Our Mission

The St John Fisher College Community
is inspired by God’s Spirit and
the Catholic faith tradition
to live, to love and to learn
with respect for truth,
the courage to seek justice,
the gift of peace
and the grace to forgive
as we respond with equal dynamism
to society’s challenges today and tomorrow.
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MESSAGE FROM THE PRINCIPAL

Welcome to your senior years of schooling. All young people in Queensland are required by law to participate in education or training - until they have gained a Queensland Certificate of Education or VET qualifications or turned 17. What has changed in recent years is the creation of many different pathways available to students after Year Ten.

Your senior secondary school education makes up a very important part of your life-long education journey. It does place new responsibilities on you. You need to be prepared to work hard, to juggle your commitments carefully so that you maintain a balance in your life and to focus carefully on the goals you set yourself in planning your future education and training (SET Plan). Your choice to continue at school does mean that your schoolwork needs to be your main priority.

Continuing students will be aware already of the expectations our community has of its students. You are familiar with the ‘John Fisher way’ and you know that the values we hold dear emphasise the importance of personal responsibility and self-discipline, of working to the best of your ability, of respecting and caring for yourself and others and of contributing to the betterment of our community. We strongly encourage our students to be problem solvers and to work through the challenges themselves.

As a senior student of this College you will be expected to uphold the values we espouse and model them positively for our younger students. You also have a responsibility to give your best effort to your studies in order to give yourself the best opportunity for success.

You have available to you many pathways to success. You need to plan your pathway through senior education and beyond, according to your own gifts and talents. This will vary for all of you and therefore comparing yourself with others will not be of value. What is important is that you give your best to all that you do during your time here at the College.

In these next two years you will be expected to become a more independent learner who relies less on your teacher to keep you focused and more on your own personal goals and plans to keep you motivated.

The staff of St John Fisher College will do all we can to help you achieve your goals. We are committed to working with you to develop intellectual, social, physical and spiritual resources. We will provide you with a range of options and guide you towards a learning program to meet your specific needs. However, in the end, the decision about what to study is ultimately your own.

This handbook is designed to provide you with information about senior studies but you should also seek information from additional sources, speak to your teachers and listen to information provided to you at the subject selection evening. You should take into consideration your academic strengths and weaknesses and other interests. Gather information from as many sources as possible before making your final choices.

We look to your active participation in the life of St John Fisher College. We will be beside you as you travel these senior years of education.

Mrs Maree Messer
Principal
Upon completion of Year Twelve studies, St John Fisher College students will receive a Senior Education Profile which contains, if eligible, one or more of the following:

- Senior Statement
- Queensland Certificate of Education
- Queensland Certificate of Individual Achievement
- Overall Position (OP) or Selection Rank
- ASQA Vocational Education and Training (VET) Certificate
- Tertiary Entrance Statement.

**Senior Statement**

The Senior Statement is a transcript of the learning account for all students completing Year Twelve at a Queensland School. The Senior Statement shows all studies and the results achieved that may contribute to the award of a QCE or Tertiary Entrance Statement.

The QSA will issue the Senior Statement to young people who:

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

**Queensland Certificate of Education (QCE)**

The Queensland Certificate of Education (QCE) is Queensland’s senior school qualification, which is awarded to eligible students, usually at the end of Year Twelve. The QCE recognises broad learning options and offers flexibility in what, where and when learning occurs.

**OR**

**Queensland Certificate of Individual Achievement (QCIA)**

The Queensland Certificate of Individual Achievement (QCIA) recognises the achievements of students who are on individualised learning programs. To be eligible, students must have impairments or difficulties in learning that are not primarily due to socioeconomic, cultural or linguistic factors. Students cannot achieve a QCE and a QCIA.

**Tertiary Entrance Statement**

The Tertiary Entrance Statement shows an eligible student's Overall Position (OP) and Field Positions (FPs). These rankings are used to determine eligibility for admission to tertiary courses.

The Tertiary Entrance Statement provides information that is recognised by interstate and international universities and tertiary providers and may be required to enrol in study at institutions outside Queensland.
QUEENSLAND CERTIFICATE OF EDUCATION (QCE)

Students at St John Fisher College will begin working towards the Queensland Certificate of Education (QCE) in Year Ten. Most students will achieve the QCE over Years Eleven and Twelve. Others may not achieve it until they complete further study after finishing Year Twelve. The total amount of learning required is at least twenty credits.

- **ELIGIBILITY FOR A QCE**
  To be eligible for a QCE, a student must be enrolled at a school and registered with the Queensland Studies Authority. Students must achieve at least one credit whilst at school.

- **CREDITS**
  A credit has two elements:
  - an amount of learning and
  - a set standard.
  
  For example,
  - one credit for a school subject is one semester at Sound Achievement (C standard) or higher or
  - one credit for a Certificate II qualification is 25% of the satisfactorily completed competencies.

  Some learning achievements may still be recorded in the Learning Account, despite insufficient amount of learning or learning below the set standard. For example, a Limited Achievement (D+ or below) in a school subject does not meet the set standard to be a credit but will appear in the learning account.

- **FLEXIBILITY**
  The QCE recognises many learning options. There is flexibility in the learning. Not all the learning needs to take place at school. Some learning can be with a registered training provider, in a workplace or with a community group.

QUEENSLAND CERTIFICATE OF INDIVIDUAL ACHIEVEMENT (QCIA)

This certificate recognises the schooling achievement of students with difficulties in learning and who are on individualised learning programs.

The QCIA records educational achievement in two areas:

- **The Statement of Achievement** provides description of the student’s demonstrated knowledge and skills in areas of study and learning.

- **The Statement of Participation** lists activities that a student has undertaken such as extracurricular activities or work experiences.

The QCIA recognises the unique individual achievements that cannot generally be credited to a learning account for a QCE. It is an official record of completion of at least twelve years of education. It can be shown to employers as a summary of knowledge and skills gained. It can also be used by training providers to help them decide the best training options they can provide for a particular student.

Students or parents wishing to find out more about the QCIA should talk to the Support Teacher – Inclusive Education (Ms Kerry Peacey), the Guidance Counsellor (Mrs Louise Fiumara) or the APA Curriculum (Ms Kerry McGuinness). The QSA website also has a section dealing with the certificate under Certificates and Qualifications. The current web address is http://www.qsa.qld.edu.au/580.html
Queensland Certificate of Education (QCE)

The QCE is Queensland’s senior school-based qualification, awarded to eligible students on completion of the senior phase of learning, usually at the end of Year 12. The QCE recognises achievement where a student has demonstrated a significant amount of learning, to a set standard and in a set pattern, while meeting literacy and numeracy requirements.

Tertiary Entrance Statement

If a student is eligible for an Overall Position (OP), this statement will show the OP and Field Positions (FPs) they have achieved. These rankings are used to determine eligibility for admission to tertiary courses.

Queensland Certificate of Individual Achievement (QCIA)

This certificate recognises the schooling achievements of students who complete Year 12 on individualised learning programs. Students eligible for a QCIA are those who have impairments or difficulties in learning.

More information

Visit the QSA’s website at www.qsa.qld.edu.au, email qce@qsa.qld.edu.au or telephone 3864 0299.
Queensland Certificate of Education (QCE)

The QCE is Queensland’s senior school-based qualification, awarded to eligible students on completion of the senior phase of learning, usually at the end of Year 12. The qualification is internationally recognised and offers flexibility in what is learnt, as well as where and when learning occurs. This allows students to tailor their senior pathway to suit their interests and support their future goals.

The QCE is achievable for students and recognises a broad range of learning, including senior school subjects, vocational education and training (VET), workplace and community learning recognised by the Queensland Studies Authority (QSA), and university subjects undertaken while at school.

To be awarded a QCE, a student needs to demonstrate a significant amount of learning, to a set standard and in a set pattern, while meeting literacy and numeracy requirements. These requirements are measured in terms of credits. Credits are banked when the set standard has been met. Students must have at least 20 credits in the required pattern to be awarded a QCE.

Planning for a QCE

QCE planning starts in Year 10, when students develop a Senior Education and Training (SET) Plan. The SET Plan helps students structure their learning around their abilities, interests and ambitions. The plan is agreed between the student, their parents/carers and the school, and maps out what, where and how a student will study during their senior phase of learning — usually Years 10, 11 and 12.

The SET Plan should be developed by the end of Year 10, updated as necessary, and regularly reviewed to monitor progress.

The learning account

Schools are required to register students with the QSA, which usually happens during Year 10. When a student is registered, a learning account is created for them. The learning account records the individual student's school subject enrolments and results of any completed studies, which contribute to the QCE. These details are provided by the school and/or other learning provider/s. Students are given a UWI (unique learner identifier) and a password for their learning account, which they can access any time through the Student Connect website at www.studentconnect.qsa.qld.edu.au.

The QSA supplies schools with learning account cards, which should be distributed to students to help them keep their UWI and password handy.

Senior education profile

The QSA issues each Queensland student with a senior education profile upon completion of Year 12. The composition of profiles varies. They may include any, but not all, of the following:

Senior Statement

This is an official record of the studies and results captured in a student’s learning account. A senior statement is issued to all students completing Year 12.
Obtaining an Overall Position (OP) is the usual pathway for Year Twelve students to gain tertiary entrance but many other options are available to those wishing to pursue further studies.

**OPs**

Students can seek tertiary entrance by obtaining an Overall Position. To be eligible, they must study twenty semester units of Authority subjects, including at least three subjects for four semesters each, and sit the QCS Test. Students must also choose courses that meet the subject prerequisites for their tertiary preferences.

Students who satisfy the prerequisites are then selected for particular courses based on their OP. Students with the best OPs are offered places first. In some cases institutions need to differentiate between students with the same OP by using FPs.

**QTAC Selection Rank**

Students who are not eligible for an OP, but wish to gain entry to tertiary courses can apply to QTAC (Queensland Tertiary Admissions Centre) for a selection rank based on studies completed.

Young people with qualifications including the International Baccalaureate, AQF Certificate III, Certificate IV, Diploma, Advanced Diploma, speech and drama, music, and dance can also apply to QTAC.

**QTAC – Queensland Tertiary Admissions Centre**

QTAC applies two selection principles to all applications:

**Eligibility** - Applicants for a course must satisfy the Minimum Entry Requirements (eg prior study, folio, audition, English language proficiency, subject prerequisites). If an applicant does not satisfy the entry requirements for a course, their application is not considered for that course.

Institutions, not QTAC, set the entry requirements for their courses. It is QTAC’s role to ensure that applicants satisfy any entry requirements, except for folio, audition or interview requirements, which are assessed by the individual institutions.

**Merit** - Applicants who do satisfy the Minimum Entry Requirements then compete for a place on the basis of their QTAC Selection Rank. Prior to the allocation of tertiary places, eligible applicants are placed in an order of merit using either their OP or selection rank. OP is only used for current eligible Year Twelve applicants. Selection Rank is used for all other applicants.

The order of merit is expressed in two scales:

- Overall Positions on a scale from 1 (highest) to 25
- QTAC Selection Ranks on a scale from 99 (highest) to 1.
OVERALL POSITION (OP)

The OP is developed by creating a state-wide rank order of all students in the state based on their achievement in Authority subjects taken in the Senior Phase of Learning. An OP shows a student's performance in her best five Authority subjects compared with the performance of all other OP-eligible students in the State.

The term 'position' emphasises that OPs indicate an order and does not indicate a definite standard. Each eligible student receives a single Overall Position. This should be referred to as an 'OP', not an 'OP score' as it is not a score. It is a position in a rank order.

There are 25 rungs on the OP ladder, from OP1 (highest performance) to OP25 (lowest performance). This means that many students are tied for each position. That is, each OP represents a group of students.

OPs are only intended for use with regard to tertiary selection. Tertiary education institutions use them as one basis for selecting applicants for a course when there are more eligible applicants than places available for a particular course.

FIELD POSITIONS (FP)

Field positions are designed to assist tertiary institutions to select from a number of students with the same OP.

Field Positions rank students on their achievements in up to five areas of study (Fields). These areas 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 are reported in 10 bands, from 1 (the highest) to 10 (the lowest). For example, a student whose Field Position in Field D was 1 or 2 could be expected to have performed well in complex mathematical problem solving.

SUBJECT WEIGHTS FOR DETERMINING FIELD POSITIONS

The extent to which a subject contributes to each Field Position (FP) depends on the weighting allocated to that subject. Although subjects do not contribute equally to FPs, most subjects contribute at least some weight to most fields.

Some students will not be eligible for a particular field as this is dependent on the group of subjects a student studies. On the next page is a Field Position calculator.
SUBJECT WEIGHTS FOR FIELD POSITIONS TABLE FOR USE IN YEAR TWELVE, 2014

This table is for use by students completing Year Twelve in Queensland in 2014.

<table>
<thead>
<tr>
<th>Subject</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>3</td>
<td>3</td>
<td>5</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Biology</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Business Organisation and Management</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry</td>
<td>4</td>
<td>3</td>
<td>5</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Drama</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
<td>5</td>
</tr>
<tr>
<td>English</td>
<td>5</td>
<td>4</td>
<td>1</td>
<td>N/A</td>
<td>3</td>
</tr>
<tr>
<td>Home Economics</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>5</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
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<td>5</td>
<td>4</td>
<td>N/A</td>
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<td>1</td>
<td>2</td>
<td>5</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>Mathematics C</td>
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<td>2</td>
<td>5</td>
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<td>5</td>
<td>4</td>
<td>2</td>
<td>N/A</td>
<td>3</td>
</tr>
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<td>Physical Education</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>2</td>
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<td>5</td>
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<td>2</td>
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<tr>
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<td>5</td>
<td>4</td>
<td>2</td>
<td>N/A</td>
<td>2</td>
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<td>Visual Art</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>N/A</td>
<td>5</td>
</tr>
</tbody>
</table>

To calculate your eligibility for a field position use the information in the above table and complete the following:

1. Highlight the subjects you have chosen and the weights for each field.
2. Multiply each semester completed of a subject (usually four) by the weight for each subject.
3. Add the total weights vertically for each field (i.e. A, B, C etc).

Students are eligible for any field where you total 60 or more.

For more information on how OPs and FPs are determined, students are advised to refer to QSA publications or [http://www.qsa.qld.edu.au/630.html](http://www.qsa.qld.edu.au/630.html)
Students who complete Year Twelve in Queensland and do not qualify for an OP can still gain entry to courses offered at tertiary institutions. These students are classified by Queensland Tertiary Admissions Centre (QTAC) with a QTAC selection rank. This is issued for each of a student's qualifications, e.g. senior course of study, AMEB 8th Grade theory exam, year of university study.

Students should be aware that the decision to undertake an OP ineligible program may make it difficult if not impossible to achieve the high selection ranks necessary for entry to very competitive tertiary courses.

Please also be aware that the OP ineligible rank may not be recognized at tertiary institutions in other states of Australia or overseas. If you are considering interstate or overseas tertiary study, you should check with the relevant admissions office before choosing the OP ineligible pathway.

If applicants have more than one qualification, they will usually be allocated more than one selection rank. For example, a student who has completed her eighth grade AMEB music exam will qualify for a rank. The same student may also have gained an AQF VET Certificate III through the TAFE. This certificate will qualify her for a further rank. In addition the student will have completed Year Twelve and so will have another selection rank. In total, this student would have qualified for three selection ranks. QTAC will admit her to a course based on the highest rank she has attained.

Selection ranks are derived from tables or lists of conversions called schedules on a scale from 1 to 99 (99 being the highest). Queensland Studies Authority does not issue the selection rank; as such it will not appear in the Senior Education Profile.

How are selection ranks determined for OP ineligible students?
Selection ranks for OP ineligible students are calculated from schedules developed by the Queensland Studies Authority (QSA) and QTAC in consultation with tertiary institutions. Like OPs, the schedules provide selection ranks that are based on the best possible information about how well a student did against all other OP and OP ineligible students.

To calculate a selection rank for an OP ineligible student, QTAC uses the achievement levels for Authority, Authority-registered and approved Vocational Educational and Training (VET) modules reported on the Senior Statement only. Only the best twenty semester units of study are used. Each semester of study achievement level is converted to a number using the tables below then averaged over the twenty semesters. Once the average is found, this is applied to another schedule to calculate the QTAC selection rank. The higher the initial average, the higher the selection rank.

If students sit the QCS Test the results can be used to increase their selection rank. A poor result in the QCS Test cannot decrease a student's QTAC selection rank.

Below are the current subject weightings for selection rank calculation. Please check QTAC website for current information as weightings change each year.

Authority-registered subjects including Subject Area Specifications (SAS)

<table>
<thead>
<tr>
<th>AUTHORITY-REGISTERED SUBJECT</th>
<th>LEVEL OF ACHIEVEMENT</th>
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<tbody>
<tr>
<td></td>
<td>VLA</td>
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<td>All subjects</td>
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### Authority Subject Weightings

<table>
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<tr>
<th>Authority Subject</th>
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<th>LA</th>
<th>SA</th>
<th>HA</th>
<th>VHA</th>
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<td>Accounting</td>
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<td>3.8</td>
<td>5.3</td>
<td>7.0</td>
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<tr>
<td>Biology</td>
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<td>3.3</td>
<td>5.7</td>
<td>8.0</td>
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</tr>
<tr>
<td>Business Organisation and Management</td>
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<td>3.2</td>
<td>4.9</td>
<td>6.8</td>
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<tr>
<td>Chemistry</td>
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<tr>
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<td>7.2</td>
<td>8.9</td>
<td>9.7</td>
</tr>
<tr>
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<td>3.8</td>
<td>5.6</td>
<td>7.8</td>
<td>9.3</td>
</tr>
<tr>
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<td>2.8</td>
<td>4.8</td>
<td>6.5</td>
<td>8.2</td>
</tr>
</tbody>
</table>

This information was correct as at 4 June 2012.
THE SENIOR SCHOOL CURRICULUM

There are three broad groups of subjects in the Senior Curriculum.

1. AUTHORITY SUBJECTS

An Authority subject is a subject for which the course of study is based on a syllabus that has been issued by the Queensland Studies Authority.

Students undertaking an OP would usually study six Authority subjects in Years Eleven and Twelve. Students must study a minimum of five authority subject to be eligible for an OP.

The calculation of OPs and FPs is made from students results in Authority subjects. Successful completion of an Authority Subject contributes credit towards a QCE.

Results from these subjects also contribute to the selection rank for OP ineligible students.

A student must complete a minimum of 55 hours per semester for each authority subject.

2. AUTHORITY REGISTERED SUBJECTS

An Authority Registered subject is a subject devised from a study area specification (SAS) for which a school specific study plan is accredited. At St John Fisher College these are Religion and Ethics, Prevocational Mathematics, English Communication, Creative Arts, Tourism and Hospitality.

Results in Authority Registered subjects are not included in the calculation of OPs and FPs. However, results from these subjects contribute to the QTAC selection rank for OP ineligible students.

3. VET COURSES

Results in VET courses are not included in the calculation of OPs and FPs. However results from these subjects contribute to the selection rank.

Successful completion of a VET course contributes credit towards a QCE.

Three subjects, Certificate II in Information, Digital Media and Technology, Certificate II in Workplace Practices and Certificate II in Business are the coursework for Vocational Educational and Training Certificates. A student choosing to study these subjects and successfully completing these courses will exit Year Twelve with the respective Certificate II.
SUBJECT CHOICES AND COMBINATION

Students can choose to study Authority Subjects, Authority Registered subjects, VET Certificate courses or a combination of all three. Students are also given the opportunity to undertake TAFE courses, school-based traineeships and apprenticeships. Usually a student undertakes six subjects to form their course of study during Years Eleven and Twelve.

At the end of Year Eleven, students may apply to study subjects at university (for example QUT Start Program, QUT Accounting in High School Program, UQ Enhanced Studies Program) in Year Twelve.

All students will either be OP eligible or Tertiary Selection Rank eligible.

OP ELIGIBILITY

Students who wish to be eligible for an Overall Position (OP) must complete:

- A minimum of five Authority Subjects (or 20 semester units) studied over two years. At least three of the Authority subjects must be studied for the full two years (four semesters) to provide 12 semester units of completed coursework.
- At least eight other semesters of study from Authority Subjects.

Under special circumstances, students can apply to the Queensland Studies Authority for variable progression to extend their Senior studies beyond two years.

SELECTION RANK ELIGIBILITY

Students who wish to take more than one Authority-registered subject are eligible for a Selection Rank through QTAC. This rank is calculated from twenty semesters of subjects and courses successfully completed and may enable students to be eligible for tertiary places through QTAC.

COMPULSORY SUBJECTS

At St John Fisher College, all students study the following subjects:

- Study of Religion OR Religion and Ethics.
- English OR English Communication.
- Mathematics B OR Mathematics A OR Prevocational Mathematics.

ADDITIONAL SUBJECTS

Students then choose three further subjects from a combination of the following:

- Authority subjects.
- Authority Registered subjects.
- VET Certificate Courses.

SENIOR EDUCATION AND TRAINING (SET) PLANNING PROCESSES

During Year Ten, students are registered with the Queensland Studies Authority. An important part of this process is to identify a student’s preferred pathway through the senior phase of learning. The Senior Education and Training (SET) Plan forms an integral part of each student’s planning, preparation and decision making for her senior phase pathway. During this process, students may indicate that they wish to

- undertake training at TAFE or another training provider, or
- participate in a traineeship or apprenticeship.

Students taking these opportunities would normally choose six subjects and wait until they were well established in their alternative course before renegotiating their school course of study.
SUBJECTS OFFERED

Authority Subjects:

- Accounting
- Biology
- Business Organisation and Management
- Chemistry
- Drama
- English
- Home Economics
- Legal Studies
- Mathematics A
- Mathematics B
- Mathematics C
- Modern History
- Physical Education
- Physics
- Study of Religion
- Visual Art.

Authority Registered Subjects:

- Creative Arts
- English Communication
- Hospitality
- Prevocational Mathematics
- Religion and Ethics
- Tourism

VET Certificate Courses:

- Certificate II in Business
- Certificate II in Workplace Practices
- Certificate II in Information, Digital Media and Technology.
RECOMMENDED PREREQUISITES

Assessment tasks in many subjects will require students to exhibit written language and higher order processing skills. It is therefore recommended that students studying the following subjects should also be studying English in Years Eleven and Twelve:

- Biology
- Business Organisation and Management
- Chemistry
- Drama
- Legal Studies
- Modern History
- Physics
- Study of Religion
- Visual Art.

A satisfactory result (C or above) in the Year Ten prerequisite subject below is recommended in order to undertake the following senior subjects:

<table>
<thead>
<tr>
<th>Senior Subject</th>
<th>Yr 10 Recommended Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>10 Science 3 (Preparing for Senior Science)</td>
</tr>
<tr>
<td></td>
<td>10 English</td>
</tr>
<tr>
<td>Chemistry</td>
<td>10 Science 3 (Preparing for Senior Science)</td>
</tr>
<tr>
<td></td>
<td>10 Maths 2(Getting Ready for Maths B – part 2)</td>
</tr>
<tr>
<td></td>
<td>10 English</td>
</tr>
<tr>
<td>English</td>
<td>10 English</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>10 SOSE or History</td>
</tr>
<tr>
<td></td>
<td>10 English</td>
</tr>
<tr>
<td>Mathematics B</td>
<td>10 Maths 2(Getting Ready for Maths B – part 2)</td>
</tr>
<tr>
<td>Mathematics C</td>
<td>10 Maths 2(Getting Ready for Maths B – part 2)</td>
</tr>
<tr>
<td>Modern History</td>
<td>10 SOSE or History</td>
</tr>
<tr>
<td></td>
<td>10 English</td>
</tr>
<tr>
<td>Physics</td>
<td>10 Science 3 (Preparing for Senior Science)</td>
</tr>
<tr>
<td></td>
<td>10 Maths 2(Getting Ready for Maths B – part 2)</td>
</tr>
<tr>
<td></td>
<td>10 English</td>
</tr>
<tr>
<td>Study of Religion</td>
<td>10 Religion (Biblical Meaning &amp; World Religions)</td>
</tr>
<tr>
<td></td>
<td>10 English</td>
</tr>
</tbody>
</table>

Students who enrol in these senior subjects without the recommended prerequisites may be required to meet with the Academic Coordinator to discuss their preparedness for the course of study.
WHY STUDY ACCOUNTING?

As a result of today’s current global financial uncertainty, businesses are increasingly expecting all individuals to become financially literate and be able to participate in effective financial decision-making within an organisation.

Accounting is the language of business and is pivotal in providing businesses with the financial information needed to help make effective business decisions.

Accounting, as an Authority Subject, has evolved from the days where students would routinely input data to process transactions. Accounting, today, provides students with the foundational knowledge and understanding of how organisations operate from a financial perspective. Students investigate the financial performance and stability of current organisations and explore how these organisations remain competitive within the local and global marketplace.

Students studying Accounting are given the opportunity to prepare and present financial reports, manage organisational information using computerised Accounting packages, participate in Forensic Accounting case studies, examine various strategies used for the Australian share market, participate in operating an organisation within a virtual simulated business environment, and conduct a field study to explore the effectiveness of an event’s financial decision-making.

COURSE CONTENT

Four core units and eight elective units are studied over the two year course.

Core Studies
- One and Two - establishing fundamental accounting concepts and skills.
- Three - Integrated Accounting Package
- Four - preparation of Cash Budgets

Elective Studies
- Recording and Controls
  - ES4 Accounting for inventories
  - ES6 Internal Controls
  - ES2 Accounting for Cash
  - ES5 Accounting for Non-current Assets

- Reporting and Decision Making
  - ES10 Managerial Decision Making
  - ES13 Personal Finance and Investing
  - ES8 Accrual Accounting
  - ES9 Analysis of Financial Reports

Familiarisation with technology and its implications for Accounting are an important part of the course. Over the two years, students should develop skills to become efficient in:
- Accounting Packages;
- the use of spreadsheets to perform calculations and present technical information;
- using the internet to access websites and databases for research purposes; and
- other packages for the preparation of correspondence to interested parties.
ASSESSMENT

Various assessment techniques may be used throughout the course, including objective short answer response items, extended response items, practical application items, response to stimulus materials, assignments and presentations.

Students are assessed in the following criteria:
- Knowledge and procedural practices
  - knowledge of concepts and recording and processing data in routine situations
- Interpretation and evaluation
  - analysis and interpretation of accounting data and information
- Applied practical processes
  - ability to solve problems using complex reasoning
  - application of complex concepts in relation to processing and reporting accounting information

NOTE

Accounting involves both theoretical and practical elements. Communication is also an essential aspect of the study of Accounting and involves language education. Therefore, comprehension and composition skills are developed in various genres.

While there are no set pre-requisites for this subject, those students who have studied Business Education in Years 9 and 10 will have a distinct advantage. The course is designed so that Semester One covers all basic accounting principles and processes, allowing students the opportunity to begin Semester Two with similar knowledge and skills.

St John Fisher College has been part of QUT’s Accounting in High Schools Program since its inception in 2000. This program allows Year 12 students the opportunity to study one semester of the university’s BSB110 Accounting course. This subject covers the same course content as Year 11 and Year 12 Accounting so students, in general, will not encounter any unfamiliar topics. The main advantage of undertaking this course is the opportunity to experience university study. Credit for passing the subject is retained if continuing with the university course after Year 12. Results from this program do not count towards an OP. If the course is successfully completed, results from this program may contribute credit towards the QCE.
Biology is the study of life in its many forms. It encompasses studies of the origin, development, diversity, functioning and evolution of living systems and the consequences of intervention in those systems. Biology provides students with an insight into the way science is used to investigate problems relating to the living world. The study of Biology assists students to see the consequences of human activity on the living world, hence enabling them to participate in society as informed and responsible citizens. It also provides students with the opportunity to experience the processes of science which lead to the discovery of new knowledge.

WHY STUDY BIOLOGY?

Biology develops in students a knowledge and understanding of the living world, an appreciation of the complexity and beauty of biology, recognition of the unique characteristics of Australian ecosystems and an appreciation that humans (Homo sapiens) occupy a unique position in the biosphere and, as such, have certain responsibilities for its stewardship.

COURSE CONTENT

The major areas of study are divided into four semesters that cover the following topics:

- **It's not easy being green**
  - Biodiversity
  - Nature of ecosystems
  - Human activity and influence

- **Life on the inside**
  - Cell biology
  - Energetics
  - Animal and plant physiology

- **Life in the balance**
  - Control and co-ordination
  - Reproductive technologies

- **The master copy**
  - Genetics
  - Biotechnology

- **Children of the evolution**
  - Forensic Biology
  - Evolutionary Processes

ASSESSMENT

A wide variety of assessment techniques will be used to determine the relationship between student work and the exit criteria of the course (Understanding Biology, Investigating Biology and Evaluating Biological Issues).

The assessment tasks may contain all or some of the criteria and are grouped under categories and may include:

- Extended Experimental Investigations (EEI) — e.g. investigate a research question and/or hypothesis.
- Extended Response (ER) — e.g. response to an issue or question.
- Written Task — e.g. written test, response to stimulus (unseen question).

NOTE

The course places emphasis upon the practical work conducted in the laboratory and in the field. There is a minimum time commitment of ten hours across the four semesters for field work. As a result of this, an extra levy for Biology in Year Eleven may be required to cover the costs involved with a camp. The cost will be spread across the four terms in the year of the camp.
WHY STUDY CERTIFICATE II IN BUSINESS?

At the completion of the two year course, students have the opportunity to achieve a Certificate II in Business. This will give them credit towards their QCE as well as a vocational certificate to enter the workforce.

COURSE CONTENT

This two-year course is based on the following topics:

- Participate in Occupational and Health processes (BSBOHS201A)
- Organise and complete daily work activities (BSBWOR202A)
- Communicate in the workplace (BSBCMM201A)
- Work effectively with others (BSBWOR203B)
- Use business technology (BSBWOR204A)
- Process and maintain workplace information (BSBINM201A)
- Deliver a service to customers (BSBCUS201B)
- Produce simple word processed documents (BSBITU201A)
- Create and use spreadsheets (BSBITU202A)
- Participate in environmentally sustainable work practices (BSBSUS201A)
- Design and produce text documents (BSBITU303A)
- Create electronic presentations (BSBITU302B)

Students must achieve competency in all twelve units to achieve the Certificate II.

There is flexibility for students who are studying other vocational courses to include competencies previously completed in other AQF Vocational Education and Training courses.

In addition, students who are undertaking traineeships or who have part-time jobs may also be able to demonstrate competency in some units such as:

- Communicate in the workplace (BSBCMM201A)
- Work effectively with others (BSBWOR203B)
- Use business technology (BSBWOR204A)
- Deliver a service to customers (BSBCUS201B)
- Produce simple word processed documents (BSBITU201A)

The inclusion of competencies from other VET courses is in consultation with the subject teacher and Vocational Education and Training/Careers Coordinator. Students’ units of competency must meet AQTF requirements. Students will need to complete the established College processes to demonstrate their competency in these units.
ASSESSMENT

Student assessment will be ongoing throughout the course. A combination of questioning, observation, in-class tasks and folios will be used to determine competency.

Students will be given the opportunity to resubmit vocational assessment within a timely manner negotiated with the class teacher and VET coordinator.

All competencies achieved by the student over the two-year course will be listed on the Senior Statement.

NOTE

Those students who have studied Applied Technology in Years 9 and 10 will have a distinct advantage in some areas. However, there are no designated prerequisites.

Disclaimer: St John Fisher College must have appropriately qualified teachers and required equipment to offer this course. If St John Fisher College cannot access either of these resources, the College will provide students with alternative opportunities to complete the course qualification. St John Fisher College retains the right to cancel the course if it is unable to meet these requirements.
WHY STUDY BUSINESS ORGANISATION AND MANAGEMENT?

In an increasingly dynamic and global society, it is important for young people to be able to make informed and rational decisions about business organisation and management. Business is pervasive, and study of this subject sets a foundation for success irrespective of future pathways. The aim of this subject promotes awareness of ethical and economically sustainable business practices.

The context of business provides a realistic setting in which the student’s understanding of organisation and management can be developed as it applies not only to business organisations but also to the student’s personal life.

Students studying BOM are given the opportunity to develop innovative products for the marketplace, participate in strategic planning for business proposals, develop effective marketing campaigns, and use Information and Communication Technologies (ICTs) to produce information to key stakeholders.

BOM is designed to equip students with:

- an appreciation and understanding of the role of management;
- an appreciation of the potential of self-employment to provide a rewarding and challenging career;
- an understanding of the marketing, production, operations, human resources and finance functions within the business;
- an awareness of the social and personal significance of business in Australian society in serving individual, business and societal needs;
- an understanding of the strategies, structures and environments of business organisations
- an ongoing investigative approach to the organisation of business management; and
- the development of computer proficiency within the areas of business genres with regard to context of business management.

COURSE CONTENT

This two-year course is based on the following topics:

- The Nature of Business
- Entrepreneurship
- Organisations and Management
- Marketing Management
- Operations Management
- Financial Management
- The Business Plan
- Elective Study: The Business Venture
- Human Resource Management
ASSESSMENT

Students will be assessed through the following modes:

- Objective/short answer exams
- Response to stimulus tasks
- Project/practical work

The Exit Criteria for assessing topics are:

- Knowledge and Understanding - This criterion refers to the student's ability to retrieve and comprehend information in a range of dynamic business environments.

- Reflection Processes - This includes critical thinking, information processing, decision making, problem solving, strategic planning. It refers to the student's ability to evaluate interactions within business organisations and environments and to decide upon strategies for action while using the conventions of communication.

- Action Skills - This includes the demonstration of leadership skills, advocacy, negotiation, and technical skills. This refers to the student's ability to put plans into action in order to achieve specific outcomes.

The concept of ethics and integrity within the business environment is integrated through topics within the course.

NOTE

There are no designated pre-requisites. However, students who have studied Business Education in Year 9 and 10 will have a distinct advantage in some areas. The course is designed so that Semester One covers all basic business management principles and processes, allowing students the opportunity to begin Semester Two with similar knowledge and skills.
Chemistry is the study of matter and its interactions and helps us understand the links between macroscopic properties and the particles and bonding that account for those properties. Knowledge of chemistry can assist students with a means of enhancing their understanding and interpretation of the world around them. An understanding of chemistry assists students to participate as informed and responsible citizens in making decisions in which economic benefit and the quality of the environment are considered. The Senior Chemistry course provides a stepping stone for further study and adds to and refines the development of students’ scientific literacy. An understanding of chemistry is essential for many career pathways and as a foundation for understanding many life experiences.

WHY STUDY CHEMISTRY?
Chemistry engages students in an exciting and dynamic investigation of the material world. Chemistry provides the basis for many studies, from medicine to forestry, forensic science and clothing manufacture. The products we utilize each day are a result of chemical research and development. Chemistry provides a platform in which humankind can interact and explore all matter around us.

COURSE CONTENT
The subject matter of Chemistry is derived from the key concepts “Structure” and “Reactions” and key ideas which are progressively developed over the course of study through a series of units of work. The following is an outline of the units that are studied over the four semesters:

- Materials and Substances, and Water Chemistry
  - properties, structure and uses of materials and substances
  - properties of water and water quality
- Hydrocarbons and Gases
  - energy of chemical reactions
  - gas equations and properties
- Redox Chemistry, Polymers and Wine Making
  - corrosion and electrolysis
  - chemistry of wine making
  - modern polymers
- Chemical Equilibrium and Forensics
  - acids and bases, and analysis techniques
  - forensic chemistry

ASSESSMENT
A wide range of assessment techniques are used to determine the relationship between student work and the exit criteria of the course:

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

The assessment tasks may contain all or some of the criteria and are grouped under categories and may include:

- Extended Experimental Investigations (EEI) — e.g. investigate a hypothesis
- Supervised Assessments (SA) — e.g. written tests
- Extended Response Tasks (ERT) — e.g. a written or non-written response to an issue or question
**WHY STUDY CREATIVE ARTS?**

This course is an alternative to Visual Art. It is available to students who want to develop their practical skills and experiences in the visual arts without the extended writing tasks involved in the formal appraising of art.

The Creative Arts program provides opportunities for students to explore the arts through active engagement with traditional, contemporary and commercial art practices and to understand the different careers available in the industry.

Within and/or across the particular arts studied, students explore and apply techniques, processes and technologies individually and/or in groups to express ideas that serve particular purposes. They gain practical skills, employ essential terminology, investigate "solutions" to "problems", and make choices to communicate through their arts making. Students also learn about workplace health and safety issues and effective work practices. Preparation for the workplace is further enhanced through fostering a positive work ethic, teamwork, and project management skills.

Lifelong skills developed in Creative Arts that can be transferred to our work and personal lives include:

- planning and organizing
- communicating ideas and information
- solving problems
- mathematical measurement and space
- working collaboratively with others
- aesthetic appreciation
- use of tools and technology
- understanding and tolerance of other cultures

**COURSE CONTENT**

Students respond to nominated concepts through the exploration of materials, techniques and processes. Students work individually and collaboratively on art projects.

Concepts explored over the two year course include:

- Two dimensional work with drawing, painting, printing and mixed media
- Three dimensional work including sculpture and installations
- Digital photography with multiple layering and image manipulation
- Community artworks responding to local events within the community

**ASSESSMENT**

The three exit criteria associated with the objective, arts making, are:

- Exploring
- Knowing
- Expressing.

**NOTE**

It is expected that students will need to complete some of their art studies in their own time. Visiting art galleries and reading art books will support student learning and understanding in art.
WHY STUDY DRAMA?

Drama as a learning experience is unique: it involves learning through doing and experiencing. Drama allows students to experience what it feels like to be another person and to perceive the world through someone else’s eyes. Drama is a subject that also allows an individual to bring together their knowledge of other subjects as part of that experience.

Drama has a strong practical component and is academically rigorous. If students achieved good results in Year Ten Drama and enjoyed it, then Drama is an ideal subject. Alternatively, if students are looking for a practical-based subject as a balance to the Year Eleven and Twelve curriculum, then Drama is for them. Senior Drama provides the opportunity to explore the dramatic traditions and contemporary styles in more depth. Senior Drama will challenge students to become part of a tightly knit performing group.

Drama teaches life skills that are highly desirable for most occupations besides employment opportunities in the Performing Arts fields,. These include:

- problem-solving skills
- decision making skills
- interpersonal skills
- creative and expressive skills
- organisational skills
- interpretation and negotiation skills
- learning to work as part of a team
- effective communication skills
- developing self-confidence.

Drama recognizes that students learn in a variety of ways and so offers a wide range of learning opportunities. These include:

- improvising
- role-playing and character development
- play-building and scriptwriting
- directing performances
- performing in groups and as an individual for a variety of audiences
- analyzing and reflecting on their own and others’ work
- being involved in Professional Theatre companies and workshops
- developing research and essay writing about theatre

COURSE CONTENT

These dimensions are studied in the following within both the Heritage and Contemporary perspectives:

- Realism Theatre
- Ancient Greek and Physical Theatre
- Contemporary Theatre and companies
- Asian Theatre
- Brecht and Political Theatre
- Theatre for Young People
- Responding to Live Theatre
- Scriptwriting
- Extended Study (resulting in a production)
ASSESSMENT

The course is designed to develop skills in three dimensions. These are:

- Forming - Creating and shaping own drama
- Presenting - Performing drama
- Responding - Analysing, interpreting and evaluating drama.

Each semester the student will complete a combination of:

- student-devised drama
- performance of scripted text
- written assignments or tests
- play reviews
- directing tasks
- re-interpretation of styles.
- Script development

There are three assessment items per semester.

NOTE

It is expected that homework will need to be completed to prepare the student for further class work.

Performance Work - A commitment to learning lines and rehearsing out of school hours is expected for group performances and the course production in both Years Eleven and Twelve. For performance work students are required to have a plain black T shirt or long sleeved shirt and plain black long pants which do not restrict movement. Jeans are not suitable.

Excursions - Students will be required to attend professional theatre performances and workshops. This is linked to assessment items. Shows that are compulsory are covered by levies. Optional excursions may also be organised and these are an additional expense. However, optional excursions are not compulsory.
ENGLISH

WHY STUDY ENGLISH?
The ability to communicate effectively in speech and writing is of prime importance to every individual in every area of life. For successful living, it is also important to be a discerning reader and an informed and intelligent listener. The development of the four macro-skills of speaking, reading, listening/viewing, and writing is the main aim of the English course. This is enhanced by the study of appropriate literary and media texts.

Students who intend on being OP eligible must choose English as their course of study for Years Eleven and Twelve. This course prepares students specifically for university study, in both research and in writing for tertiary level studies.

COURSE CONTENT
Years Eleven and Twelve English develops, in greater depth, the ideas and means of communication which have been introduced and absorbed in previous studies. Students are required to communicate to a wider variety of audiences, for a wider variety of purposes. Media, plays, films, fiction and non-fiction are studied for their techniques of communication and the ideas contained in them.

ASSESSMENT
Assessment takes a variety of forms. Students can expect at least five or six pieces of assessment over two semesters. These will take the form of written tasks under examination conditions, assignments prepared at home and in class, and spoken tasks. Exit assessment is based on the fullest and latest approach, where an exit folio from a variety of tasks is updated. On this basis, all summative assessment is from the final two semesters (Year Twelve).

In order to gain a Sound Achievement in English, the student must achieve C or above in both the Writing and Speaking Criteria. Higher achievement in spoken responses cannot compensate for weaknesses in written responses or vice versa.

NOTE
In order to improve and develop their understanding and use of vocabulary, it is imperative that students have both a dictionary and a thesaurus. Students may use a combined dictionary/thesaurus, provided it is appropriate for adult use. A “pocket” type dictionary or thesaurus would be inadequate for Senior students.
ENGLISH COMMUNICATION

WHY STUDY ENGLISH COMMUNICATION?

This course is an alternative study to English, available for those students who wish to improve their potential for effective communication in areas related to work, personal and community life and leisure and recreation.

COURSE CONTENT

English Communication develops the ideas and means of communication which have been introduced in previous years. The focus of study, however, concerns a combination of vocational and general English education. The program aims to improve a student's potential for effective participation in future life roles, particularly related to the work force and TAFE institutes.

The course covers a wide range of communication styles and includes the study of films, owning and maintaining a car and rights in the workplace. There is an emphasis on oral communication as well as group work which enhances skills, team work and group communication.

The course focuses primarily on developing students' confidence as speakers, writers and readers as they study effective communication in fundamental life roles in the workplace, in personal and community life and in leisure and recreation. Students will, therefore, increase their ability to compose and respond to material which is directly related to the workplace. In addition, students will be provided with information and opinions on matters of current community and national interest. These studies will enhance their appreciation and enjoyment of the English language.

ASSESSMENT

Assessment takes a variety of forms. The majority of summative assessment will be predominantly practical, with both written and spoken components.

NOTE

In order to improve and develop their understanding and use of vocabulary, it is imperative that students have both a dictionary and a thesaurus. Students may use a combined dictionary/thesaurus, provided it is appropriate for adult use. A "pocket" type dictionary or thesaurus would be inadequate for Senior students.
WHY STUDY HOME ECONOMICS?

Senior Home Economics has a unique place in the school curriculum in that it focuses on the well-being of individuals and families in everyday activities. In all cultural contexts, people need to provide or produce food, textiles and shelter as well as satisfactory ways of meeting social, emotional, physical, financial and intellectual aspects of well-being.

Home Economics is an academic subject with a strong practical component. It draws from a range of disciplines in order to inform optimal and sustainable living for individuals, families and communities through the process of inquiry and production. The reasoning processes, understandings and attitudes developed in this course of study are those which are fundamental to effective functioning in a wide range of life roles. Students are encouraged to consider issues relating to the well-being of individuals and families from a range of perspectives, such as social, cultural, political, legal, historical, environmental, economic and ethical perspectives.

Home Economics provides balance between theoretical understandings and practical capacities. It recognises the importance of a practical approach to solving everyday living problems. It offers students opportunities to discover and develop their critical and creative capabilities that enhance individual and family well-being. It provides students with the opportunity to develop the practical and management skills involved in the selection and manipulation of resources and the planning and execution of complex practical tasks. In Home Economics, practical skills are extended to include the development of the skills and attitudes required for thoughtful promotion of the well-being of individuals and families.

COURSE CONTENT

The course is made up of three areas of study:

- **Individual, families and communities.** This unit includes topics like:
  - balancing life, families and work; working to live
  - social trends and the implications for individuals, families and communities
  - transitioning from school to independent living/work/studies
  - contemporary urban communities

- **Nutrition and food.** This unit includes topics like:
  - understanding and applying food analysis models and programs to plan and evaluate the nutritional value of meals/dietary patterns
  - planning and preparing meals in response to specific nutrient, developmental and lifestyle needs
  - sustainability of food production methods, supply and distribution
  - trends in food production – GM foods, nanotechnology, organic foods

- **Textile and fashion.** This unit includes topics like:
  - pressure from the fashion industry on Gen Y to match a particular look or shape
  - Sustainable textile production practices
  - Eco fashion – reducing the world’s fashion waste, recycling clothing and fabrics
  - Creative textiles
ASSESSMENT

The dimensions assessed in this course are:

• Knowledge and understanding
• Reasoning and communicating processes
• Practical performance

Assessment includes a variety of methods, for example:

• Supervised written assessments
• Analytical exposition (essay)
• Performance and product with process journal

Each dimension is assessed every semester. There are a minimum of 2 assessment items per semester.

NOTE

It is not essential to have studied Home Economics units in Years 9 and 10 but it would be advantageous.

As a requirement of the course students are expected to provide fabric, patterns and sewing notions for semester practical textile items. They are also expected to provide ingredients, trays and containers for practical food preparation. The cost is dependent on the student’s choice of recipes and textile products.
WHY STUDY HOSPITALITY?

Hospitality 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.

This study area specification is designed to provide an understanding of the hospitality industry. Students have the opportunity to understand issues associated with hospitality workplace culture and practices and develop the skills, processes and attitudes crucial for making valid decisions. The specification enables students to investigate hospitality as a possible future career and to develop an awareness of ethical and responsible attitudes in the work environment.

Skills implicit in hospitality include working in teams, demonstrating effective communication and organisational and interpersonal skills.

A student undertaking a program of study in Hospitality should develop:

- the knowledge and skills essential for effective participation in the workforce in general and the hospitality industry in particular.
- empathy with and understanding of social justice issues and cultural sensitivities as they relate to the hospitality industry.
- an awareness of ethical and responsible attitudes in the work environment.
- confidence in a range of hospitality contexts.
- 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.

COURSE CONTENT

Semester I  A Working Kitchen
Semester II  Food to Go
Semester III Foods of the World
Semester IV Hospitality Event: A Themed Function

The two year course is industry focussed. Students work in a variety of simulated hospitality contexts that mirror the type of establishments that exist in the Australian hospitality industry. By working in various hospitality contexts, students gain knowledge of the diverse types of hospitality establishments and of customers with different needs.

ASSESSMENT

The vocational learning in this course is assessed using criteria:

- Practical skills and application
- Planning and decision making
- Knowledge

Assessment techniques may include practical tasks, folio, log book, written tests (content only)

NOTE

As a requirement of the course students are expected to provide ingredients, trays and containers for food each week. There will also be specific catering functions run by the Hospitality class and all ingredients will be provided by the College for these activities.
WHY STUDY INFORMATION TECHNOLOGY?
Certificate II in Information, Digital Media and Technology provides the foundation ICT skills and knowledge for an individual to be an effective ICT user or employee. The qualification provides foundation general computing and employment skills that enable participation in an information technology environment in any industry. Small to medium enterprises will find the contents of this qualification useful at an ICT user level. In its own right such a qualification could equip an individual to undertake roles such as office assistant or to work in records management at a junior level.

COURSE CONTENT
The two year course will consist of modules of work from the following list:

Core Units:
- BSBOHS201A Participate in OHS processes
- BSBSUS201A Participate in environmentally sustainable work practices
- ICAICT201A Use computer operating systems and hardware
- ICAICT202A Work and communicate effectively in an IT environment
- ICAICT203A Operate application software packages
- ICAICT204A Operate a digital media technology package
- ICAWEB201A Use social media tools for collaboration and engagement

Elective Units:
- CUFCAM201A Assist with a basic camera shoot
- CUFDIG201A Maintain interactive content
- CUFDIG303A Produce and prepare photo images
- CUFPPOS201A Perform basic vision and sound editing
- ICAICT206A Install software applications
- ICAICT208A Operate accounting applications
- ICASAS206A Detect and protect from spam and destructive software

Students must achieve competency in all 14 units to achieve the Certificate II.

ASSESSMENT
Assessment is ongoing throughout the course to demonstrate evidence of competency. Evidence of competency will be gathered on a number of occasions and in a variety of contexts and situations such as:
- Skills Demonstrations
- Teacher Observations and Questioning
- Portfolio of Work
- Structured Workplace Learning

Disclaimer: St John Fisher College must have appropriately vocationally qualified teachers and required equipment to offer this course. If St John Fisher College cannot access either of these resources, the College will attempt to provide students with alternative opportunities to complete the course and the related qualification. St John Fisher College retains the right to cancel the course if it is unable to meet these requirements. The College has applied for registration to offer this course. As registration is currently pending, the College will not begin providing this course until registration is completed.
WHY CHOOSE LEGAL STUDIES?

Law affects every member of society and it regulates the wide range of political, administrative, business, economic and social activities in society.

Through Legal Studies, students acquire a general understanding of legal principles and an informed appreciation of our legal system and the cases before the courts. It helps them to know their rights and responsibilities for now and the future.

Students will acquire knowledge and develop skills, values and attitudes that will enhance awareness of, and ability to participate, as a more informed, critical and active member of our democratic society.

WHAT IS STUDIED IN LEGAL STUDIES

Students are encouraged to understand the impact of the law, the legal system and the legal processes and how this affects their daily life. This is achieved by studying a number of areas of law and giving students the choice to focus on topics of their interest.

The focus is more on inquiry, investigation and analysis of the law and the legal system. From here it is hoped they will make informed and constructive assessments of the law and the society.

COURSE CONTENT

The Senior Legal Studies course comprises the following units:

- The Legal System - How does our legal system meet society's requirements?
- Crime and Society - What is crime? How should society and the criminal justice system respond to it?
- Civil Obligations - How does civil law impact on citizens in a society?
- Independent Study
- You, the Law and Society - A choice of two of the following topics:
  - Renting & Buying — How does the law regulate renting, buying and selling of real property?
  - Family — How does the law recognise and regulate family relationships?
  - Sport — What influence does the law have on sport?
  - Environment — How does the law impact upon the environment?
  - Consumers — How does the law regulate consumer transactions?
  - Technology — How does the law keep pace with technological developments?
  - Rights and Responsibilities — Does the legal system properly balance the rights and responsibilities of individuals and the community?
- Law in a changing society - What is, or should be, the role of law in society?
ASSESSMENT

Students are assessed on their performance in four main criteria:

- Knowledge and understanding
- Investigation
- Evaluation
- Communication and research skills.

To assess their performance in these criteria, a combination of the following are applied each semester:

- short answer tests
- research assignments
- case study response tests
- oral presentations
- response to stimulus tests.

NOTE

Homework
Students are expected to read widely concerning legal issues and will spend their time revising concepts, resolving situations by applying the law and researching.

Excursions
In Year Eleven, students go to the Supreme and District Courts in Brisbane to observe trials and sentencing. The cost of the excursion is covered by levies.
WHY STUDY MATHEMATICS A?
Mathematics is an integral part of a general education. It can enhance understanding of our world and the quality of our participation in a rapidly changing society. Mathematics A emphasises the development of positive attitudes towards the student's involvement in mathematics. This development is encouraged through the use of relevant personal and work-related learning experiences. There is also a focus of the development of mathematical knowledge and understanding through investigative and explorative approaches to learning.

Mathematics A is recommended for students who wish to remain OP eligible but are not interested in pursuing mathematics-based courses at tertiary level.

Learning experiences derived from Mathematics A include life-related applications of mathematics with real and simulated situations, use of instruments and opportunities for modelling and problem solving.

COURSE CONTENT
Across the two years, the following strands will be covered:
- Financial Mathematics
- Applied Geometry
- Statistics and Probability - Data
- Maps and Compasses - Navigation
- Operations Research - Networks and Queuing.

ASSESSMENT
The assessment criteria applying to this course are:
- Knowledge and Procedures
- Modelling and Problem Solving
- Communication and Justification.

Students are assessed in a variety of ways which will include supervised written exams and an extended modelling and problem solving task each semester.
WHY STUDY MATHEMATICS B?

Mathematics is an integral part of a general education. It enhances understanding of the world and the quality of participation in a rapidly changing society. It is a truly international system for the communication of ideas and concepts and has developed over many thousands of years through contributions by scholars of both ancient and present-day cultures around the world.

Mathematics B aims to provide the opportunity for students to participate more fully in lifelong learning and to appreciate that Mathematics is a:

- unique and powerful way of viewing the world to investigate patterns, order, generality and uncertainty.
- way of thinking in which problems are explored through observation, reflection and logical inductive or deductive reasoning
- powerful concise and unambiguous symbolic system with written, spoken and visual components
- creative activity with its own intrinsic value, involving invention, intuition and exploration.

Mathematics B is recommended for students who have strong mathematics skills and who wish to pursue mathematics-based courses at tertiary level. Such courses would include Applied Sciences, engineering, medicine, physiotherapy, psychology. The QTAC tertiary prerequisites guide should be consulted in further detail.

Learning experiences derived from Mathematics B will involve life-related applications of mathematics with real and simulated situations, use of instruments, technology and opportunities for modelling and problem solving.

COURSE CONTENT

The Mathematics B course consists of seven core topics that will be covered throughout the two years:

- Introduction to Functions
- Rates of Change
- Periodic Functions and Applications
- Exponential and Logarithmic Functions and Applications
- Introduction to Integration
- Applied Statistical Analysis
- Optimisation.

ASSESSMENT

The assessment criteria applying to this course are:

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

Students are assessed in a variety of ways which include supervised written exams and an extended modelling and problem solving task each semester.
WHY STUDY MATHEMATICS C?

Mathematics is an integral part of a general education. It enhances understanding of the world and the quality of participation in a rapidly changing society. It is a truly international system for the communication of ideas and concepts and has developed over many thousands of years through contributions by scholars of both ancient and present-day cultures around the world.

Mathematics C is a companion subject to Mathematics B. It aims to extend the competency and confidence of students in mathematics beyond the scope of Mathematics B, to build on and combine many of the concepts introduced in Mathematics B. It provides further opportunities for students to participate more fully in lifelong learning.

Mathematics C is recommended for students who love mathematics and have achieved very strong results in Year Ten. Whilst it is no longer a pre-requisite for many tertiary courses, students in many mathematics-based courses are at a distinct advantage if they have studied Mathematics C. Such tertiary courses include Engineering, mathematics, Games and Interactive Entertainment, Information Technology.

Learning experiences derived from Mathematics C will involve life-related applications of mathematics with real and simulated situations, use of instruments, technology and opportunities for modelling and problem solving.

COURSE CONTENT

The Mathematics C course consists of the following topics:
- Introduction to Groups
- Real and Complex Number Systems
- Matrices and Applications
- Vectors and Application
- Calculus
- Structures and Patterns
- Linear Programming
- Dynamics

ASSESSMENT

The assessment criteria applying to this course are:
- Knowledge and Procedures
- Modelling and Problem Solving
- Communication and Justification.

Students are assessed in a variety of ways which include supervised written exams and an extended modelling and problem solving task or report each semester.

NOTE

Mathematics C is currently offered offline (that is, separate to the main timetable) on two weekday mornings.
WHY STUDY MODERN HISTORY?
Modern History provides students with the opportunity to inquire investigate and question events which have shaped our modern world.

- Modern History is a very useful subject if students are thinking of a career in Journalism or current affairs.
- The skills gained from this subject provide a good grounding in analysis, essay writing, and developing founded opinions. These skills are useful if they are considering university study after Year Twelve.
- It complements other humanities-related subjects such as Legal Studies, English, Geography, Study of Religion, Drama and Art.
- It helps students understand the how and why of historical events and how this influences our World we live in today.

These events would cover inquiry topics such as:
- How nations were formed and why people become so nationalistic.
- Why nations go to war or revolutions begin — in the past and today.
- Where Australia fits in the region and the world at large.
- Why Superpowers take us to the brink of Nuclear War.
- The strategic role that power has played in historical change.
- How ideas and beliefs have had an influence on history, in local, national and global contexts.
- How people have been inspired by hope for change to respond to challenges in ways that promote human well-being.

COURSE CONTENT
The Modern History course in Years Eleven and Twelve consists of four separate semester units. At present in Years Eleven and Twelve, the semester units studied are:

**Theme One:** The History of Ideas & Beliefs  
**Background Study:** Age of Revolutions  
Inquiry Topic 1: Imperialism – The British in India  
Inquiry Topic 2: Anti-Semitism (Hitler and the Jews).

**Theme Two:** Studies of Hope  
**Background Study:** White Australia has a black history  
Inquiry Topic 3: Changing Rights and Freedoms in Australia  

**Theme Three:** Studies of Conflict  
**Background Study:** World War One  
Linking Study: World War Two  
Inquiry Topic 5: The Cold War  
Inquiry Topic 6: The First Indochina War  
Inquiry Topic 7: The Second Indochina War

**Theme Four:** Studies of Power  
Inquiry Topic 8: Who has the power at the beginning of the 21st Century?
ASSESSMENT
Students are assessed on their performance in three main criteria:

- Planning and using a historical process (Research)
- Forming historical knowledge through critical inquiry (Source Analysis)
- Communicating historical knowledge.(Communication)

To assess their performance in these criteria, a combination of the following are applied each semester:

- Short response tests
- Extended written response to historical evidence (under test conditions)
- Essay (under test conditions)
- Written research
- Non – written research (multi-modal presentation).

The student's exit level of achievement is comprised of Year Twelve work.

NOTE

Homework
Expectations for students regarding homework and excursions are:

- Students are expected to read widely in preparation for class and research work.
- There are regular written tasks related to class work, providing students with beneficial preparation for assessments and tests.

Excursion
An opportunity for an excursion may arise which will be relevant to the students' study. Students will be required to attend. The cost of the excursion is covered by levies.
WHY STUDY PHYSICAL EDUCATION?
Physical Education involves students learning in, about and through physical activity to become an intelligent performer. Physical Education focuses on the complex interrelationships between motor learning, psychological and other factors that influence individual and team physical performances. The course also focuses on the wider social attitudes to, and understandings of, physical activity.

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

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

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

COURSE CONTENT
At least 50% of timetabled time involves students engaging in physical activity. Students are involved in a variety of written and physical learning experiences that are focused on the study of four physical activities. The four physical activities will be negotiated as a class at the start of the course. Examples of physical activities that could be chosen are: Golf, Lifesaving, Sports Aerobics, Basketball, Touch Football, Volleyball. Each of the physical activities has equal time and emphasis.

Subject matter is drawn from three focus areas which are:
- learning physical skills (of physical activity)
- processes of effect of training and exercise
- equity and access to exercise, sport and physical activity in Australian society.

ASSESSMENT
Students are assessed on their performance in three main criteria - Acquiring, Applying and Evaluating. Each criterion will be assessed each semester and is equally weighted. Each criterion has a practical and a theoretical component which is also equally weighted.

Judgments about student performance in these criteria are made by applying a combination of the following tasks each semester:
- Supervised written exam
- Analytical exposition (essay)
- Research report
- Multimodal presentation
- Performance in practical tasks.

NOTE
Expectations regarding uniform:
- Students are expected to wear the College sports uniform to all practical classes.
- Students are required to wear a one piece swimsuit if lifesaving is chosen as a physical activity

Students must have supportive cross-trainer sports shoes, predominantly white in colour. Fashionable canvas shoes are not appropriate for Physical Education lessons and may not be worn with the College Sports Uniform.
WHY STUDY PHYSICS?

Physics is the study of the world we experience — the light we see, the sounds we hear, the hot and the cold, the rough and the smooth. The physicist does not just observe or experience, she tries to understand why the universe is the way it is: why apples fall from trees; why rainbows appear in the sky — and in special pieces of glass; why the earth moves around the sun and the moon around the earth; how sounds travel and how lightning strikes occur.

As well as verbal descriptions and reasoning, physics places great emphasis on precise measurement, experiment and mathematical descriptions of the world. Through a healthy combination of these approaches, physics has provided the technologies we take for granted today:

- design of spectacles and contact lenses
- sound recording
- space exploration
- computers
- refrigeration
- communication - telephone, radio, television;
- GPS (global positioning system);
- analysis of vehicle collisions;
- electricity generation;
- electronic devices, etc.

The study of Physics teaches students to think clearly and logically about their world and helps them to become informed citizens and responsible decision-makers and to understand the nature of science as an investigative and evolutionary discipline. It develops skills in explaining and communicating ideas; collecting, analysing and organising information and data, and performing calculations.

COURSE CONTENT

The subject matter of Physics is derived from the key concepts (Forces, Motion and Energy) and key ideas which are progressively developed over the course of study through a series of contexts. The course is designed on a two year rotation with contexts as follows:

**YEAR A**

(2013)

- Forensic Physics
- Amusement Park
- Investigating Physics
- Visiting the Reef
- Into Space.

**YEAR B**

(2014)

- Electricity and Magnetism in the 21st Century
- Light and Vision
- Investigating Physics – Sounds of Music
- Nuclear Physics or Medical Physics
- The Search for Understanding.

ASSESSMENT

A wide variety of assessment techniques are used to determine the relationship between student work and the exit criteria of the course:

- Knowledge and conceptual understanding,
- Investigative processes, and
- Evaluating and Concluding.

The assessment tasks may contain all or some of the criteria and are grouped under categories and may include:

- Extended Experimental Investigations (EEI) — e.g. investigate an hypothesis
- Supervised Assessments (SA) — e.g. written tests
- Extended Response Tasks (ERT) — e.g. written/non-written response to an issue or question.

Year Twelve students, while performing similar tasks to Year Eleven students in the same calendar year, are expected to present work at greater depth and more independently of teacher assistance than Year Eleven students.
WHY STUDY PREVOCATIONAL MATHEMATICS?

Prevocational Mathematics is an Authority Registered subject and is an alternative study to Mathematics A, available for those students who may have experienced difficulty with mathematics of a theoretical nature. This course provides opportunities for students to improve their numeracy to assist them in pursuing a range of vocational and personal goals. It develops not only a student’s confidence and attitude towards mathematics but also their mathematical knowledge and skills and their communication skills.

COURSE CONTENT
Mathematics for:
- interpreting society: Number and Data
- personal organization: Location and Time
- practical purposes: Measurement
- personal organization: Finance

These content areas are covered through a number of units in a variety of contexts.

ASSESSMENT
The assessment criteria applying to this course are:
- Knowledge
- Applying
- Explaining

Students are assessed in a variety of ways which may include checklists, investigations, projects or folios.
WHY STUDY RELIGION AND ETHICS?
This course is offered for those students who do not choose to study the Authority course 'Study of Religion'. The Religion and Ethics course encourages students to explore and refine their personal values and life choices and the ways these are related to their beliefs.

By gaining knowledge and developing reflection and communication skills, the Religion and Ethics course develops the student's understanding of how personal beliefs, values and spiritual identity are shaped and influenced by factors such as family, culture, gender, race, class and economic issues. It focuses on ethics and meaning in life incorporating the personal, relational and spiritual dimensions of human religious experience.

COURSE CONTENT
Year Eleven
- Heroes and Role Models - Identifying heroes; the qualities of heroes; investigating the lives of heroes and role models; examining the need for role models.
- Spirituality and Ritual - Investigating spirituality and its sense of connectedness with reality, giving meaning and direction to people's lives. Focus is on the personal spiritual dimensions of their lives. The role of rituals in celebrating special communal events is examined along with the elements of ritual.
- Social Justice - Different approaches to justice concerns; religious and ethical responses to justice issues; participation in justice issues; reflecting on my own personal response to justice issues.
- Ethics and Morality - Exploring the social need for ethical principles and morality; different religious and cultural expressions of ethics and morality; investigation of a personal ethical foundation for life; ethical responses to current issues.

Year Twelve
- Peace Studies - Investigates the dimensions of peace — personal, relational and spiritual; peace and non-violence; strategies for acting non-violently; investigation of proponents of non-violence eg. Ghandi, Martin Luther King.
- Origins, Purpose and Destiny - Investigates life's personal and communal challenges and raises major questions about meaning and purpose. Focus is on personal origins and individual identity, the extent of human freedom and the purpose and effect of suffering.
- Good and Evil - Investigation the nature of humanity and the ideas of truth and beauty.
- Sacred Stories - Explores the art of storytelling and the use of visual images to map the journey of life.

ASSESSMENT
Assessment takes a variety of forms and may include journals, presentations, exams, assignments, and multi-media production.
WHY CHOOSE STUDY OF RELIGION?

Studying religion can help develop an understanding of the ways in which particular cultural contexts have influenced, and continue to influence, the formation of an individual's world view and the framework of beliefs in which it is interpreted. The study of a range of religions and understandings of alternative ways of viewing reality can make a valuable contribution to cross-cultural harmony and mutual enrichment. Ignorance of the integrity of the worldview of others can lead to rejection or prejudice.

Study of Religion can help students become more effective global citizens by developing their knowledge, skills and values, and developing their understanding through critical inquiry, debate and reflection, and empathetic engagement with the standpoint of others. Studying a range of religions can help students become conscious of the particular ways that they make sense of the world, and become more skilled in identifying different ways of describing and responding to experiences.

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

COURSE CONTENT

The term core describes significant ideas and concepts that are central to the study of religion.

Core Components

- Australian religious perspectives - Aboriginal spiritualities and Torres Strait Islander religions, Religion in the local community, Religious diversity in Australia.

- World religions - Hinduism, Judaism, Buddhism, Christianity and Islam.

- The nature and significance of religion - Each topic is an in-depth study of a specific matter or phenomenon related to religion. Topics include Religion-state relationships, Ultimate questions, Ritual, Religion, values and ethics, Sacred texts.

YEAR ELEVEN

- Ritual – examines the structures and characteristics and study the way rituals serve to reinforce key values and beliefs within Hinduism and Christianity.

- Sacred Texts – explores the authority of Christian, Hindu and Indigenous sacred texts. Sacred texts lay the foundations for doctrine and morality; they convey faith; text interpretation has been challenged.

- Women in Religion – examines Australia's multi faith society; the beliefs and practices in religions, the diversity of Australia's religious profile and the role religion plays in global issues.

- Ultimate Questions - evaluates the role religion plays in people's lives; beliefs and lifestyles derived from religion and communal religious beliefs and practices. We focus on Christianity, Judaism and Indigenous Spirituality and their approaches when explaining the mysteries of life.
YEAR TWELVE

- Religion—State relationships - explores fundamentalism in Australia and the impact of extremism on religion and society as a whole.

- Religion, Values and ethics - Ethics is concerned with real life decisions. Christian and Buddhist morality is explored and evaluated across a number of criteria; and inquiry into ethical frameworks is developed with respect to the way religious and secular societies make ethical decisions.

ASSESSMENT

Assessment in Year Eleven is generally repeated in Year Twelve to allow for developmental learning. Each assessment has its basis in analytical writing and discussion.

Assessment in the course includes the following techniques:
- multimodal presentations
- research assignments
- short response and essay exams
- case studies
- stimulus response exams.
WHY STUDY TOURISM?
- Tourism has become an increasingly important social and economic force in our society.
- It opens students’ eyes to the opportunities that exist within the industry and as a result provides basic training required for the Tourism industry.
- This subject relates well to the Hospitality industry and Event Management industry.
- If students wish to work in the Tourism industry, this subject provides initial training and therefore is beneficial to job prospects.

COURSE CONTENT
This course aims to help the student to understand the broad nature and scope of tourism and tourism-related activities.

The Tourism course in Years Eleven and Twelve consists of four core units of work:
- Global Tourism
- The Nature of Tourism
- Tourism Information
- Tourism as a Business.

These core units are incorporated throughout the following elective topics:
- Introduction to Tourism
- Tourists – who are they?
- Tour Guiding
- Overseas Destinations
- Regional Destinations
- Ecotourism
- Developing World
- Cultural Awareness
- Travel on a Budget.

ASSESSMENT
Students are assessed on their performance in three main criteria:
- Knowledge and understanding
- Reasoning
- Communicating.

To assess their performance in these criteria, a combination of the following are applied each semester:
- Short response test
- Written research
- Field reports
- Non-written research
- Stimulus response
- Practical (Tour guide)
- Essays.

Year Eleven assessment is formative. Year Twelve assessment is summative

NOTE - As this course involves individual student participation, group participation and interaction, there are expectations students will be actively involved.

EXCURSIONS - An opportunity for an excursion may arise which will be relevant to the students’ study. Students will be required to attend. The cost of the excursion is covered by levies.
WHY STUDY VISUAL ART?
As human beings we interrelate and communicate with each other. The Visual Arts provide us with another tool to communicate with others.

Through art materials we make images and objects that tell stories, respond to what is happening around us and develop our understanding of ourselves and others. Art is a powerful means of communication and personal expression.

Lifelong skills that can be transferred to our work and personal lives developed in the Visual Arts include:
- planning and organising
- solving problems
- working collaboratively with others
- use of tools and technology
- analysing, making judgments, justifying opinions
- communicating ideas and information
- mathematical measurement and space
- aesthetic appreciation
- understanding and tolerance of other cultures.

The Visual Arts are a mirror to society. In Senior Art we will look at how and why people make art in our contemporary world. We look at how artists respond to their environment today. We make art, talk art, write art, display art and appraise art.

COURSE CONTENT
Year Eleven students respond to nominated concepts through the exploration of materials, techniques and processes. The appreciation and appraising of artworks continues in the analysis of their own work and the work of others.

Year Twelve students respond to nominated concepts and interpret their own focuses to resolve folios of work.

Extended appraising tasks support the student learning in the nominated concepts. Concepts explored include:
Year Eleven
- Identity – two dimensional work with drawing, painting, printing and mixed media
- Environment – three dimensional work, sculpture
- Technology – digital photography and image manipulation, photographic screen printing

Year Twelve
- Semiotics – 2D or 3D, responding to the signs and symbols used throughout history and contemporary culture
- Synergy – 2D or 3D, communicating through artworks using multiple layers of meaning.

ASSESSMENT
Judgements made about student achievements are derived from the making and appraising objective of the senior course. There are three criteria:
- visual literacy
- application
- appraising.

Research, essay writing and oral presentations form part of the formal assessment in the area of appraising.

NOTE - It is expected that students will need to complete some of their art studies in their own time. Visiting art galleries and reading art books will support student learning and understanding in art.
WHY STUDY WORKPLACE PRACTICES?

Certificate II in Workplace Practices was developed to address the consistent concern expressed by industry regarding the need for persons entering the workforce to have a "hands-on" understanding of general workplace practices. In simple terms, it is designed to give students the knowledge and skills they will need to "hit the ground running" and to make a positive impression when they first enter employment.

Workplace Practices is an area of study that provides students with a range of interpersonal skills with a general application in personal and working life, as well as specific knowledge and skills related to employment.

Participation in Certificate II in Workplace Practices will provide learners moving into traineeship/apprenticeship or the workplace with a range of experiences, knowledge and skills. This participation will assist in facilitating a smooth transition from school.

COURSE CONTENT

The two year course will consist of modules of work from the following list:

- Communicate in the workplace (BSBCMM201A)
- Work effectively in a business environment (BSBIND201A)
- Participate in OHS processes (BSBOHS201A)
- Undertake an individual or team enterprise project (GENENP201C)
- Manage personal employment options (GENJAS201C)
- Manage career planning and further learning (GENPCD201C)
- Participate in structured workplace learning (GENSWL201C)

Students must achieve competency in all seven units to achieve the Certificate II.

ASSESSMENT

Assessment is ongoing throughout the course to demonstrate evidence of competency. Evidence of competency will be gathered on a number of occasions and in a variety of contexts and situations such as:

- In-class oral presentations
- Portfolios
- Peer and personal evaluations
- Enterprise activities
- Reports
- Practical tasks
- Tests
- Structured workplace learning

This subject includes 80 hours of structured workplace learning.

Disclaimer: St John Fisher College must have appropriately vocationally qualified teachers and required equipment to offer this course. If St John Fisher College cannot access either of these resources, the College will attempt to provide students with alternative opportunities to complete the course and the related qualification. St John Fisher College retains the right to cancel the course if it is unable to meet these requirements.
As a means of offering greater subject choices, our students may study an Authority subject through the Brisbane School of Distance Education (BSDE).

Students who choose to study a subject will receive all learning materials from the BSDE. Students studying a subject through the BSDE will be allocated the same number of periods during school time as allocated to any other subject. During these assigned periods within the school day, phone and/or computer links may be made. Students must also attend online tutorials which may be at set times, including before and after school. Students will complete and submit school work online or via standard mail.

Students should note that there are significant fees associated with studying a subject through BSDE. These costs contribute towards tuition fees, learning materials and postage. These fees are approximately equivalent to the tuition fee applied to ALL subjects studied at St John Fisher College.

Before completing the subject selection form, students wishing to investigate these additional subject offerings are asked to see the APA Curriculum for additional information and further negotiation of the student’s intentions.
CAREERS

A career is more than the course or work type students move into after leaving Year Twelve. A career is all the paid and unpaid work, learning and life roles undertaken throughout life. Within this life journey, decisions about which occupation pathway to follow make the journey more exciting. The idea is to be flexible enough to progress towards individual goals whilst still allowing movement with changes to ideas or shifts in goals.

The more information a student has about herself and her career goals, the better equipped she is to make good decisions.

SUBJECT CHOICE

As a general rule the best way to choose subjects is to make considerations in two stages.

The first stage is to choose subjects that
- you enjoy
- you have previously achieved good results in
- reflect your interests and abilities
- help you reach your goals
- will develop skills and abilities useful throughout your life.

The second stage of subject choice is to check
- the essential prerequisites for further careers and tertiary courses
- which subjects are not essential but highly recommenced
- which subject is useful for giving a general background or particular skills.

Remember, the choice of occupation is only one of the aspects to consider when choosing subjects. Do not avoid subjects just because they are not related to the chosen occupation — keep options open!

AVAILABLE RESOURCES

The St John Fisher College Careers Office is available for students and parents to access. The careers section on the College website is also another place to check the latest course information and other careers resources are available for use.

Be aware that the information on tertiary courses can, and does, change rapidly and the most recent materials need to be used. If you have a particular occupation in mind, it is really useful to talk to someone working in the area or to gain some work experience in this field. Call into the Careers Office to get some help with organising any of this.

Most importantly, be prepared to ask for assistance — we are all very happy to help.

SOME GOOD RESOURCES

Myfuture - www.myfuture.edu.au
myfuture is the on-line national career information service for Australia. It has two main sections — The Facts and My Guide. The Facts contains information on occupations, employment opportunities, study/training pathways, financial assistance and many other topics useful for career decision-makers. My Guide provides a process through which the user develops a personal profile and explores occupational options.

The Jobguide — www.jobguide.deewr.gov.au
The Jobguide is a publication that provides information about how to choose an occupation, how to apply for work, occupations and study or training. The Commonwealth Department of Education, Employment and Work Relations (DEEWR) distributes the Jobguide through schools to all Year Ten students in Australia annually.
Student Connect - [https://studentconnect.qsa.qld.edu.au/](https://studentconnect.qsa.qld.edu.au/)

The Student Connect website is designed to provide students, teachers and parents with accurate, up-to-date, relevant and useful information. Young people will be able to use their own learning achievements, interests and goals to map out personalised career pathways based on up-to-date career information.

Queensland Tertiary Admissions Centre - [www.qtac.edu.au](http://www.qtac.edu.au)

The Queensland Tertiary Admissions Centre (QTAC) publishes the QTAC Guide. It contains information on tertiary level courses in Queensland and selected interstate universities, institutes and colleges (including full-time diploma and some certificate level TAFE Queensland courses). It also outlines application procedures and selection processes for the major tertiary offer period during December and January each year. For further information about QTAC processes, contact the QTAC Information Services on 1300 467 822.

Queensland Studies Authority - Career Information Calendar - [www.qsa.qld.edu.au](http://www.qsa.qld.edu.au)

The Career Information Calendar lists career events and open days organised by universities, TAFE institutes, secondary schools, private training and education providers and employer groups.
WHAT COURSES ARE OFFERED
There are many TAFE and private colleges that provide courses that lead to vocational qualifications - Diploma, Advanced Diploma, Associate Degrees, Certificates I, II, III and IV.

Some of these qualifications, especially Certificates I to III, may be offered under a 'VET in schools' program. These programs, generally run on one day per week for the duration of Year Eleven and Twelve, allow students to attend TAFE and the opportunity to achieve the Certificate qualification whilst still a full time school student.

The 'VET in Schools' Program offers many benefits. These may include:
- credit points towards the Queensland Certificate of Education
- direct entry into TAFE when students finish Year Twelve
- credit towards a diploma course
- savings on diploma tuition fees
- improved understanding of the chosen industry
- completion of a vocational qualification
- readiness to undertake employment in the industry.

APPLYING FOR TAFE COURSES
It is important to visit the website of the institution to check the accurate details of what is on offer:

- Brisbane North Institute of TAFE - www.bn.tafe.qld.gov.au
- Metropolitan South Institute of TAFE - www.msit.tafe.qld.gov.au
- Trade and Technical Skills Institute - www.skillstech.tafe.qld.gov.au
- Open Learning Institute — www.openlearning.tafe.qld.gov.au
- Southbank Institute of Technology - www.southbank.edu.au/site/
- Sunshine Coast Institute of TAFE - www.sunshinecoast.tafe.qld.gov.au

BRISBANE NORTH INSTITUTE OF TAFE ‘VET IN SCHOOLS’ COURSES
The Institute most commonly attended by our students is the Brisbane North Institute of TAFE. Students in Years Eleven and Twelve can attend Brisbane North Institute of TAFE one day per week during the school term over a period of two years to complete a Certificate II or Certificate III. The wide range of vocational courses on offer includes:

<table>
<thead>
<tr>
<th>Animal Studies</th>
<th>Hospitality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate III in Companion Animal Studies</td>
<td>Certificate III in Hospitality</td>
</tr>
<tr>
<td>Certificate II in Animal Studies</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Business</th>
<th>Information Technology/Arts</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Community Services Work</th>
<th>Certificate III in Retail Services/ Interior Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate III in Community Services Work</td>
<td>Certificate III in Information Technology (Applications)</td>
</tr>
<tr>
<td>Certificate III in Children's Services</td>
<td>Certificate III in Information Technology (Networking)</td>
</tr>
<tr>
<td>Certificate II in Fitness</td>
<td>Certificate III in Design Fundamentals</td>
</tr>
<tr>
<td></td>
<td>Certificate III in Media</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hairdressing</th>
<th>Tourism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course in Hairdressing</td>
<td>Certificate III in Tourism</td>
</tr>
<tr>
<td>(Some competencies from Certificate II)</td>
<td>Certificate II in Hospitality</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Horticulture/Floristry</th>
<th>Certificate III in Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate II in Horticulture</td>
<td></td>
</tr>
<tr>
<td>Certificate II in Floristry</td>
<td></td>
</tr>
<tr>
<td>Landscaping Assistant’s Course</td>
<td></td>
</tr>
</tbody>
</table>

If the Certificate course has been identified in the student's SET plan, then no tuition fees apply. However, some costs including student ID, utility fee and a material fee will apply for enrolled students in these programs.
Queensland Tertiary Admissions Centre (QTAC)

What is QTAC?

The Queensland Tertiary Admissions Centre (QTAC) is a non-profit, public company that receives and processes applications for selected courses from the following institutions:

- Australian Catholic University [www.acu.edu.au]
- Australian Maritime College [www.amc.edu.au]
- Bond University [www.bond.edu.au]
- Central Queensland University [www.ccu.edu.au]
- Christian Heritage College [www.chc.edu.au]
- Griffith University [www.griffith.edu.au]
- James Cook University [www.jcu.edu.au]
- QANTM College [www.qantom.edu.au]
- Queensland Institute of Business and Technology [www.qibb.tafe.qld.edu.au]
- Queensland University of Technology [www.qut.edu.au]
- Southbank Institute of Technology [www.southbank.edu.au]
- Southern Cross University [www.scu.edu.au]
- TAFE Queensland [www.taef.qld.gov.au]
- The University of Queensland [www.uq.edu.au/study]
- University of New England [www.une.edu.au]
- University of Southern Queensland [www.usq.edu.au]
- University of the Sunshine Coast [www.usc.edu.au]

To help you understand the QTAC process, you need to undertake the following tasks:

- Read the QTAC Guide, which is given to all Year Twelve students in Queensland in June/July. A copy is available in the careers office;
- Access the QTAC website - [www.qtac.edu.au];
- If you have other questions about QTAC and the QTAC process contact the Guidance Counsellor, APA or QTAC on 1300 467 822.

General Dates

Below is a general timeline of the dates in the QTAC process. Please refer to the current QTAC guide or the website [www.qtac.edu.au] for the latest dates.

<table>
<thead>
<tr>
<th>June/July</th>
<th>The QTAC Guide is distributed to all Year Twelve students in Queensland. Course information available online.</th>
</tr>
</thead>
<tbody>
<tr>
<td>July</td>
<td>Applications open on the QTAC website.</td>
</tr>
<tr>
<td>End of September</td>
<td>‘On-time’ application closing date.</td>
</tr>
<tr>
<td>October — December</td>
<td>Registration for the Queensland Studies Authority’s (QSA) Smart OP.</td>
</tr>
<tr>
<td>December</td>
<td>QTAC early offer round for some TAFE and performing/creative arts courses and courses at private institutions. Year Twelve results mailed from QSA. QSA Smart OP service available. Queensland Year Twelve students without an OP can find out their QTAC rank.</td>
</tr>
<tr>
<td>End December/ Early January</td>
<td>Last chance for Year Twelve students to change preferences.</td>
</tr>
<tr>
<td>January</td>
<td>QTAC major offer round offers released via the Current Applicant online service. December/January Offer letters (from QTAC) and enrolment information (from the institution) mailed. Offers published in The Courier-Mail. Last chance to change preferences for the February offer round and respond to offers.</td>
</tr>
<tr>
<td>February</td>
<td>QTAC final offer round, offer letters and enrolment information mailed.</td>
</tr>
</tbody>
</table>
THE QTAC APPLICATION

You can apply for up to six (6) courses at different institutions on the one QTAC application. It is essential that you submit one application only.

The main way recommended for full-time Year Twelve students to apply to QTAC is through 'The Twelve to Tertiary' (TTT) online application service at www.qtac.edu.au.

Applying by TTT automatically gives you access to the QTAC current applicant online services which includes three free changes of course preferences. See the QTAC site www.qtac.edu.au for information about the application fees.

The QTAC site has instructions for using the TTT and a demonstration version of a TTT application you can practice on: http://www.qtac.edu.au/OnlineServices/OnlineServices.html

Prepare for your application by completing the 'Application planner for Year Twelve students' at the end of Section 1 in the QTAC Guide.

At the completion of your online application you will be given a QTAC application number. You can use this number or your QSA number when contacting QTAC about your application.

A list of QTAC applicant online services can be found in the QTAC Guide. It is vital that you ensure both the QSA and QTAC are separately informed if you change your address.

During registration on the QSA's Smart OP website you will be asked to change your PIN (initially the day and month of your birth). It is recommended that you also change your QTAC PIN (also the day and month of your birth). It is advisable to use the same PIN for your QSA and QTAC processes — put it somewhere safe so you can find it when you need it!

ORDERING YOUR QTAC PREFERENCES

Because OP/rank cut-offs can change, it is important to include a range of courses when submitting your QTAC preferences.

The following 'recipe' is recommended:

### COURSE PREFERENCES

<table>
<thead>
<tr>
<th>1st</th>
<th>2nd</th>
<th>Ideal Courses</th>
<th>These are the courses you would really like to study even though your chances of gaining entry may not be good.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd</td>
<td>4th</td>
<td>Realistic Courses</td>
<td>These courses are less competitive. Realistically, they should provide another way to the career you want or to a second choice career. They can be used to upgrade to your 'ideal' course.</td>
</tr>
<tr>
<td>5th</td>
<td>6th</td>
<td>“Foot in the Door” Courses</td>
<td>These courses are the ones you are prepared to do if you miss out on all others. They should be courses that in the past have been quite easy to get into (especially the 6th preference). They can help you upgrade.</td>
</tr>
</tbody>
</table>

*Please note: When ordering your preferences, applicants are to consider offer rounds and start dates.*

For example, if a course has a major offer round in December and it is one of your ideal courses, you must list it first above courses which are offered in January. After the December offer round you can change your preferences for the January offer round.
HOW ARE APPLICANTS SELECTED FOR COURSES THROUGH QTAC?

There are usually more applicants than available places for most of the courses you can apply for through QTAC. Consequently, entry to these courses is competitive. To select students for their courses, institutions use specific selection criteria.

Selection is based on:
- meeting prerequisites, and
- merit.

Prerequisites can include:
- Year Twelve Authority subjects or alternatives acceptable to the institution
- folio, interview, audition, and/or questionnaire
- completion of a specific course or access to a work environment
- age.

If a course has prerequisites and/or other entry requirements (check the QTAC Guide) you must meet them in some way acceptable to the institution or you will not gain entry to the course (regardless of your OP or rank).

Some courses do not have prerequisites. They may have 'Assumed Knowledge' or ‘Recommended Study’. An assumed knowledge subject is not a pre-requisite, however, you will find the course very difficult without it.

Nevertheless, not having an Assumed Knowledge subject will not prevent you from being given an offer. A Recommended Study subject is one that would be helpful for the course.

Applicants are to contact the institution(s) to which they are applying to ensure that they meet any Assumed Knowledge or Recommended Study expectations.

Merit is:
- an OP and FPs for most current Year Twelve students (FPs are only used in very competitive situations e.g. when the cut-off for a course is within an OP band), or
- a QTAC selection rank for all other applicants including Year Twelve students who are not eligible for an OP.

Through the QTAC process, eligible applicants (i.e. those who meet prerequisites) are considered in order of merit (i.e. OP or rank).

Because of this, it is important to list courses on your QTAC application in strict order of your preference. Other applicants, who have listed the same course as you but as a higher preference than you, will not be offered this course before you if:
- you have a better OP or rank than them, and
- the course is the highest preference for which you meet all the requirements (i.e., prerequisites and merit).

For more information on OPs, Ranks, etc please refer to www.qtac.edu.au/Applying-CurrentYr12/Introduction.html
Educational Access through QTAC

There are a number of processes available for students who have experienced difficult circumstances beyond their control that have adversely impacted on their studies. These circumstances include:

- disrupted schooling
- financial hardship
- home environment and responsibilities
- English language difficulties
- personal illness/disability
- refugee status
- school environment
- natural disasters

To apply to the Educational Access Scheme through QTAC, students are required to:

- indicate on their QTAC application that they plan to apply for the Educational Access Scheme
- complete a QTAC Educational Access Scheme cover sheet downloaded when making a QTAC online application.
- send the completed form and supporting evidence to QTAC by the beginning of November.

Educational Access Scheme information can be downloaded from the QTAC website - www.qtac.edu.au/InfoSheets/EducationalAccessScheme.html

Special consideration is sometimes offered through the tertiary institution itself — see specific institution websites for details.

Please visit the Guidance Counsellor, Louise Fiumara, to discuss any questions you have on QTAC Selection Ranks, OPs or Tertiary Entrance.
The curriculum at St John Fisher College offers a diverse range of subjects to cater for the needs, interests and abilities of all students. Classroom teachers employ a wide range of effective learning and teaching strategies to help all students achieve success.

In addition, learning support is offered to identified students to help them achieve to the best of their ability.

Inclusive Education programs may include:
- Lunch time Mathematics tutoring one day a week
- Lunch time assignment help – Tuesday - Thursday
- Homework Club 3 - 4pm three days per week - Monday, Wednesday and Thursday
- Liaison between the Support Teacher and parents of students with special needs
- Provision of particular strategies for teachers of students with special needs

Some students may find they have specific educational needs who may apply for special provision. ‘Special provision’ means making reasonable adjustments to conditions of assessment to ensure equitable opportunities for all students. All students, including those with specific educational circumstances, should have opportunities to demonstrate their current knowledge and skills.

In making a decision about special provisions, the school is required to consider what adjustments to assessment conditions are reasonable in the circumstances. Reasonable adjustments to conditions of assessment must ensure equitable opportunities for all students.

Special provisions apply to students who have specific educational needs including:
- disabilities that have a physiological basis, such as those of a sensory, motor or neurological nature.
- educational disadvantage due to cultural, language or socioeconomic factors
- short term impairments eg glandular fever, broken limbs, extended illness
- educational disadvantage due to other factors eg gifted students, elite athletes, difficult life circumstances. (QSA Special Provisions Policy, 2009).

Assessment criteria and standards are not modified to suit particular students. The school is required to maintain the intent and rigour of the syllabus or study area specification and any other requirements or components that are inherent or essential to the course of study. The granting of special provisions does not involve compensating for what the student does not know or cannot do.

For students in Years 11 and 12, the granting of “special provision” is governed by the Qld Studies Authority Policy (QSA Special Provisions Policy 2009). All applications for special provision are to be made on the appropriate form via the Senior Coordinator, STIE or Deputy Principal. The Deputy Principal will issue a FORM A to Academic Coordinators noting appropriate adjustments. This form is to be attached to the student’s profile for each subject. The Deputy Principal will negotiate appropriate adjustments to assessment with Academic Coordinators and subject teachers.

Each case will be considered on an individual basis and decisions reached through consultation involving the student, their parents/ caregivers and appropriate staff members depending on the circumstances. At all times, the school will maintain respect for the dignity, privacy and confidentiality of the student and their family.
USEFUL INTERNET SITES FOR CAREER PLANNING

There are many Internet sites that can help you with your career planning. Below is a selection you might find useful. Many of these sites have links to other helpful sites. Be aware that Internet addresses do change. These addresses were active on 10 May 2012.

Career questionnaires
myfuture
www.myfuture.edu.au
(select My Guide)
Career planning
Student Connect
Graduate Careers
(select Industry CareerProfiles)
myfuture
http://www.myfuture.edu.au/
(select My Guide)
The Good Guides
www.thegoodguides.com.au
(select Career)
Youth information
www.youth.gov.au

Occupational information
Australia's Careers Online
(select Start here/World of career information)
CAREERS Advice
http://www.careernav.com.au
Enterprise Network for Young Australians
www.enya.org.au/
Job Guide - Occupational profiles
Job Outlook - Information on Occupations and myfuture
www.myfuture.edu.au
www.jobsearch.gov.au
www.wisenet-australia.org/
National Innovation Website - Youth
Skilling Solutions Queensland
Industry Careers

Specific occupations
Accounting
http://www.charteredaccountants.com.au
Architecture
www.architecture.com.au
Aviation Australia
www.aviationaustralia.net.au/index.php?home/item/7

Biotechnology
Construction industry
www.constructmycareer.com.au
Creative Industries Skills Council
www.cisc.com.au
Defence Forces
www.defencejobs.gov.au
Engineering and manufacturing
www.engineeraustralia.org.au
Film & TV Industry
Information technology
www.acs.org.au/ (select IT Careers Portal)
Invest Australia - agribusiness, biotechnology, energy industries, environmental industries, financial services, ICT, advanced manufacturing, minerals, nanotechnology, and services
www.austrade.gov.au
www.itcareers.acs.org.au/
www.itskillshub.com.au
Manufacturing
www.zoom.aigroup.asn.au
Marine Science
www.amsa.asn.au/
Mining (Click on Skills and Education)
www.arc.org.au
Music industry
Nursing
www.thinknursing.com/
Queensland Police
Recreation industry
www.rtw.com.au
Retail
www.retail.org.au/
Rural
www.ruralskills.com.au
Science
www.science.uq.edu.au
Tourism and hospitality
www.ttnq.org.au
www.qtic.com.au

Working Conditions
Australian Council of Trade Unions
www.worksite.actu.asn.au
Pay scale summaries
Young Workers Advisory Service
Employment rights
www.ywas.org/
Wage Net
www.wagenet.gov.au
workplace.gov.au
myfuture (The Facts)
www.myfuture.edu.au

Training sites
Department of Education Training & the Arts
www.trainandemploy.qld.gov.au/
Australian Apprenticeships Centres
Training.gov
www.training.gov.au
TAFE Queensland
www.tafe.qld.gov.au
Group Training Australia
www.gtaltd.com.au
Department of Education, Employment & Workplace Relations
www.deewr.gov.au
New Apprenticeships Centres
www.australianapprenticeships.gov.au

Financial assistance
Centrelink
www.centrelink.gov.au
Going to uni
www.goingtouni.gov.au/(select Fees, loans and scholarships)
Youth Allowance Guide
www.centrelink.gov.au

Job search
Australian workplace
www.workplace.gov.au
Career one
www.careerone.com.au
Youth Pathways
www.jobquest.com.au
Seek
The Source
http://thesource.com.au
Queensland Government jobs
www.qld.gov.au/ (click ‘jobs and work’)
Commonwealth Government jobs
www.apsjobs.gov.au
Defence Forces
www.defencejobs.gov.au (select Careers)

Tertiary Institutions
Australian Catholic University National
www.acu.edu.au
Australian College of Agriculture
www.agriculturalcollege.qld.edu.au
Australian College of Natural Medicine
www.acnm.edu.au
Australian tertiary funding information
www.goingtouni.gov.au
Australian Defence Force Academy
Australian Maritime College
www.amc.edu.au
Australian Universities
www.universitiesaustralia.edu.au
Bond University
www.bond.edu.au
Central Queensland University
www.ccu.edu.au
Christian Heritage College
www.chc.qld.edu.au
Griffith University
www.gu.edu.au
James Cook University
www.jcu.edu.au
QANTM
Open Learning Australia
www.open.edu.au/wps/portal
Open Learning Institute of TAFE
www.openlearning.tafe.qld.gov.au
Queensland University of Technology
www.qut.edu.au
Queensland Institute of Business & Technology
www.qibt.qld.edu.au
SAE Institute
www.saecollege.edu.au
Skills Tech
www.skillistech.tafe.qld.gov.au
Southern Cross University
www.scu.edu.au
TAFE Queensland Institutes
www.tafe.qld.gov.au
The Good Universities Guide
University of New England
www.une.edu.au
University of Queensland
www.youruq.com
University of the Sunshine Coast
www.usc.edu.au
University of Southern Queensland
www.usq.edu.au

Scholarships
Australian Govt Undergraduate Scholarships, Fellowships & Grants
www.education.gov.au/
Info for Indigenous students
Deadly pathways
myfuture
www.myfuture.edu.au (select ‘The Facts & Career’ links)
http://www.deewr.gov.au

Guide for students with a disability
Australian Catholic University National
www.acu.edu.au
Career Information Service
Griffith University
www.griffith.edu.au/
Queensland University of Technology
http://www.qut.edu.au
Job Access
www.jobaccess.gov.au/
www.myfuture.edu.au (select ‘The Facts & Career’ links)
The University of Queensland
www.uq.edu.au/student-services

Adapted from the “Useful Internet Sites for Career Planning 2007” Curriculum Branck, Department of training and the Arts, June 2012
<table>
<thead>
<tr>
<th><strong>GLOSSARY OF TERMS</strong></th>
</tr>
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<tbody>
<tr>
<td><strong>ASBA</strong></td>
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<tr>
<td><strong>FP: Field Position</strong></td>
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<tr>
<td><strong>Learning Account</strong></td>
</tr>
<tr>
<td><strong>LUI: Learners Unique Identifier</strong></td>
</tr>
<tr>
<td><strong>OP: Overall Position</strong></td>
</tr>
<tr>
<td><strong>QCE: Queensland Certificate of Education</strong></td>
</tr>
<tr>
<td><strong>QCS Test</strong></td>
</tr>
<tr>
<td><strong>QSA: Queensland Studies Authority</strong></td>
</tr>
<tr>
<td><strong>QTAC: Queensland Tertiary Admissions Centre</strong></td>
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<tr>
<td><strong>Selection Rank</strong></td>
</tr>
<tr>
<td><strong>SAI: Subject Achievement Indicator</strong></td>
</tr>
<tr>
<td><strong>SET PLANS: Senior Education and Training Plans</strong></td>
</tr>
<tr>
<td><strong>Senior Statement</strong></td>
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<tr>
<td><strong>TAFE</strong></td>
</tr>
<tr>
<td><strong>Tertiary Cut-Off</strong></td>
</tr>
<tr>
<td><strong>VET: Vocational Education and Training</strong></td>
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<tr>
<td><strong>CONTACT DETAILS</strong></td>
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<tr>
<td><strong>Postal Address:</strong></td>
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<tr>
<td><strong>Telephone:</strong></td>
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<tr>
<td><strong>Facsimile:</strong></td>
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<tr>
<td><strong>Absentee Line:</strong></td>
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<tr>
<td><strong>Email:</strong></td>
</tr>
<tr>
<td><strong>Website:</strong></td>
</tr>
<tr>
<td><strong>Office Hours:</strong></td>
</tr>
<tr>
<td><strong>Key Curriculum Contacts:</strong></td>
</tr>
<tr>
<td><strong>Principal:</strong></td>
</tr>
<tr>
<td><strong>Deputy Principal:</strong></td>
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<tr>
<td><strong>Assistant Principal (Curriculum):</strong></td>
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<tr>
<td><strong>Assistant Principal (Religious Education):</strong></td>
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<tr>
<td><strong>VET/Careers Coordinator:</strong></td>
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<td><strong>Guidance Counsellor:</strong></td>
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<td><strong>Academic Coordinators:</strong></td>
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<tr>
<td><strong>Business Technology</strong></td>
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<tr>
<td><strong>English &amp; LOTE</strong></td>
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<tr>
<td><strong>Drama</strong></td>
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<tr>
<td><strong>Home Economics/Health &amp; Physical Education</strong></td>
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<tr>
<td><strong>Mathematics</strong></td>
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<td><strong>Religious Education</strong></td>
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<tr>
<td><strong>Science</strong></td>
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<tr>
<td><strong>Social Science &amp; Art</strong></td>
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<tr>
<td><strong>Support Teacher (Inclusive Education)</strong></td>
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<tr>
<td><strong>Teacher Librarian</strong></td>
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