, III or IV qualifications (includes school-based traineeships)</td>
<td>Certificate II, III &amp; IV</td>
</tr>
<tr>
<td>School-based apprenticeships that incorporate on-the-job training</td>
<td>Certificate III competencies</td>
</tr>
<tr>
<td>Recognised international learning programs</td>
<td>Per course</td>
</tr>
<tr>
<td>PREPARATORY courses: generally used as stepping stones to further study</td>
<td>A maximum of 6 credits can contribute.</td>
</tr>
<tr>
<td>VET Certificate I qualifications</td>
<td>(Max. of 2 qualifications can count)</td>
</tr>
<tr>
<td>Employment skills development programs approved under the VET Act 2000</td>
<td>(Max. of 1 program can count)</td>
</tr>
<tr>
<td>Re-engagement program</td>
<td>(Max. of 1 program can count)</td>
</tr>
<tr>
<td>Recognised certificates and awards</td>
<td>As accredited by QCAA</td>
</tr>
<tr>
<td>Short course in literacy or short course in numeracy developed by the QCAA</td>
<td>Per course</td>
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<td>ENRICHMENT courses: add value or complement Core courses of study</td>
<td>A maximum of 8 credits can contribute.</td>
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<td>Recognised certificates and awards</td>
<td>As accredited by QCAA</td>
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<td>Recognised structured workplace or community-based learning programs</td>
<td>As accredited by QCAA</td>
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<tr>
<td>Learning projects — workplace, community, self-directed</td>
<td>As accredited by QCAA</td>
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<td>Authority extension subjects, such as English Extension</td>
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<td>Career development: a short course senior syllabus</td>
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<td>School-based subjects</td>
<td>As accredited by QCAA</td>
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<tr>
<td>ADVANCED courses: go beyond senior secondary schooling</td>
<td>A maximum of 8 credits can contribute.</td>
</tr>
<tr>
<td>One or two-semester university subjects completed while enrolled at a school</td>
<td>One-semester subject</td>
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<tr>
<td>Two-semester subject</td>
<td>4</td>
</tr>
<tr>
<td>Units of Competency contributing to VET diplomas or advanced diplomas while enrolled at a school</td>
<td>Up to 8 credits</td>
</tr>
<tr>
<td>Recognised certificates and awards</td>
<td>As accredited by QCAA</td>
</tr>
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Literacy and numeracy requirements

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

- at least a Sound Achievement in one semester of a QCAA-developed English and Mathematics subject
- at least a Sound Achievement in QCAA-developed short courses in literacy and numeracy
- a Pass grade in a literacy and numeracy course recognised by the QCAA
- at least a C on the Queensland Core Skills (QCS) test
- at least a 6 for an International Baccalaureate examination in English and Mathematics
- completion of FSKC0111 Certificate II in Skills for Work and Vocational Pathways
- completion of a VET course in Core Skills for Employment and Training — Communication, i.e. 39282QLD (Certificate III) or 39283QLD (Certificate IV)
- completion of a VET course in Core Skills for Employment and Training — Numeracy, i.e. 39288QLD (Certificate III) or 39289QLD (Certificate IV)
TERTIARY ENTRANCE PATHWAYS

Overall Position and QTAC Selection Rank

School students can gain entrance to tertiary institutions in two main ways:

- Achieving the required OP
- Achieving a QTAC Tertiary Selection Rank.

Overall Position (OP)

The OP is a state-wide order of merit for entry to tertiary courses. To qualify, a student must study at least 20 semester units of Authority Subjects (including 3 subjects for 4 semesters) and sit the QCS Test. OPs divide eligible students into 25 bands, with 1 being the highest.

Obtaining an OP is the most direct route for university entrance. QTAC selection ranks can also be used.

QTAC Selection Rank

A selection rank, like an OP, is a measure that places students in an order of merit for entry to tertiary courses. The differences are:

- Ranks apply to OP ineligible students, and
- Also apply to OP students in some instances (QTAC uses best rank – OP or TER)
- The scale is 1-99, with 99 being the highest.

QTAC produces a table of equivalences between OPs and Ranks each year. There may be slight variations from year to year.

Some ways a school student could obtain a QTAC Selection Rank are:

- Through a calculation that takes into account the student’s results in Authority and Authority-registered Subjects (minimum of 20 semester units) and the QCS Test if it has been attempted.
- Through undertaking a School Based Traineeship or Apprenticeship
- Through completion of Certificate III or higher
- Using units of competency completed as part of a VET program (Certificate I, II, III) delivered by the College
- Completion of assessable qualifications in music, dancing, speech and drama.

QTAC Tertiary Entrance Rank

QTAC schedules for Year 11 and Year 12 students studying and seeking admission to tertiary institutions will apply.

There is not an assumption of commonality of grades and points values for Authority subjects. Authority subjects are scaled for calculating Tertiary Entrance Ranks.

The depth (Australian Qualification Framework – AQF) level and breadth (i.e. duration) of VET modules is considered in rank calculation. For example, an AQF Certificate IV module will have a higher points value than an AQF Certificate II module.
Supplementary courses of study

Many students will supplement their senior course of study with one of the following options:

- Griffith University GUESTS program – semester course
- Bond University semester course
- TAFE in Schools program – Certificate I, II, III, partial Diploma completion
- School based Apprenticeship or Traineeship
- Work experience or Structured Work Placement
- Certificates II, III, IV and Diplomas offered by private providers

STUDENT LEARNING ENHANCEMENT

Students can access a variety of support available to assist with their senior studies. The library is open for an hour before and after school. English as a Second Language (ESL) students are supported once a week by our ESL teacher. Students with learning difficulties and disabilities are supported through the Learning Enhancement Centre. Tutorials are held in the Learning Enhancement Centre - for all students, for all subjects. Maths tutorials are held most days.

SENIOR CERTIFICATES

Students may receive one or more of the following certificates when they graduate from Year 12:

- Queensland Certificate of Education (QCE)
- Queensland Certificate of Individual Achievement (QCIA)
- Tertiary Entrance Statement
- Statement of Results (If complete QCE beyond Year 12)
Senior Subjects Offered at Aquinas College 2017
### SUBJECT RECOMMENDATIONS

Please find below the recommended level of study for each of the subjects offered in 2017:

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<thead>
<tr>
<th>SUBJECT</th>
<th>RECOMMENDATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCOUNTING</td>
<td>C grade or higher in English</td>
</tr>
<tr>
<td>BUSINESS DIPLOMA</td>
<td>C grade or higher in English</td>
</tr>
<tr>
<td>BUSINESS MANAGEMENT</td>
<td>C grade or higher in English</td>
</tr>
<tr>
<td>BUSINESS TOURISM</td>
<td>Competent literacy skills</td>
</tr>
<tr>
<td>CREATIVE ARTS</td>
<td>No prerequisites necessary</td>
</tr>
<tr>
<td>DANCE</td>
<td>C grade or higher in English <strong>and</strong> Dance</td>
</tr>
<tr>
<td>DRAMA</td>
<td>C grade or higher in English <strong>and</strong> Drama</td>
</tr>
<tr>
<td>EARLY CHILDHOOD EDUCATION AND CARE - CERTIFICATE III</td>
<td>Competent literacy skills</td>
</tr>
<tr>
<td>ENGLISH</td>
<td>C grade or higher in Speaking and in Writing under exam conditions</td>
</tr>
<tr>
<td>ENGLISH COMMUNICATION</td>
<td>C- grade or lower in Speaking and in Writing under exam conditions</td>
</tr>
<tr>
<td>FASHION</td>
<td>C grade or higher in English</td>
</tr>
<tr>
<td>FILM, TELEVISION &amp; NEW MEDIA</td>
<td>B grade or higher in Film, TV &amp; New Media</td>
</tr>
<tr>
<td>GRAPHICS</td>
<td>C grade or higher in Graphics</td>
</tr>
<tr>
<td>HISTORY - ANCIENT</td>
<td>C grade or higher in English <strong>and</strong> History or Humanities</td>
</tr>
<tr>
<td>HISTORY - MODERN</td>
<td>C grade or higher in English <strong>and</strong> History or Humanities</td>
</tr>
<tr>
<td>HEALTH EDUCATION</td>
<td>B grade or higher in HPE <strong>or</strong> C grade or higher in Health</td>
</tr>
<tr>
<td>HOME ECONOMICS</td>
<td>C grade or higher in English</td>
</tr>
<tr>
<td>HOSPITALITY PRACTICES</td>
<td>C grade or higher in English</td>
</tr>
<tr>
<td>HOSPITALITY STUDIES</td>
<td>C grade or higher in English <strong>and</strong> B grade or higher in Hospitality</td>
</tr>
<tr>
<td>INFORMATION COMMUNICATION &amp; TECHNOLOGY</td>
<td>No prerequisites necessary</td>
</tr>
<tr>
<td>INFORMATION PROCESSING &amp; TECHNOLOGY</td>
<td>No prerequisites necessary</td>
</tr>
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<td>INFORMATION TECHNOLOGY SYSTEMS</td>
<td>No prerequisites necessary</td>
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<tr>
<td>INDUSTRIAL TECHNOLOGY STUDIES</td>
<td>C grade or higher in Industrial Technology Studies</td>
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<tr>
<td>JAPANESE</td>
<td>B+ grade or higher</td>
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<td>LANGUAGES OTHER THAN ENGLISH (LOTE)</td>
<td>Native speaker level for the languages offered by Distance Education</td>
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<td>LEGAL STUDIES</td>
<td>C grade or higher in English</td>
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<tr>
<td>MATHEMATICS A</td>
<td>C grade or higher in Core Mathematics</td>
</tr>
<tr>
<td>MATHEMATICS B</td>
<td>B grade or higher in Extension Mathematics</td>
</tr>
<tr>
<td>MATHEMATICS C</td>
<td>B grade or higher in Extension Mathematics</td>
</tr>
<tr>
<td>MATHEMATICS - PREVOCATIONAL</td>
<td>Year 10 Prevocational Mathematics</td>
</tr>
<tr>
<td>MUSIC</td>
<td>C grade or higher in Music. Ability to play an instrument/sing.</td>
</tr>
<tr>
<td>PHYSICAL EDUCATION</td>
<td>B grade or higher in HPE <strong>or</strong> C grade or higher in PE Extension</td>
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<tr>
<td>RELIGION AND ETHICS</td>
<td>C- grade or lower in Religion</td>
</tr>
<tr>
<td>SCIENCE - BIOLOGY</td>
<td>B- grade or higher in English <strong>and</strong> Science</td>
</tr>
<tr>
<td>SCIENCE - CHEMISTRY</td>
<td>B- grade or higher in English <strong>and</strong> Science</td>
</tr>
<tr>
<td>SCIENCE - PHYSICS</td>
<td>B- grade or higher in English <strong>and</strong> Science</td>
</tr>
<tr>
<td>SCIENCE 21</td>
<td>B- grade or higher in English <strong>and</strong> Science</td>
</tr>
<tr>
<td>CERTIFICATE II in SPORT AND RECREATION &amp; CERTIFICATE III in FITNESS</td>
<td>Competent literacy skills</td>
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<tr>
<td>STUDY OF RELIGION</td>
<td>C+ grade or higher in English <strong>and</strong> Religion</td>
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<tr>
<td>TECHNOLOGY STUDIES</td>
<td>C grade or higher in Technology Studies</td>
</tr>
<tr>
<td>VISUAL ART</td>
<td>C+ grade or higher in English <strong>and</strong> Visual Art</td>
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</tbody>
</table>
ACCOUNTING

SUBJECT CODE: ACC
STATUS: AUTHORITY SUBJECT

QCE: 4 CREDIT POINTS POSSIBLE

What is Accounting?
Accounting is a system of electronically recording and reporting financial data to assist business organisations make key financial decisions.

Units of study:
- Income Statement & Balance Sheet
- Accounting for Cash and Credit
- Stock Control
- Assets and Depreciation
- Electronic Accounting
- Cash Flow Statements

Skills you should learn from this course:
- An understanding of the methods and principles of Accounting and an ability to apply them.
- Working knowledge of an accounting package – QuickBooks
- A greater awareness of employment opportunities in the business world.
- Spread-sheeting skills

Career paths:
- Accountant or Business Analyst
- Financial Planner
- Business Manager
- Any other business related occupations

Assessment:
A variety of techniques is used to assess students’ work including:
- Short answer and extended response tests
- Practical case studies with computer programs
- Assignments

Additional information:
While accounting is not a prerequisite for a Business Studies Degree, it is particularly useful for students who hope to enter employment in business, finance or banking or go on to study business, commerce or economics at the tertiary level.
BUSINESS DIPLOMA

CODE: BSB50215
QCE: 8 CREDITS POSSIBLE
STATUS: STAND ALONE DIPLOMA
QUALIFICATION: DIPLOMA OF BUSINESS BSB50215

The Diploma of Business is a two-year program. It is delivered at Aquinas College as a timetabled subject.

Barrington College is the Registered Training Organisation for this qualification

Competency Code: Competency Name:
BSBADM502 Manage meetings
BSBPMG522 Undertake project work
BSBRSK501 Manage risk
BSBADM506 Manage business document design and development
BSBWOR501 Manage personal work priorities and professional development
BSBMKG414 Undertake marketing activities
BSBCMM401 Make a presentation
BSBHRM506 Manage recruitment, selection and induction processes

Barrington College National Training Provider No. 91397
www.barringtoncollege.com
07 5562 5700

Enrolment in this course is through initial contact with Mr Steven Fox (Curriculum Leader – Business) and selection of the Diploma as one of your subjects on SSO.

Benefits:
• The qualification provides an umbrella view into the world of business
• The Diploma of Business provides a Tertiary Entrance Rank (TER) of 82 (equivalent to OP 8-9 – 2015 data)
• Barrington College Diploma program provides direct entry into several universities with credit transfers. This can represent significant savings on university fees
• Highly qualified experienced trainers available for ongoing support

Course Cost:
Course cost is $1,650.00 per student with a non-refundable upfront acceptance fee of $200.00, total of $1,850.00 per student.
For full Refund Policy see www.barringtoncollege.com.au or contact admissions@barringtoncollege.com.au

Student Selection:
• Students with language, literacy and numeracy skills to fulfil the competency requirements
• Aquinas College requires that students also undertake Authority English

For more information, please contact Steven Fox at Aquinas College on 07 5510 2888 or stevenf@aquinas.qld.edu.au
BUSINESS MANAGEMENT

SUBJECT CODE: BMAN  QCE: 4 CREDIT POINTS POSSIBLE
STATUS: AUTHORITY SUBJECT

Business Management gives students the opportunity to analyse and understand the business organisation, its management and its effectiveness. Students explore the main functions of businesses and the way these functions work together to achieve business goals.

Topics covered:
- Business Environments
- Organisation and Management
- Industrial Relations
- Marketing and Operations
- Human Resources and International Business
- Finance and Business Planning
- Nature of Business
- Entrepreneurship
- International Business

Career possibilities:
- Human Resources
- Industrial Relations
- Marketing
- Finance
- Customer Service
- Operations Management

Skills Learnt:
- Work in teams in a business environment
- Generate marketing and business plans for new or existing enterprises.
- Have a solid understanding of local, state & federal laws that affect business in Australia.
- Understand the world business environment and its impact on the Australian economy

Assessment: Students do a variety of tasks each semester. Assessment ranges from examinations to group tasks to research assignments to multi-modal presentations.
BUSINESS TOURISM

SUBJECT CODE: BTO
STATUS: STAND ALONE CERTIFICATE
RTO: Aquinas College: 30216

QCE: 8 CREDIT POINTS POSSIBLE
QUALIFICATION: CERTIFICATE II IN BUSINESS (BSB20115)
CERTIFICATE II IN TOURISM (SIT20116)

Business Tourism provides students with the opportunity to attain both the Certificate II in Business and Certificate II in Tourism. The subject focuses on the development of the skills and operational knowledge required to work in the business/tourism sector. The subject gives students the opportunity to obtain 8 credits points towards their QCE and opens pathways for further study at TAFE and university.

Who should choose Business Tourism?

- OP eligible students looking for a vocational option to combine with an academic program of study
- OP ineligible students looking to pursue a vocational program of study.
- Students interested in obtaining a nationally recognised industry qualification while still at school
- Students interested in a career in business and/or tourism.
- Students keen to enhance employment opportunities in the business/tourism industries.

Over a two year period, students will complete a variety of different topics relating to both the business and tourism industries. As part of their studies they will be given the opportunity to complete two nationally recognised Certificate II qualifications. The following units of competency may be offered:

**SIT20116 CERTIFICATE II IN TOURISM (4 Core Units, 7 Elective Units)**

**Core:**
- SITXCCS003 Interact with customers
- SITXCOM002 Show social and cultural sensitivity
- SITXWHS001 Participate in safe work practices
- SITTIND001 Source and use information on the tourism and travel industry

**Elective:**
- BSBITU201 Produce simple work processed documents
- BSBUS201 Participate in environmentally sustainable work practices
- BSBITU302 Create electronic presentations
- HLTAIM003 Provide first aid
- SITXCOM001 Source and present information
- BSBWOR203 Work effectively with others
- SITFFAB002 Provide responsible service of alcohol

**BSB20115 CERTIFICATE II IN BUSINESS (1 Core Unit, 11 Elective Units)**

**Core:**
- BSBWHS201 Contribute to health and safety of self and others

**Elective:**
- BSBCMM101 Apply basic communication skills
- BSBCCM201 Communicate in the workplace
- BSBIND201 Work effectively in a business environment
- BSBINM201 Process and maintain workplace information
- BSBITU201 Produce simple work processed documents
- BSBITU302 Create electronic presentations
- BSBUS201 Participate in environmentally sustainable work practices
- BSBWOR202 Organise and complete daily work activities
- BSBWOR203 Work effectively with others
- BSBWOR204 Use business technology
- SITXCOM001 Source and present information
Benefits of Business Tourism:

- The opportunity to obtain two nationally recognised qualifications
- A possible 8 credits towards the Queensland Certificate of Education (QCE)
- A pathway for students to continue Tourism/Business studies at TAFE and university
- An opportunity to participate in structured work placement
- An opportunity to gain practical work related skills and knowledge relevant to two of Australia’s largest tertiary industries

Pathways to Further Education:

This course prepares students to undertake further study at both a TAFE and university level. Possible programs include:

**TAFE**
- Certificates in Business and Tourism
- Diplomas and Advanced Diplomas in Business and Tourism
- Diplomas in Hospitality, Human Resources and Events Management

**UNIVERSITY DEGREES**

<table>
<thead>
<tr>
<th>Program</th>
<th>TAFE</th>
<th>University</th>
</tr>
</thead>
<tbody>
<tr>
<td>International Business</td>
<td>Commerce</td>
<td>Hospitality</td>
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<td>Hospitality</td>
<td>Hotel Management</td>
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<td>Human Resources</td>
<td>Marketing</td>
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<tr>
<td>Tourism Management</td>
<td>Business Management</td>
<td>Business Management</td>
</tr>
<tr>
<td>Business</td>
<td>Event Management</td>
<td>Event Management</td>
</tr>
</tbody>
</table>

Assessment:

Assessment in this subject will be competency based. Students will be assessed using a variety of techniques. These include:

- Research Tasks
- Practical Tasks
- Folios of Work
- Observations
- Teacher Questioning

Work experience may be offered throughout the course of this subject.
This course is designed to allow students to experience a diverse range of artistic practices. Students will explore a variety of different media applications and be exposed to a variety of artists in a workshop environment, focusing on specific areas. This course allows students to participate in the process of visual art practices alongside the artist.

Creative Arts is an Authority Registered subject and assessment is mostly derived from practical skills based work. Students will be able to make a legitimate contribution to shaping their understanding of visual art practices and in doing so will engage in activities that are stimulating and challenging, with a direct link to the creative world.

Exposure to a variety of concepts and ideas is derived from frequent excursions to exhibitions and workshops. This pathway provides an alternative to the mainstream Senior Visual Art course and is skill oriented within the context of Art experience and concepts.

Students who undertake this study for two years will find that they:

• have developed skills in a wide range of media and techniques
• develop confidence in expressing themselves in visual forms
• develop an ability to make informed judgments about their own and other’s work
• develop self-esteem and confidence through creative expression
• develop creative problem solving techniques and practical skills
• participate in the cultural life of the College

What will you learn? Students will:

• Engage in discussions and workshops with professional practitioners.
• Experience authentic arts works by attending or visiting exhibitions, museums, galleries, professional and community based artworks.
• Explore possibilities in arts making in ways that suit their own interests and creativity.
• Learn the conventions of the different arts area(s) in a safe working environment
• Learn to work cooperatively in groups to achieve shared goals.
• Practice skills, techniques and processes, and develop expertise in different visual art practices.
• Develop the ability to reflect on their own arts practice and provide justification for their own work.

What will you study? There are many possible units of work. These can be developed over the two year period to complement each other with emphasis moving from one unit to another through the course. They are outlined separately, but as many aspects are interlocking, there is no set sequence. The choice of units of work will vary depending on facilities and teacher expertise. These could include but not limited to:

• Digital Imaging
• Photography (Traditional)
• Fashion, Costume and Design
• Fine Art
• Animation
Assessment: An extensive range of assessment techniques will be used. Students will be required to complete a number of different assessment tasks throughout the semester in each of the units of work. Students will be expected to submit completed folios of work at the completion of each unit. Students will also be provided with the opportunity to attend different gallery based exhibitions from which both practical and theoretical activities will be completed.

Special Requirements: An additional subject levy will apply to cover the cost of materials and excursions.

Stationery: Visual Art Journal, Graphic Sketching set, Colouring pencils, Eraser, SLR Digital Camera (not compulsory but recommended), External Hard drive and USB for file transfer.
DANCE

SUBJECT CODE: DAN
STATUS: AUTHORITY SUBJECT
QCE: 4 CREDIT POINTS POSSIBLE

Dance aims to engage and develop students through a range of enriching learning experiences in choreography, performance and appreciation. By exploring a range of dance genres and technologies students not only build knowledge and comprehension, but develop as creative and complex thinkers, effective communicators and reflective learners. Through purposeful ordering of movement, students learn to expressively communicate ideas, images and feelings. Students learn to work independently and in groups, foster creative and problem-solving skills and a respect for their own and others’ culture. In dance education, students are given the opportunity to develop their existing talents and learn new skills in a safe, practical learning environment whilst developing a heightened awareness of and appreciation for their own physical well-being.

In learning through the key competencies, (collecting, analysing and organising information, communicating ideas and information, planning and organizing activities, working with others and in teams, problem solving and using technology) students gain confidence and self-appreciation, develop positive attitudes to learning and make real life connections to the outside world, enabling them to maintain their interest in dance as a lifetime quest.

Dance experience is advantageous.

Units of study: The following units will be studied:
• Dance & Technology
• Contemporary Dance
• Social Dance
• Musical Theatre
• Popular Dance
• Indigenous/Ritual Dance
• Eclectic Dance

Assessment: The following areas are assessed in Dance:
• Choreography - involves the exploration, selection and manipulation of dance components to create dance and movement pieces.
• Performance - involves the physical demonstration of dance and expressive skills.
• Appreciation - involves the interpretation, analysis and evaluation of the students’ own and others’ dance pieces.

Texts & Stationery: Senior Dance Textbook available through Book Hire scheme.
A4 folder, paper and 5 x plastic sleeves, 1 x black pen, 1 x red pen.

Equipment: Compulsory - Dance uniform (included in dance fee)
• School dance top and black tights
Optional - Dance shoes (pumps, blocs or jazz shoes)
Optional - Senior Dance Jersey (POA from Uniform Shop)
Black dance pants / tights
A course of study in Drama aims to promote students’ development and appreciation of Drama and Theatre by:

- Providing aesthetic experience
- Assisting students to achieve their unique potential through the Arts
- Promoting a socially active orientation to the students’ community and the world in which they live
- Building self-discipline and confidence
- Fostering personal communication skills and social understandings of the communication process
- Encouraging ongoing involvement in dramatic activities
- Exploring and addressing competencies appropriate to a wide range of career and other life paths

Units of study:

**YEAR 11 - FORMATIVE**

**UNIT 1 FINDING YOUR VOICE: VISUAL THEATRE**
This unit presents a number of visual theatre techniques which help the individual to concentrate on self-actualisation and discovery, laying the foundations for later work in ensuing units.

**UNIT 2 THE ACTORS VOICE: CHARACTERISATION**
This unit allows students to explore sub-textual meaning of their own life conversations and experiences. They analyse dramatic text to develop the emotional, psychological as well as the physical dimensions of character.

**UNIT 3 THE REFLECTIVE VOICE (FLOATING UNIT)**
This unit focuses on the Role of Director in Theatre, and critically analyses the elements of Drama (specifically space, symbol and contrast) of a live performance. Links are made through the roles and relationships of the characters, and the development of tension. There is also much discussion on the Dramatic Conventions of the play.

**UNIT 4 THE TRAGIC VOICE - WORLD DRAMA**
Students study tragic style through analysis and form an understanding of where tragedy began and the significance of tragedy as an important form of theatre.

**YEAR 12**

**UNIT 6 COOE - THE VOICE OF AUSTRALIA**
This unit is designed as an exploration of the journey of what is believed to be the “Australian” character or identity and designed to begin the process of breaking down Australian audiences’ prejudices towards home grown plays and drama.

**UNIT 7 A CRY FOR EQUALITY**
Students select a scene of their choice and then direct two of their peers in the performance of that scene. Students explore the world of directing and directing styles.
UNIT 8  YELL TO BE HEARD (EXTENSION STUDY)
The extended study is a whole class study on a political theatre topic which will be explored using various drama techniques and styles. This unit culminates in students devising a collage drama and then performing it for their parents and friends in the Year 12 Drama Night.

UNIT 9  SPEAKING YOUR MIND: AUDITION
Students analyse texts and audition techniques and research the background of a selected play to polish and develop for individual presentation.

UNIT 10  THE CRITICAL VOICE
Students attend two live theatre performances and study and analyse the use of dramatic conventions, evaluating the plays success, while developing analytical essay writing skills.

What will you learn?
From a study of Drama, you should gain greater skill in communicating with others and a deeper understanding and appreciation of their reactions and responses in a range of situations.

Drama mirrors interpersonal communication of life situations and uses language and movement to explore relationships beyond our everyday experience through improvisation and scripted plays.

Workload:
"Out of class time" work on performance tasks, though interesting and often practical, demands a considerable time commitment. Research and written responses form an important part of the program.

Assessment covers three dimensions:
- **Forming** - the management of the elements of drama to make and shape dramatic action
- **Presenting** - the use of the elements of drama to present dramatic action to others.
- **Responding** - the personal emotion of the drama; the reflection upon, interpretation of and analysis of the drama.

Additional Information: It would be useful for students considering studies for Bachelor of Arts majors in Drama, Literature, Performing Arts, and for a Degree or Diploma of Education. It is a subject that provides useful background for a career in teaching, theatre, media, journalism, public relations and any of the Performing Arts.
## EARLY CHILDHOOD EDUCATION AND CARE - CERTIFICATE III

<table>
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<td>STATUS:</td>
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<td>QCE:</td>
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<tr>
<td>QUALIFICATION:</td>
<td>CERTIFICATE III IN EARLY CHILDHOOD EDUCATION AND CARE (CHC30113)</td>
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Delivered through a partnership between Aquinas College and Cairns Training Academy. Results will be issued by Cairns Training Academy.

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<tr>
<th>Cairns Training Academy</th>
<th>RTO Number 30857</th>
</tr>
</thead>
<tbody>
<tr>
<td>Website</td>
<td><a href="http://www.cta.qld.edu.au">www.cta.qld.edu.au</a></td>
</tr>
<tr>
<td>Phone</td>
<td>0740 545511</td>
</tr>
</tbody>
</table>

Course Details

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

<table>
<thead>
<tr>
<th>Student Selection</th>
<th>Persons with the language, literacy and numeracy skills to fulfil the job role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Intake</td>
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<tr>
<td>Delivery Mode</td>
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<tr>
<td>Course Duration</td>
<td>4 semesters over 2 years (Years 11 and 12)</td>
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<td>Fee for Service</td>
<td>Course Fee: $160 per semester (4 semesters). Includes; course enrolment, 18 competencies, first aid and consumables.</td>
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<tr>
<td></td>
<td>Refund Policy</td>
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<tr>
<td></td>
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<tr>
<td>Resources</td>
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<td>Industry placement</td>
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<td>CHCCHC50113 Diploma of Early Childhood Education and Care</td>
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<td>Job Role</td>
<td>Early Childhood Educator working in an Early Childhood Education and Care setting</td>
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<tr>
<td>Delivery</td>
<td>Access to a variety of theory and practical learning opportunities, including industry placement, which equips students with the necessary skills to secure employment and further career choices.</td>
</tr>
<tr>
<td>Recognition of Prior Learning</td>
<td>Students may apply for RPL (Recognition of prior learning) for specific units of competency, where competency in current knowledge and skills can be provided and verified</td>
</tr>
<tr>
<td>Credit Transfer</td>
<td>Credit transfer for a unit of competency completed in another course will be allocated on presentation of a current and valid Statement of Attainment</td>
</tr>
<tr>
<td>Learning Support</td>
<td>Assistance with language, literacy and numeracy is available and may be provided in consultation with course teacher and Learning Enhancement</td>
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</table>
Units (15 Core units plus 3 Elective units)

**Core:**

- CHCLEG001 Work legally and ethically
- CHCECE001 Develop cultural competence
- CHCECE002 Ensure the health and safety of children
- CHCECE003 Provide care for children
- CHCECE004 Promote and provide healthy food and drinks
- CHCECE005 Provide care for babies and toddlers
- CHCECE007 Develop positive and respectful relationships with children
- CHCECE009 Use an approved learning framework to guide practice
- CHCECE010 Support the holistic development of children in early childhood
- CHCECE011 Provide experiences to support children’s play and learning
- CHCECE013 Use information about children to inform practice
- CHCPRT001 Identify and respond to children and young people at risk
- HLTAID004** Provide an emergency first aid response in an education and care setting
- HLTWHS001 Participate in work health and safety
- CHCDIV002 Promote Aboriginal &/or Torres Strait Islander Cultural safety

**Elective:**

- CHCECE006 Support behaviour of children and young people
- CHCECE012 Support children to connect with their world
- CHCDIV001 Work with diverse people

*As per training package rules, listed units reflect industry choices; provided by Cairns Training Academy*
Sound Achievement in Senior English is a prerequisite for direct entry into most university courses. It is, therefore, vital that students choosing Senior English treat its study with academic commitment.

In studying English, students focus on developing understandings about Standard Australian English and how to use it appropriately, effectively and accurately for a variety of purposes. Senior English helps students enjoy language and empowers them as creative and imaginative, purposeful and critical language users who know how texts convey and transform personal and cultural perspectives.

In Senior English, students learn how language use varies according to context, purpose and audience. The study of language helps students appreciate the social, imaginative and aesthetic uses of language and to understand how language is used selectively. Students also develop their abilities to talk about language and to reflect on and critique its use in responding to and constructing texts, both literary and non-literary.

Students use language purposefully to make meaning of experiences of real and imagined worlds, to interact with others and to construct coherent and cohesive texts. The syllabus allows for a range of approaches to the study of English providing students with opportunities to enjoy, appreciate, relate to and engage with texts.

In the Senior English course, students will learn to communicate effectively in Standard Australian English for a range of social and cultural purposes and audiences; enjoy and appreciate a range of texts, including Australian texts by Indigenous and non-Indigenous writers; study closely a range of literary and non-literary works in English, in various types of texts, modes and mediums across diverse cultures and periods; interpret, analyse, evaluate, respond to and construct a wide range of texts through reading, listening, viewing, speaking, writing and shaping; make choices about generic structures, language, textual features and technologies to best convey intended meaning in the most appropriate medium and genre; control language (written, spoken and visual) using grammar, punctuation, vocabulary and spelling. At least a Sound Achievement in one semester of this course could meet the Literacy requirement for the QCE.

**Workload:** Considerable reading and other homework is required. If students have not made adequate preparation, they will find it difficult to cope with the increase in sophistication of texts and tasks compared to those encountered in Year 10.

**Texts & Stationery:** All texts are supplied through the Book Hire Scheme and are approved by the Queensland Curriculum and Assessment Authority as a part of the Aquinas College Senior English program.

Students are expected to have their own dictionary and not simply rely on a computerised spell-check system. Sole reliance on computer checks leads to poor spelling and vocabulary skills and multiple errors with homophones and vocabulary choice. Dictionaries are allowed in most English exams and students should bring their own.

Stationery requirements are printed in the published stationery list from the Book Hire. Students are urged to take responsibility for maintaining their notes in a separate English work-book and these notes should be organised in a neat and scholarly fashion.
ENGLISH COMMUNICATION

<table>
<thead>
<tr>
<th>SUBJECT CODE:</th>
<th>ECOM</th>
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</thead>
<tbody>
<tr>
<td>STATUS:</td>
<td>AUTHORITY REGISTERED</td>
</tr>
<tr>
<td>QCE:</td>
<td>4 CREDIT POINTS POSSIBLE</td>
</tr>
</tbody>
</table>

What is English Communication?

This course focuses on communication to enable students to participate effectively in the workplace, in the community and in leisure pursuits.

Year 11 assessment is formative whilst the fullest and latest information for exit results is taken from Year 12 assessment.

Units of study: Over the two year period three strands will be addressed:

- **Work**: centred round casual work, conflict resolution, the workplace and one's rights
- **Community**: deals with current issues of local and national significance drawn from the mass media.
- **Leisure**: affords students the opportunity to study and respond to language as used in literature, magazines, drama, cinema, etc.

Students will learn to:

- Make meanings in and of everyday, mass media and literary texts, understanding the influence of cultural contexts and social situations
- Develop abilities in speaking, listening, reading, viewing, writing and shaping practices, responsive to and effective in diverse social contexts
- Become confident, effective and critical users of texts and language, making judgments to accept or challenge meanings.

Why English Communication?

English Communication aims to develop students' ability to:

- Understand and appreciate Australia's linguistic and cultural diversity
- Develop positive attitudes to and strategies for engagement in lifelong learning
- Gain knowledge, understanding and an appreciation of various forms of text
- Reflect on their own and other people's knowledge, values and practices
- Communicate appropriately and effectively, with confidence
- Plan and work independently and as members of a group

Assessment: Assessment includes both written and spoken items within a range of assessment techniques and conditions. The written component of the course comprises approximately 30% - 40%, whilst the spoken component comprises approximately 60% - 70%.

Texts & Stationery: All texts are supplied through the Book Hire Scheme. Separate A4 pad, plastic folders/pockets.
Fashion is an integral part of everyday life, with individuals making choices about what clothing and accessories to wear. Through undertaking this course students will be challenged to use their imagination to create, innovate and express themselves and their ideas, and to design and produce design solutions in a range of fashion contexts.

Units of study: Fashion incorporates the study of three core topics:

Core topic 1: Fashion culture
• Fashion history and trends
• Fashion careers

Core topic 2: Fashion technologies
• Textiles and materials
• Technical skill

Core topic 3: Fashion design
• Design process
• Visual literacies

Students investigate textiles and materials and their characteristics and how these qualities impact on their end use. Students investigate fashion merchandising and marketing, the visual literacies of fashion and become discerning consumers of fashion while appraising and critiquing fashion items and trends as well as their own products.

Fashion has a practical focus where students learn through doing as they engage in a design process to plan, generate and produce fashion items.

Topics covered: - Sewing basics and advanced sewing
- Textiles and emerging technologies
- Sustainable practices including re-vamping fashion
- Local, national and international fashion designers
- Merchandising and small business
- Spring Carnival inspired fashion
- The National Wool-4-Skools design challenge and fashion workshops

Assessment:

Fashion assessment techniques

- Project
- Investigation
- Extended response to stimulus
- Product

FAQs: - Do I need my own sewing machine?
This could be advantageous but it is not a course requirement.
- Do I need to buy a sewing kit?
There is a standard sewing kit purchased for each student at the start of the two-year course.
- Will I need to purchase my own patterns and materials?
Basic pattern blocks, embellishments and limited fabric options are provided. Due to individualized components of this program students may wish to purchase extra items to meet their individual projects requirements.

Special Requirements: An additional subject levy will apply. A folio, 2B pencil, eraser and coloured pencils are required.

Future Pathways: A course of study in Fashion can establish a basis for further education and employment in the fields of design, personal styling, costume design, production manufacture, merchandising and retail.
**What is Film, Television and New Media?**

Film, television and new media are society's primary sources of information and entertainment. These sources are fundamental in allowing society to explore self-expression and individual representation of the wider Australian and global communities. It provides opportunities for students to connect with and learn about their own cultures and practices within a creative and imaginative setting. Students will be provided with the opportunity to produce and respond to different film, television and new media applications. The "information" and "creative" industries are already among the largest employers and drivers of the economy in many countries. Their significance in our lives seems set only to increase, given that moving-image media will play an increasingly prominent part in our work and leisure.

**What will you study?**

Students study the design, production and critique of products by using five key concepts that operate in the contexts of production and use. These key concepts are:

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

**Course objectives:**

Students who undertake Film, Television and New Media will:

- Value interacting with moving images as an enriching experience.
- Value and use their own knowledge, skills and experiences to explore, create and express ideas.
- Develop confidence in their own and others’ creative and critical abilities.
- Appreciate the variety of technologies available for communication.
- Respect diverse viewpoints.
- Have a critical and sensitive awareness of expressive, functional and creative qualities of a range of moving images in different cultures and contexts.

A number of different assessment tasks will be selected from a wide range of techniques to judge student achievement. Student achievement in Film, Television and New Media is judged by matching a student’s achievement in the assessment tasks with the exit criteria of the subject. These criteria are: design, production and critique.

- **Designs** (for products) include: using oral and written treatments, character outlines, level descriptions (for video games), screen shots for websites or video games, character images, three-column scripts, film script/screenplay, shooting script/shot list, storyboard.
- **Products** (whole or part) include: whole or sequence of a video, animation, video game; whole or segment of camera footage, editing, soundtrack; advertisement.
- **Critiques** include: extended writing (such as analytical essay, research assignment, report, feature article); oral presentation (such as interview, report, seminar, debate, voiceover on a production, director’s commentary); moving-image media format.

**Texts & Stationery:**

All texts are supplied through the Book Hire Scheme. Visual Diary, A4 Notebook; External hard drive (minimum 250Gb) and USB for transfer of files. **NOTE:** Students may need to take College equipment home which requires parental consent and responsibility.
The ability to communicate effectively is an essential requirement in every field of endeavour and often our communication requirements are inadequately served by the spoken and written word. Drawings, sketches and coloured illustrations are often needed to enable clear and efficient communication. Graphical communication is used by us either as a supplement to the spoken or written word or as a total replacement of it.

**Required abilities:**
In Graphics, students work independently, listen to the teacher in whole-class settings and respond to set tasks. Success in the course depends on your ability to be motivated to complete the set task in a limited period of time, while still maintaining a high level of presentation.

**What will you study?**
Graphics provides learning experiences in 2D and 3D graphical communication. The course of study deals with elements and principles of graphical communication and elements of presentation.

The delivery of the course of study is through the application of the implementation model in three design areas:
- Industrial Design
- Built Environment Design
- Graphic Design

Design areas have been created to integrate, expand upon and apply the elements and principles of 2D and 3D graphical communication in situations that are as close to industry practice as possible in school delivery situations.

The mandatory topics and typical subject matter should be applied in the three contextual units over the two-year course.

**What will you learn?**
An ability to present graphically, in accordance with drawing conventions:
- Geometrical constructions and the solutions to geometrical problems
- Orthographic representations
- Pictorial representations
- Surface developments
- Diagrams and charts
- Use of relational, parametric modelling tools
- 3D modelling process applied to Industrial Design and Built Environment

**Why study Graphics?**
You should study Graphics in Years 11 and 12 if you wish to pursue a career in Architecture, Drafting, Engineering or Design. Techniques learnt are also useful in Design Studies and Visual Art. This is a good companion subject for Technology Studies.

**Workload:**
To successfully complete the assigned tasks you must complete some aspects of the course at home.

**Assessment:**
The assessment consists of various instruments including class tests, assignments and class work. These will be given at different stages each semester.

**Texts & Stationery:**
All texts are supplied through the Book Hire Scheme.
HISTORY - ANCIENT

SUBJECT CODE: AHIS  QCE: 4 CREDIT POINTS POSSIBLE
STATUS: AUTHORITY SUBJECT

Ancient History is a study of past societies, noticing and explaining their attitudes, beliefs and religions and interpreting their reaction to pressures and conditions that induce change to their civilisations.

The ultimate purpose of studying history is to give meaning to our own life – a personal statement of identity. History provides answers which establish a range of values that shape our attitudes, beliefs and behaviours. History remembers the past, explains the present and gives hope and interpretations for our future.

Required abilities: Probably the most important attribute a student needs to bring with them to Ancient History is an open mind and a preparedness to set aside bias and prejudice while investigating issues in a rigorous manner. Ancient History students should also be highly motivated and preferably be ‘self-starters’.

Units of Study: During a two year course, students undertake in-depth and bridging studies from four of the twenty themes offered for study. The themes selected for study at Aquinas College are:

YEAR 11  Semester 1  Studies in Archaeology
         Semester 2  Studies of Everyday life in Ancient Societies

YEAR 12  Semester 3  Studies of Power – Greece and Rome
         Semester 4  Personalities in Ancient History

Skills you will learn: Students of Ancient history will learn:
• Writing - especially analytic and argumentative
• Research skills including note-taking, data collection, referencing
• High level reading comprehension
• Analysis of complex issues/problem solving
• Hypothesising and drawing conclusions about past and present issues
• Interpretation of graphs and statistics

Why Ancient History? The study of Ancient History helps develop major skills of the educated person. Many professions and occupations value persons with the skill of being able to develop and express a reasoned opinion.

Studies in Ancient History may help young people gain employment in the travel industry, journalism, advertising, public relations, teaching, the public service, and research work in a variety of fields. Hence, communication and the art of persuasive speaking are important aspects of this course.

Studies in numerous tertiary courses are also greatly aided by knowledge of History and the skills developed through the study, e.g. Anthropology, Archaeology, Architecture, Art, Commerce and Economics, Education, English, Geography, Government, Law, History, Journalism, Media Studies, Music, Psychology, and Social Work.
Workload: Historical study is based on inquiry. This involves the asking of three basic questions. What happened? Why did it happen? Why did it happen then? Students identify an historical problem, investigate that problem and make judgements about it. Thus, History involves students in the development of adult-relevant skills, namely, selecting evidence, identifying causes of and motivations behind a major event, and expressing a reasoned opinion on why the event occurred most. Most assignment work is completed in the library.

Assessment: In order to determine what level of achievement a student has attained, the school uses the following assessment categories:

- Essay Examinations
- Research Assignments
- Response to Stimulus Material Tests
- Multimodal Assignments

Texts & Stationery: All text books are available through the Book Hire Scheme. For this course you will require a ring binder folder, A4 Loose leaf paper refills (preferably reinforced) and a packet of 10 plastic pockets.
Modern History offers students the opportunity to increase their understanding of the contemporary world by placing into perspective its historical origins. Modern History is a study of change and continuity in human affairs. There are no formal prerequisites for Modern History, though students would find it highly advantageous to have at least a Sound Level of Achievement in Year 10 History and Year 10 English.

Required abilities: Probably the most important attribute a student needs to bring with them to Modern History is an open mind and a preparedness to set aside bias and prejudice while investigating controversial issues in a rigorous manner. Modern History students should also be highly motivated and disciplined in their work ethic / approach to study.

Units of study: During a two year course, students undertake in-depth and bridging studies from eight of the sixteen units offered for study. The units selected for study at Aquinas Catholic College are:

**YEAR 11**
- **Semester 1**: Studies of Daily Life; Studies of Hope (Daily Life in the Modern World & Indigenous Australian History)
- **Semester 2**: Studies of Conflict (Nazi Germany; Gandhi & the Indian Independence Movement)

**YEAR 12**
- **Semester 3**: Studies of Power (The Cold War & Powerful Political Personalities of the 20th & 21st Centuries)
- **Semester 4**: Studies of Conflict; Studies of Hope (Slavery & The American Civil War; The Search for Peace in the Middle East: Terrorism & the Taliban in Afghanistan)

Skills you will learn: Students of Modern History will learn:

- Writing - especially analytic and argumentative
- Research skills including note-taking, data collection, referencing
- High level reading comprehension
- Analysis of complex issues/problem solving
- Hypothesising and drawing conclusions about past and present issues
- Interpretation of graphs, statistics, etc
- Critical thinking

Why Modern History? The study of Modern History helps develop major skills of the educated person. Many professions and occupations value persons with the skill of being able to develop and express an informed and justifiable opinion. Studies in Modern History may help young people gain employment in the travel industry, journalism, advertising, public relations, teaching, the public service, and research work in a variety of fields such as consumerism and industrial relations. Hence, written communication and the art of persuasive speaking are important aspects of this course.
Studies in numerous tertiary courses are also greatly aided by knowledge of Modern History and the skills developed through the study, e.g. Anthropology, Archaeology, Architecture, Art, Commerce and Economics, Education, English, Geography, Government, Law, History, Journalism, Media Studies, Music, Psychology, and Social Work.

**Workload:**

Historical study is based on inquiry. This involves the asking of three basic questions. What happened? Why did it happen? Why did it happen then? Students identify an historical problem, investigate that problem and make judgements about it. Thus, Modern History involves students in the development of adult-relevant skills, namely, selecting evidence, identifying causes of and motivations behind a major event, and expressing a reasoned opinion on why the event occurred. Most course work is completed during class time; however, it is expected that students will complete all assessment requirements by the due date. This may require students to work on research assignments at home, in their own time.

**Assessment:**

In order to determine what level of achievement a student has attained; the school assesses the students according to the following assessment criteria:

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

**Texts & Stationery:**

All texts are supplied through the Book Hire Scheme. Additionally, students will require a 4 Ring Binder Folder, Exercise Book/Loose leaf paper (preferably reinforced) and a packet of 10 plastic pockets.
HEALTH EDUCATION

SUBJECT CODE: HED  QCE: 4 CREDIT POINTS POSSIBLE
STATUS: AUTHORITY SUBJECT

Health Education is an entirely academic subject, developed within the Health and Physical Education subject area. Health Education is unique to any other Senior course. It covers concepts and subject matter that are relevant to students interested in pursuing a career in medicine, the health-care industry, social work, teaching, or for students with a keen interest in well-being of the whole person.

It is based on the concept that Health is a dynamic quality of living. Health influences, and is influenced by the interactions between individuals and their sociocultural, physical, political and economic environments. Central to this social view of health, is the belief that health (physical, mental, emotional, social, spiritual) is maintained and promoted both by personal and community action and by policies and services at a national, state and local level.

Health Education offers students the opportunity to develop the knowledge, attitudes, values and skills to participate in health promotion and assists them to reach their health potential.

What will you study? Students study a range of issues over the course selected for their relevance and interest to adolescents in our coastal community. The four major areas of study include:

- Personal Health
- Peer and Family Health
- Community Health
- Health of Specific Populations

Within these unit blocks, issues such as eating disorders, body image, bullying, substance abuse, domestic violence, road trauma and unemployment are investigated. Students have the opportunity to select their own area of specialisation for study during the final term of the course.

Workload: Students will be involved in a variety of written and oral learning experiences which are focused on the four major areas of study. These could include activities such as mentoring younger students, constructing action plans for health, liaising with the local community for information, petitioning positive health messages within the school, conducting interviews and researching hypotheses on health issues. Students are expected to keep up to date with homework readings to maximise effective interaction time in the classroom. Learning experiences are designed to allow students to develop as increasingly self-directed, interdependent and independent learners.

Assessment: The process of inquiry used in Health Education requires students to learn and perform a number of skills which enable them to select and define health issues, explore them and plan for socially just ways to affect health outcomes. Assessment of the knowledge and skills gained occurs through a wide range of tasks, including research tasks, oral presentations, written exams, journals and reports on practical exercises such as the successful implementation of a strategy within the school. The achievement level awarded each student on exit from the course will be based on the fullest and latest information about student performance in the assessable exit criteria of the course as outlined in the syllabus. The criteria are:

- Knowledge and Understanding
- Application and Analysis
- Synthesis and Evaluation

Texts & Stationery: All texts are supplied through the Book Hire Scheme. A4 pad and a document wallet for handouts.
HOME ECONOMICS

SUBJECT CODE: HEC  QCE: 4 CREDIT POINTS POSSIBLE
STATUS: AUTHORITY SUBJECT

Why study Home Economics?
Students who are looking for career opportunities in community services, fashion/textiles industry, food/nutrition industries or nursing, students looking for an academic subject with a strong practical component or are interested in how actions and attitudes determine present and future welfare, security, and happiness of individuals, families and communities will benefit from studying this subject.

Subject Facts:
There are three core areas of study:
- Individuals, families and communities
- Nutrition and Food
- Textiles and Fashion

Elective elements will also be selected, in relation to core areas.

Career/Tertiary Pathway:
Successful students may gain entry into a variety of university diploma and degree courses or direct employment in a range of careers including but not limited to:
- Nursing
- Teacher
- Cook/Chef
- Youth/Social Worker
- Dietary Aide
- Nutritionist
- Home Economist
- Physical Trainer
- Food Technologist
- Dressmaker/Tailor
- Food Service Manager
- Dietician
- Interior Designer
- Textile Designer
- Food Journalist
- Fashion Designer
- Health Educator
- Cookery Demonstrator
- Costume Designer
- Consumer Advisor

Although no pre-requisites are required, it is recommended that you have achieved at least a B in Year 10 if you endeavour to study Home Economics at the Senior Level.

Assessment:
Assessment involves students in:
- Applying knowledge and understandings from the three core areas of study.
- Using research techniques such as analytical expositions or research reports to investigate an issue related to an area of study or resolving a design challenge.

Students will be required to complete independent research.
- Producing a product which includes planning, evaluating and reflecting as well as the performance of a range of practical skills.

Required abilities:
- Ability to plan, organise and manage work and time.
- A practical approach to work.
- Ability to work independently and collaboratively.
Hospitality Practices is an area of study that provides students with a range of interpersonal skills with a general application in personal and working life, as well as with specific knowledge and skills related to employment within the industry.

The hospitality industry has become increasingly important in Australian society as a source of expanding employment opportunities. The study area specification is designed to provide an understanding of the role of the hospitality industry as well as the structure, scope and operation of related activities. The hospitality industry provides the context in which students not only learn to understand the industry’s workplace culture and practices but also develop the skills, processes and attitudes crucial for making valid decisions about future career paths. The specification also enables students to investigate hospitality as a source of leisure activities, life skills, or as an avenue for further study.

This course is a combination of vocational and general education. It provides students with an understanding of the hospitality industry as well as developing skills, processes and attitude necessary for future career paths. Students acquire knowledge that is applied in a variety of practical situations. The general objectives of this study area specification are Knowledge and Understanding, Examining and Applying and Planning and Evaluating.

Special requirements: An additional subject levy will apply; covering practical lessons, functions, RSA (Responsible Service of Alcohol) excursions and work experience.

What will you learn? The knowledge and skills essential for effective participation in the workforce in general and the hospitality industry in particular including:

- A responsible attitude toward the safety, health and well-being of self and others in work-related situations
- The ability to communicate effectively using hospitality-related language accurately and appropriately in both written and oral formats
- The skills associated with team work, cooperative planning, problem solving and decision making
- Empathy with and understanding of cultural and social justice diversity as related to the industry
- An awareness of ethical and responsible attitudes in the work environment.
- Lifelong learning
- Employability

Workload: Students who choose this subject must have a sincere interest in the hospitality industry and be willing to commit their time to the completion of practical activities and assignments. Some of these will occur outside regular College hours.

Assessment: The major operating principle is ‘continuous assessment’. Mandatory aspects of the study plan are practical skills and application, practical decision making and knowledge. The Aquinas College training restaurant is used for many areas of training and provides students with an excellent opportunity to practice their skills.
Texts & Stationery: All texts are supplied through the Book Hire Scheme. An A4 display book, A4 notebook is required for theory lessons and plastic sleeves.

Uniform requirements: - Closed-in black leather school shoes (compulsory)

- Available from College Clothing Shop
  • 1 Chef Jacket (compulsory)
  • 1 Black Apron (compulsory)
  • 1 Black Cap or Hat (compulsory)

Excursions/Work Experience
Possible excursions and work experience opportunities include extended overnight stays and work experience at Palazzo Versace and RACV Royal Pines Resort, and excursions to Tropical Fruit World and Bucks Farm.
HOSPITALITY STUDIES

SUBJECT CODE: HST  QCE:  4 CREDIT POINTS POSSIBLE
STATUS: AUTHORITY SUBJECT

Hospitality Studies assists students to develop the processes of inquiry and decision making that is essential for effective functioning in a modern society. In doing so, it provides opportunities for students to develop skills, processes and attitudes necessary to making valid decisions about hospitality issues. The subject emphasises strongly the development of authentic practical competencies and skills that relate directly to the hospitality industry. Effective communication skills are essential for interaction and participation in the hospitality industry. All forms of communication – speaking, reading, writing, listening and viewing – are fostered in the teaching and learning strategies.

Associated with the nature and needs of the hospitality industry are attributes such as self-reliance; personal responsibility for the safety, health and wellbeing of others; contribution to teamwork, and professional skills. This subject deals with the development of these attributes thereby giving students valuable insight, not only into the world of work, but also the range of skills necessary for life-long learning in academic, vocational and personal spheres of endeavour.

Hospitality Studies offers both an academic and practical challenge to students. As an AUTHORITY SUBJECT, the subject contributes to the calculation of the student’s OP score. It also provides the opportunity to acquire skills and knowledge recognised within industry.

Assessment: Assessment in Hospitality Studies is criteria based and is designed to help students to demonstrate achievement in the objectives of the syllabus. Assessment caters for a range of students and includes written assessment such as objective and short-response tests, extended written responses such as reports. Practical performance tasks include food and beverage preparation and service and kitchen operations sectors. Non-written presentations may also be used, such as demonstrations, oral presentations and audio-visual presentations.

The Aquinas College restaurant, Saniuqa, is used for many areas of training and provides students with an excellent opportunity to practice their skills.

Special requirements: An additional subject levy of approximately $470 to cover practical lessons, functions, RSA (Responsible Service of Alcohol) excursions and work experience.

Texts & Stationery: All texts are supplied through the Book Hire Scheme. An A4 display book, A4 notebook is required for theory lessons and plastic sleeves.

Uniform requirements: - Closed-in black leather school shoes (compulsory)

- **Available from College Clothing Shop**
  - 1 Chef Jacket (compulsory)
  - 1 Black Apron (compulsory)
  - 1 Black Cap or Hat (compulsory)

Excursions/Work Experience
Possible excursions and work experience opportunities include extended overnight stays and work experience at Palazzo Versace and RACV Royal Pines Resort, and excursions to Tropical Fruit World and Bucks Farm.
Aquinas College, through the Industrial Technology and Design Department, offers students choosing their Senior Subjects, vocational options in Industrial Technology Studies. The course assists to prepare students for an active role in today’s dynamic and technological society. Students will develop skills which have direct application to technical and industrial fields, in areas leading to employment or further study, or simply to develop skills and attitudes to practical work, to be able to participate more fully in life around them.

Access to TAFE post-secondary training is competitive and entry, based solely on academic performance, can be uncertain. Skills achieved in Industrial Technology Studies provide a second and highly reliable pathway into such courses.

Units of study:
Industrial Technology Skills is a four-semester course of study.
Semesters 1 and 2 of the course are designed to allow students to begin their engagement with the knowledge, understandings and skills of the subject. Learning experiences and assessment increase in complexity across the four semesters as students develop greater skills. Semesters 3 and 4 consolidate student learning.

The Industrial Technology Skills subject focuses on the underpinning industry practices and production processes required to manufacture products in industries. The subject includes two core topics; 'Industry practices' and 'Production processes'. Industry practices are used by manufacturers to manage the manufacturing of products from raw materials. Production processes combine the production skills and procedures required to create products.

Students will understand industry practices, interpret specifications, including technical drawings, demonstrate and apply safe practical production processes with hand/power tools and machinery, communicate using oral, written and graphical modes, organise, calculate and plan production processes and evaluate the products they create using predefined specifications.

Assessment:
Assessment in Industrial Technology Skills gives you opportunities to develop and demonstrate your knowledge, understanding and skills. Assessment instruments include:
• Projects, which provide authentic opportunities for you to demonstrate your learning in both industry practices and production processes
• Practical demonstrations, e.g. welding exercises to produce a bracket
• Examinations, e.g. short response safety test

In Year 12, you will be expected to complete four assessment instruments, including at least two projects and one practical demonstration.

Electives:
• Sheet metal working, Welding and fabrication, Fitting and machining
• Cabinet-making, Furniture finishing, Furniture-making

Each elective relates to a current manufacturing trade qualification and the related knowledge, understanding and skills required to use tools and materials to create or maintain products in that industry area of specialization. Your learning will be focus on core and elective knowledge, understanding and skills and includes the study of manufacturing enterprises, workplace health and safety, personal and interpersonal skills, product quality, specifications, tools and materials.
Texts & Stationery: All texts are supplied through the Book Hire Scheme. A selection of reference books is also available in the Industrial Technology and Design Department and also in the Resource Centre.

Special Requests: An additional subject levy fee will apply to cover costs of material used.

Additional Information: Forming part of their overall assessment, students must demonstrate safe work practices at all times in our Technology workshops. Appreciation that knowledge of the task is different to demonstrating the practice should be ever present in the work environment.

Students must provide black leather school shoes and an apron to be worn at all times in the workshop. Students will be provided with eye protection, hearing protection and any other safety equipment deemed necessary for specific tasks.
ICT teaches basic information technology and media skills to students.

Why study ICT?
Information and Communication Technology (ICT) is an Authority Registered subject that gives students knowledge, understanding and skills related to the engagement of information and communication technology. Through a variety of elective contexts, derived from work, study and leisure, students can experience ICT environments of today.

Students should have:
• An enjoyment of computers and technology
• Enthusiasm to develop IT skills

Assessment: Assessment items include developing imaging folios, websites, design blueprints for apps, 2D animations, 3D models and small games.

Units of Study: ICT follows the Queensland Curriculum and Assessment Authority Syllabus. The units of study mentioned below are subject to change, but could include the following:

YEAR 11
- Digital Imaging
- Websites
- App Development
- Animation

YEAR 12
- Websites
- Digital Imaging
- Animation
- App Development

ICT will help the student develop:
• Websites, digital images, as well as 2D and 3D modelling and animation skills
• A mix of technical and aesthetic thinking
• Skills to better partake in a digital lifestyle

Texts & Stationery: nil (aside from working Mac laptop)
INFORMATION PROCESSING AND TECHNOLOGY

SUBJECT CODE: IPT
STATUS: AUTHORITY SUBJECT
QCE: 4 CREDIT POINTS POSSIBLE

Information Processing and Technology (IPT) teaches students to develop apps and to code. Code is a language in which computer programs, apps and websites are written. Just as there are many languages spoken around the world, there are also a variety of different programming languages.

Why study IPT?
IPT is a way you can be creative without being gifted at art, music or sport.

Students should have:
- An interest in solving problems
- An enjoyment of computers and technology
- Enthusiasm to develop IT skills
- Patience and logic

Assessment: The majority of assessment is practical. There are some written elements throughout this course. Students will have opportunities to explore different learning experiences throughout this course.

Units of Study: IPT follows the Queensland Curriculum and Assessment Authority Syllabus. The units of study mentioned below are subject to change, but could include the following:

YEAR 11
- Algorithms
- User Interfaces
- Software Programming
- Structured Query Language (SQL)

YEAR 12
- Object-Oriented Programming (OOP)
- Advanced Programming Techniques
- Information Systems
- Other Scripting Languages

IPT will help the student develop:
- Games, applications software and other useful products
- Efficient thinking
- Skills to better partake in a digital lifestyle
- Access to many tertiary prospects and well paid career options

Texts & Stationery: nil (aside from working Mac laptop)
INFORMATION TECHNOLOGY SYSTEMS

SUBJECT CODE: ITS
STATUS: AUTHORITY SUBJECT
QCE: 4 CREDIT POINTS POSSIBLE

Information Technology Systems (ITS) teaches students animation, web design, graphic design and interactive multimedia.

Why study ITS?
With the growing popularity of Smartphones, YouTube, social networks and MP3 players, there are many new digital media applications that are being designed and produced. Digital workers can find jobs in consulting, education, the arts, the media (new and traditional), marketing communications and training. Digital media is playing an increasingly bigger role in the marketplace and in global culture. With outsourcing on the rise, you can work for a prestigious international company from just about anywhere.

Students should have:
• An interest in digital aesthetic design
• An enjoyment of computers and technology
• Enthusiasm to develop IT skills
• Patience and logic

Workload: Assessment – and the written components of assessment tasks – is kept to a minimum, given the practical nature of the subject. Work is completed on laptops, without books.

Assessment: Assessment items include developing digital media products such as websites and animations, extended responses on app and game designs, and exams. There are no oral presentations required.

Units of Study: ITS follows the Queensland Curriculum and Assessment Authority Syllabus. The units of study mentioned below are subject to change, but could include the following:

YEAR 11
- Graphic Design
- Game Design
- Multimedia

YEAR 12
- Multimedia
- Web Design
- Mobile Technology
- Game Design

ITS will help the student develop:
• Websites, branding solutions, web based media and other useful products
• A mix of technical and aesthetic thinking
• Skills to better partake in a digital lifestyle
• Access to many tertiary prospects and well paid career options

Texts & Stationery: nil (aside from working Mac laptop)
Japanese Language is the most widely taught foreign language in Queensland Secondary schools. Students of Japanese have the opportunity to develop language skills which will enhance their career prospects and allow them to become confident global citizens.

Units of study: Students will move from simple communication patterns through everyday Japanese to both formal and direct language forms. Areas of study covered will provide a functional language framework to enable students to practically use their language skills here on the Gold Coast and in mixing with native speakers.

- Sequences of sentences
- Sentence modifying
- Purpose
- Reporting
- Uncertainty
- Duty, desire, intention
- Potentiality
- Informal and honorific styles

What will you learn? Students of Japanese will learn:

- An appreciation of the culture and the language of Japan.
- A fluency to converse in Japanese.
- An ability to read everyday correspondence.
- Adequate script for meaningful letter writing.

Why study Japanese? It has become essential for the students of this generation to be bi-lingual in order to further their job prospects into the future. As trade relations with Japan have increased, so too has Japanese investment in Australia creating a society that needs to be able to communicate with our Asia-Pacific neighbours. The Federal Government has recognised this and has placed high importance on the teaching of languages in secondary schools. Studying Japanese also has relevance for us living on the Gold Coast. The tourism industry is continually growing with airlines such as Jetstar now providing cheap travel between our two countries. An ability to communicate in Japanese is only going to further student’s opportunities in a continually global economy.

Workload: It is anticipated that students who select Japanese will show a depth of interest that would enable them to master concepts taught. The School of Distance Education provides activities and assessment via email, telephone and also hard copy (that is mailed to Aquinas). Twice a week students will engage in a telephone conversation with their teacher at the Brisbane School of Distance Education. Students undertaking studies via distance education are given a study line at school. It is expected students would spend this time studying Japanese with the materials given to them from the School of Distance Education. Homework would average half an hour a night with frequent formative assessment.
Assessment: The 4 skills of listening, speaking, reading and writing are assessed throughout the 2 year course. Tasks are mailed in and feedback is provided. Speaking exams are conducted via telephone in the specifically assigned distance education room.

Additional Information: Students have the opportunity to visit Japan on the school's cultural and linguistic tour of Japan. Each year we also have many Japanese visitors from Rikkyo College, Nara Gakuen Tomigaoka and Amagasaki Oda High. This provides the students opportunities to converse with native speakers to improve their fluency and intercultural competence.

Please note there are additional costs to study Japanese via the Brisbane School of Distance Education. A yearly fee of approximately $1300 (subject to change) is payable on top of current school fees.

Further information is available on the Brisbane School of Distance Education’s website: http://brisbanesde.eq.edu.au/wcms.

Texts & Stationery: All texts are compulsory and are available only via Symons Educational Supplies

- **Year 11:** *Mirai Stage 5 Textbook and Activity Book*
- **Year 12:** *Mirai Stage 6 Textbook and Activity Book*

2x Exercise Books
Manila Folder
LANGUAGES OTHER THAN ENGLISH (LOTE)

SUBJECT CODE: LOTE
STATUS: AUTHORITY SUBJECT
QCE: 4 CREDIT POINTS POSSIBLE

Please note this course is offered via the Brisbane School of Distance Education.

The following languages are offered to students via the Brisbane School of Distance Education (BSDE).

- Japanese
- Chinese
- Spanish
- German
- French
- Indonesian
- Korean
- Italian may also be studied but this is via the Cairns School of Distance Education. More information on this school can be found at [https://cairnssde.eq.edu.au/](https://cairnssde.eq.edu.au/)

Students must have prior background in these languages in order to successfully meet entry requirements. Therefore, it is recommended that students be of a native speaker level prior to enrolment.

The Brisbane School of Distance Education provides activities and assessment via email, telephone and also hard copy that is sent to the college. Twice a week students will engage in a telephone conversation in conjunction with an interactive lesson via laptops with their teacher at the Brisbane School of Distance Education. Students undertaking studies via distance education are given a study line at school. It is expected students would spend this time studying the work they miss in other lessons that may clash with the BSDE classes.

Workload: The 4 skills of listening, speaking, reading and writing are assessed throughout the 2 year course. Tasks are mailed in to their BSDE teacher and feedback is provided. Speaking exams are conducted via telephone and/or video conference via laptops.

Please note there are additional costs to study a language via the Brisbane School of Distance Education. A yearly fee of approximately $1300 (subject to change) is payable on top of current school fees.

Texts: All texts are compulsory and are available only via Symons Educational Supplies. It is expected that students would purchase these texts.

Further information is available on the Brisbane School of Distance Education’s website: [http://brisbanesde.eq.edu.au](http://brisbanesde.eq.edu.au)
Students will examine the nature and function of our legal system, the process of law making and specific areas of law which are most likely to have an impact on their daily lives (e.g. Family Law, Consumer Protection, and Employment Law). As most students do not proceed to formal studies in Law at a tertiary level, and therefore may receive little or no formal instruction in matters pertaining to the law, it is important for them to gain a grounding at high school.

In our society, Ignorance of the law is no excuse, so that in effect everyone is deemed to know the law. As such, there is an obligation to our society to instil in its members some knowledge of that law. The course is not intended to provide a formal legal education at the level achieved by tertiary law courses. It is not proposed that students at secondary level be required to have detailed knowledge of case law or specific legislation although these may be used for illustrative examples.

What will you learn? Students of Legal Studies will learn:

- The ability to recognise common situations which have legal implications.
- An awareness of legal rights and responsibilities and knowledge of when and where to seek legal advice.
- An understanding of how the structure and process of the legal system operates, so that students may be informed and responsible members of the community in which they live.
- Techniques that enable students to use rational and objective methods rather than emotional and subjective judgements when examining legal issues.

Why Legal Studies? Law affects almost every facet of our lives. Generally, members of our society are unaware of the significance of the law as a major contributor to our society’s structure. They are not well informed about the legal system, their rights and responsibilities, or the various legal institutions and agencies available to assist them. Prevalent misconceptions about the purpose, the role and the effectiveness of the law in our society combined with ignorance serve only to disadvantage them. Moreover, in our society, ignorance of the law is no excuse, so that in effect everyone is deemed to know the law. Students should have sufficient knowledge of the law so as to know their own rights and obligations as citizens, when to seek legal advice, and how to contribute as informed and active members of our democratic society.

Workload: In addition to the assessment below, students will be required to revise the content covered each lesson. This subject involves a substantial amount of reading.

Assessment: Assessment techniques employed include short answer and essay tests, case studies, oral and written reports. Two pieces of assessment will be given each semester which usually comprise of one exam and one assignment.

Texts & Stationery: All texts are supplied through the Book Hire Scheme. Additionally, the students will require loose leaf paper.
What is Mathematics A? The course introduces the student to many and varied applications of Mathematics in the real world. In so doing it empowers the student with the ability to make reasoned judgements in areas relating to statistics, finance, contracts and building a home, as well as equipping them with such skills as map reading, surveying techniques, time management and budgeting.

The Senior Syllabus in Mathematics A is a recommended precursor to further study and training in the technical trades such as tool-making, sheet-metal working, fitting and turning, carpentry and plumbing, auto mechanics, tourism and hospitality, and administrative and managerial employment in a wide range of industries. Students should have consistently demonstrated a sound level of achievement in the Australian Curriculum for Year 10 Mathematics before studying at the Mathematics A level in the Senior School. The course is both interesting and challenging and should not be considered as “the easy option” to the higher study of mathematics. At least a Sound Achievement in one semester of this course could meet the Literacy requirement for the QCE.

Required abilities: In Mathematics A courses, students are expected to work under the guidance of their teacher. Success in the course depends on your ability to apply basic principles of Mathematics, including the ability to provide solutions to Modelling and Problem solving situations.

Units of study: The Mathematics A course at Aquinas College follows the Queensland Curriculum and Assessment Authority Syllabus which contains core end elective topics. Topics including Financial Mathematics, Applied Geometry, Statistics and Probability, are studied during this course. The elective topics include Navigation and Operations Research.

Workload: Students of Mathematics A usually find that there are a significant number of facts and conventions to memorise. Some time is needed to investigate the application of these facts in the various areas of the course. As a guide, 30 minutes per night every school night should be sufficient.

Assessment: Assessment is criteria based and is designed to provide feedback to students and parents about learning that has occurred, to provide feedback to teachers about the teaching and learning processes, and to provide information on which to base judgements about how well students meet the general objectives of the course. Assessment then is an integral aspect of the course of study. It can be formative or summative.

Formative assessment is used to provide feedback to students, parents, and teachers about achievement over the course of study. This enables students and teachers to identify strengths and weaknesses so students may improve their achievements and better manage their own learning. This provides students with experience in responding to particular types of tasks, under appropriate conditions. Feedback on any early assessment tasks may be used in a formative sense to assist students’ preparation for later assessment tasks. Formative assessment generally occurs during Year 11. Summative assessment, while also providing feedback to students, parents and teachers, provides cumulative information on which levels of achievement are determined at exit from the course of study. Student achievements are matched to the standards of exit criteria which provide the information for certification at the end of the course. Summative assessment generally occurs during Year 12.

Texts & Stationery: All texts are supplied through the Book Hire Scheme. Students will require 3 Separate A4 books, Sharp EL-531WHB Calculator and Mathematical Instruments.
What is Mathematics B?  The course prepares the student for the further study of Mathematics and its application to Science and Engineering as well as other mathematics-related courses at University. It demonstrates the applications of mathematics in the real world and strengthens the problem-solving skills of the student. As this course provides a foundation to calculus, it is only recommended for students who have a strong interest and proven ability in Mathematics. Students should have consistently demonstrated a high level of achievement in the Australian Curriculum for Year 10 Extension Mathematics before studying at the Mathematics B level in the senior school. At least a Sound Achievement in one semester of this course could meet the Literacy requirement for the QCE.

Required abilities:  Students are expected to work independently under the guidance of their teacher. Success in the course depends on your ability to understand the underlying theoretical concepts of the course and your ability to provide solutions to Modelling and Problem Solving situations.

Units of study:  This course follows the syllabus of the Queensland Curriculum and Assessment Authority. The topics to be studied include Introduction to Functions, Rates of Change, Periodic Functions and Applications, Exponential and Logarithmic Functions and Applications, Optimisation, Introduction to Integration and Applied Statistical Analysis.

Workload:  Students usually find that there are a significant number of facts and conventions to memorise. The level of understanding required is quite high and you need to allow considerable time to think about the more difficult modelling problems. As a guide, 45 minutes per night every school night should be considered as a minimum study time allocation for this subject.

Assessment:  Assessment is criteria based and is designed to provide feedback to students and parents about learning that has occurred, to provide feedback to teachers about the teaching and learning processes, and to provide information on which to base judgements about how well students meet the general objectives of the course. Assessment then is an integral aspect of the course of study. It can be formative or summative.

Formative assessment is used to provide feedback to students, parents, and teachers about achievement over the course of study. This enables students and teachers to identify strengths and weaknesses so students may improve their achievements and better manage their own learning. This provides students with experience in responding to particular types of tasks, under appropriate conditions. Feedback on any early assessment tasks may be used in a formative sense to assist students’ preparation for later assessment tasks. Formative assessment generally occurs during Year 11.

Summative assessment, while also providing feedback to students, parents and teachers, provides cumulative information on which levels of achievement are determined at exit from the course of study. Student’s achievements are matched to the standards of exit criteria which provide the information for certification at the end of the course. Summative assessment generally occurs during Year 12.

Texts & Stationery:  All texts are supplied through the Book Hire Scheme. 3 Separate A4 Books, Graphics Calculator can be purchased through the College Uniform Shop POA, and other mathematical instruments.
MATHEMATICS C

SUBJECT CODE: MAC
STATUS: AUTHORITY SUBJECT
QCE: 4 CREDIT POINTS POSSIBLE

What is Mathematics C? The course is one of pure mathematics which prepares the student for the higher study of Mathematics or specialised applications at University. Although it is no longer a pre-requisite for any course, it is strongly recommended for any student thinking of a career in Engineering or Applied Mathematics. If you wish to study Mathematics C you must also study Mathematics B.

The Senior Syllabus in Mathematics C is a recommended companion subject to Mathematics B. It provides additional preparation for tertiary studies in subjects with high demand in mathematics, especially in the areas of science, medicine, mining and engineering, information technology, mathematics, finance, and business and economics. Students should have consistently demonstrated a very high level of achievement in the Australian Curriculum for Year 10 Advanced Mathematics before studying at the Mathematics C level in the senior school. At least a Sound Achievement in one semester of this course could meet the Literacy requirement for the QCE.

Units of study: This course follows the syllabus of the Queensland Curriculum and Assessment Authority. The syllabus contains both core and option topics. A course of study of Mathematics C must contain all core topics and a minimum of two complete option topics.

Core Topics
• Introduction to groups
• Real and complex number systems
• Matrices and applications
• Vectors and applications
• Calculus
• Structures and patterns

Options Topics
• Linear programming
• Conics

Workload: Students of Mathematics C usually find that there are fewer facts to memorise than in other Mathematics or Sciences courses. The level of understanding required is quite high and you will need to allow considerable time to think about the more difficult set problems. As a guide, 45 minutes per night every school night should be sufficient.

Assessment: The purposes of assessment are to provide feedback to students and parents about learning that has occurred, to provide feedback to teachers about the teaching and learning processes, and to provide information on which to base judgements about how well students meet the general objectives of the course. Assessment then is an integral aspect of the course of study. It can be formative or summative.

Formative assessment is used to provide feedback to students, parents, and teachers about achievement over the course of study. This enables students and teachers to identify the strengths and weaknesses so students may improve their achievements and better manage their own learning. This provides students with experience in responding to particular types of tasks, under appropriate conditions. Feedback on any early assessment tasks may be used in a formative sense to assist students’ preparation for later assessment tasks. Formative assessment generally occurs during Year 11.
Summative assessment, while also providing feedback to students, parents and teachers, provides cumulative information on which levels of achievement are determined at exit from the course of study. Student’s achievements are matched to the standards of exit criteria which provide the information for certification at the end of the course. Summative assessment generally occurs during Year 12.

**Texts & Stationery:** All texts are supplied through the Book Hire Scheme. 3 Separate A4 Books, Graphics Calculator can be purchased through the College Uniform Shop POA, and other mathematical instruments.
Prevocational Mathematics is designed to help students improve their numeracy by building their confidence and success in making meaning of mathematics. It aims to help students overcome difficulties with, or negative attitudes towards, mathematics, so that they can use mathematics efficiently and critically to make informed decisions in their daily lives.

Students study five topics (number, data, measurement, finance and location and time) that are integrated into teaching and learning contexts that they find relevant. Because these contexts foster cooperation, are supportive, enjoyable and non-competitive, students develop positive attitudes towards the use of mathematics.

Students studying Prevocational Mathematics could meet the Numeracy requirement for their QCE with a ‘Sound Achievement’ in one semester of this course. This course does not count towards the awarding of an OP.

**Workload:**
Students of this course will find there is a significant number of facts and conventions to learn. The level of understanding required is high and considerable time is needed to practice these concepts. As a guide, 20 minutes per night every school night should be a minimum.

**Assessment:**
The purposes of assessment are to provide feedback to students and parents about learning that has occurred, to provide feedback to teachers about the teaching and learning processes, and to provide information on which to base judgements about how well students meet the general objectives of the course. Assessment then is an integral aspect of the course of study. It can be formative or summative.

*Formative assessment* is used to provide feedback to students, parents, and teachers about achievement over the course of study. This enables students and teachers to identify the strengths and weaknesses so students may improve their achievements and better manage their own learning. This provides students with experience in responding to particular types of tasks, under appropriate conditions. Feedback on any early assessment tasks may be used in a formative sense to assist students’ preparation for later assessment tasks. Formative assessment generally occurs during Year 11.

*Summative assessment*, while also providing feedback to students, parents and teachers, provides cumulative information on which levels of achievement are determined at exit from the course of study. Student’s achievements are matched to the standards of exit criteria which provides the information for certification at the end of the course. Summative assessment generally occurs during Year 12.

**Texts & Stationery:**
All texts are supplied through the Book Hire Scheme. 2 Separate A4 Books, Scientific Calculator, and other mathematical instruments.
Music in Years 11 and 12 encompasses three main dimensions: Musicology, Composing and Performing.

The organisation of this course will not only allow students to pursue their strengths in music but also to broaden their knowledge and skills in unfamiliar areas. In many cases students will become the architects of their own learning with the flexibility of the approach to both learning and assessment.

The course is organised into teacher directed and student directed learning:

- **Partially Directed**
  - The X Factor + Stage Sensations
- **Teacher Directed**
  - The Silver Screen
  - Traditionalists and Pioneers
  - It’s A Hit!
  - Let Me Entertain You
- **Student Directed**
  - Express Yourself + Go Your Own Way

This approach will encourage students to develop a greater understanding and love of music. Senior Music will foster a desire for lifelong learning, be it in further musical study, music as a hobby, or an ability to appreciate music in everyday life.

**Prerequisites:**
For Senior Music students must be able to play an instrument or sing.

**Why study Music?**
Music provides a variety of cultural experiences and in turn promotes an awareness of the world's culture.

- **It is important if you want to pursue a career in music and an advantage if you wish to study music at university or the Conservatorium of Music.**
- **The skills you will acquire will provide you with a leisure pursuit which will continue to develop for the rest of your life.**
- **Participation in the music course will develop your social skills, self-esteem, self-expression, and sense of responsibility and encourage creative thinking.**
- **There are many career opportunities, some of which are music therapy, music teaching, music performance, theatre work, recording engineer, accompanist, music librarian, music critic, music sales assistant, arranger/composer, music programmer, work with media, record industry, administration and publishing.**

**Workload:**
Students will undertake two performance, two composing and two musicology tasks in each year of study. Students are also expected to participate in the musical life of the College to fulfill course requirements.

**Additional Information:**
Further details are contained in the work program, which is available on request from the College library. Students have the option of selecting further musical study in Year 12 with Extension Music which will be offered to select students.

**Texts & Stationery:**
‘Fortissimo’ supplied through the Book Hire Scheme. Additionally students will require manuscript.
PHYSICAL EDUCATION

SUBJECT CODE: PE
STATUS: AUTHORITY SUBJECT
QCE: 4 CREDIT POINTS POSSIBLE

Physical Education focuses on the complexity of and interrelationships between the psychological, biomechanical, physiological and sociological factors which influence individual and team performances and the wider social attitudes to physical activity. Students study physical activities over the course with equal time and emphasis given to each activity. At present the physical activities that are studied are volleyball, touch, athletics and table tennis. The physical activities are studied in an integrated way with subject matter drawn from three content areas.

Learning physical skills
• Motor learning
• Psychology of learning physical skills
• Biomechanical bases of learning physical skills

Processes and effects of training and exercise
• Physiology of exercise
• Training, exercise and physical performance
• Acquiring and evaluating physical performance capacities

Equity and access to exercise, sport and physical activity in Australian society
• Body, culture and physical activity
• Lifestyle, leisure, recreation and physical activity
• Money, media power and physical activity

Classroom learning experiences and assessment pieces combine each physical performance area with relevant theoretical content. Students are expected to participate fully in all physical components of the course. The assessment is approximately 50:50 Practical: Theory. Theory work can occur outside the classroom.

There is an opportunity for interested students to enrol in a Certificate III Course in Fitness at TAFE, as an alternate and external pathway to a career qualification in the Sport & Recreation industry. The certificate course can be pursued either separately or concurrently with students in this Authority Subject.

Workload:
Students will be involved in a variety of written, oral and physical learning experiences which are focused on the study of the four physical activities. These could include such activities as designing a training programme for a team, analysing popular beliefs about physical activity and debating current sporting issues. Learning experiences are designed to allow students to develop as increasingly self-directed, interdependent and independent learners. At least 50 per cent of timetabled time involves students engaging in physical activity.

Assessment:
Secondary schools have individual procedures for the assessment of student performance and the reporting of student achievement. A wide range of assessment techniques are used within the Aquinas College program, including physical, oral, written and multi-modal activities. Students will be assessed on the demonstration of skills and application in each of the four physical performance areas. Other assessment items include the writing and evaluating of training programs, delivery of oral reports on biomechanical and sociological considerations in sport, written examinations and research assignments.
The achievement level awarded each student on exit from the course will be based on the fullest and latest information about student performance in the assessable exit criteria of the course as outlined in the syllabus.

These criteria are:
- Acquiring
- Applying
- Evaluating

**Texts & Stationery:**
All work books are supplied through the Book Hire Scheme. Additionally, students will require an A4 pad and a document wallet for handouts.

**Uniform:**
Students must dress in official College Sports Uniform when undertaking practical work. A College Sports Cap is required for Physical Education.
A sense of purpose and personal integrity are essential for participative and contributing members of society. Religion & Ethics provides for a program of study that encourages students to explore their personal values and life choices, and the ways in which these are related to their beliefs. The study area specification in Religion & Ethics helps students understand the personal, relational and spiritual dimensions of human experience. A search for meaning assists students from various cultural, social, linguistic and economic backgrounds to learn about and reflect on the richness of religious and ethical worldviews.

Required abilities: You will need, above all, a systematic and consistent approach to study. Assignment work is specified well in advance and requires long term planning for successful completion. Skills in critical analysis and written expression are important in this subject. Your level of performance in Religious Education and English in Year 10 is a good guide as to your level of success in Religion & Ethics.

Units of Study: The course is comprised of four units, each one studied for a term:

Year 11 ‘Deciding’
- Term 1: The Australian Scene
- Term 2: Social Justice
- Term 3: Spirituality
- Term 4: Ethics and Morality

Year 12 ‘Responding’
- Term 1: Religions of the World
- Term 2: Peace and Conflict
- Term 3: Good and Evil
- Term 4: Meaning and Purpose

Skills you will learn: The Religion and Ethics program will help the student:
- Recognise and reflect on the personal, relational and spiritual dimensions of human experience;
- Develop ethical attitudes and behaviours required for effective participation in the community;
- Think critically, creatively and constructively about your future roles and responsibilities locally and globally;
- Foster an appreciation of and respect for diverse value systems, beliefs and cultures, and the contribution of religion, religious groups, welfare and service groups to society; and
- Develop positive attitudes and strategies for engaging in lifelong learning as reflective learners.

Why study this subject? It offers an excellent opportunity for development of a personal faith stance, whilst providing a structured introduction to key religious themes that underlie human history and motivate life in today’s world. Religion & Ethics provides the basis for an understanding and appreciation of Christian religious beliefs and practices along with other World Religions.

Workload: Students participate in a full program of classes at school and, in addition, need to devote a minimum of 1-2 hours per week, on average, in order to satisfactorily complete requirements.
Assessment: A variety of assessment techniques are used within these units including assignments in written form, folio of responses (logs), reports, group presentations, creative presentations, essays and multimedia presentations.

Additional Information: In addition to the formal academic program, all students will participate in liturgical and retreat experiences throughout the year, with special provision for Eucharistic celebrations. The annual retreat is an integral dimension of the school program.

Texts & Stationery: All students require 2 books: Understanding Faith Series & Exploring Religion and Ethics. All texts are supplied through the Book Hire Scheme. Additionally, 2 x A4 Exercise notebooks are required.
Biology is concerned with the study of the phenomenon of life in all its manifestations. It encompasses studies of the origin, development, functioning and evolution of living systems and the consequences of intervention in those systems.

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

Required abilities:
Students should have:
• An interest in and curiosity about biological phenomena
• An enjoyment of practical work
• An enthusiasm for class discussion and a willingness to ask questions
• A respect for the living organisms which share our planet
• An awareness of the responsibility humans have for stewardship of our planet
• Adequate reading and comprehensive skills
• An ability to interpret graphs and diagrams

Workload:
It is important that students read widely in the subject and remain abreast of recent and current biological developments. Learning experiences are designed to allow students to develop as increasingly self-directed independent learners. Students are expected to keep up to date with homework and/or readings to maximise effective time in the classroom.

Assessment:
Each assessment instrument contributes equally to the determination of the level of achievement and reflects the nature of the learning experiences. Students will be assessed via extended response items, written tasks and extended experimental investigations.

Each unit of study will culminate in an assessment piece covering one or more of the student performance dimensions of Understanding Biology, Investigating Biology & Evaluating Biological Issues.

Units of Study:
Biology follows the Queensland Curriculum and Assessment Authority Syllabus. The units of study mentioned below are subject to change:

YEAR 11
- Cell Biology
- Ecology & Field Studies
- Plant Physiology
- Animal Physiology

YEAR 12
- In Search of Better Health
- Extended Experimental Investigation
- It started with one Cell
- Blueprint for Life
- Evolution

Camps:
Field Studies are a compulsory component of the Senior Biology Syllabus. To meet this requirement the students are expected to attend a 3 day Field Studies camp to North Stradbroke Island in Year 11.

Skills you will learn:
The Biology program will help the student develop:
• A scientific understanding of the living world
Manipulative skills and mental processes appropriate to the acquisition, use and communication of biological understanding
• An ability to apply the biological understanding, skills and mental processes to appropriate problems
• Certain attitudes such as open-mindedness, rationality, awareness of risk situations, co-operation in learning and responsibility

Why study Biology?
Biology is a science for students who are interested in the living world. Many students are aware of and are interested in their surroundings. Many students are interested in how their bodies function, and the course fulfills this purpose. Many students are interested in the recent developments in Biology e.g. in molecular biology and genetic engineering.

Extra Pathways:
Students who study Biology in Years 11 and 12 also have the opportunity to take part in the GRIFFBIO program. This is a two year program offered through Griffith University, with most units being fully integrated and embedded within the course which is studied at Aquinas College.

• **Year 11:** students will study the content of the first half of GriffBio within the normal delivery of the QCAA Biology syllabus, and attend Griffith University to a laboratory day. Students will then complete the stage 1 examination and laboratory day for GriffBio during Semester 1. (A small administration/laboratory fee is payable to Griffith University by students who choose to do GriffBio in Year 11)

• **Year 12:** Students will study the content of the second half of GriffBio within the normal delivery of the QCAA Biology syllabus in conjunction with additional after school tutorials which take place in Term 3. The End of Semester examination will take place in Term 3. Queensland students will receive a statement of their grades achieved on their Queensland Certificate of Education recorded as 2 units of Advanced Study. This does not count towards calculation of OP.

  - Achieving a pass in all assessment items
  - Meeting admission prerequisites of the degree program; and
  - The degree program being listed as a preference in your QTAC and/or UAC applications.

  Please be assured that the undertaking of GriffBio along with your Senior Biology subject will in no way be detrimental to the class results of students.

Texts & Stationery:
All text books are available through the Book Hire Scheme. For this course you will require 4 x A4 Pads and the Biozone Student Workbook.

Special requirements:
An additional subject levy fee will apply to cover costs of field studies camp.
Why study Chemistry?
The study of Chemistry engages students and teachers in an exciting and dynamic investigation of the material universe. Chemistry provides a platform and conduit in which humankind can interact with and explore matter. This is the essence of Chemistry. The application of chemistry enables us to make sense of the physical world. Understanding and applying chemical concepts, models, procedures and intellectual processes aids in humankind’s management of the planet’s limited resources and could provide the key to our continuing survival.

The study of Chemistry provides students with a means of enhancing their understanding of the world around them, a way of achieving useful knowledge and skills and a stepping stone for further study. It adds to and refines the development of students’ scientific literacy. An understanding of chemistry is essential for many vocations.

What will you study?
The subject matter of Chemistry is derived from context-based units of work. Courses will develop students’ understanding and appreciation of Chemistry in real-world, relevant contexts. It will encourage students to think creatively and rationally about Chemistry. Students will be challenged to understand and act responsibly on Chemistry-related problems and issues and to communicate effectively in a range of modes.

Units of study:
The following units are covered over the duration of a Two Year course:

- Introduction to Chemistry
- Air – Something we all share
- Toiletries
- Chemical Equilibrium/Acids and Bases
- Electrochemistry
- Carbon Chemistry
- Household Products
- Nuclear Chemistry

Workload:
Chemistry students find that there is a fairly intense workload. Students will be involved in a variety of written, practical and oral learning experiences. It is important for students to read widely in the subject. Learning experiences are designed to allow students to develop as increasingly self-directed learners. Students are expected to keep up to date with homework and/or readings to maximize effective time in the classroom.

Assessment:
A wide range of assessment techniques are used to determine the relationships between student achievement and the exit criteria of the course (Knowledge and Conceptual Understanding, Investigative Processes, and Evaluating and Concluding).

- Extended experimental investigations
- Supervised assessments
- Extended response tasks

Abilities required:
In Chemistry courses, students consider both practical and theoretical situations and discuss ideas and problems with their teacher and/or peers. They manipulate equipment in practical laboratory lessons. Successful Chemistry students are motivated, self-directed and active investigators.
How will you learn? In selecting learning experiences, teachers have many opportunities to offer interesting activities, especially:

- researching from primary and secondary sources
- accessing and using computers, including internet research
- undertaking national science initiatives and competitions
- developing decision-making skills
- interpreting data, from wide-ranging sources including media
- analysing current strategies or policies of the issue being investigated
- analysing strategies and evaluating effectiveness or improvements
- applying the principles of research ethics
- formulating hypotheses and testing them through fieldwork, experiments, interviews and research
- predicting the impact of recommendations of a science report/experiment
- proposing and/or implementing strategies for improvement
- solving problems
- engaging in active research projects, independently and with groups and teams
- participating in forum discussions and debates
- sharing information mutually beneficial to the group
- advocating for change

Pathways to Further Education:

Students who study Chemistry in Years 11 and 12 also have the opportunity to take part in the GRIFFCHEM program. GRIFFCHEM is a two stage program offered through Griffith University.

- **Stage One:** The bulk of the delivery of Stage 1 will be already embedded into the current Senior Chemistry course. Further theory and revision lessons may then be conducted in Terms 3 and 4. The practical component of the course consists of two on-campus Lab Days that take place during Semester two. Students will then be required to sit a “Stage One Examination” in November. Students who achieve the minimum pass mark (as set by the University) will be invited to continue with “Stage Two”.

- **Stage Two:** Students who successfully complete Stage One in Year 11 will then be invited to enrol in GRIFFCHEM in Year 12 to continue with Stage Two of the program, which will involve attending Practice Lectures and Lab Days at certain times throughout the year. Students will then be required to sit a “Stage Two Examination” in November. Students who achieve the minimum pass mark (as set by the University) may be eligible for either Direct Entry into Griffith University or a Semester Credit for a Chemistry-related subject in their first-year at Griffith (provided that Griffith University is the student’s 1st choice on their QTAC Entrance form).

Please be assured that the undertaking of GRIFFCHEM along with your Senior Chemistry subject will in no way be detrimental to the class results of students.

**Texts & Stationery:** All text books are available through the Book Hire Scheme.

For this course you will require:

- 2 x 192-page A4 exercise books (for notes)
- 2 x 64-page, non-spiral bound A4 exercise books (for EEI logbook)
- 1 x Scientific Calculator
"Give me matter and motion, and I will construct the universe." - Rene Descartes (1640)

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

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

Required abilities: One of the greatest assets a student entering a Physics course should have is the ability to reason. Physics is not just a matter of learning, but of understanding and applying learned facts. Students should be capable of reasoning and analysing situations logically.

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

The following units are covered over the duration of a Two Year course:

- Gearing for Physics
- Physics on the Road
- Physics in Sport
- Optics
- Materials and Structures
- Amusement Park Physics
- From Lightning to Generators
- Waves and Interference
- Physics in Space

Workload: Physics students find that there is a fairly intense workload. Students will be involved in a variety of written, practical and oral learning experiences. It is important for students to read widely in the subject. Learning experiences are designed to allow students to develop as increasingly self-directed learners. Students are expected to keep up to date with homework and/or readings to maximize effective time in the classroom.
Assessment: A wide range of assessment techniques are used to determine the relationships between student achievement and the exit criteria of the course (Knowledge and conceptual understanding, Investigative processes, and Evaluating and concluding). Assessment techniques in this syllabus are grouped under categories and may include:

- Extended experimental investigations
- Supervised assessments
- Extended Response Tasks

How will you learn? In selecting learning experiences, teachers have many opportunities to offer interesting activities, especially:

- Researching from primary and secondary sources
- Accessing and using computers, including internet research
- Undertaking national science initiatives and competitions
- Developing decision-making skills
- Interpreting data from wide-ranging sources, including media
- Analysing current strategies or policies of the issue being investigated
- Analysing strategies and evaluating effectiveness or improvements
- Applying the principles of research ethics
- Formulating hypotheses and testing them through fieldwork, experiments, interviews and research
- Predicting impact of recommendations of a scientific report/experiment
- Proposing and/or implementing strategies for improvement
- Solving problems
- Engaging in active research projects, independently and with groups and teams
- Participating in forum discussions and debates

Pathways to Further Education:

Students who study Physics in Years 11 and 12 also have the opportunity to take part in the GRIFFPHYS program. GRIFFPHYS is a two stage program offered through Griffith University.

- **Stage One**: The bulk of the delivery of Stage 1 will be already embedded into the current Senior Physics course. Further theory and revision lessons may then be conducted in Terms 3 and 4. The coursework is delivered online, through the Griffith University Student Portal. Students will then be required to sit a “Stage One Examination” in November. Students who achieve the minimum pass mark (as set by the University) will be invited to continue with “Stage Two”.

- **Stage Two**: Students who successfully complete Stage One in Year 11 will then be invited to enrol in GRIFFPHYS in Year 12 to continue with Stage Two of the program, which will involve attending Practice Lectures and Lab Days at certain times throughout the year. Students will then be required to sit a “Stage Two Examination” in November. Students who achieve the minimum pass mark (as set by the University) may be eligible for either Direct Entry into Griffith University or a Semester Credit for a Physics-related subject in their first-year at Griffith (provided that Griffith University is the student’s 1st choice on their QTAC Entrance form).

Please be assured that the undertaking of GRIFFPHYS along with your Senior Physics subject will in no way be detrimental to the class results of students.

Texts & Stationery: All text books are available through the Book Hire Scheme. For this course you will require 2 x A4 Pads and a Scientific Calculator.
We are increasingly exposed to environments and situations that require knowledge of science and scientific ways of thinking. Scientifically and technologically advanced tools are commonplace in our everyday lives. In this century citizens must not only be literate, they must also be scientifically literate.

Science21 deals with themes in real-world contexts that are of intrinsic interest and importance to students - the way the human body works, the ways we communicate, our place in the universe, our environment, our enjoyment of both synthesised and natural things.

Workload: Science21 students find that there is a fairly intense workload. Students will be required to perform a variety of written and practical tasks. It is important that students read widely and have a high level of researching skills. Learning experiences are designed to allow students to develop an increasingly self-directed approach. Students are expected to keep up-to-date with homework and/or readings to maximise effective time in the classroom.

Units of study: Science21 units are delivered within a particular context. The units covered over the two year course are:

Year 11
- Disastrous Affair: natural and man-made disasters
- Sound and Vision
- Good Enough to Eat: Food storage, preparation and nutrition
- Life Beyond Earth

Year 12
- Survive the drive
- Made to Order: Genetic Engineering
- Analyse This: Forensic Analysis
- Energy to go

Assessment: Students are assessed on how well they achieve the three General Objectives of Knowledge and Conceptual Understanding, Investigative Processes, Issues and Impacts. The assessment techniques include:

- Extended Experimental Investigations
- Supervised assessments
- Extended Response Tasks
- Collection of work

Required abilities: An inquiry-based approach is taken to investigate each context of the Science21 course. Successful students will be those who have already demonstrated a solid understanding of the physics, biology, chemistry and earth science developed in their junior Science studies as well as the ability to apply the Scientific Method of problem solving. A keen interest in the science behind the news and global problems is a must for the successful Science21 student.
How will you learn? In selecting learning experiences, teachers have many opportunities to offer interesting activities, especially:

- Researching from primary and secondary sources
- Accessing and using computers, including internet research
- Developing decision-making skills
- Interpreting data from wide-ranging sources, including media
- Analysing current strategies or policies of the issue being investigated
- Analysing strategies and evaluating effectiveness or improvements
- Applying the principles of research ethics
- Formulating hypotheses and testing them through fieldwork, experiments, interviews and research
- Predicting impact of recommendations of a scientific report/experiment
- Proposing and/or implementing strategies for improvement
- Solving problems
- Engaging in active research projects, independently and with groups and teams
- Participating in forum discussions and debates
- Sharing information mutually beneficial to the group
- Advocating for change and presenting an argument

Texts: All texts are supplied through the Book Hire Scheme. Students will also require 2 x 128-page A4 notebooks, 1x 64-page non-spiral bound notebook, a Scientific Calculator and a ruler.
SPORT AND RECREATION – CERTIFICATE II
& FITNESS - CERTIFICATE III

CODE: SRF  QCE: 8 CREDIT POINTS POSSIBLE

QUALIFICATIONS:
SPORT AND RECREATION - CERTIFICATE II SIS20313
FITNESS - CERTIFICATE III SIS30315

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<th>TAFE Queensland Gold Coast</th>
<th>RTO No: 0083</th>
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<td>Cost</td>
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<td>Refund Policy</td>
<td>See <a href="http://tafeqld.edu.au">http://tafeqld.edu.au</a></td>
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</tr>
</tbody>
</table>

EXPLORE YOUR PASSION FOR SPORTS

The qualification is delivered through a partnership between Aquinas College and TAFE Queensland Gold Coast.

This program covers the following topics:

- Provide First Aid
- Apply anatomy and physiology principles in a fitness context
- Maintain sport, fitness and recreation equipment for activities
- Provide quality service in the fitness industry
- Work effectively in sport and recreation environments
- Plan and deliver gym programs

OUTCOMES:

Work may be undertaken in locations such as gyms, fitness and community facilities.

Job prospects:

- Exercise Instructor – Gym
- Gym floor supervisor
- Sport and recreation Assistant
UNITS OF STUDY:

The course provides students with the opportunity to complete two nationally recognised industry qualifications. The following units of competency may be offered:

CORE:

Sport and Recreation Industry
BSBWOR202A Organise and complete daily work activities
SISXIND211 Develop and update sport, fitness and recreation industry knowledge

Fitness and Safety
SISXWHS101 Follow work health and safety policies
SIXEXM201A Respond to emergency situations

Fitness Programs
SISFFIT003 Instruct fitness programs
SISXFAC001 Maintain equipment for activities

First Aid
HLTAID003 Provide first aid

Health Screening
SISFFIT001 Provide health screening and fitness orientation

ELECTIVES:

Sport and Recreation Sessions
SISOODR201A Assist in conducting outdoor recreation sessions
SISXCAI102A Assist in preparing and conducting sport and recreation sessions
SISXCAI101A Provide equipment for activities

Fitness Programs
SISSSDE201 Communicate effectively with others in a sport environment
Australia today is a pluralist society in which a great variety of religious traditions exist side by side. Studying religion helps students become aware of others’ beliefs and further understand their own. These studies can also help students develop an understanding of the ways that particular cultural contexts have influenced, and continue to influence, the formation of an individual’s world view and beliefs. Such understandings can make valuable contributions to cross-cultural harmony and mutual enrichment.

**Required abilities:**

You will need a systematic and consistent approach to study. Assignment work is specified well in advance and requires long term planning for successful completion.

You will learn through the inquiry method in the Study of Religion. A structure for the process of inquiry is given and this guides you to investigate information and direct your thinking skills. The process of inquiry contributes to your ability to formulate ideas, make judgments and reach conclusions. It encourages you to move beyond acquisition of facts to the development of ideas and concepts.

Skills in written expression are also important in this subject. The level of performance in Religious Education and English in Year 10 is a good guide to your potential level of success in Study of Religion.

**Units of study:**

The senior Study of Religion syllabus is designed around three core components, five topics and a school-based topic.

The three core components contain significant ideas and concepts that are central to the study of religion. They are:

- Australian religious perspectives
- World religions
- The nature and significance of religion

The five topics provide in-depth study of specific aspects or phenomenon related to religion. The topics are:

- Social Justice
- Ritual
- Sacred texts
- Ultimate questions
- Religion, values and ethics

**What will you learn?**

Study of Religion helps you 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; and
• Value the study of world religions and the phenomena of religion, and evaluate critically religions and religious traditions.

**Why study SOR?**

Through the study of religion, you 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. Study of Religion will help you to become a more effective global citizen by developing your knowledge, skills and values, and developing your understanding through critical inquiry, debate and reflection, and empathetic engagement with the standpoint of others. It can help you become more conscious of particular ways that you make sense of the world, and become more skilled in identifying different ways of describing and responding to experiences.

**Workload:**

Students participate in a full program of classes at school and, in addition, need to devote a minimum of 3-4 hours a week, on average, in order to satisfactorily complete requirements. Field work involves a further time commitment.

**Texts & Stationery:**

All students require the text ‘Investigating Religions’, and is supplied through the Book Hire Scheme. Additionally, 2 x A4 Exercise notebooks are required.
Technology Studies helps students understand and use past, present and future industrial technologies to meet the demands and needs of the 21st century. This subject involves students in designing, engineering and producing innovative and creative products. In Technology Studies these products encompass artefacts, processes, systems and environments.

**Required abilities:** A high degree of independence in study habits is essential, as is the ability to articulate clear reports and graphical expressions, to develop logical problem solving methodology and solution realisations in a design process.

**Units of study:** The dimensions for the course are:

**Analysing design problems**
- Describe design problems
- Interpret design problems
- Analyse impacts of discussions

**Apply design factors and communicating**
- Develop ideas
- Use manufacturing technologies and project management to produce products
- Communicate ideas

**Synthesising and Evaluating**
- Develop concepts to respond to design problems
- Justify decisions and recommendations
- Evaluate ideas and products

**Contexts:** Contexts are real-life purposes for design tasks. Over the course of study, students should experience a variety of contexts when creating innovative products, as this will help them understand the requirements of a range of consumers. Contexts include:
- Agriculture
- Communication
- Community
- Construction
- Engineering
- Environment
- Health and welfare
- Home and family
- Leisure and recreation
- Transportation

**Skills you will learn:** You will learn to use your own limitless imagination in seeking out solutions to Product Design. You will learn the Science of materials in design manufacture, process and construction methodologies, and the skills of investigation, analysis, synthesis, evaluation, computation and communication.

**Why study Tech Studies?** You will develop and sharpen your analytical skills and explore intellectual processes useful to any tertiary study area. Technology Studies opens the door to explore the world in which we live and work. This is a good option for OP students wishing to continue developing their practical skills in senior studies. Although you will be working in the practical environment, Technology Studies is demanding on time and individual input.
Workload: At least 50% of your time will be allocated towards folio preparation in a design context. This will require considerable research and solution testing, consideration of materials and processes, practical and theoretical learning. Year 11 is a foundation year of study. The design process is taught which leads to students being able to have freedom of their design context in Year 12.

Assessment: Student achievement is assessed on the basis of three criteria:

- Analysing design problems
- Applying design factors and communicating
- Synthesising and evaluating designs

The principal methods of assessment include student responses to writing tasks, practical exercises and projects. For verification purposes in October in Year 12 students must have completed:

- One design folio
- One design realisation, which includes photographic evidence of practical work and the student’s production
- One report

Special requirements: An additional subject levy fee will apply to cover costs of material used.
Visual Art is a powerful and pervasive means which students use to make images and objects, communicating aesthetic meaning and understanding from informed perspectives. In a world of increasing communication technologies, knowledge and understanding of how meanings are constructed and ‘read’ is fundamental to becoming a critical consumer and/or producer of art works.

Units of study:
The inquiry processes of researching, developing, resolving and reflecting, is used to develop the ‘Body of Work’. Students explore and express concepts and chosen focuses through a range of contexts and media areas. Each media area has its own knowledge, materials, techniques, technologies and processes. Students are encouraged to work across media areas, and these are listed below:

### Design
- Costume, make-up and stage
- Built environment and public space
- Graphic / illustration
- Product
- Curatorial
- Cross-arts projects/events

### 3-D objects
- Sculpture
- Ceramics
- Installation
- Performance art
- Fibre art
- Wearable art & body adornment

### Time based media
- Electronic imaging
- Sound art
- Television
- Film & animation

### 2-D images
- Drawing
- Painting
- Printmaking
- Photographic

Students also study a diverse range of artists, artworks, visual language and expression from a variety of social, cultural and historical contexts. Over a two-year course of study, students form their own personal aesthetic (style and expression) through individual responses when they make and appraise artworks.

Skills you will learn:
In *making* artworks, students define and solve visual problems by using visual language and expression (including visual elements, principles of composition, sign and symbolism) relevant to concepts, focuses, contexts and media. This involves students in:

- Observing, collecting, compiling and recording visual, verbal and sensory information and ideas from specific sources and contexts
- Selecting, exploring, manipulating and exploiting materials, techniques, processes and technologies in particular media areas to communicate meanings
- Translating and interpreting ideas through media manipulation to invent images and objects
In **appraising** artworks, students determine and communicate meanings. This involves them in:

- Demonstrating knowledge and understanding of artworks in contexts that relate to concepts, focuses, contexts and media
- Analysing, interpreting, synthesising and evaluating information to discern meanings
- Making informed judgments
- Justifying positions when determining the aesthetic value of artworks
- Using suitable visual arts terminology, language and referencing conventions

**Assessment:**

Assessment in Visual Art consists of making and appraising tasks. These tasks may form a ‘Body of Work’. The ‘Body of Work’ builds on existing practice of folio work. It consists of individual student responses to a given concept. It shows a students’ progress through the inquiry learning model of researching, developing, resolving and reflecting. In creating a ‘Body of Work’, students will develop their own ideas, exploration and experiments through each of the concepts, contexts and media areas. The completed outcome represents a coherent journey towards a final resolution.

A wide range of assessment techniques to judge student achievement is used throughout Senior Art. Achievement in Visual Art is judged by matching a student’s achievement in the assessment tasks with the exit criteria of the subject. The exit criteria in Visual Art include Visual literacy, Application and Appraising.

**Texts:**

All texts are supplied through the Book Hire Scheme. Students will also need a Visual Art Journal (can be purchased at the Bookshop), an eraser and ruler, a set of coloured pencils, a graphic sketching set (range of pencils) and an external hard drive and USB for file transfers.

**Additional information:**

An additional subject levy will apply to cover the costs of material used.
FIELD POSITIONS

Eligibility for Field Positions (FPs)

A guide to determining eligibility

A ‘field’ is an area of emphasis in the senior curriculum. A student may receive up to five Field Positions (FPs), one in each of the following:
- Field A — extended written expression involving complex analysis and synthesis of ideas
- Field B — short written communication involving reading, comprehension and expression in English or a foreign language
- Field C — basic numeracy involving simple calculations and graphical and tabular interpretation
- Field D — solving complex problems involving mathematical symbols and abstractions
- Field E — substantial practical performance involving physical or creative arts or expressive skills

A student’s eligibility for an FP depends on the combination of Authority subjects studied, and the number of ‘weighted semesters’ completed.

The number of weighted semesters is calculated by multiplying the number of semesters by the subject weight detailed in the subject weight tables on the Queensland Curriculum and Assessment Authority (QCAA) website. Subject weights change each year as new syllabuses are added and old ones deleted. Therefore, the subject weights table used should correspond with the year that the student is expected to exit Year 12.

If a student has at least 60 weighted semesters in a field, they are eligible for an FP in that field.

Table 1 shows an example of how to calculate the number of weighted semesters to determine whether a student is eligible for an FP in that field. This example uses 2013 subject weights.

Table 1: Example of calculating eligibility for FP

<table>
<thead>
<tr>
<th>Subject</th>
<th>Semesters</th>
<th>Field A</th>
<th>Field B</th>
<th>Field C</th>
<th>Field D</th>
<th>Field E</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Semesters x subject weight</td>
<td>Weighted semesters</td>
<td>Semesters x subject weight</td>
<td>Weighted semesters</td>
<td>Semesters x subject weight</td>
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<tr>
<td>English</td>
<td>4</td>
<td>4 x 5= 20</td>
<td>4 x 4= 16</td>
<td>4 x 1= 4</td>
<td>N/A</td>
<td>0</td>
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<tr>
<td>Mathematics B</td>
<td>4</td>
<td>4 x 1= 4</td>
<td>4 x 2= 8</td>
<td>4 x 5= 20</td>
<td>4 x 5= 20</td>
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</tr>
<tr>
<td>Chemistry</td>
<td>2</td>
<td>2 x 4= 8</td>
<td>2 x 3= 6</td>
<td>2 x 5= 10</td>
<td>2 x 5= 10</td>
<td>2 x 2= 4</td>
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<tr>
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<td>4 x 3= 12</td>
<td>4 x 3= 12</td>
<td>4 x 5= 20</td>
<td>4 x 3= 12</td>
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<td>4 x 5= 20</td>
<td>4 x 4= 16</td>
<td>4 x 2= 8</td>
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<td>0</td>
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<td>2 x 4= 8</td>
<td>2 x 4= 8</td>
<td>2 x 3= 6</td>
<td>2 x 2= 4</td>
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<tr>
<td>Number of weighted semesters</td>
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<td>70</td>
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</table>

For more information on eligibility for FP, visit the QCAA website, email analysis.reporting@qcaa.qld.edu.au or phone (07) 3864 0224.
### Subject weights table for use in Year 12 in 2017

This table is for use by students completing (Queensland) Year 12 in 2017.

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<tr>
<th>Syllabus</th>
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<th>Field B</th>
<th>Field C</th>
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<td>Aerospace Studies</td>
<td>2011</td>
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<td>Business Communication and Technologies</td>
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<td>3</td>
<td>4</td>
<td>4</td>
<td>3</td>
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<tr>
<td>Business Management</td>
<td>2013</td>
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<td>3</td>
<td>4</td>
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<td>2</td>
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<td>5</td>
<td>1</td>
<td>N/A</td>
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<td>Chinese Extension</td>
<td>2011</td>
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<td>5</td>
<td>1</td>
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<td>Dance</td>
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<td>1</td>
<td>N/A</td>
<td>5</td>
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<td>Drama</td>
<td>2013</td>
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<td>5</td>
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<tr>
<td>Engineering Technology</td>
<td>2010</td>
<td>3</td>
<td>2</td>
<td>5</td>
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<td>1</td>
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<td>Film, Television and New Media</td>
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CONTRACT OF EXPECTATIONS OF STUDENTS

In Years 11 and 12 at Aquinas College

Aquinas College will provide me with quality education within a Catholic context. This involves providing opportunities for my spiritual, intellectual, social, emotional and physical development, and wellbeing. In turn, I agree to the following:

1. To participate fully in the school’s Religious Education, Pastoral Care and Sporting Programmes, and in other activities associated with them, including attending Year 11 and 12 Retreats.

2. To respect, support and promote the College Vision and Mission Statement.

3. Since my final years are crucial for my future, I will undertake my work to the best of my ability in each of my subjects.

4. To attend school, and all my classes, regularly and punctually, and to present satisfactory written explanation of any absence at any stage from class or school.

5. I assume responsibility, with the help of my teachers, for my own work and study, and I take responsibility for the submission of essays, projects, assignments and other forms of assessment within due weeks.

6. To respect and support the rights of teachers to teach, and of other students to learn, and to give full cooperation in this regard.

7. I accept the College rules and policies to ensure the school’s effective functioning and organisation, and for my own growth in self-discipline.

8. To enhance the reputation of the College by maintaining a high standard of dress, behaviour and language, and by being polite, at all times, both within the College and in the wider community.

9. To be an active member in all aspects of College life by contributing my gifts and talents to the school community in curricular and co-curricular activities. This includes Thursday afternoon sport, inter-House carnivals and events, liturgies and excursions.

10. To demonstrate positive leadership at a level appropriate to my skills and situation, and to accept the responsibility to mentor and assist other members of the school community to uphold the College rules and policies.

I, _______________________, agree to the above Contract of Expectations of Years 11 and 12 students at Aquinas College. Further, I agree that if my behaviour is judged to be in serious major breach or persistent minor breach of any of these expectations, I will be required to renegotiate this agreement to the satisfaction of the Principal if I wish to remain at Aquinas College.

Signed: ___________________________ Date: _______
(Student)

As parent/caregiver of _______________________, I support the College and will do my best to ensure that he/she will adhere to the outlined expectations.

Signed: ___________________________ Date: _______
(Parent/Caregiver)