A Guide to Student Learning for Year 10, 2016

This handbook provides a brief outline of the Student Learning offered at Aquinas College in Year 10, 2016.

(Version 5)
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INFORMATION FOR PARENTS AND STUDENTS

Year 10 – Core Learning

Students in Year 10 will study a combination of core and elective learning.

Students will study 6 core subjects.

Subjects to be studied and time allocations for these subjects have been developed from the Australian Curriculum.

The 6 Core subjects to be studied in Year 10 are:

- Religious Education
- English
- Health and Physical Education (studied for one semester only)
- History
- Mathematics
- Science

Year 10 – Elective Learning

Students also have the opportunity to study a number of elective subjects across the year.

There will be 3 elective subject spaces each semester that can be filled in a number of different ways.

- Some elective subjects can be studied for a single semester.
- Some elective subjects can be studied for the entire year.
- Some elective subjects can only be studied for the entire year.

Students are able to develop a course of elective study based on student interests and ability.

Breakdown of Elective Availability

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>WHEN AVAILABLE TO STUDY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business – Certificate I</td>
<td>Semester One or Semester Two</td>
</tr>
<tr>
<td>Business Enterprise</td>
<td>Semester One or Semester Two</td>
</tr>
<tr>
<td>Business Tourism</td>
<td>Semester One or Semester Two</td>
</tr>
<tr>
<td>Commerce</td>
<td>Semester One or Semester Two</td>
</tr>
<tr>
<td>Dance</td>
<td>Semester One or the Whole Year</td>
</tr>
<tr>
<td>Drama</td>
<td>Semester One, Semester Two or Whole Year</td>
</tr>
<tr>
<td>Fashion Design</td>
<td>Semester One, Semester Two or Whole Year</td>
</tr>
<tr>
<td>Film, Television &amp; New Media</td>
<td>Semester One or Semester Two</td>
</tr>
<tr>
<td>Geography</td>
<td>One Semester only - Semester One or Semester Two</td>
</tr>
<tr>
<td>Graphics</td>
<td>One Semester only - Semester One or Semester Two</td>
</tr>
<tr>
<td>Health Education</td>
<td>Semester One or Semester Two</td>
</tr>
<tr>
<td>History Extension</td>
<td>One Semester only - Semester One or Semester Two</td>
</tr>
<tr>
<td>Hospitality</td>
<td>Semester One or Semester Two</td>
</tr>
<tr>
<td>Hospitality – Certificate II</td>
<td>Whole Year only</td>
</tr>
<tr>
<td>Industrial Technology Studies</td>
<td>One Semester only - Semester One or Semester Two</td>
</tr>
<tr>
<td>Course</td>
<td>Offered Timeframes</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td>Information Processing &amp; Technology</td>
<td>Semester One or Semester Two</td>
</tr>
<tr>
<td>Information Technology Systems</td>
<td>Semester One or Semester Two</td>
</tr>
<tr>
<td>Japanese (LOTE)</td>
<td>Semester One or the Whole Year</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>Semester One or Semester Two</td>
</tr>
<tr>
<td>Music</td>
<td>Semester One or the Whole Year</td>
</tr>
<tr>
<td>Physical Education (Extension)</td>
<td>Semester One or Semester Two</td>
</tr>
<tr>
<td>Sporting Excellence Program - Athletics</td>
<td>Whole Year only</td>
</tr>
<tr>
<td>Sporting Excellence Program - Netball</td>
<td>Whole Year only</td>
</tr>
<tr>
<td>Sporting Excellence Program - Rugby League</td>
<td>Whole Year only</td>
</tr>
<tr>
<td>Technology Studies</td>
<td>One Semester only - Semester One or Semester Two or Whole Year</td>
</tr>
<tr>
<td>Visual Art</td>
<td>Semester One, Semester Two or Whole Year</td>
</tr>
</tbody>
</table>

**DISCLAIMER**

The College must have certain 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.

The College retains the right to cancel a course if it is unable to meet these requirements. Students are not guaranteed to be able to study every subject they select.
STUDENT INDUCTION PROGRAM

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

- Certificate I in Business
- Certificate II in Hospitality

Upon enrolment we will cover:

- Student selection, enrolment and induction/orientation procedures
- Course information, including content and vocational outcomes
- Fees 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

Refund Policy

Fees paid in advance policy: Refund of advance fees and levies will be considered on an individual basis.

Refunds policy: Refund of levies may be given for subjects incurring individual levy charges for changes within the first 2 weeks of each semester.

If a student requests a refund after the end of week 2 in the semester related to the fee, the College may retain an administrative fee and return a pro-rata amount of the fee to the student.

In some instances there are nominal fees associated with consumables, excursions and work experience, which are collected through levies associated with particular courses. Details can be found in this handbook. Prior to commencement of a VET course, students will be provided with full and complete information about any levies payable.

The school will refund on a pro-rata basis any fees collected as levies to students who leave before completion of the VET service. (If the refund is requested after week three in each semester, the College may retain a nominal administrative fee).
**INFORMATION FOR PARENTS AND STUDENTS**

See below for a ‘timeline’ of events:

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, 31st August 2015</td>
<td>The <em>Year 10, 2016 Student Learning Handbook</em> is distributed to all current Year 9 students. This is an opportunity to read about all Core &amp; Elective subject offerings for 2016, to enable students to make an informed decision about what they would like to study in Year 10. From 6pm on Monday 31st August 2015 you will be able to log into <em>Subject Selection Online</em> and make your choices. You have until 8am on Friday 4th September 2015 to do this, as the system will close at this time. Instructions on how to make these choices online can be found on page 26.</td>
</tr>
<tr>
<td>Friday, 4th September 2015</td>
<td><em>Subject Selection Online</em> closes at 8am.</td>
</tr>
<tr>
<td>At the end of Term 4 2015</td>
<td>A letter containing details of all chosen subjects will be sent home. If any changes are required, a subject change form should be completed and handed in to SAO. These forms will be available from SAO.</td>
</tr>
</tbody>
</table>
CORE SUBJECTS IN YEAR 10

The following pages contain information about the core subjects being offered in Year 10, 2016.
The Religion Curriculum P-12 involves four strands: Sacred Texts, Beliefs, Church and Christian Life. These strands are interrelated and are taught in an integrated way, and in ways that are appropriate to specific local contexts.

Course Content:

In Year 10, students learn about various ways in which humans have understanding of the mystery of God or the ‘Other’, which is ultimately beyond human language, concepts and stories. These include the human experience of the created world; the valuable insights of the major world religions (Christianity, Islam, Judaism, Hinduism and Buddhism) as reflected in their core beliefs and practices; the different representations of God in Old Testament and New Testament texts by various human authors in different historical, social and cultural contexts; Christian spiritual writings that search for the mystery of God in the midst of world events and the course of human history; and participation in personal and communal prayer that can lead believers to contemplation (the simple awareness of the presence of God).

Students explore how the Church has responded to the range of unprecedented threats to both human ecology and environmental ecology facing Australian and the Modern World (c. 1918 to the present) from science, technology, materialism, consumerism and political ideologies. They develop critical understanding of the various sources that guide the Church’s action in the world today, including the teaching of Jesus and the early Church, the principles of Catholic social teaching and the reasoned judgements of conscience, carefully formed and examined. They examine the Eucharist as the primary and indispensable source of nourishment for the spiritual life of believers, who carry on Jesus’ mission in the world. They continue to develop their understanding of prayer in the Christian tradition through an exploration of Centering Prayer; prayers for justice, peace and the environment, including the Prayer of St Francis, the Magnificat and the Canticle of Creation; and meditative prayer practices, including praying with the help of nature.

Major Units studied:

1. The Mystery of God
2. Responding to the Signs of the Times
3. Religious Voices in the World
4. Making Amends, Moving Forward

Assessment Plan: Assessment involves a range of written, spoken, multimedia and creative tasks.

Curriculum Leader: Mr Joe Alexander

Curriculum Assistant: Miss Alice Mabbutt
English study in Year 10 aims to develop further competencies in listening, reading, viewing, speaking, writing and creating in a variety of situations and for a variety of purposes.

Students will study novels and plays, as well as non-fiction, media, film and television.

A Shakespearean text will be treated in detail as preparatory to further Shakespeare study in Years 11 and 12. Students will examine the use of language in all aspects of their everyday lives and make both written and oral responses in a range of genres: expository essays, feature articles, narrative writing, persuasive speeches and panel discussions.

Students are expected to write drafts for assignment tasks and to begin to take some responsibility for their own learning through research tasks.

English is a compulsory subject through all levels of the College and students must be able to use language effectively if they are to consider direct entry to university placement after Year 12.

In Years 11 and 12, English is a demanding subject and it is anticipated that, through a modified Year 10 course, students will make a smooth transition from the middle years of schooling into the senior years of study without feeling overwhelmed by the scope and depth of the tasks offered.

Curriculum Leader: Mr Stephen Sutherland
Curriculum Assistant: Ms Jemma Cecil
HEALTH AND PHYSICAL EDUCATION

In Year 10 students learn to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. They also explore movement concepts and strategies to evaluate and refine their own and others’ movement performances.

Students analyse how physical activity and sport participation influence an individual’s identities and explore the role participation plays in shaping cultures.

The curriculum also provides opportunities for students to refine and consolidate the personal and social skills necessary to demonstrate leadership, teamwork and collaboration in a range of physical activities.

The areas of learning to be addressed in Years 10 include:

- Mental health and wellbeing
- Fitness Activities
- Performance Drugs in Sport
- Student Led Games
- Touch Football

Assessment Plan: Theory and practical components.
Curriculum Leader: Mr Adam Sammartino
Year 10 History students in 2016 and beyond will complete One Semester of study (two terms equivalent) in Core History only. This equates to a minimum of 55 hours of study in the History discipline per year. The focus of the Year 10 History program emphasises the Modern period extending from the Post World War 1 Depression, the Interwar Years and the Second World War (WW2) in both the European and Pacific Theatres of the war.

Students who wish to continue their studies in History for an additional semester and are considering studying Modern and/or Ancient History in Years 11 & 12 should also consider the Humanities (History Extension) subject that will be offered to Year 10 students in Semester 2 as an elective option.

The Australian National Curriculum for History encompasses two key strands:

(a) Historical Knowledge and Understanding which includes a study of societies, events, movements and developments that have shaped world history from the time of the earliest human communities to the present day.

(b) Historical Processes and Skills which promote the development of skills used in the process of historical inquiry: chronology, terms and concepts, historical questions and research, analysis and use of sources, perspectives and interpretations, explanation and communication of historical findings and/or key events.

Content Focus: The Modern World and Australia

Overview: Compulsory (Combined with each Depth Study)

Core Unit 1: Depth Study 1

(i) The Interwar Years & the Holocaust (1919 to 1939CE)

Core Unit 2: Depth Study 2

(ii) World War II in Europe and the Pacific (1939 to 1945CE)

Assessment:
Assessment techniques will include Examinations and Research Inquiries / Assignments that will allow students to demonstrate their Knowledge and Understanding of key Historical concepts combined with the inquiry process of Historical Research Skills.

Curriculum Leader: Miss Ashlea Schinkel
MATHEMATICS

In 2016 Aquinas College will continue to offer the Australian Curriculum in which students may opt to study either of the two Mathematics courses available. The core Mathematics course is a lead in to Mathematics A in Years 11 and 12 while the extension Mathematics provides an ideal lead in to both Mathematics B and C at a Senior level.

Mathematics at Aquinas College in Year 10 seeks to strengthen and develop concepts through study in the three Content Strands of Number and Algebra, Measurement and Geometry and Statistics and Probability.

Due to the structure of the new syllabus, a variety of sub-strands will be studied at different times throughout the year to provide students with an interesting and varied work program. Sub-strands include but are not limited to Money and Financial Mathematics, Linear and Non-linear Relationships, Trigonometry and Data Representation and Interpretation.

Assessment:

Students will sit written tests during the course of each term as well as completing an extended modelling and problem-solving task each semester.

By the end of Year 10, students expand and factorise algebraic quadratic expressions and find unknown values after substitution into formulas. They represent relations on the Cartesian plane and solve linear and quadratic equations. They make connections between simple and compound interest. Students list outcomes, assign and determine probabilities for chance experiments and investigate independent events. They construct box plots and compare data sets. Students investigate and describe statistical relationships and evaluate statistical reports. Students solve problems involving volume and surface area of a range of prisms and apply reasoning to proofs and numerical exercises. They apply trigonometry to solve right-angled triangle problems.

Using the Australian Curriculum, students are assessed in four Proficiency Strands namely Understanding, Fluency, Problem Solving and Reasoning.

Curriculum Leader: Mr Leo Hanrahan
Curriculum Assistant: Miss Emma Lucas
All Year 10 students at Aquinas College will be taught Science in accordance with the Australian Curriculum.

The Australian Science Curriculum provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science’s contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

The Australian Science Curriculum has three interrelated strands:

- Science Understanding
- Science as a Human Endeavour
- Science Inquiry Skills

Assessment

Assessment encourages longer-term understanding and provides detailed diagnostic information. It shows what students know, understand and can demonstrate. It also shows what they need to do to improve. In particular, Science Inquiry Skills and Science as a Human Endeavour require a variety of assessment approaches.

Teachers use the Australian Curriculum content and achievement standards first to identify current levels of learning and achievement and then to select the most appropriate content (possibly from across several year levels) to teach individual students and/or groups of students. This takes into account that in each class there may be students with a range of prior achievement (below, at and above the year level expectations) and that teachers plan to build on current learning.

Assessment of the Australian Science Curriculum will take place in different levels and for different purposes, including:

**Ongoing formative assessment which may take the form of**

- Homework tasks
- Mini-assignments
- Written articles to examine and improve scientific literacy

**Summative assessment which may take the form of**

- Assignments
- Examinations

**Curriculum Leader:** Mr David Bailey
The following pages contain information about all the elective subjects being offered in Year 10, 2016.


Certificate I in Business BSB10115

Students who are looking at a career in business administration and management would be recommended to take this course. The course is practical and involves the use of computer technology including the design of websites, multimodal presentations and the design of mobile phone applications.

The certificate course allows students to “taste” senior BCT, which is an OP subject in Years 11 and 12. It also enables students to complete a Certificate I in Business (BSB10115 – 1 core unit plus 5 elective units) which students can use for basic office administration and a possible two credit points towards their QCE.

Units of Competency

Core
  BSBWHS201  Participate in OHS processes

Elective
  BSBWOR202  Organise and complete daily work activities
  BSBADM101  Use business equipment and resources
  BSBADM101  Use business equipment and resources
  BSBADM101  Use business equipment and resources
  BSBADM101  Use business equipment and resources
  BSBADM101  Use business equipment and resources
  BSBADM101  Use business equipment and resources

Career Possibilities

- Office Administration
- Office Management
- Human Resources Officer
- Industrial Relations Office
- Workplace Health & Safety

Technology Used

Students will not only learn the importance of management and office administration in this course but also use a wide variety of technologies. These include programs such as Word, Excel, iPhoto, iMovie and PowerPoint

Semester Study Options

See pages 3 and 4 of this handbook for details.

<table>
<thead>
<tr>
<th>RTO</th>
<th>Aquinas College</th>
<th>Reg. No: 30216</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fees</td>
<td>NIL</td>
<td></td>
</tr>
<tr>
<td>Pathway</td>
<td>Certificate II in Business</td>
<td></td>
</tr>
<tr>
<td>QCE Credits</td>
<td>2 (On successful completion of the six units of competency)</td>
<td></td>
</tr>
</tbody>
</table>

Curriculum Leader: Mr Steven Fox
BUSINESS ENTERPRISE

This subject gives students the opportunity to analyse and understand the business organisation, its management and community environment. Business Enterprise is a goal intuition for students looking to take Business Management in Year 11. It gives students an understanding of how to interact with business in a variety of social and economic roles.

Career Possibilities

This subject is useful for students who wish to pursue a career in:

- Law
- Commerce
- Banking
- Stockbroking
- Economist
- Business Manager
- Other business related occupations

Assessment

Students will undertake tasks in mock businesses, design marketing campaigns and watch the stock market. Students will cover both theoretical and practical aspects whilst undertaking this course.

Technology Used

This subject allows students to use different technologies when completing assignments. Students will make DVDs, PowerPoint presentations and design their own company website.

Semester Study Options

See pages 3 and 4 of this handbook for details.

Curriculum Leader: Mr Steven Fox
This course is recommended for students considering a career in Business and/or Tourism, industries that generate increasing employment opportunities.

This taster course is designed to promote an awareness of the economic importance of tourism and business and also develop an understanding of the ways in which these industries impact on culture and the environment.

The introductory course enables students to “taste” Tourism, to gain an insight into the course on offer in Years 11 and 12. Business Tourism offers the opportunity to obtain both Certificate II in Business and Certificate II in Tourism at the completion of two years of senior study in Years 11 and 12.

**Career Possibilities**

- Events Management
- Human Resources
- Retail Travel
- Tourism Management
- Hotel Management
- Sports Tourism
- Business Management
- Business Marketing
- Human Resource Management
- International Business

**Semester Study Options**

See pages 3 and 4 of this handbook for details.

**Curriculum Leader:** Mr Steven Fox
What is Commerce?

Commerce is a course designed for students looking to study a Diploma of Business or Accounting in Year 11 and 12.

Students who study Commerce will learn a variety of Financial and Business skills relating to the following learning areas:

- Electronic bookkeeping
- Workplace communication and management
- Quality customer service
- Financial advising

Students who complete this introductory course then have the opportunity to enrol in a Diploma of Business, Accounting or both in Years 11 and 12.

The Diploma of Business is a course studied in senior school and delivered by an outside training organisation. It is designed to give students skills to seek employment in a wide range of supervisory and management positions from large companies to small businesses. The Diploma of Business can also be used by students to assist entry into university once graduating Year 12.

Technology and Assessment

Students doing this subject will be using their laptops in all aspects of the course. Students will use and engage in programs including QuickBooks, iMovie and web based applications to engage in learning.

Assessment in the course has been designed to simulate the modern work environment and will include:

- Role plays
- Multi modal assessment
- Digital reports

Semester Study Options

See pages 3 and 4 of this handbook for details.

Curriculum Leader: Mr Steven Fox
Dance has been used throughout history to communicate meaning, and capture and convey ideas and feelings by an aesthetic and artistic use of the body. Dance education not only promotes dance as an art form, but also highlights the social and ritual functions which have evolved from tradition and remain a relevant cultural language in modern society.

Dance education provides another mode of learning and a means of identifying and developing special interests and talents not emphasized in other educational areas. Within dance education, students’ self-confidence and necessary social skills to work effectively, individually and in teams are developed. Dance also heightens awareness of, respect for the body and increases the quality of a person’s well-being. Creative and problem-solving abilities are fostered through research, synthesis, and communication of ideas, images and feelings. The study of dance in its wider context promotes a deeper understanding of students’ own and other cultures.

**Areas of Study**

- Popular Dance
- Contemporary Dance
- World Dance
- Dance Technique
- Dance Appreciation

**Assessment**

**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.

**Semester Study Options**

See pages 3 and 4 of this handbook for details.

**Curriculum Leader:** Mr Arthur Henry (Co-ordinated by Ms Jamanda Eggert)
Students confront the Arts on a daily basis, whether it is through television, film, radio, the media or theatre. Today it is recognised that to be truly well educated one must not only learn to appreciate the Arts, but must have rich opportunities to actively participate in creative work. The Arts are languages that most people speak, cutting through individual differences in culture, educational background, and ability. They can bring every subject to life and turn abstractions into concrete reality.

Units of Study

UNIT 1: Physical Theatre

Physical theatre is a genre of theatrical performance that pursues storytelling through primarily physical means. Several performance traditions all describe themselves as "physical theatre," but the unifying aspect is a reliance on physical motion of the performers rather than or combined with text to convey the story. Students will talk through hand gestures, body language, thought track and many more physical features. In small groups, students devise a physical theatre performance from skills learnt in class and perform for their peers.

UNIT 2: “HOLLYWOOD NIGHTS” – Collage Drama

Throughout the term, students work towards their Year 10 Drama Night. In pairs, small groups and monologues students select from a variety of ‘famous’ movie scenes to perform for their peers, friends and families.

UNIT 3: CREATE & COLLABORATE- ISSUES THAT MATTER! (DEvised DRAMA)

Through a Collage Style of theatre students participate in a range of workshops and collaborated as a group to create and shape dramatic meaning. Students will extended their skills in voice, movement, dance, sound and realistic performance. As a member of an ensemble students will rehearse and polish a variety of episodes to create a collage drama piece that incorporates the conventions of collage drama through a chosen theme or issue. Students included a number of the following techniques:

- Movement
- Physical theatre
- Dance
- Music
- Sing or lyric
- Body percussion
- Soundscape
- Prose
- Poetry
- Soliloquy
- Script
- Role play
- Video or movie
- Power point

UNIT 4: COMEDY OF MANNERS (SCRIPTED DRAMA)

Students refine and extend their understanding and use of role, character, relationships and situation, through the use of selected texts. They extend the use of voice and movement to sustain belief in character. They maintain focus and manipulate space and time, language, ideas and dramatic action. They experiment with mood and atmosphere, use devices such as contrast, juxtaposition and dramatic symbol and modify production elements to suit different audiences. Students will work independently and collaboratively in order to rehearse, polish and present scripted drama. Students will be exposed to the conventions of Comedy of Manners through the study of theatre practitioners and texts. Interpretation and application of the conventions of Comedy of Manners will be assessed. Students will study the text The Importance of Being Earnest and use this text to present a scripts piece.

Semester Study Options

See pages 3 and 4 of this handbook for details.

Curriculum Leader: Mr Arthur Henry
FASHION DESIGN

The study of Year 10 Textiles is a Creative Designer course. Properties, performance and uses of textiles in which fabrics, colouration, yarns and fibres are used are further explored. An opportunity to complete minor and major textiles projects will give students the opportunity to be creative, independent learners and to explore functional and aesthetic aspects of textiles.

Subject Outline

- Examine the work of designers
- Use the creative process to design textile items.
- Document and communicate each of the stages of designing, producing and evaluating.
- Select, use and manipulate appropriate materials, equipment and techniques to produce quality textile projects.
- Identify the properties and performance criteria of textiles by deconstructing textile items and identify the influence of historical, cultural and contemporary perspectives on textile design, construction and use.

Assessment

Year 10 Textiles, Design and Technology Journal Projects include:

- Apparel and non-apparel tasks
- Apparel, pattern or adjusted pattern task

Careers

This course introduces students to senior pathway options that may lead to employment in design, clothing production, fashion-co-ordination, pattern making, fashion design and technology, sales and production knowledge, fashion alteration, specialised fitting, innovation in textiles, fashion consultant or buyer and teaching.

Subject Pathways

Senior Home Economics, Certificate II in Applied Fashion Design and Technology two-year course for Year 11 and Year 12, currently offered at TAFE. University and TAFE courses that relate to this subject include; Bachelor of Home Economics (Secondary), Bachelor of Fine Arts (Fashion Design), Certificate IV in Applied Fashion Design and a Diploma of Fashion Design.

Expenses

Year 10 Textiles Technology is a consumable subject, therefore a semester levy will be charged to each student, to cover the cost of basic materials for practical sewing and embellishments. Students may be required to provide resources for practical assessment tasks based on additional personal choices. We would prefer that extra expenses are kept to a minimum.

Semester Study Options

See pages 3 and 4 of this handbook for details.

Curriculum Leader: Mr Krijn van Gils
"If it can be written, or thought, it can be filmed." Stanley Kubrik

It is no secret that the youth of today are greatly influenced by the media, in particular film, television and increasingly the internet. Not being educated about the media and the agenda of the media “makers” means that you are at risk of blindly accepting what you see, hear and read in the media; for example look at the way the media portrays youth… do they always get it right? It is important for you to be more critical of the Media, to question the agenda of the media makers and to challenge what these media makers are saying.

Without the media, communication, both on an inter-personal level and mass communication level, would be virtually impossible. Without the vastly broad media, it would also be virtually impossible to access important information. It is all-pervasive, it is everywhere we look, and it is here to stay. It is paramount therefore that you learn about the role of the media, in particular, film & television, as well as its impact on society. It is important also that you learn the skills necessary to work in the film or television industry, considering it is such a burgeoning industry, and one in which you might like to work one day!

**Units of Work**

Students who elect to study Film, Television and New Media in year 10 will have the opportunity to explore the following:

- Music Video Design, Creation & Production
- Understanding Film
- Television Program Design, Creation, Production & Pitch

Throughout the course, students are provided with opportunities to make and appraise images and objects from a range of film, television & new media areas. Over the semester, learning experiences may incorporate the following areas:

- Critiquing different Products e.g. a film, music video, television program
- Students design and create a music video, and television program pilot episode individually or in small groups
- Creating storyboards, scriptwriting, creation of a shot list
- Using cameras, tripods and microphones
- Sound design and layout
- Editing techniques

**Homework & Assessment**

Students will be required to complete regular set and self-directed homework to complement the tasks worked on during allocated class time. Students will be required to submit assessment based on the following learning experiences – these include but not limited to:

- Individual critiques and analysis of specific television shows or films
- Storyboarding
- Production – processes and skill

An additional subject fee will apply to cover costs of material used.

**Semester Study Options**

See pages 3 and 4 of this handbook for details.

**Curriculum Leader:** Miss Fiona Poirrier (Acting)
GEOGRAPHY

Geography is about the study of human and natural characteristics of places, and the interactions between them. It is a rich and complex discipline which includes two vital dimensions:

• The **spatial dimension**, which focuses on where things are and why they are there; and
• The **ecological dimension**, which considers how humans interact with environments.

Geography is offered to Year 10 students as an elective subject for **One Semester only**. Year 10 Geography consists of two units of study that aligns with the Australian National Curriculum. Students will engage with the following topics in their studies of Geography:

**Year 10, Unit 1:** Instrument 1  
Environmental Change & Management.

**Year 10, Unit 2:** Instrument 2  
Geographies of Human Wellbeing.

**Assessment**

Students are assessed by a variety of techniques so that they have an opportunity to demonstrate their best performance. Judgements are made about a student’s standard of achievement via the following criteria:

• **Geographical Knowledge and Understanding**  
  (ability to recall learned factual material in text and spatial forms)

• **Geographical Processes and Skills**  
  (ability to investigate, identify trends, similarities, differences and patterns)

• **Responding and Reflecting**  
  (ability to select between valid alternatives and make supported judgements)

• **Research and communication**  
  (ability to gather, organise and present valid information using suitable language and geographical conventions)

**Semester Study Options**

See pages 3 and 4 of this handbook for details.

**Head of Department:** Miss Ashlea Schinkel
Year 10 Graphics primarily involves students learning varying methods of communication in a graphical form. Foundation studies are taught and contextual units of Product Design, Business Graphics, Built Environment are drawn from an integrated approach to learning.

**Foundation Studies include:**

- Plane Geometry
- Technical / Orthographic Projections
- Presentation Graphics
- Computer Aided Drawing (CAD)

Students interested in Architecture, Drafting and Engineering will benefit from this subject. It is also very useful in Design, Art and as a communication technique in daily life.

**Semester Study Options**

See pages 3 and 4 of this handbook for details.

**Curriculum Leader:** Mr Brad Pledge
HEALTH EDUCATION

This is a specialised, academic area of study in the field of Health Promotion.

Studying Health Education in Year 10 can be seen as a lead in to Health Education in Years 11 and 12.

The one year course will explore Health Education concepts, such as:

- Holistic Health
- The social view of health
- Determinants of health
- The Ottawa Charter for Health Promotion
- Social Justice Principles

Students are then given the opportunity to apply their understanding of these concepts when they analyse the school canteen menu items. They are then able to make education recommendations for the canteen in order to benefit the health of the school community.

Semester Study Options

See pages 3 and 4 of this handbook for details.

Curriculum Leader: Mr Adam Sammartino
In this course students will explore self-reliance; personal responsibility for hygiene, health and safety, the well-being of others, and contribution to team work and professional skills. This gives student’s valuable insight, not only into the world of work, but also the range of skills necessary for lifelong learning in academic, vocational and personal spheres of endeavour.

Areas of study

- An introduction to the Hospitality Industry including personal hygiene, safety, customer relations and service ethos;
- Australian Dietary Guidelines
- Time management, decision making processes and evaluation;
- Kitchen production skills;
- Multicultural foods, espresso production unit & coffee shop style foods.
- Theory and practical assessment are used for this subject. There is an excursion and the option of an internal coffee course offered each semester.

Special Requirements

An additional subject fee will apply to cover costs of materials used and all excursions.

Assessment

Unit 1: Coffee shop

Students will be introduced to the daily running of a coffee shop, how to produce espresso based drinks and suitable food items.

Unit 2: Multicultural cooking

Students will experience cooking around the world. Students will gain valuable skills in food production and teamwork.

Students will be assessed during practical situations and during written assignments and exams.

Semester Study Options

See pages 3 and 4 of this handbook for details.

Curriculum Leader: Mr Krijn van Gils
Certificate II in Hospitality SIT20213

Aquinas College in conjunction with Career Training Institute of Australia (CTIA) and the Watermark Hotel is offering a nationally recognised Certificate II in Hospitality for students who would like to complete one full year of Hospitality in Year 10. Completion of this certificate will prepare students for various positions throughout the Hospitality industry, including food and beverage, catering operations, café attendants in restaurants and bars, hotels, resorts clubs and casinos amongst many others. Certificate II is a big step towards a career in Hospitality and is a direct pathway into a Certificate III in Hospitality.

The course includes an overnight stay and work experience at the Watermark Hotel in Surfers Paradise or Brisbane. Students will build on their knowledge of customer service processes and develop an understanding of the dining experiences within an industry context. They will be involved in various workshops including coffee essentials, food and beverage operations and service of non-alcoholic beverages while experiencing back of house workings. During this stay students will be provided with breakfast, lunch and dinner.

The certificate has a large practical component taught by industry professionals with many years’ experience in the Hospitality industry. During the practical lessons, students are taught the skills and knowledge needed to successfully work in the hospitality industry. CTIA will assess both the practical and theory components of the course and issue certificates and statements of attainment on course completion.

<table>
<thead>
<tr>
<th>RTO</th>
<th>Careers Training Institute Australia (CTIA)</th>
<th>Registration number: 6517</th>
<th><a href="http://www.ctia.edu.au">http://www.ctia.edu.au</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fees</td>
<td>Nil – VETIS funded (includes overnight hotel stay, workshops, excursions)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resources</td>
<td>All resources provided by RTO</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pathway</td>
<td>Certificate III in Hospitality</td>
<td>QCE Credits</td>
<td>4 (On successful completion)</td>
</tr>
</tbody>
</table>

Units of Competency (6 Core Units plus 6 Elective Units)

Core units:
- SITHIND201 Source and use information on the hospitality industry
- BSBWOR203 Work effectively with others
- SITHIND202 Use hospitality skills effectively
- SITXCOM201 Show social and cultural sensitivity
- SITXCCS202 Interact with customers
- SITXWHS101 Participate in safe work practices

Possible elective units:
- SITXFSA101 Use hygienic practices for food safety
- SITHFAB206 Serve food and beverage
- SITHFAB204 Prepare and serve espresso coffee
- SITHFAB203 Prepare and serve non-alcoholic beverages
- SITHFAB201 Provide responsible service of alcohol
- SIRXSL201 Sell products and services

Semester Study Options

See pages 3 and 4 of this handbook for details.

Curriculum Leader: Mr Krijn van Gils
Year 10 History students who wish to continue their studies in the History discipline for an additional semester, should consider selecting the Humanities (History Extension) Subject that will be offered to Year 10 students in 2016 as an **elective option in Semester 2 only**.

The focus of the Year 10 Humanities (History Extension) program emphasises historical inquiry into various areas of study within the Ancient and Modern Worlds. This subject seeks to offer Year 10 students an amalgamated introduction to the subject disciplines of Senior Ancient History and Senior Modern History through a series of inquiry units that focus on Ancient civilisations as well as life in the Modern world. The Humanities (History Extension) subject would be highly advantageous for those students who are considering studying Senior Modern History and/or Ancient History in Years 11 & 12.

**Content Focus:** *Introduction to the Ancient and Modern Worlds.*

Modern History Unit 1, Term 3:

(i) **I Have a Dream:** Human Rights and Freedoms (1945 to present);

   OR

(ii) **From Mohawks to Mullets** – Studies of Popular Culture (1950’s to present)

Ancient History Unit 2, Term 4:

(ii) **THIS IS SPARTA!** - A Study of Daily Life and Society in Ancient Sparta

   OR

(iii) **The Glory that was Greece** – A study of Daily life and Society in Ancient Greece.

**Assessment**

Assessment techniques will include Examinations and Research Inquiries / Assignments that will allow students to demonstrate their Knowledge and Understanding of key Historical concepts combined with the inquiry process of Historical Research Skills.

**Semester Study Options**

See pages 3 and 4 of this handbook for details.

**Head of Department:** Miss Ashlea Schinkel
Coding is the hottest skill on the job market, the modern-day language of creativity, and a powerful force in the economy. Students who understand simple source code have the power to create any game/app/software imaginable. Employment opportunities exist within the Computer Science area, and show constant growth.

**Course Outline**

The course teaches foundation skills in application development – reading and writing simple code to develop programming skills and create useful applications, software and games for business and personal interests. Java will be taught, and apps will be made for OSX / iOS / Android platforms. Gamemaker (lite) will also be investigated as a tool for 2D sprite based games.

**Assessment**

Students will complete a folio of apps / games. Written work is kept to a minimum due to the practical nature of the subject.

**Study Options**

There is scope to study this subject for both one semester and a full year. Students completing the full year of study will be expected to produce an independent software / mobile application, as well develop skills in alternate languages or learn techniques in GUI / sprite / asset development (e.g. Unity 3D).

**Semester Study Options**

See pages 3 and 4 of this handbook for details.

*Curriculum Leader:* Mr Michael Addicott
Year 10 Industrial Technology Studies (ITST) is a practical course that will give students an understanding of the technologies covered by this Authority Registered Subject in Years 11 and 12. This course offers students the opportunity to acquire some skills needed in tradesperson work environments.

Communication skills, mathematical skills, manipulative skills, organization skills and collaborative skills are learnt. Competencies that will be taught come from the following general areas.

- Arc Welding
- Oxy-Acetylene Welding
- Mechanics
- Hand Tools
- Power Tools
- Machine Operations

Students will be working with materials, tools, machines and equipment listed above. This subject is recommended for students who have an interest in gaining traineeships or school based apprenticeships in the future.

**Special Requirements**

An additional subject fee will apply to cover costs of materials used.

**Semester Study Options**

See pages 3 and 4 of this handbook for details.

**Curriculum Leader:** Mr Brad Pledge
INFORMATION TECHNOLOGY SYSTEMS

Information Technology Systems seeks to prepare students to meet the rapid change of technology and be responsive to emerging technologies and trends, as well as understand specialist and technical aspects of the area. It approaches the areas of study through problem solving and project management structures, and emphasises the importance of being able to work individually and in teams, to communicate effectively, and to develop productive relationships with clients.

Course Outline

- Web Design using Adobe Dreamweaver
- Graphic Design using Adobe Photoshop and Fireworks
- Animation using Adobe Flash

Information Technology Systems in Year 10 allows students the opportunity to develop skills in the area of multimedia and animation. Students will work collaboratively on an IT project to develop a multimedia presentation.

Assessment

Assessment is made up of practical tasks and project work.

Students will need to be self-motivated learners with a good work ethic as the subject will require an amount of individual work on tutorials and projects. This subject would be a good starting point for careers in Information Technology, particularly in the digital design field. Completion of the Year 10 ITS course will assist students wanting to take ITS in Years 11 and 12, but it is not a necessary requirement.

Semester Study Options

See pages 3 and 4 of this handbook for details.

Curriculum Leader: Mr Michael Addicott
Students continuing their Japanese language studies into Year 10 will have the opportunity to visit Japan on tour and visit our sister schools of Nara Gakuen and Rikkyo. Throughout the year they will also have the opportunity to host when these two schools visit our College.

The language skills students develop during the Junior Japanese course should enable them to communicate in a range of functional situations which cover a variety of practical everyday conversational needs.

The integrated study of the four macro skills – Speaking, Listening, Reading and Writing is presented through a variety of useful and practical themes, such as ordering food, asking for directions, self-introductions, making arrangements, homestay situations, etc.

The study of culture and customs promotes an understanding and appreciation of the Japanese people and their way of life which is an integral part of the course. The subject is taught through a functional and activity based approach which focuses primarily on communicative language learning in a learner-centred environment.

The text used is Mirai Book 3+4 which exposes students to vocabulary, grammar and cultural aspects of the language. Mirai 2 Workbook should be kept from Year 9.

**Semester Study Options**

See pages 3 and 4 of this handbook for details.

**Curriculum Leader:** Miss Simone Lydiate
LEGAL STUDIES

Students of Legal Studies will examine the nature and functions of the Australia Legal System, the process of law making and its implementation, especially in issues and situations that are likely to impact on their daily lives.

Year 10 Legal Studies is offered to students as a single semester elective. This subject is highly advantageous for students who are considering the study of Senior Legal Studies in Years 11 and 12.

Content
Year 10 Legal Studies is organised around two areas of study:

Unit 1: Introduction to the Legal System
Unit 2: Criminal Law

Assessment
Assessment will include examinations and case studies involving the law.

Links to Further Study

TAFE/OTHER TRAINING ORGANISATIONS

• Diploma of Justice
• Diploma of Business
• Advanced Diploma of Business

UNIVERSITIES

• Arts (Justice Studies)
• Law
• Education (Legal Studies)
• Commerce
• Business

Semester Study Options
See pages 3 and 4 of this handbook for details.

Curriculum Leader: Mr Steven Fox
MUSIC

Year 10 Music offers students the opportunity to develop their skills as a musician. The subject covers the traditional areas of Performance, Musicology and Composing in order to prepare students for further study in Year 10. Additionally, the course will present these activities with an emphasis on current practices in the music industry.

Music at Aquinas College embraces the use of technology in the classroom. Students will learn to use computer software and current music technology to undertake their performing and composing activities.

Topics will include:

- History of Rock
- World Music
- Film Music
- Musical Theatre

Music is a practical activity and students should have some experience in performing on an instrument or voice or be prepared to begin the study of either.

**Semester Study Options**

See pages 3 and 4 of this handbook for details.

If students wish to continue their music skills in Year 11 and 12, it is recommended that students select this subject for the entire year

**Curriculum Leader:** Miss Fiona Poirrier
PHYSICAL EDUCATION (EXTENSION)

This subject is suited to subjects who have a passion for Physical Education and involves students as intelligent performers learning in, about and through physical activity.

This class focuses on subject matter similar to the senior 11 and 12 courses. Students will be engaged in learning experiences that cover assessable dimensions of acquiring, applying and evaluating.

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.

Assessment

The assessment is approximately 50:50, Practical: Theory. Theory work can occur outside the classroom.

The areas of learning to be addressed in Year 10 Physical Education (Extension) are:

- Volleyball
- Biomechanics
- Touch Football
- Skill Acquisition

Uniform

Students must dress in official College Sports Uniform when undertaking practical work.

Semester Study Options

See pages 3 and 4 of this handbook for details.

Curriculum Leader: Mr Adam Sammartino
SPORTING EXCELLENCE PROGRAM – ATHLETICS

What is Athletics Excellence?

Athletics Excellence is a program that caters for talented athletic students who are interested and willing to train hard to better their cross country and athletics performance.

The major aim for students will not only be to better their personal best performances, but to set goals and aim for higher representation at District, Regional and State level. Students will be provided with quality coaching from experienced staff who will give constructive feedback with the aim of improving students’ performance within the school environment.

How does Athletics Excellence Work?

The course aims to expose students to the latest technical coaching methods at a higher level than a standard HPE class. Students will be selected (performance criteria) and placed in a class where all practical lessons will be based on fitness, cross country and athletics.

Special training clinics at Griffith University Track will be organised to gain access to elite coaches (some coach Australian representatives) and provide training in a specialist facility.

What will you study?

- Term 1 - Fitness and cross country
- Term 2 - Cross country and athletics
- Term 3 - Athletics
- Term 4 - Athletics and a unit of sport

Semester Study Options

See pages 3 and 4 of this handbook for details.

An application form must be completed and submitted to Miss Emma Draisey to be accepted into this program.

Curriculum Leader: Mr Adam Sammartino
Athletics Excellence Coach: Ms Emma Draisey
SPORTING EXCELLENCE PROGRAM – NETBALL

The Aquinas College Netball Excellence Program is conducted by Netball Coaches. The Netball Excellence program aims to provide students with the opportunity to develop their netball potential to the highest level while maintaining their performance in academic studies. It encourages students to achieve in all aspects of their endeavours.

The program includes practical lessons where existing skills are practiced and improved upon, and where new skills are introduced and developed. Aquinas College aims to provide students with quality coaching and feedback within the school environment.

An application form must be filled out and then reviewed to be accepted into the program. This exciting and innovative program is suited to those young women who have a commitment to, and a love of Netball.

Semester Study Options

See pages 3 and 4 of this handbook for details.

Curriculum Leader: Mr Adam Sammartino
SPORTING EXCELLENCE PROGRAM – RUGBY LEAGUE

The Aquinas College Rugby League Excellence Program is conducted by qualified Rugby League Coaches. It encourages students to achieve in all of their endeavours. The program includes practical lessons where existing skills are practiced and improved, and where new skills are introduced and developed.

An application form must be filled out and then reviewed by the Rugby League director, to be accepted into the program. This exciting and innovative program is suited to those young men who have a commitment to, and a love of, Rugby League.

At various times throughout the year, the students will have the opportunity to play in trial games against Gold Coast and Brisbane schools. Other Rugby League Carnivals the College attends include the annual 9s Carnival at Clairvaux Mackillop College.

**Semester Study Options**

See pages 3 and 4 of this handbook for details.

**Curriculum Leader:**  Mr Adam Sammartino
TECHNOLOGY STUDIES

During this course students will learn basic principles of the design process and work through several problem solving exercises. Students will document their designs prior to construction in written form called a design folio. Technology Studies will expose students to a wide variety of tools, materials, processes and allow them to solve problems and document decisions in the folio.

Students will realise their designs and evaluate the outcomes.

The mandatory topics are:

- Safety
- Design Process
- Processes
- Materials
- Tools
- Evaluation

The use of the design process is central to this subject and is a valuable skill in many employment areas, including interior design, landscape, design, automotive design, clothing and fashion design, town planning, marine, architecture, engineering, teaching, all trade vocations and graphical arts.

Special Requirements

An additional subject fee will apply to cover costs of materials used.

Semester Study Options

See pages 3 and 4 of this handbook for details.

Curriculum Leader: Mr Brad Pledge
VISUAL ART

Students may elect to study Visual Art in Year 10 as an introduction to Senior Visual Art. It is preferable, although not mandatory, that students intending to study Visual Art in Years 11 and 12 complete this introduction course. Learning experiences are scaffolded and increase in complexity of challenge over the course of study. The junior art course introduces students to the key concepts, language and media areas found within visual communication. The progression into the Year 10 course allows students to become more aware of the inquiry process of researching, developing, resolving and reflecting to create responses in both making and appraising as a ‘Body of Work’.

Units of Work
Students who elect to study Visual Art will have the opportunity to explore the following units:

- **Term 1** - The Decorated Journal – The Textured Canvas
- **Term 2** - Regurgitation
- **Term 3** - Seven Deadly Sins
- **Term 4** - Head to the Heartland

Media Areas
Throughout the course, students are provided with opportunities to make and appraise images and objects from a range of media areas. Over the semester, learning experiences may incorporate the following media areas:

- **2D media** – painting, drawing, printmaking, photography
- **3D objects** – ceramics, sculpture, fibre art, installation, performance art, wearable art & body adornment
- **Design** – built, public & environmental design, graphic design & illustration, product design
- **Time-based media** – digital/ electronic imaging, animation

Homework
Students will be required to complete regular set and self-directed homework to complement the tasks worked on during allocated class time.

Assessment
Students will be required to submit the following:

- **Making Folio**: this is comprised of all work completed over the term through researching, development, resolution and reflection on the set concepts / tasks. A visual journal will be kept as part of the art making process and will be included in the making folio.

- **Appraising Tasks**: Students will be required to investigate artistic expression and critically analyse artworks. In particular they will focus on their own work as aspiring artist and complete a detailed artist statement.

Standards are awarded based on the qualities evident in a students’ work. In Year 10 Visual Art, the **assessable standards** include:

- **Making**: Visual Literacy & Application
- **Appraising**: Appraising

Semester Study Options
See pages 3 and 4 of this handbook for details.

Special Requirements
An additional subject fee will apply to cover costs of material used.

Curriculum Leader: Miss Fiona Poirrier (Acting)
YEAR 10 TRANSITION TO SENIOR STUDIES

QUEENSLAND CERTIFICATE OF EDUCATION (QCE)

What is it?
The Queensland Certificate of Education (QCE) is a school-based qualification awarded to young people at the completion of the senior phase of learning, usually at the end of Year 12. It confirms a student’s achievement in relation to:

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

Students in Year 10 may begin to work towards their QCE by studying the elective BSB10112 Certification I in Business:

How does it work? The QCE recognises broad learning options and offers flexibility in what, where and when learning occurs. Different types of learning attract different credit values. A credit is the minimum amount of learning at the set standard that can contribute towards the QCE. Students must have **20 credits** to be awarded a QCE at the completion of Year 12.

**Learning accounts:** All learning undertaken and achievements are recorded in a learning account. These achievements then convert to credits. As activities and studies are completed, the credits are banked and the learning account grows, just like a bank account.

To achieve a QCE, a young person requires an amount of learning at a set standard and in a set pattern, and they must meet the requirements for literacy and numeracy.

Aquinas College will provide each Year 10 student with a Learner Unique Identifier (LUI) number which can be used to access and check the students’ learning account.

‘Planning QCE Pathways’ provides information about:

- Courses of study and the credits they attract
- The set standard for those courses
- The requirements for literacy and numeracy
- The pattern required:
  - Core
  - Preparatory
  - Enrichment
  - Advanced

The Senior Statement
The Senior Statement is an official record of all the learning achievements in a Learning Account. It details: what learning was attempted, the standard achieved and, where and when the learning took place. The Queensland Studies Authority (QSA) will issue the Senior Statement to young people who:

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

For more information:
- QSA website at [www.qsa.qld.edu.au](http://www.qsa.qld.edu.au)
PLANNING QCE PATHWAYS

Senior Education Profile
Students in Queensland are issued with a Senior Education Profile when they complete Year 10. 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 (QCAA). 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 fulfil literacy and numeracy requirements.

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

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

Queensland Certificate of Individual Achievement
The QCAA recognises the achievements of students who undertake individualised 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 QCS 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 what, where 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

For more information

There are a number of ways a student can gain a QCE.
The QCE Handbook provides information about:
- credit for partial completion of courses of study
- credit transfer for intrastate, interstate and overseas transfers
- conceded semesters for subjects exited at a Limited Achievement
- student learning accounts
- relaxation of completed Core requirements
- notional Sound in a subject for meeting literacy and numeracy requirements
- recognised studies.

Visit www.qcaa.qld.edu.au for a copy of the handbook.

March 2015

Learning options and credit values

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CREDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>CORE courses: usually undertaken by students in the senior phase of learning</td>
<td>At least 12 credits are needed. At least 3 credit undertakings while enrolled at school.</td>
</tr>
<tr>
<td>Activity in 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</td>
</tr>
<tr>
<td>Certificate III &amp; IV</td>
<td>5, 6, 7 or 8</td>
</tr>
<tr>
<td>School-based apprenticeships that incorporate on-the-job training</td>
<td>Certificate III competencies</td>
</tr>
<tr>
<td>On-the-job component</td>
<td>Up to 2</td>
</tr>
<tr>
<td>Recognised international learning programs</td>
<td>Per course</td>
</tr>
</tbody>
</table>

| PREPARATORY courses: generally used as stepping stones to further study | A maximum of 6 credits can contribute. |
| VET Certificate I qualifications | (Max. of 2 qualifications can count) |
| Employment skills development programs approved under the VETF Act 2000 | (Max. of 1 program can count) |
| Re-engagement programs | (Max. of 1 program can count) |
| Recognised certificates and awards | As accredited by QCAA |
| Short course in literacy or short course in numeracy developed by the QCAA | Per course |

| ENRICHMENT courses: add value or complement Core courses of study | A maximum of 8 credits can contribute. |
| Recognised certificates and awards | As accredited by QCAA |
| Recognised structured workplace or community-based learning programs | As accredited by QCAA |
| Learning projects — workplace, community, self-directed | 1 |
| Authority extension subjects, such as English Extension | 2 |
| Career development: a short course senior subject | 1 |
| School-based subjects | As accredited by QCAA |

| ADVANCED courses: go beyond senior secondary schooling | A maximum of 8 credits can contribute. |
| One or two-semester university subjects completed while enrolled at a school | One-semester subject |
| Two-semester subject | 4 |
| Units of Competency contributing to VET diploma or advanced diploma while enrolled at a school | Up to 8 credits (1 credit per competency) |
| Recognised certificates and awards | As accredited by QCAA |

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 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 in the Queensland Core Skills (QCS) Test
- at least a 4 for an International Baccalaureate examination in English and Mathematics
- completion of LS121014 Certificate II in Skills for Work and Vocational Pathways
- completion of a VET course in Core Skills for Employment and Training – Communication, i.e. 3928BQO (Certificate I) or 3928QLO (Certificate II)
- completion of a VET course in Core Skills for Employment and Training – Numeracy, i.e. 3928BQO (Certificate I) or 3928QLO (Certificate II).
Subject Selection Online (SSO) for Year 10, 2016 will be available for you to select your subjects from 6.00pm Monday 31 August, 2015 and will close at 8.00am Friday, 4 September, 2015.

Please complete Step 1 through to Step 5 and print off the report and return to SAO to secure your placements. Please access the system as follows:

- Go to Aquinas College’s website www.aquinas.qld.edu.au
- Click the SUBJECT SELECTION ONLINE (SSO) icon at the bottom of the home page as shown here ...

  - Click the Obtain PIN/Password
  - Enter your school email address i.e. 123456@aquinas.qld.edu.au to obtain your PIN/Password or have it resent, enter your email address and click ‘Send email’

  - Enter your PIN (Login) and Password
  - Please note Step 4 asks you to confirm that you have checked your selections.
  - Please tick the box above Step 1 to complete.
  - Please note Step 5 asks you to print. Please tick the box to enable to print.

  - Please complete Step 1 through to Step 5, print off the report and return to SAO to secure your placements.

Yours sincerely

Ms Natalie Collins
Deputy Principal