Senior Handbook

2012-2013

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.

Version 1
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AN 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.

Mrs Maryanne Finder
Principal
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 life-long 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 760 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 following courses:

<table>
<thead>
<tr>
<th>Business Communication Technology</th>
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<tbody>
<tr>
<td>Business Tourism</td>
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<tr>
<td>Hospitality Studies</td>
</tr>
<tr>
<td>Information Technology Systems</td>
</tr>
</tbody>
</table>

will be involved in a compulsory induction program upon enrolment.

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; and
- 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)**

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 $1000 per subject. Students/parents will need to cover this cost before enrolling into SDE as Aquinas College will not cover this cost. Aquinas College can not guarantee internet connection as required for online lessons through SDE.

- JAPANESE is only offered through BSDE for 2012.

**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.

**THE 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.

1. 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.
2. Appropriate dress is required in specialist rooms. The relevant Head of Department will determine details.
3. All items of uniform, particularly the school hat/cap, must be clearly and permanently marked.
4. Shoes are to be cleaned and polished and due to safety reasons they must also be black leather closed-in lace up school shoes.
5. Variations in the wearing of the school uniform are to be explained by a parental note that is countersigned by the relevant Head of House. The Head of House will issue a Uniform Pass/Infringement Card as appropriate.
6. All students are required to have an Aquinas College bag.
7. With the exception of light foundation, Make up and nail polish are not permitted.
8. Jewellery – Boys in Years 11 and 12 may wear one earring in a lobe. Only a stud or sleeper is permitted. Spacers are not permitted. Girls may wear one pair only of matching sleeper or stud earrings worn in the ear lobes. Spacers are not permitted. Christian symbols may be worn as long as they are not visible.
9. Hair is to be no shorter than number 2 cut;
   - no spiking;
   - above collar length (boys);
   - hair at or below shoulder length (girls) must be tied back with white, navy blue, red or black ribbons or scrunchies;
   - of one natural colour;
   - no extreme differences of length;
   - no tracks or other designs permitted;
- hair must be clean;
- hair must be well groomed, that is combed or brushed daily or as required;
- hair must be brushed off the face;
- a fringe above eyebrow level is acceptable;
- extremes of style are not permitted;
- boys must be clean shaven;
- the appropriateness of a hairstyle will be at the discretion of the Principal/Deputy Principal.

10. Parents may address individual concerns about uniform to the Deputy Principal.

Uniform expectations are clearly stated in the Student 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:

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

The Homework Policy is clearly stated in the Student Diary.

**MOBILE PHONES and IPODS**

Students are permitted to have a mobile phone, iPod, MP3 player, etc. with them at school, during school hours, however, they can only be used when permitted by, and in the presence of, a teacher. Students will have their mobile phone, iPod, MP3 players, etc. confiscated immediately if they are seen or heard, in the playground or in the classroom, if permission has not been given by a teacher who is present while the student is using the item. Confiscated mobile phones, iPods, MP3 players, etc. must be collected from SAO by the student’s parent.

**LAPTOP PROGRAMS**

Year 11

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 $150 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.

Year 12

Students in Year 12 may bring their own laptop into the College to use in classes. A contract must be collected from the IT Service Centre and completed before using the laptop on College grounds. Once completed a password will be issued so that College internet can be accessed.

**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 obviously consequences will be implemented and in most cases 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.
TERTIARY ENTRANCE PATHWAYS
OVERALL POSITION & QTAC SELECTION RANK

School students can gain entrance to tertiary institutions in two main ways –
✓ achieving the required OP
or
✓ achieving an equivalent QTAC Tertiary Selection Rank.

The Overall Position (OP)
As you know, the OP is a state-wide order of merit for entry to tertiary courses. To qualify for one, 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 to tertiary education for able students. Those, however, whose past performance points toward unusable OPs, might be advised to consider the alternative QTAC Selection Ranking route.

The QTAC Selection Rank (TER)
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 delivered by the College
- Undertaking AMEB or Trinity music courses.

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.

In addition, VET modules are treated the same whether studied as stand alone or embedded in subjects. The depth (AQF level) and breadth (i.e. duration of) VET modules is considered. For example, an AQF IV Module will have a higher points value than an AQF 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 Schools program – Certificate I, II or III course
- School based Apprenticeship or Traineeship
- Work experience or Structured Work Placement
- Certificate IV, Diplomas conducted 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 are supported through the Romero Centre. Students with learning disabilities are supported within the McAuley Centre. Tutorials are held in the Romero Centre twice a week – for all students, for all subjects. Maths tutorials are held most days.

LIFE LONG LEARNING AND EMPLOYABILITY

In order to participate in life, further education and employment all students require knowledge and skills to prepare them for lifelong learning and employment. All students will learn throughout their lives and will require functional literacy and numeracy skills to engage in further study. To actively participate in life and work students need social skills to relate to others, self-management skills and citizenship skills. Developing a young person’s lifelong learning and employability skills improves their opportunities for employment and life generally.

A lifelong learner is identified as -

- a knowledgeable person
- a complex thinker
- an active investigator
- a creative person
- an effective communicator
- a participant in an interdependent world
- a reflective and self-directed learner

(Queensland School Curriculum Council, 2001)

The Employability Skills Framework identifies the following skills and personal attributes as contributing to the overall employability of young people:

- communication skills
- team work skills
- problem solving skills
- initiative and enterprise skills
- planning and organising skills
- self-management skills
- learning skills
- technology skills
- personal attributes
  - loyalty
  - enthusiasm
  - common sense
  - sense of humour
  - commitment
  - reliability
  - motivation
  - adaptability
  - honesty and integrity
  - personal presentation
  - positive self esteem
  - ability to deal with pressure

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
- Senior Statement
- Statement of Results (If complete QCE beyond Year 12)
Subject Information
ACCOUNTING

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

INTRODUCTION

What is Accounting?

Accounting is a system of recording, storing, retrieving and reporting financial data about business enterprises. The subject provides a basis for students to learn the essential theory and practice of double entry accounting.

DESCRIPTION

The Units Will Include:

- Nature of Accounting
- Account to Trial Balance
- 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.
- A greater awareness of employment opportunities in the business world.
- Spread-sheeting skills using Microsoft Excel.
- A greater knowledge of essential life skills.

CAREER PATHWAYS

- Accountant
- Stockbroker
- Financial Planner
- Business Manager

and any other business related occupations.
ASSESSMENT

A variety of techniques is used to assess students’ work including:

- short answer questions;
- written practical case studies;
- computer applications;
- assignments;
- other valid assessment techniques.

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. Students going on to University to do a Business Degree certainly find it advantageous to have studied Accounting.

TEXTS - Available through Book Hire Scheme

STATIONERY

A4 Note Book; Display Folder, Ruler; Calculator
ANCIENT HISTORY

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

INTRODUCTION

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.

Abilities you will require to successfully study Ancient History

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’.

DESCRIPTION

Units You Will 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 Should Learn from this Course

- 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.
Why Should You Study 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:

1. Essay Examinations
2. Research Assignments
3. Response to Stimulus Material Tests
4. Multimodal Assignments

TEXTS

Available through Book Hire Scheme

STATIONERY

Ring binder folder
A4 Loose leaf paper refills (preferably reinforced)
Packet 10 plastic pockets
BIOLOGY

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

INTRODUCTION

What is Biology?
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.

Abilities you will require to successfully study Biology
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.

DESCRIPTION

The Units You will Study
Biology follows the Queensland Studies Authority Syllabus. The units of study mentioned below are subject to change.

YEAR 11
- Diversity
- Ecology & Field Studies
- Obtaining and Using Energy
- Maintaining the Balance
- In Search of Better Health

YEAR 12
- Cell Biology
- Extended Experimental Investigation
- It started with one Cell
- Blueprint for Life
- Evolution

Skills You Should Learn From This Course
The Biology program should 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; and
- certain attitudes such as open-mindedness, rationality, awareness of risk situations, co-operation in learning and responsibility.

Why Should You 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 fulfils this purpose. Many students are interested in the recent developments in Biology e.g. in molecular biology and genetic engineering.
EXTRA PATHWAYS IN BIOLOGY
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 QSA Biology syllabus, and attend Griffith University to complete lectures, tutorials and write-ups. Students will then complete the stage 1 examination and laboratory report for GriffBio towards the end of Year 11. (A small administration/laboratory fee is payable to Griffith University by students who choose to do GriffBio in Year 11)

Students who pass all GriffBio components and achieve a pass or higher on the stage 1 assessment will be invited to continue with GriffBio in Year 12.

- Year 12: students who have passed stage 1, and have chosen to go onto stage 2, will study the content of the second stage of GriffBio at school and attend Griffith University to complete GriffBio lectures, tutorials, laboratories and write-ups. Students will then complete the GriffBio course examination towards the end of the Year 12 academic year. This will be undertaken at the University campus. (A small administration/laboratory fee is payable to Griffith University by students who choose to do GriffBio in Year 12)

If students successfully complete GriffBio over the two years they will be awarded a formal Certificate of Completion by Griffith University. Guaranteed admission is available into specified degree programs, subject to:
1. Meeting administration prerequisites of the degree program, and
2. Achieving a pass or better in all components of GriffBio, and
3. The degree program is listed as first preference in your QTAC application.
(for more information on guaranteed admission programs and obtaining credit towards other programs, contact Griffith University, Gold Coast Campus)

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.

WORKLOAD
Students will be involved in a variety of written and oral learning experiences. 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, extended experimental investigation and manipulative skills.

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.

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. Cost: approx $400

TEXTS - Available through Book Hire Scheme

STATIONERY
4 x A4 Pad
Bio Zone Work Manuals.
INTRODUCTION

What is Business Communication and Technologies?
This subject introduces students to the world of business with a specific emphasis on the application of communications and technology in today’s business world. As the business environment changes rapidly over the next few years prospective employees will be expected to be multi-skilled, having the ability to operate computers and other technologies to a high level of competency, communicate effectively with clients and colleagues and have an overall understanding of administrative management. This subject will develop students understanding of Australian business in a global and changing context in a world where trade barriers are being dissolved and the market is widening everyday.

DESCRIPTION

The Units You Will Study
Each semester is devoted to a single context.
Examples of contexts, studied across Year 11 & 12 include:
- Retail
- Hospitality
- Travel
- Real Estate

Within the contexts are topics relevant to that context which culminate in the acquisition of
(a) Nationally recognised vocational competencies throughout the two years. These competencies will give the student advanced standing in a range of TAFE courses.
(b) A level of achievement, for summative work, that counts towards the student’s Overall Position.

This course covers vocational components with general education to prepare students for further education, training and employment.

Skills You Should Learn From the Course
- Research Skills including gathering information, drawing conclusions and presentation of reports
- Ability to record and process financial business information e.g. payroll and banking details
- Effective communications such as verbal, non-verbal, written and electronic information
- Advanced computer operations - Word Processing, Spread Sheets, Data Bases and importation of documents into compatible applications
- Effectively use a variety of office equipment - computers, photocopier, e-mail, internet, fax machine, etc
Why Should You Enrol in Business Communications and Technologies?

- This subject provides the opportunity for students to acquire many qualities sought by businesses today, including the ability to communicate effectively and efficiently in an office environment.
- It provides useful skills for those who intend to go on to tertiary education.
- It provides knowledge for those who may be involved in the setting up or running of a business.
- It provides an insight into the career options involved in office management and administration.
- It is more of a 'practical' rather than 'theoretical' subject which may be the preference of some students.

UNITS OF COMPETENCY MODULES

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<tr>
<th>Code</th>
<th>Description</th>
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<tbody>
<tr>
<td>BSBOHS201A</td>
<td>Participate in OHS processes</td>
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<tr>
<td>BSBWOR202A</td>
<td>Organise and complete daily work activities</td>
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<tr>
<td>BSBCMM201A</td>
<td>Communicate in the workplace</td>
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<td>BSBWOR203A</td>
<td>Work effectively with others</td>
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<td>BSBWOR204A</td>
<td>Use business technology</td>
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<tr>
<td>BSBINM201A</td>
<td>Process and maintain workplace information</td>
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<tr>
<td>FNSICGEN305B</td>
<td>Maintain daily financial business records</td>
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<tr>
<td>BSBJITU201A</td>
<td>Produce simple word processed documents</td>
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<tr>
<td>BSBJITU202A</td>
<td>Create and use spreadsheets</td>
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<tr>
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<td>Create electronic presentations</td>
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<tr>
<td>BSBJITU303A</td>
<td>Design and produce text documents</td>
</tr>
<tr>
<td>BSBSUS201A</td>
<td>Participate in environmentally sustainable work practices</td>
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</tbody>
</table>

WORKLOAD

Because the bulk of the work in this subject is of a practical nature and done in class time, a high level of productivity is expected in order for students to achieve satisfactory results. Many assignment pieces and some exercises relating to topics, need to be done outside of class time.

ASSESSMENT

In each of the four semesters, an average of four assessment items are used to judge students' achievements. These may include an oral presentation, project work, practical task, written test. Over the whole course, students are assessed in the three areas of:

- Knowledge and Understanding
- Reasoning Processes
- Skills and Procedures

TEXTS - Available through Book Hire Scheme

‘Business Communication & Technologies in a Changing World’

STATIONERY REQUIREMENTS

- A4 Writing Book
- Display Folder

All assignments must be word processed and presented in a folder or similar.
BUSINESS ORGANISATION AND MANAGEMENT

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

INTRODUCTION

What is Business Organisation & Management?
This subject gives students the opportunity to analyse and understand the business organisation, its management and its effectiveness. It gives them an understanding of how they interact with business in a variety of social and economic roles, as well as understanding the practical knowledge of how they can affect the extent and quality of their involvement with a business organisation.

DESCRIPTION

Topics covered include:
- 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
- Stockbroking
- Economist
- Business Manager
and any other business related occupations.

WORKLOAD

Because the bulk of the work in this subject is of a practical nature and done in class time, a high level of productivity is expected in order for students to achieve satisfactory results. Many assignment pieces and some exercises relating to topics, need to be done outside of class time.
ASSESSMENT

Examinations, Group Tasks, Research Assignments, Orals, Business Plans

Skills you should learn from the course

By the conclusion of the course, students should be able to:

- Work in teams in a business environment
- Play out role based situations in a business context
- Generate marketing and business plans for new or existing enterprises.
- Have a solid understanding of local, state and federal laws that affect business in Australia.
- Understand the world business environment and its impact on the Australian economy

TEXTS

Available through Book Hire Scheme

STATIONERY REQUIREMENTS

A small supply of paper for note taking; Manilla folder and plastic document holder; writing implements, ruler and calculator.

All assignments must be word processed and presented in a folder or similar.

COMMENT

An excellent general knowledge/interest subject, which provides valuable insight for those looking to pursue Business studies at a Tertiary level.
BUSINESS TOURISM

SUBJECT CODE: SIT107C2
STATUS: STAND ALONE CERTIFICATE COURSE
QCE: 8 CREDIT POINTS POSSIBLE
QUALIFICATION: Certificate II in Business (BSB20107) and Certificate II in Tourism (SIT20107)

INTRODUCTION

Business Tourism provides students with the opportunity to attain both 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?

- Both OP eligible and OP ineligible students looking for a vocational option
- Students looking to obtain a nationally recognised vocational qualification
- Students keen to enhance their employment prospects in the business and/or tourism industries

DESCRIPTION

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:

<table>
<thead>
<tr>
<th>UNIT CODE</th>
<th>UNIT TITLE</th>
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<tbody>
<tr>
<td>BSB20107</td>
<td>CERTIFICATE II IN BUSINESS</td>
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<tr>
<td>BSOH201A</td>
<td>Participate in OHS processes</td>
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<tr>
<td>BSBWOR202A</td>
<td>Organise and complete daily work activities</td>
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<td>BSBWOR203A</td>
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<td>BSBUS201A</td>
<td>Participate in environmentally sustainable work practices</td>
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<td>Create electronic presentations</td>
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<tr>
<td>SIT20107</td>
<td>CERTIFICATE II IN TOURISM</td>
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<tr>
<td>SITXCOM001A</td>
<td>Work with colleagues and customers</td>
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<tr>
<td>SITXCOM002A</td>
<td>Work in a socially diverse environment</td>
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<tr>
<td>SITXCOM004A</td>
<td>Communicate on the telephone</td>
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<tr>
<td>SITTTSL002A</td>
<td>Access and interpret product information</td>
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<tr>
<td>SITXADM002A</td>
<td>Source and present information</td>
</tr>
<tr>
<td>BSBITU302B</td>
<td>Create electronic presentations</td>
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<tr>
<td>HLTFA301B</td>
<td>Apply first aid</td>
</tr>
<tr>
<td>SITTTIND001B</td>
<td>Develop and update tourism industry knowledge</td>
</tr>
<tr>
<td>SITXOHS001B</td>
<td>Follow health, safety and security procedures</td>
</tr>
<tr>
<td>SITXCOM001A</td>
<td>Work with colleagues and customers</td>
</tr>
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**PATHWAYS**

By undertaking this course students can 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 in:
- International Business
- Hospitality
- Human Resources
- Tourism Management
- Business
- Commerce
- Hotel Management
- Marketing
- Business Management
- Event Management

**ASSESSMENT**

Assessment in this subject will be competency-based. Students will be assessed using a variety of techniques. These include:
- Practical Tasks
- Written Tasks
- Folios of Work
- Observations
- Teacher Questioning

Work experience may be offered throughout the course of this subject.
CHEMISTRY

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

INTRODUCTION
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.

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

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

Abilities You Will Require To Successfully Study Chemistry
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; work independently; apply themselves to questions and exercises from the teacher and the text. Students need to be motivated, self directed and active investigators.

What do students 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.

How do students 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
EXTRA PATHWAYS IN CHEMISTRY

Students who study Chemistry in Years 11 and 12 also have the opportunity to take part in the GriffChem 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 GriffChem within the normal delivery of the QSA Chemistry syllabus. Two nominated laboratory sessions and write-ups will count towards GriffChem. Students will then complete the stage 1 examination for GriffChem towards the end of Year 11.

Students who pass both laboratory sessions and achieve 65% or higher on the stage 1 examination will be invited to continue with the GriffChem program in Year 12. A small administration/laboratory fee will be payable to Griffith University by students who continue with the Year 12 stage of GriffChem.

- Year 12: students who have passed stage 1, and have chosen to go onto stage 2, will study the content of the second half of GriffChem within the normal delivery of the QSA Chemistry syllabus in the Year 12 Senior Chemistry subject. They will attend the Griffith University campus on two days to complete GriffChem laboratory sessions and write-ups. Dates and times to be determined with anticipated dates around June. Students will then complete the end of course examination for GriffChem towards the end of Year 12 academic year. This will be undertaken at the University campus.

If students successfully complete GriffChem over the two years they will be awarded a formal Certificate of Completion by Griffith University. If they then enrol in a Griffith University degree program they will be eligible for credit for their first semester, first year, Griffith University chemistry course, either 1001ENV Chemistry, 1013ENV Chemistry in Biological Systems 1, or 1101BPS Chemistry A providing that course is a core requirement in their chosen degree. (Once enrolled at Griffith students apply for credit based on their GriffChem success. The Certificate of Completion will be the documentary evidence to support your credit application). In addition, if you have done very well in GriffChem, by achieving an overall Pass or better for laboratory sessions and achieving a percentage of 65% or better for the end of program examination, and meet the entry admission prerequisites into a Science or Environment program as nominated by Griffith University, you will be eligible for guaranteed acceptance into your selected program on the proviso that you list that program as your first QTAC preference. You will also be granted specified credit for 1001ENV Chemistry or 1101BPS Chemistry A.

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.

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.

How are students assessed?

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.

TEXT
Available through Book Hire Scheme

STATIONERY
2 x A4 Pad;
Scientific Calculator
DANCE

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

*Dance education provides another mode of learning and a means of identifying and developing special interests and talents not emphasised in other educational areas.*

*(Dance Senior Syllabus, Queensland Studies Authority, 2010)*

INTRODUCTION

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.

DESCRIPTION – Units of Study

- Dance & Technology
- Contemporary Dance
- Social Dance
- Musical Theatre
- Popular Dance
- 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

Senior Dance Textbook available through Book Hire scheme.
STATIONERY & EQUIPMENT:

A4 folder, paper and 5 x plastic sleeves, 1 x black pen, 1 x red pen
Black dance pants / tights

Optional:

Dance shoes - pumps, blocs or jazz shoes
Senior Dance Jersey
DRAMA

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

INTRODUCTION
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
- encourage on-going involvement in dramatic activities
- exploring and addressing competencies appropriate to a wide range of career and other life paths

DESCRIPTION  -  The Units You will Study

YEAR 11 - FORMATIVE:
UNIT 1  FINDING YOUR VOICE: THE ELEMENTS OF DRAMA
This unit presents a number of drama 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.

UNIT 5  THE VOICE OF CHANGE
Through the style of Epic Theatre, students explore indigenous Australia through the dramatic language of social protest.

YEAR 12
UNIT 6  COOEE – 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 a live theatre performance and study and analyse the use of dramatic conventions, evaluating the plays success, while developing review essay writing skills.

Skills you should learn from this course
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.

TEXTS
- Year 11 Dramawise - Haseman & O’Toole
- Year 11 & 12 Acting In Person and In Style - Terry L Crawford (Latest Edition).
- Both available through Book Hire scheme.

STATIONERY  
- Journal
ENGLISH

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

(At least a Sound Achievement in one semester of this course could meet the Literacy requirement for the QCE.)

INTRODUCTION

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.
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. Clearly, students who have struggled with the Year 10 English course will find the Senior course extremely demanding.

TEXTS

- All texts are supplied through the Book Hire Scheme and are approved by the Queensland Studies 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

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 COMMUNICATIONS

SUBJECT CODE: ECOM
STATUS: AUTHORITY REGISTERED SUBJECT
QCE: 4 CREDIT POINTS POSSIBLE

(At least a Sound Achievement in one semester of this course could meet the Literacy requirement for the QCE.)

INTRODUCTION

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.

DESCRIPTION

The units you will study:

Over the two year period three strands will be addressed:
(i) Work: centred round casual work, conflict resolution, the workplace and one’s rights
(ii) Community: deals with current issues of local and national significance drawn from the mass media.
(iii) 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 You Should Study This Course

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

Available through the Book Hire Scheme.

STATIONERY:

Separate A4 pad
Plastic folders/pockets
INTRODUCTION

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.

DESCRIPTION

What do Students Study?

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

Technologies: the tools and associated processes that are used to create meaning in moving-image media production and use.

Representations: constructions of people, places, events, ideas, and emotions that are applied to create meaning in moving-image media production and use.

Audiences: individuals and groups of people for whom moving-image products are made, and who make meanings when they use these products.

Institutions: the organisations and people whose operational processes and practices enable or constrain moving-image media production and use.

Languages: systems of signs and symbols organised through codes and conventions to create meaning in moving-image media production and use.

What are the objectives of the Course?

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.
ASSESSMENT
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
Available through the Book Hire Scheme

SPECIAL REQUIREMENTS
External hard drive – minimum 250Gb

STATIONERY
Visual Diary
A4 Notebook
Available through Aquinas Book Hire scheme

NOTE: Students may need to take College equipment home which requires parental consent and responsibility.
GEOGRAPHY

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

INTRODUCTION

What is Geography?
Senior Geography is a subject which covers a broad range of current issues and has a major practical investigation component. The senior units focus on:

a understanding that people’s current and future development must be ecologically sustainable; and
b developing the analysis and evaluative skills that enable creative, informed and lateral solutions to political and commercial problems to be presented within an internationally recognised report format.

Abilities You will Require to Study Geography
In Geography, students are encouraged to think through and discuss issues with their peers. Evaluation of information and original decision making is encouraged. Broad thinking skills and a good general knowledge would be useful here. Students are encouraged to take a creative, original approach to class activities, practical exercises etc. A major focus of the course is developing skills in report writing for research and field study projects.

DESCRIPTION

The Units you will Study
YEAR 11
Semester 1 People and Development
Semester 2 Managing the Natural Environment
YEAR 12
Semester 3 Resources and Environment
Semester 4 Social Environment.

What You Should Learn from this Course
- Planning, analysis and evaluation skills.
- Literate skills through note taking and extended writing tasks.
- Social and oral skills through class presentations and group activities.
- Numerate skills associated with statistical description, analysis and fieldwork measurement.
- Graphic skills through mapping and graph work.
- Problem solving skills through geographic analysis.

Why Should You Study Geography?
Geography is an inquiry and decision making subject:
- Geography assists with tertiary entrance as it is soundly weighted in all five fields.
- Geography is useful in a range of careers including town planning, journalism, tourism/recreation management, architecture, engineering, business studies, mining, foreign affairs, forestry, marine studies, commercial and residential development.
- Research skills and independent thought are encouraged. This will enhance tertiary study.
It provides a good variety of learning activities e.g. graphic work, field studies, group study, individual projects, aerial photo interpretation, audio visual presentation and library and statistical research.

It is a subject concerned with current real world issues.

Planning, analysis and concise writing skills are enhanced, of benefit to the QCS writing task.

It develops report writing skills which are vital in future careers or study.

WORKLOAD
Most students will find the work interesting and not demanding and provided you study steadily throughout the year and complete all work, you will not find it difficult to do well. Geography is a social science and to achieve very high standards will require a creative and inquisitive attitude coupled with a work commitment to research issues thoroughly and justify lateral decisions.

ASSESSMENT
Assessment varies from semester to semester but usually involves:

- a written report e.g. field study or research report
- a stimulus response essay
- a practical exercise
- a short response test

CRITERIA FOR ASSESSMENT COVERS THE SKILLS OF:

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>The ability to recall factual information under exam conditions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analytical Processes</td>
<td>The ability to break material into its component parts and so identify trends, similarities, differences and patterns.</td>
</tr>
<tr>
<td>Decision-making Processes</td>
<td>The ability to select between valid alternatives and make judgements supported by evidence.</td>
</tr>
<tr>
<td>Research and Communication</td>
<td>The ability to gather and organise appropriate information and present it in the correct format following established written and geographical conventions.</td>
</tr>
</tbody>
</table>

Most of the exit assessment is from Year 12 work.

TEXTS - Available through Book Hire Scheme

STATIONERY
A4 Folder, A4 loose-leaf - lined
INTRODUCTION

What is Graphics?

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.

Abilities you will require to successfully study Graphics

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.

COURSE OVERVIEW

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 contextual units:

- Production graphics
- Business graphics
- Built environment

Contextual units have been designed 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.

Skills You Should Learn from the Course

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;
- survey drawings;
Why Should You 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 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 - Available through Book Hire Scheme

STATIONERY

- USB Key 1G minimum
- Display book
- Pacer pencil 0.5mm
- Pacer refills 0.5mm
HEALTH EDUCATION

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

INTRODUCTION

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.

Health Education 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.

DESCRIPTION

Students study a range of issues over the course which are 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

Reading booklets distributed by the teacher each unit which are available through Book Hire Scheme.

STATIONERY

A4 pad, Document Wallet for handouts.
HOSPITALITY (4 SEMESTERS)
Approach B: School-devised course of study

SUBJECT CODE: HOS
STATUS: AUTHORITY REGISTERED SUBJECT
QCE: 4 CREDIT POINTS POSSIBLE

INTRODUCTION
Hospitality (4 Semesters) 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.

OVERVIEW
The general objectives of this study area specification are practical skills and application, planning and decision making, knowledge and affective objectives. Students may have the opportunity to gain statements of attainment.

SPECIAL REQUIREMENTS
An additional subject levy of approximately $470 to cover practical lessons, functions, excursions and work experience.

SKILLS YOU SHOULD LEARN FROM THIS COURSE
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
- life long 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.

TEXT
Book Hire scheme will provide various sets of Texts.

STATIONERY REQUIREMENTS
1 x A4 Display Book
A ring-bound folder and A4 notebook is required for theory lessons
Plastic Sleeves

UNIFORM REQUIREMENTS
1 Chef’s Jacket (compulsory)
1 Black Apron (compulsory)
1 Black Cap (compulsory)
Available from College Clothing Shop

Closed-in black leather school shoes (compulsory)

EXCURSIONS AND WORK EXPERIENCE
Excursions and work experience opportunities include extended overnight stays and work experience at Palazzo Versace and RACV Royal Pines Resort, and an excursion to Tropical Fruit World.
INTRODUCTION

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 well being 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.

OVERVIEW

Hospitality Studies offers both an academic and practical challenge to students. As an AUTHORITY SUBJECT, with embedded vocational education competencies, the subject contributes to the calculation of the student’s OP score. It also provides the opportunity to acquire a vocational education certificate that has national recognition.

UNITS OF COMPETENCY

CORE
SITXCOM001A Work with colleagues and customers
SITXCOM002A Work in a socially diverse environment
SITXOHS001B Follow health, safety and security procedures
SITHIND001B Develop and update hospitality industry knowledge
SITXOHS002A Follow workplace hygiene procedures

ELECTIVES
SITHFAB009A Provide responsible service of alcohol (Liquor Licensing Qld)
SITHFAB010C Prepare and serve non-alcoholic beverages
ASSESSMENT

Assessment in Hospitality Studies is a combination of criteria/competency 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 audiovisual presentations.

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

TEXT

Book Hire Scheme will provide various sets of Texts.

SPECIAL REQUIREMENTS

An additional subject levy of approximately $470 to cover practical lessons, functions, excursions and work experience.

STATIONERY REQUIREMENTS

1 A4 Display Book  
A ring-bound folder and A4 notebook is required for theory lessons  
Plastic Sleeves  
Year 11 – 1 Blue Document folder

UNIFORM REQUIREMENTS

1 Chef’s Jacket (compulsory)  
1 Black Apron (compulsory)  
1 Black Cap (compulsory)  
Available from College Clothing Shop

Closed-in black leather school shoes (compulsory)

EXCURSIONS AND WORK EXPERIENCE

Excursions and work experience opportunities include extended overnight stays and work experience at Palazzo Versace and RACV Royal Pines Resort, and an excursion to Tropical Fruit World.
INDUSTRIAL TECHNOLOGY STUDIES

SUBJECT CODE: ITST
STATUS: AUTHORITY REGISTERED SUBJECT
QCE: 4 CREDIT POINTS POSSIBLE

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.

COURSE DESCRIPTION

The Units You Will Study
Aquinas will offer “Approach B” in Industrial Technology Studies which consists of a core of general education elements and an appropriate workplace health and safety training program. Students may experience a variety of industry experiences.

The general skills integrated into the program of study in the following areas: communication skills, mathematical skills, manipulative skills, organisational skills, collaborative and problem solving skills.

The majority of workshop activities are incorporated around metalwork, fabrication techniques, machines, automotive mechanics, cabinet making, timber machining and plastics.

ASSESSMENT CRITERIA

Units of Study in Industrial Technology Studies use criteria based assessment. Students will have the opportunity to demonstrate their skills within a unit of study for the particular task or knowledge component. The Units are arranged to give a broad range of experiences to students, and are studied for one semester before moving to another area of study.

Students will receive specific training in all course requirements, but ultimately, progress/achievement will depend on each student’s application and motivation. Motivated individuals will possibly be able to complete more projects or may have the freedom to work on larger and more involved tasks.

At the completion of each unit of work, students will be assessed on their understanding of the processes that have been taught that semester. Work will be assessed in 3 areas; Knowledge and Understanding, Application and Practical Skill.
Students will be assessed using a range of assessment instruments. The learning process will involve structured examination times, written assignment tasks and deadlines. However, the ever present requirement to progress towards achieving practical skills places the responsibility for learning with each student.

The four semesters over Year 11 and 12 will be as follows:

Semester 1 – ‘Engineering Studies’: Welding, Machining, Sheet Metals.
Semester 4 – ‘Plastics Studies’: Plastic Fabrication, Moulding, Thermosetting Plastics

TEXTS

Book Hire Scheme will be available for the supply of student workbooks. A selection of reference books is available in the Industrial Technology and Design Department and also in the Resource Centre.

SPECIAL REQUIREMENTS

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.
INFORMATION TECHNOLOGY SYSTEMS
– incorporating ICA20105

SUBJECT CODE: ITS
STATUS: AUTHORITY SUBJECT
QCE: 4 CREDIT POINTS POSSIBLE
QUALIFICATION: Certificate II in Information Technology- ICA20105

INTRODUCTION

Information Technology Systems (ITS) is a practical subject, which 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 ICT.

Fluency with IT allows students to focus their studies through complex problem solving and detailed projects which emphasise management skills, the ability to work individually and in teams, effective communication, the development of productive relationships with clients and consideration of the social and ethical issues related to their studies.

The subject also offers students the chance to achieve a Certificate II outcome in information technology, providing students with specific skills for employment and further vocational studies in the IT field. Overall, this course should prove especially relevant to all students in the way it prepares them to acquire the means to cope with, and harness to their advantage, the rapid rate of change and significant opportunities associated with IT, now and into the future.

DESCRIPTION

Units You Will Study/Course of Study

The ITS course follows the Queensland Studies Authority Syllabus.

Software applications used include the Adobe Suite of products; Dreamweaver, Flash, Premiere, Fireworks, Photoshop, After Effects

ITS will include:

- Graphics principles and techniques
- Web creation
- Animation principles and techniques
- Sound editing principles and techniques
- Video editing principles and techniques
- Current trends and influences in the multimedia industry
- Multimedia design principles
- File compression for graphics, sound and video
- Copyright obligations and intellectual property issues relating to the production of multimedia
- System requirements for multimedia products
Skills You Should Learn From the Course

- An ability to work individually and collaboratively on projects.
- Skills in web design.
- Skills in developing multimedia components for the Internet.
- Skills in video editing and authoring.
- An understanding of current technology and where it is leading.
- An awareness of industry standard multimedia authoring software.

Why You Should Study ITS

- ITS offers a range of interesting, challenging and fun experiences.
- Provides the opportunity to attain a Certificate II in Information Technology qualification.
- Allows you to work with real clients to develop business solutions.
- Promotes responsible, discriminating and competent use of Information Technology.

UNITS OF COMPETENCY

PRE-REQUISITE
ICAU1128B Operate a personal computer

CORE
BSBCMN106A Follow workplace safety procedures
ICAD2012B Design organisational documents using computing packages
ICAU2005B Operate computer hardware
ICAU2006B Operate computing packages
ICAU2013B Integrate commercial computing packages
ICAU2231B Use a computer operating system
ICAW2001B Work effectively in an IT environment
ICAW2002B Communicate in the workplace
ICAU3019B Migrate to new technology
ICAD3218B Create user documentation

ELECTIVES
ICAB3018B Develop macros and templates for clients using standard products
ICAU3028B Customise packaged software applications for clients
ICAU3126B Use advance features of computer applications
ICAT3025B Run standard diagnostic tests (mandatory elective)

ASSESSMENT

Assessment will be continuous, practical and will include a range of written tasks, projects, practical exercises, oral presentations, journals and exams.

TEXTS

Available through Book Hire Scheme.

STATIONERY/REQUIREMENTS

External hard drive – minimum 250Gb

NOTE: Students may need to take College equipment home which requires parental consent and responsibility.
INFORMATION PROCESSING AND TECHNOLOGY

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

INTRODUCTION

What is Information Processing and Technology (IPT)?

Information Processing and Technology is a course of study that provides students with knowledge, skills, processes and understanding of information technology.

“Information Processing and Technology touches many aspects of human life and draws on and is applied to diverse fields of study such as mining, engineering, education or business. As a result, the study of this subject will contribute in a significant way to the general education of students, whether or not they intend proceeding to employment specific to information technology.” (Queensland Studies Authority, 2010)

COURSE OF STUDY

Topics of Study

The subject matter has been organised into the following topics:

- Algorithms
- Relational information systems
- Software programming
- Structured query language
- Social and ethical Issues
- Human – computer interaction
- Intelligent systems
- Computer systems

Skills you should learn from the course

- An understanding of how computers operate and how people use them to help solve a large variety of problems.
- An ability to create solutions which actually work on computers.
- Skills in constructing and managing databases using query languages.
- Highly valued skills in the analysis of problems and the creation of suitable solutions.
- An understanding of where the current technology is leading us.
Why Should You Study IPT?

- IPT provides a collection of challenging and interesting experiences.
- Several faculties of different universities recommend IPT.
- IPT provides skills which are highly sought after by the computer industry, by many related work-areas and by the community as a whole.
- IPT offers you the opportunity to be creative in a useful and disciplined way, to sharpen your logical and other intellectual skills.
- The intensity of frustration you feel when things are not working out is exceeded only by the degree of joy you experience when it finally works!

WORKLOAD
IPT students engage in project based work both in groups and individually throughout the course. Students will be given time to complete these projects during class time. They will also need to complete parts of these tasks at home.

ASSESSMENT
Assessment in IPT may range from a selection of the following

- Written Tasks
- Tests and Examinations
- Practical Exercises
- Projects – Major & Minor

TEXTS - Available through Book Hire Scheme

STATIONERY
External hard drive – minimum 250Gb
LEGAL STUDIES

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

INTRODUCTION

What is Legal Studies?

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, 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.

DESCRIPTION

The Units You Will Study

Year 11
A  The Legal System
B  Crime and Society
C  Civil Obligations (Agreements and Torts)

Year 12
D  You, the Law and Society (Two of the following)
   *  Renting and Buying
   *  Jobs and the Law
   *  Sport and the Law
   *  Family Law
   *  Environmental Law
   *  Technology and the Law
   *  Rights and Responsibilities
E  Independent Study (Assignment)
F  Law in a Changing Society
Skills You Should Learn From The Course

- 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 should you study 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 serves 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

Available through Book Hire Scheme

STATIONERY

Loose leaf paper
MATHEMATICS A

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

(At least a Sound Achievement according to exit standards in one semester of this course could meet the Numeracy requirement for the QCE.)

INTRODUCTION

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 essential learnings for Year 10 ‘Mathematics A’ 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.

Abilities you will require to successfully study Mathematics A

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.

DESCRIPTION

The Mathematics A course at Aquinas College follows the Queensland Studies Authority Syllabus which contains core end elective topics.

Topics including Financial Mathematics, Applied Geometry, Statistics and Probability, are studies during this course. The elective topics include Maps and Compasses 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 provides the information for certification at the end of the course. Summative assessment generally occurs during Year 12.

TEXTS:

Available through Book Hire Scheme

STATIONERY

- 3 Separate A4 books
- Sharp EL-531WHB
- Mathematical Instruments
MATHEMATICS B

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

(At least a Sound Achievement according to exit standards in one semester of this course could meet the Numeracy requirement for the QCE.)

INTRODUCTION

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 essential learning for Year 10 Mathematics before studying at the Mathematics B level in the senior school.

Abilities you will require to successfully study Mathematics B

In Mathematics B courses, 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.

DESCRIPTION

The Mathematics B course at Aquinas College follows the syllabus of the Queensland Studies 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 of Mathematics B 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

Available through Book Hire Scheme

STATIONERY

- 3 Separate A4 Books
- Graphics Calculator can be purchased through the College Uniform Shop and will cost approximately $210.
- Mathematical Instruments
MATHEMATICS C

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

(At least a Sound Achievement according to exit standards in one semester of this course could meet the Numeracy requirement for the QCE.)

INTRODUCTION

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. Mathematics B is a co-requisite to the study of Mathematics C.

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 essential learning for Year 10 ‘Mathematics B’ before studying at the Mathematics C level in the senior school.

DESCRIPTION

Mathematics C course at Aquinas College follows the Queensland Studies Authority Syllabus. 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.

The Units You Will Study

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
- Dynamics
- Introduction to number theory
- Introductory modelling with probability
- Advanced periodic and exponential functions
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 occur 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

Available through Book Hire Scheme.

STATIONERY

- 3 Separate A4 Books
- Graphics Calculator can be purchased through the College Uniform Shop and will cost approximately $210.
- Mathematical Instruments
MUSIC

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

INTRODUCTION

What is Music?
Music in Years 11 and 12 encompasses three main dimensions: Analysing Repertoire, Composing and Performing.

DESCRIPTION
The course structure for the composite Year 11/12 music class at Aquinas College is as follows:

- The X - Factor
- Classic Hits
- Jazz
- Music for Film
- Innovators
- Independent Study

The organisation of this course will allow for students to pursue their strengths in music endeavour, whilst at the same time 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
- Teacher Directed: Classic Hits, Jazz, Music for Film, Innovators
- Student Directed: Independent Study
This approach will encourage students to a greater understanding and love of music that will foster a desire for life long learning, be it in further study of music, music as a hobby, or an ability to appreciate music in everyday life as a member of an audience.

The repetition of the foundation unit (The X Factor) will allow students to build the skills needed to undertake and complete assessment tasks by focusing on the technology used in music today.

Why you should 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
With each unit, there are composition/arranging tasks and performance tasks. Analysing repertoire and knowledge about each unit are taught in class and must be reviewed in the student's own time. Students are also expected to either join the College Choir or College Band to fulfil course requirements.

ASSESSMENT
Consists of a minimum of:
- 1 composition or arranging assignment
- 1 written test or 1 research assignment
- 1 practical test
- Students may elect to do further assessment in a given area to upgrade results.

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.

TEXT
Fortissimo. Available through Book Hire Scheme.

STATIONERY
Manuscript.
PHYSICAL EDUCATION

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

INTRODUCTION

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.

DESCRIPTION

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

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. Expressions of Interest in this Certificate need to be submitted by 5 September 2011.
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

Available through Book Hire Scheme

STATIONERY

A4 pad, 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.
PHYSICS

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

INTRODUCTION

Why study Physics?

"Give me matter and motion, and I will construct the universe."
Rene Descartes (1640)

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.

Abilities you will require to successfully study Physics

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.

What do students study?

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

Units of Study

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

- Gewning 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

How do students 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
Sharing information mutually beneficial to the group
Advocating for change.

EXTRA PATHWAYS IN PHYSICS

Students who study Physics in Years 11 and 12 also have the opportunity to take part in the GRIFITTH ENG program.

GRIFITTH ENG is a two stage program offered through Griffith University.

- Stage One: “A Taste of Engineering” consists of two on-campus experience days offered during Semester 2 to Year 11 students, covering the practical components of engineering practice course.
- Stage Two: Students who successfully complete Stage One in Year 11 will then be invited to enrol in GRIFITTH ENG in Year 12 to continue with Stage Two of the program, which will involve attending “1001ENG” – Engineering Practice lectures and then completing the end of program examination for GRIFITTH ENG at the end of Semester 1.

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

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.

How are Students Assessed?

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.

TEXTS - Available through Book Hire Scheme

STATIONERY

2 x A4 Pads 1 x Scientific Calculator
1 x Graph Refill Book 1 x Ruler
PREVOCATIONAL MATHEMATICS

SUBJECT CODE: PVM
STATUS: AUTHORITY REGISTERED SUBJECT
QCE: 4 CREDIT POINTS POSSIBLE

(At least a Sound Achievement according to exit standards in one semester of this course could meet the Numeracy requirement for the QCE.)

INTRODUCTION
This course of study aims to assist students to develop their capabilities in basic arithmetic skills and use this knowledge to make informed decisions in real life contexts.

Prevocational Mathematics is designed to help students improve their numeracy by building their confidence and success in making meaning of mathematics. It aims to assist students to overcome any past difficulties with, or negative attitudes towards mathematics, so that they can use mathematics efficiently and critically to make informed decisions in their daily lives.

It should be noted that this course will not count toward the awarding of an OP.

DESCRIPTION
This course is specifically designed to help students improve their numeracy skills. It includes units of study on Number, Data, Location and Time, Measurement and Finance.

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**
Available through the Book Hire Scheme.

**STATIONERY:**
2 Separate A4 Books  
Scientific Calculator  
Mathematical Instruments
RELIGION & ETHICS

SUBJECT CODE: RAE
STATUS: AUTHORITY REGISTERED
QCE: 4 CREDIT POINTS POSSIBLE

INTRODUCTION

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.

Abilities You Will Require To Successfully Study “Religion & Ethics”
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.

DESCRIPTION

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

<table>
<thead>
<tr>
<th>Year 11 Religion &amp; Ethics Program</th>
<th>Year 12 Religion &amp; Ethics Program</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Theme: DECIDING</strong></td>
<td><strong>Theme: RESPONDING</strong></td>
</tr>
<tr>
<td>2. Religions of the World</td>
<td>2. Peace Studies</td>
</tr>
<tr>
<td>3. Ethics and Morality</td>
<td>3. Life Choices</td>
</tr>
</tbody>
</table>

What You Should Learn from this Course Religion & Ethics helps you to:

- 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 Should You Undertake Religion & Ethics?

- The subject offers an excellent opportunity for development of a personal faith stance.
- The subject provides you with 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

Available through Book Hire Scheme
- Understanding Faith Series
- Out of the Desert Series

STATIONERY

2 x A4 Exercise notebooks
STUDY OF RELIGION

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

INTRODUCTION
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.

Abilities You Will Require To Successfully Study “Study of Religion”
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.

DESCRIPTION
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 You Should Gain from this Course

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 Should You Undertake Study of Religion?

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.

Studying a range of religions 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 –Available through the Book Hire Scheme. The Internet will also be a primary source.

STATIONERY
2 x A4 Notebooks
TECHNOLOGY STUDIES

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

INTRODUCTION
What is Technology Studies?
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.

Abilities you will require to successfully study:
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.

The units you will study:

Mandatory Topics:

1. FOUNDATIONS OF TECHNOLOGY
   - Relationship of technology industry and design
   - Principles of design
   - Production design sequence
   - Sustainability

2. SAFETY
   - Safety standards
   - Compliance standards
   - Safe workshop practices
   - Personal safety

3. MANUFACTURING RESOURCES
   - MATERIALS
     - Overview of Materials
     - Selection
   - TOOLS
     - Identification
     - Application
   - PROCESSES
     - Forming
     - Separating
     - Combining
     - Finishing
   - SYSTEMS
     - Application
     - Identification
     - Performance
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 should learn from the course:
You will learn to use your own limitless imagination in seeking out solutions to Product Design. The science of materials in design manufacture, process and construction methodologies. Skills of investigation, analysis, synthesis, evaluation, computation and communication.

Should you 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 but it is not as academically demanding as other Authority Subjects.

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: Knowledge and Application (with dimensions of knowledge recall and application), Reasoning Processes (with dimensions of investigation, application, analysis, synthesis, evaluation, communication and computation) and Production (with dimensions of produce, utilise and maintain).

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 logbook of production
- one project appraisal
- one investigative analysis

SPECIAL REQUIREMENTS
An additional subject levy fee will apply to cover costs of material used.
VISUAL ART

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

INTRODUCTION

Why study Visual Art?

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.

What is studied in Senior Visual Art?

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.
How do students 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.

How are students assessed?

Assessments

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. A body of work consists of individual student’s responses. 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 ideas, exploration and experiments through concepts, focus, contexts and media areas. The body of work represents a coherent journey towards a final resolution.

A wide range of assessment techniques to judge student achievement is used throughout Senior Art. These include: making folio, experimental folio, short and extended writing tasks. 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 are Visual literacy, Application and Appraising.

TEXTS - Available through Book Hire Scheme

SPECIAL REQUIREMENTS – Subject levy
An additional subject levy will apply to cover the costs of material used.

STATIONERY
Visual Art Journal – Bookshop.
Range of paint brushes/various sizes.
Eraser
Set of Coloured pencils
Graphic sketching set (range of pencils)
Senior Education Profile

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

Queensland Certificate of Education

The QCE is Queensland’s senior 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 EPs (EqualPositions). An OP indicates a student’s rank, based on overall achievement in Authority subjects. The student must study at least nine of these subjects for all four semesters and all the QCE Test. EPs 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). EPs 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.

Planning QCE pathways

The Queensland Certificate of Individual Achievement (QCA) recognises the achievements of students who undertake individualised learning programs.

To find out more about:
- credit for partial completion of courses
- credit for interstate, interstate and overseas transfers
- condensed semesters for subjects studied at a Limited Achievement
- student learning accounts
- relaxation of completed Core requirements

visit www.qca.qld.edu.au

QCE Pathway

Statement of Results

If a student leaves school or completes Year 12 without achieving a QCE, their learning account remains open, and credits can accumulate for up to nine years. Once they become eligible, the QCA will issue a QCE and a Statement of Results. The Statement of Results shows all contributing studies and the results achieved and, if applicable, their QCS test result.
To gain a QCE, students need an AMOUNT of LEARNING at a SET STANDARD, in a SET PATTERN.

**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 credits undertaken while enrolled at school.</td>
</tr>
<tr>
<td>Authority or Authority registered subjects</td>
<td>4</td>
</tr>
<tr>
<td>Subjects assessed by a Senior External Examination</td>
<td>4</td>
</tr>
<tr>
<td>VET Certificate I, II, or III qualifications (includes school-based traineeships that incorporate on-the-job training)</td>
<td>Certificate I &amp; II, III 5, 6, 7 or 8</td>
</tr>
<tr>
<td>School-based apprenticeships</td>
<td>Certificate III competencies 2</td>
</tr>
<tr>
<td>Workplace training programs</td>
<td>On-the-job component 4</td>
</tr>
<tr>
<td>Recognised international programs</td>
<td>For course 4</td>
</tr>
</tbody>
</table>

**Preparation courses** generally used in the senior years to further study
- A maximum of 6 credits can contribute.
- VET Certificate I or II qualifications
- Employment skills development programs approved under the VET Act 2000
- Re-engagement programs
- Recognised certificates and awards
- As determined by QSA
- Short course in literacy or short course in numeracy developed by the QSA
- Per course 1

**Enriching courses** add value or complement core courses
- A maximum of 6 credits can contribute.
- Recognised certificates and awards
- As determined by QSA
- Re-engagement programs
- Professional development: A short course in literacy or numeracy
- School-based subjects
- As determined by QSA

**Advanced courses** go beyond senior secondary schooling
- A maximum of 6 credits can contribute.
- One or two-semester extended subjects completed while enrolled at school
- One-semester subject 2
- Two-semester subject 4
- Competencies contributing to VET diplomas or advanced certificates while enrolled at school
- Up to 8 credits (1 credit per competency)
- Recognised certificates and awards
- As determined by QSA

**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 QCE developed English and Mathematics subject
- at least a Sound Achievement in QCE developed short courses in literacy and numeracy subject
- competence in VET Vocational Literacy 3 (59153 OK) and Numeracy 3 (59163 OK)
- a pass grade in a literacy and numeracy course recognised by the QSA
- at least a C on the Queensland Core Skills Test
- at least a 4 for an International Baccalaureate examination in English and Mathematics.
FIELD POSITIONS

In determining Overall Positions (OPs), all subjects are weighted equally (that is, they are weighted at 5). For Field Positions (FPs), subjects are weighted unequally. That is, all subjects do not contribute equally to the determination of each FP.

Field Positions involve weighting each subject result according to the emphasis in each subject on assessment in skill areas defined by the Field. The extent to which a subject contributes to each FP depends on the weighting of the subject in that particular field. FPs are only determined for OP – eligible students. When needed, tertiary institutions use FPs (after using the OP) to differentiate between students.

The five Fields are:
- **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

**FIELD POSITIONS CALCULATOR**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Field A</th>
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## SUBJECT WEIGHTS FOR YEAR 12 IN 2013

This table is for use by students completing (Qld) Year 12 in 2013.

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**Field Positions (FPs)**

A student may receive up to 5 FP s, depending on subject choices. FP s are reported in 10 bands, from 1 (the highest) to 10 (the lowest) in the following fields:

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
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 co-operation 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)
AQUINAS COLLEGE YEAR 11 2012 SUBJECT SELECTION

All Year 11 and 12 students must study one of:

- (A) Study of Religion or Religion and Ethics
- (B) English or English Communication

In addition, all students will study four (4) other subjects for four semesters each.

In the space below students are to choose:

- One (1) subject from each of the groups A and B
- Six (6) subjects from the remainder of subjects listed in group C, numbering selections from 1 to 6. (Where 1 is your first choice and 6 your least preferred subject. You must want to study all of these subjects.)

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Remember: to qualify for the QCE the Literacy and Numeracy requirements must be met. (QCE planner enclosed)

Parent Signature:
-------------------------------------------------------------

Student Signature:
-------------------------------------------------------------

Interviewed by:
-------------------------------------------------------------

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