



NAMBOUR
CHRISTIAN COLLEGE

Senior School Academic Program

Security ~ Support ~ Success

The Mission Statement
of Nambour Christian College is:



To provide a secure and
supportive Christ-centred
learning community where a
commitment to excellence,
creativity and service is
encouraged and modelled

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The purpose of this booklet is to outline the academic programs offered at Nambour Christian College. It is intended as a guide for students and their parents when facing decisions concerning appropriate subjects and courses to study.

Introduction

Further questions should be directed to an appropriate staff member, either at the Information Evening, or at school.

The following staff members are key contacts if you require additional information or have unanswered questions:

Key Staff Contacts

MAIN CONTACTS

Mr Brad Elliott	-	Head of Senior School
Mrs Loida Paterson	-	Senior School Co-ordinator
Miss Amie Ahearn	-	VET
Mr Warwick Drew	-	Careers
Mrs Trisha Walkden	-	Traineeships / Apprenticeships
Mr Chris Garrett	-	Work Experience
Mrs Josie Drew	-	Senior Student Counsellor

HEADS OF SUBJECT AREAS

The following staff members are heads of subject areas and they can provide assistance in specific subjects, as required.

Agricultural Science	-	Mr Phil Rienecker
Business (Accounting, BCT, Legal Studies)	-	Miss Amie Ahearn
Information Processing & Technology	-	Mr Keith Noll
Creative and Performing Arts	-	Mr Russell Morgan
Music	-	Mrs Trisha Walkden
Drama	-	Mrs Judi Allen-Ankins
Art	-	Mrs Anita Arnold
Film and Television	-	Mrs Anita Arnold
English	-	Mrs Vikki Stanton
Hospitality	-	Mr John Shuttleworth
Humanities	-	Mrs Elle Wheatley
Industrial Technology and Design	-	Mr Jeff Spencer
Instrumental Music	-	Mr Phil Smith
Japanese	-	Mrs Kate Zischke
Mathematics	-	Mr Garry Camplin
Physical Education	-	Miss Stacey Hetherington
Religion and Ethics	-	Mrs Marina Nieuwenhuis
Science	-	Mrs Therese Pringle

Senior School Curriculum Matrix

KEY LEARNING AREA	YEAR 10, 11 & 12
English	English *English Communication
Mathematics	Mathematics A, B, C *Prevocational Mathematics
Science	Biology Chemistry Physics Agricultural Science
Humanities	Modern History Geography Study of Religion
Technology	Accounting Business Communication & Technologies Legal Studies Information Processing & Technology Graphics * Furnishings/Manufacturing * Industrial Technology Studies *Hospitality Hospitality Studies
Creative and Performing Arts (CAPA)	Drama Film, Television and New Media Music Music extension (Year 12 only) *Music Studies Visual Art
LOTE	Japanese
Health & P.E.	Physical Education *Recreation
CORE SUBJECTS	* Religion and Ethics
OTHER CORE	Health and Fitness Focus - Year 10 & 11 Exit Preparation - Year 12 only Chapel Tutorials

*Queensland Studies Authority Registered Subject (Not OP eligible)

Not all listed subjects may be available for each year level.

Set out below is the Academic Guidance Program for students of Nambour Christian College studying Senior Subjects.

GENERAL POLICY DOCUMENT

As outlined in the Mission Statement, all students are encouraged "to pursue excellence according to their potential", but it is recognised that at times some students may make inappropriate decisions regarding the subjects they undertake, or what constitutes effective study for those particular subjects.

Nambour Christian College has a duty of care to extend to such students, assisting them to find avenues for the possible rectification of these issues. This document seeks to outline the means by which this may be achieved.

The policy involves the following stages:

1. For students who do not meet initial entry requirements.

Initially, it is recommended that students comply with the entry requirements for each subject. Generally, this involves an achievement of at least a mid-C level in that subject, or its equivalent, in Year 10, unless otherwise stated.

Students who do not meet this initial entry requirement, but who still wish to study the subject at Year 11 and Year 12 level, will need to have the written support of their parents, outlining the situation clearly, and requesting that the student be allowed to study the particular subject, stating reasons for the desired study. A follow-up interview with student, parents, and teacher may be deemed necessary.

2. Students showing evidence of academic risk.

After each formal test (or other formal assessment), students at risk of failing the subject will be identified, initially counselled by the teacher, and then parents may be informed of the situation.

Parents may be asked to make an appointment with the College, so that the situation may be fully assessed. At the interview, issues such as results, attitude, ability, interest, requirements for tertiary studies, and study habits/techniques will be discussed, so that all parties fully appreciate the situation.

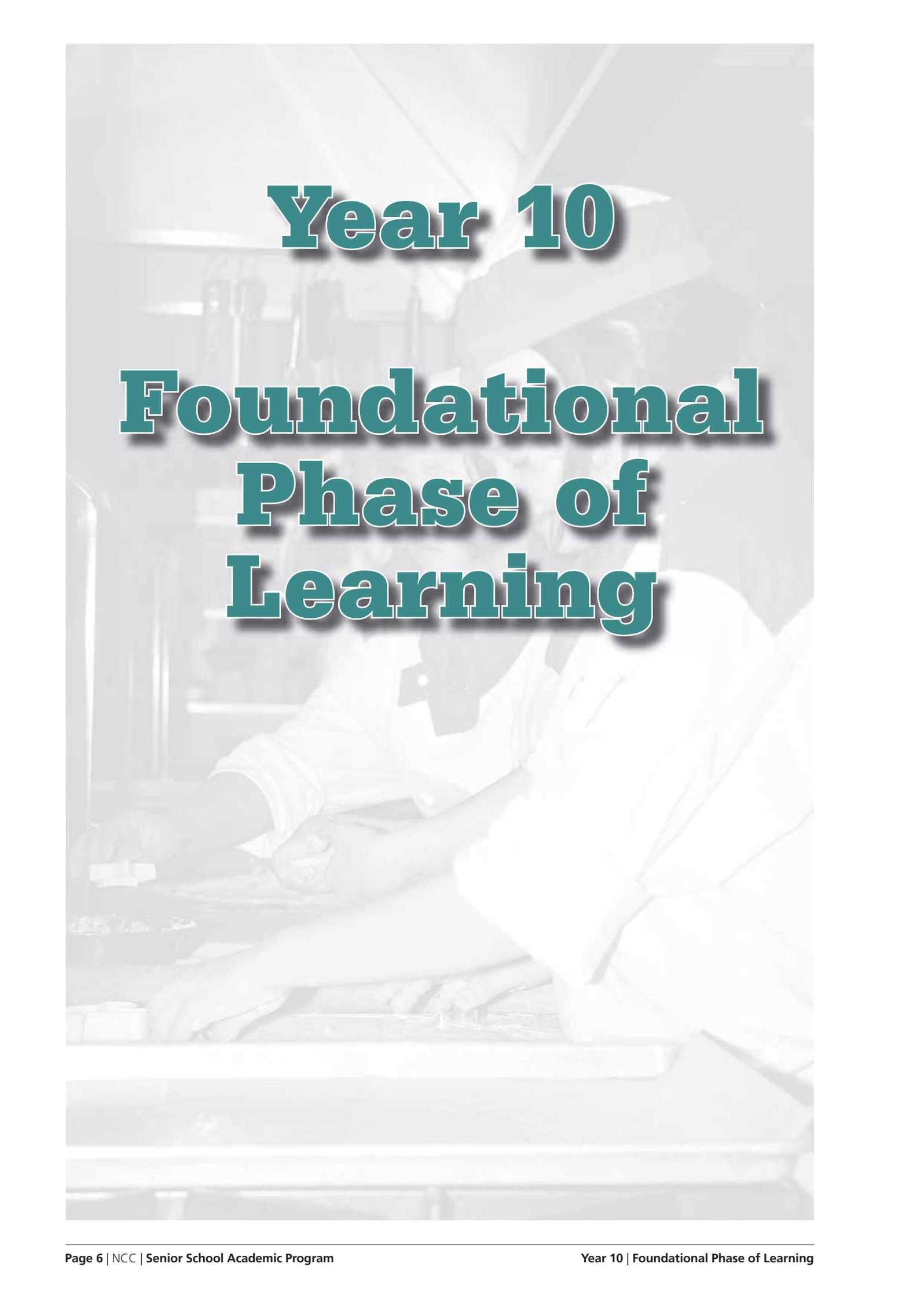
3. Students showing continued academic risk.

For students continuing to display at-risk behaviour, a process similar to the one outlined above, will be followed, but with more serious consideration given to a change to a more suitable subject.

Whilst acknowledging that ultimately the choice of subjects is the domain of the student and his/her family, the advice of the school and the teachers must be considered in order that the necessary academic guidance is given.

Senior School Counsellor

NCC recognises that there are clear links between students emotional, spiritual and physical well-being and their academic performance. Because all aspects of student well-being are significant, we are committed to providing support and assistance to students in these areas to address these needs. The Senior School Counsellor is part of the pastoral care team which is directly accessible to the students on request of the student, his or her parents or teachers. The aim of the Senior School Counsellor is to work in partnership with parents and teachers to meet the needs of students, families and staff in ways which will enhance the well-being and development of the senior school student and of the school community.



Year 10

**Foundational
Phase of
Learning**

Year 10 Foundational Phase of Learning

The curriculum in Years 11 and 12 are governed by the Queensland Studies Authority (QSA) and all our senior subjects have an approved Work Program. Courses in Year 11 and 12 are specifically designed to prepare students for particular future career paths, including entry to university, TAFE and/or employment. Year 10 is therefore a necessary transitional preparation year for students in the Senior School. It is essentially the first year of a their three year Senior Schooling, a foundational phase of learning where students can begin to make more direct choices about possible career paths.

As Year 10 offers students an opportunity to explore future career paths of their choosing, it is crucial that Year 9 students are carefully informed in making wise subject choices for this foundational phase to be an effective transitional year. The Year 10 subject choices on offer will be those open to Year 11 and 12. The aim is that having had a foundational phase in each of the senior subjects selected by a student, they may potentially achieve better results across their formative studies in Year 11 and their summative studies in Year 12. Ideally, the goal in selecting subjects at the end of Year 9, for the outset of Year 10, is for students to continue into both Year 11 and 12 unchanged in their chosen subjects. Nevertheless, subject changes may be allowed during this time as Year 10 represents a time to decide whether subject choices are appropriate. This process will potentially give students more confidence in their choices for their Senior studies.

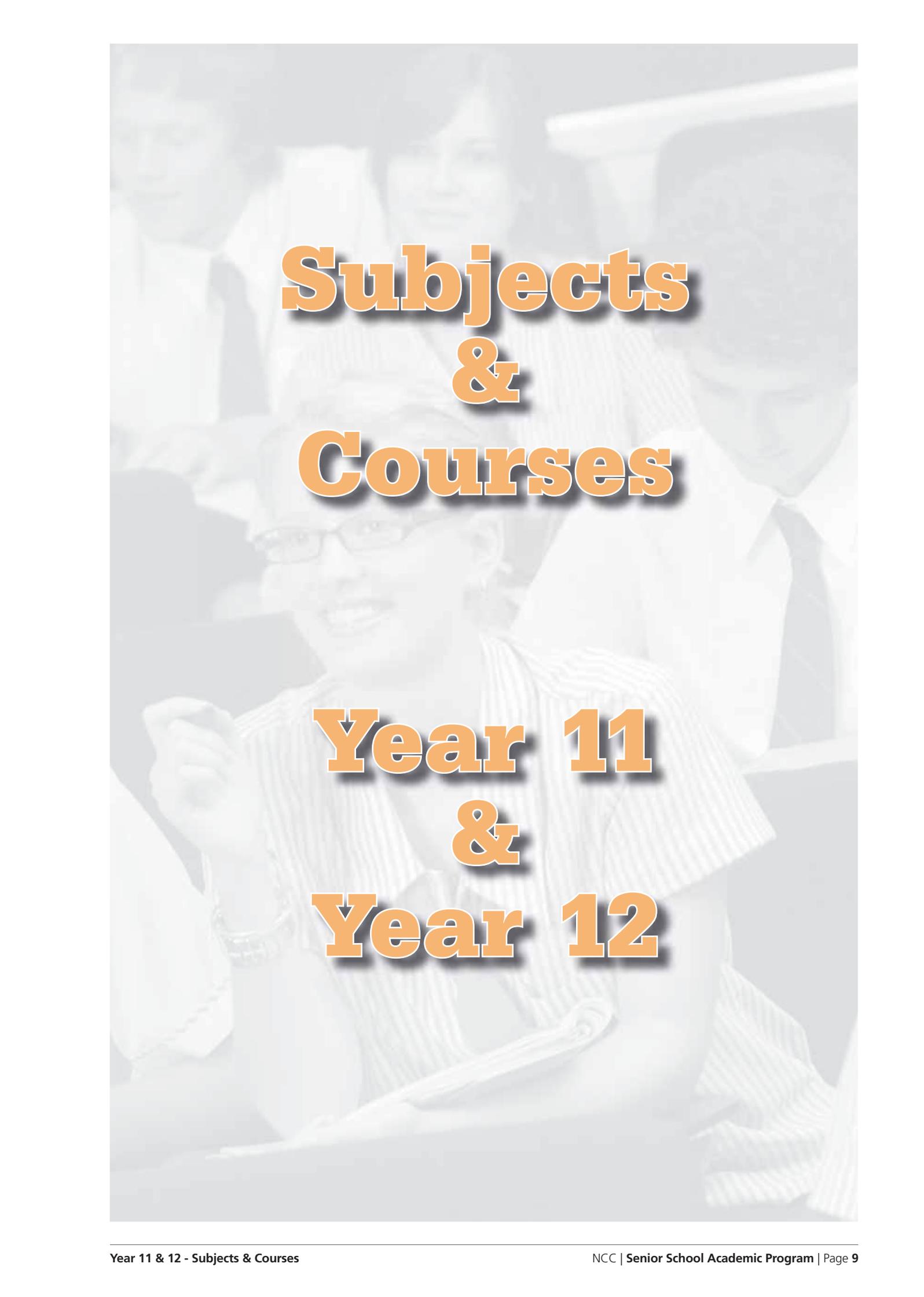
While the standard of work, teaching resources and learning experiences covered in the foundational phase of learning are of a Year 10 standard, the style of specialist teaching and the types of assessment will be reflective of those of Years 11 and 12. This therefore functions to position our students to be more familiar and comfortable with what is expected of them in the final year of their Senior schooling. The majority of subjects offered consist of Authority Subjects (academic subjects) contributing credit to an Overall Position (OP), Authority Registered Subjects (practical subjects which are Non-OP) and Vocational Certificate courses. All Senior subjects contribute credit towards the Queensland Certificate of Education (QCE). The Year 10 timetable will consequently be structured to allow for specialist Senior teachers to have a Year 10 class providing a smooth transition and link to the following years.

In order to inform students of career education, life skills and Queensland Core Skills (QCS) preparation, students must attend the core subjects of Focus in Years 10 and 11 and Exit Prep in Year 12. Furthermore, all Year 10 students are required to participate in the Work Experience program at the end of Term Three giving them an insight into a possible vocation beyond school. Senior students may also be interested in applying for School based traineeships or apprenticeships which generally begin in Year 11.

The foundational phase of learning will progressively prepare our students to grow in their ability to take responsibility for their learning in senior schooling.

Prerequisites for Year 11 Subjects

SUBJECT	DETAILS
ACCOUNTING	Nil, although a Sound Achievement (C) in Year 10 Maths is recommended and study in the Business Area in Year 9 & 10 would be an advantage.
AGRICULTURAL SCIENCE	Nil
ART	Study of Art in Year 9 and 10. If not, consultation with relevant teacher is advised prior to commencing study in Year 11.
BIOLOGY	A high Sound Achievement of Year 10 Science.
BUSINESS COMMUNICATION AND TECHNOLOGIES	Nil, however, study in the Computing and Business areas in Year 9 and 10 would be an advantage.
CHEMISTRY	A High Achievement in Year 10 Science and a High Achievement in Maths A in Year 10 or have studied Maths B in Year 10.
DRAMA	A Sound Achievement (C) in English is required.
ENGLISH	A minimum standard for a student to undertake English at Senior level is a Sound Achievement in both of the skills (written and spoken genres) in both Semesters. Students who do not achieve this level study English Communication.
ENGLISH COMMUNICATION	Nil
FILM, TELEVISION AND NEW MEDIA	A Sound Achievement (C) in English is required. It is desirable that the student has completed some Media studies and / or technical training.
GEOGRAPHY	Sound Achievement in English.
GRAPHICS	Nil, however, it is advantageous for a student to have studied Graphics in previous years.
HOSPITALITY	Availability to work after normal school hours, purchase the uniform and have a willingness to learn new skills and to be committed to the team.
INDUSTRIAL TECHNOLOGY STUDIES - (MANUFACTURING / FURNISHINGS)	Practical based. It would be a definite advantage for a student to have studied Industrial Technology / Construction previously, however, it is NOT mandatory.
INFORMATION PROCESSING AND TECHNOLOGY	High Achievement for Year 9 and/or Year 10 Computer Studies and Maths is recommended for this subject.
JAPANESE	Previous study of Japanese essential.
LEGAL STUDIES	Sound Achievement in English
MATHEMATICS A	This subject is technically easier than Maths B, but still requires a Sound Achievement in Year 10 Maths A or Maths B. Students who do not achieve this should do Prevocational Maths.
MATHEMATICS B	Minimum of a Sound Achievement (C) in Year 10 Maths B, however, it is preferable that the student has achieved a High (B) to Very High (A) Achievement.
MATHEMATICS C	Students must be studying Maths B to undertake Maths C.
MODERN HISTORY	Sound Achievement in Year 10 English.
MUSIC	Music in Years 9 and 10 would be a definite advantage. It is also recommended that the student have a background in playing a musical instrument with the associated theory background. If not, consultation with the relevant teacher is advised prior to commencing study in Year 11.
MUSIC STUDIES	Interest and basic skill base in an instrument or voice.
PHYSICAL EDUCATION	Nil, however there is a Theory component to be completed.
PHYSICS	A High Achievement in Year 10 Science and a High Achievement in Yr 10 Maths A or have studied Maths B.
PREVOCATIONAL MATHS	Nil
RECREATION	Nil
STUDY OF RELIGION	Minimum of a Sound Achievement in Year 10 English.



Subjects & Courses

Year 11 & Year 12

YEAR 11 AND YEAR 12 AUTHORITY SUBJECTS

Accounting

DESCRIPTION OF SUBJECT

Behind every business, there is an Accountant. Whether the Accountant is employed as the manager, to do the books, or work out tax, having bookkeeping skills can make you a valuable employee. Evidence of the importance of having Accounting skills can be seen in the growth in Accounting / Business subjects at University and TAFE over the last decade.

Accounting offers students a practical subject for the 'real world'. Whether you decide to become a tradesperson, a professional, a banker, or have a job within the retail / wholesale sector, Accounting will teach you life long skills that will be useful and valuable to your chosen career. Accounting will give students the ability to undertake bookkeeping skills, understand financial statements, and also how to make informed investment decisions within the business world.

ASSESSMENT

The assessment criteria consist of Knowledge and Procedural Practices, Interpretation and Evaluation, and Applied Practical Processes. Assessment is done by examination and to a lesser extent assignments.

PREREQUISITES

Nil, although a Sound 'C' pass in Year 10 Maths is recommended. Study in the Business Area in Year 9 & 10 would be an advantage.



Accounting teaches useful life-long skills

Agricultural Science

DESCRIPTION OF SUBJECT

Agricultural Science is not just a theoretical science; it's a real world science. Interacting with real people in real businesses is a focus of this subject. Essentially, Agricultural Science is the study of the provision of food for a hungry world. Included in that is a study of the nature and use of plants, animals and soils in Australia. Major areas of study are the new wave of biological agriculture and animal husbandry.

In this context Agricultural Science also examines business and economics, management and marketing. Agricultural Science aims to be different from the "classroom" sciences in that students spend significant amounts of time out of the classroom in field studies. Students will spend considerable time with the miniature horses and other farm animals, learning all about their husbandry and care. Internet research and scientific reporting skills including use of current word processing and spreadsheet software are developed as students prepare for trial work and report on their results. Students learn how to present articles for both the scientific and popular press. Excursions are an integral part of the course including a two day tour of either the Darling Downs or Burnett regions.

VOCATIONAL APPLICATION

Veterinary nurse or assistant, nursery assistant or manager, national parks ranger, stud groom, zookeeper, landscaper, general gardener, agricultural engineer, winemaker, jackaroo/jillaroo, quarantine inspector, track rider, crop farmer, beekeeper, stock and station agent, stock and meat inspector, flower grower, forestry worker, oversees aid supervisor, geneticist etc!



Agricultural Science offers a variety of career options

Agriculture is a huge employer and a vast array of tertiary and TAFE courses await students graduating with Agricultural Science. University courses in the animal and plant sciences, equestrian studies, food technology, wilderness and wildlife management; TAFE, Nursery Management, Animal Care, Farmhand, Horticulture, Forestry, Aquaculture, Landscaping, Rural Management; the list is endless. The scientific perspective and skills developed have been found invaluable by past students going on to further studies. Likewise, the practical nature of the studies prepares students for the real world of work.

ASSESSMENT

Assessment is minimal with two tests and two practical reports each semester.

PREREQUISITES - There are no prerequisite subjects for Agricultural Science.

DESCRIPTION OF SUBJECT

The Senior Art program involves a dynamic curriculum which requires creative thinking and problem solving through an Inquiry Learning Model (researching, developing, resolving and reflecting) in the making and appraising of artworks. The course is structured around concepts, focuses and media choices to encourage creativity in a variety of diverse units. Year 11 Art focuses on relevant concepts with teacher directed media choices; this expands to broader themes and own choice of media in Year 12.

YEAR 11 ART UNITS (12-13 weeks)

a) Reflection of Place

Students create an observational folio using a range of two-dimensional and three-dimensional media investigating how to compose a Body of Work. They will explore figurative and environmental themes using a variety of media along with analysing and critiquing artworks within historical and contemporary contexts.

b) Position

Students investigate a social comment of their choice through their third Body of Work utilising both two dimensional and three dimensional media to create several works, that will lead to constructing an art installation, performance piece, or ephemeral art piece. Students will reflect on a range of artists and their works as well as their own work.

YEAR 12 ART UNITS (15 weeks)

a) Semiotics

Students explore how signs and sign systems are the foundation for communication of meaning in artworks. Students explore two dimensional and three dimensional media of their choice in creating a Body of Work comprising of experimental and resolved pieces investigating a focus or concept of their choice. Students also analyse artworks and discuss how sign systems are utilised.

b) Spirituality

Students explore their ideas of spirituality with a focus of their choice to construct a resolved Body of Work. Students analyse artists who have explored their faith and release part of their soul in their work.

c) Specialisation

In the final unit, students will either extend on one of their Body of Works, or choose to create a negotiated appraising task.

Materials are generally provided with the understanding that students choosing to work with unusual or specific materials that the College does not have will be required to purchase them at their own cost.



Art requires creative thinking and problem solving skills

ASSESSMENT

Students are assessed in practical work through: research, problem solving, use of visual language and skill with media. Appraising tasks are assessed through criteria of understanding, analysis and synthesis, and language conventions. Concepts are unit organisers that direct student learning and integrate making and appraising. The concepts engage students in theme and media based art learning experiences.

Assessment pieces always incorporate the elements and principles of Art and encourage students to take creative risks. Each Body of Work in Senior Art is accompanied by a visual diary in which students document their process steps.

PREREQUISITES

Having studied Art in Years 9 and 10 is a major advantage to students wishing to study Senior Art. Those students who do not have this previous Art experience will have to learn art terminology, skills, and the elements of principles of Art as well as deal with the Art concepts and units covered throughout the Senior Art Syllabus. At least a Sound Achievement 'C' in English is strongly advised for entry into the course.



Art is assessed through practical work

Biology

DESCRIPTION OF SUBJECT

Biology provides students with an understanding of the visual appeal and design of God's creation. Topics covered include:

- Diversity (classification of animals, plants, microbes)
- Cell Biology (structure, function and biochemistry)
- Ecology (recognising the unique characteristics of Australian ecosystems)
- Anatomy and Physiology (humans, plants and animals)
- Genetics (inheritance patterns, biotechnology)
- Theories of Origins

A study of Biological Science will provide learning experiences that will assist students in developing:

- scientific processes, higher order thinking skills and appropriate attitudes towards the care of our environment and the value of human life
- the ability to recall specific knowledge
- proficiency and safety in the use of field and laboratory equipment
- appreciation of the brilliance and complexity of the biological world.



Biological Science provides an appreciation of the brilliance and complexity of the biological world

An extended field trip is conducted in Year 11 to give students a greater appreciation of the natural beauty and order of biological systems. This is a compulsory component of the course and involves a cost per student.

VOCATIONAL APPLICATIONS

Occupations based on an understanding of biological principles are too numerous to list here. However, a few areas requiring a knowledge of biology include:

- Health – medical, pharmaceutical, dental, exercise trainers, sports medicine
- Agriculture – forestry, horticulture, farming, permaculture
- Environment – landscaping, eco-tourism
- Animal care – veterinary science, zoos, museums
- Hospitality – nutrition, microbes



Dentistry is an occupation requiring the knowledge of biology

ASSESSMENT

- Several supervised assessment tasks, including tests involving both short response questions and questions requiring higher order thinking;
- Extended response tasks.
- An extended experimental investigation which requires the student to plan and carry out an investigation of his/her own design and then to produce a formal report on the results of the investigation.

PREREQUISITES

A thorough understanding of Year 10 Science and at least a high Sound Achievement level in that subject are essential pre-requisites to ensure success in this course.



Careers in Agriculture, such as Forestry, require an understanding of Biological Science

Business Communication and Technologies

DESCRIPTION OF SUBJECT

Business Communication & Technologies (BCT) offers opportunities to engage with and understand both theoretical and practical aspects of a range of business situations in the private and public sectors. The subject aims to provide students with meaningful learning experiences in real-life and life-like business settings. In BCT, students examine the dynamics of different business contexts and the broader social, cultural and environmental implications of business activities. This study of business provides students with opportunities to successfully carry out a variety of business transactions and to develop the communication skills that are essential for quality staff and customer relations.



Business Communication & Technology - best of both worlds

BCT demands that students engage in learning activities requiring higher-order cognition to analyse, evaluate and propose recommendations from the perspectives of an employer, employee or self-employed individual across a range of business situations. The topics include:

- Business environments
- Industrial relations
- International business communication
- Workplace health, safety and sustainability
- Managing workplace information
- Workplace communication
- Work teams
- Organisational skills
- Computer operations

The contexts for learning and assessment in BCT are: public administration, legal, banks and other financial institutions, tourism and hospitality, real estate, mining, political, events management, technical (e.g. manufacturing, construction, engineering, architecture), insurance, health and wellbeing, retail, travel, rural, media, and entertainment.

ASSESSMENT

Nambour Christian College uses a wide range of assessment techniques to determine the relationships between student achievement and the exit criteria of the course (knowledge and understanding, investigating business issues and evaluating business decisions).

These assessment techniques consist of: examinations, assignments, multimedia presentations and practical demonstrations.

PREREQUISITES

Nil



Chemistry

DESCRIPTION OF SUBJECT

Our everyday activities impact on the material world continuously, and so there must be a concern for the nature of the materials involved, i.e. their chemistry.

The public is often presented with conflicting information - should we mine uranium; does aluminium play a part in Alzheimer's disease; should we spray our crops; or is 'organic' the best? Chemistry should help students understand their natural world, to take a more responsible and critical approach to many issues, and to think logically and scientifically. Some of the topics studied include:

- elements, compounds and mixtures
- atomic structure
- organic chemistry
- chemical reactions - rates, equilibrium, quantities
- electrochemistry



Chemistry - relevant to our everyday world

ASSESSMENT

Several supervised assessment tasks, including tests involving both short response questions and questions requiring higher order thinking; and more extended response tasks. An extended experimental investigation which requires the student to plan and carry out an investigation of his/her own design and then to produce a formal report on the results of the investigation.

PREREQUISITES

A pass of at least a High Achievement 'B' in Year 10 Chemistry is required. Also, Chemistry students should have achieved a High Achievement in Maths A in Year 10, or have studied Maths B in Year 10.

Drama

DESCRIPTION OF SUBJECT

Drama is an invaluable subject. Students learn not only about theatre and drama itself, but have the opportunity to develop an understanding of themselves and the world. Drama is learning about life-skills, social skills, language skills, confidence in public and for vocational ends. During the course, students develop confidence in themselves while simultaneously developing a solid understanding of the history and techniques of theatre.

VOCATIONAL APPLICATIONS

Drama is not limited to those who aspire to a career in the performing arts (acting, stage management, design, playwriting etc). It is a subject for any student interested in theatre, communication, group dynamics and improving their individual confidence and communication skills.

ASSESSMENT

A variety of assessment techniques are used to measure student achievement in the three dimensions of Forming, Presenting and Responding.

Forming Tasks include tasks such as the analysis and preparation of text for performance, improvisation, directing, designing, play building and script writing.

Presenting Tasks include performances of student devised drama and scripted text.

Responding Tasks are written responses to plays, periods and performances in the genre of essays, assignments, writing in role and oral seminars.



Drama improves individual confidence and communication skills

Tasks are a balance of both practical and written work and are explored through heritage as well as contemporary theatrical styles. All work is assessed individually, even if presented in a group format.

PREREQUISITES

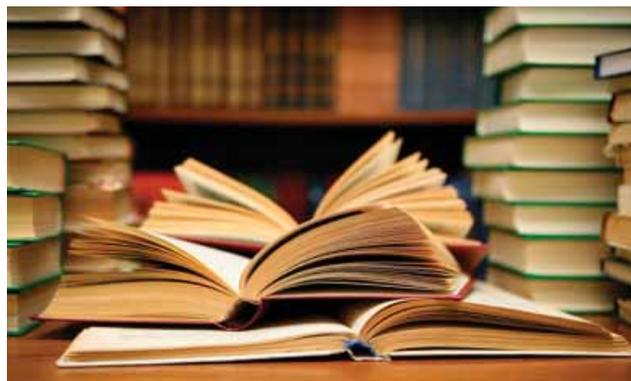
There are no specific prerequisites for Senior Drama. The study of Year 10 Drama or a Sound Achievement 'C' in English is recommended.

DESCRIPTION OF SUBJECT

English is used by most Australians to communicate with others in our culturally diverse communities. As a major international language, it has power and influence in the world context. Proficiency in English for all Australians enables them to share in and contribute to current and future local, national and global communities and cultures.

Students will engage with a wide variety of literary, mass media and everyday texts. As they study the increasingly demanding texts that Senior English requires, students write, speak or sign, view, listen, and think critically. In studying the texts of others, and in writing their own texts, students conceptualise, imagine, appreciate, experiment, speculate, reflect, make decisions, hypothesise, analyse and evaluate to enhance their ability to think, use language and make meaning. They reflect on ways of being in the world, shape their identities, develop meaningful relationships with others, and express their ideas and feelings. They are encouraged to gain pleasure from texts while developing understandings of the power of texts to influence, tell the stories of a culture and promote shared understandings.

What do students learn? At different times in its development, English has taken different focuses and this syllabus draws understandings from a range of approaches. Students develop:



English offers a wide variety of literature

- a sense of cultural heritage and a grasp of factors that, in different cultures and at different times, cause particular texts, text types/genres and authors to be valued
- the skills, through focused study, that enable them to control and experiment with a range of language systems and associated genres and technologies
- an awareness of how their personal attitudes and beliefs relate to those operating within their culture, using this understanding to explore themselves and their relationship to the world through text studies
- an understanding of how texts reproduce, negotiate or challenge ways of thinking and being that are available in a culture at particular times, and why readers, viewers, listeners may make different readings from a text..

The range and balance in the texts that students read, listen and view, will include:

- literature (novels, short stories and poetry): traditional, contemporary, and literature in translation from a variety of cultures, including Australian, and across history
- scripted drama and drama performed as theatre
- reflective texts such as biographies, autobiographies and journals
- works produced specifically for older adolescents; popular culture; media and multimodal; the emergent technologies of hypermedia
- spoken and written everyday texts of work, family and community life.

How do students learn? Students learn by working with language and texts. Learning experiences in English are designed to cater for the diverse range of learning styles, interests and abilities of senior students. They may include:

- individual, small group and whole class activities which encourage students to talk, to discuss, to be articulate and to be effective communicators
- workshops, conferencing, simulated contexts, e.g. improvisations
- real life contexts and guest speakers
- experts, e.g. tutorial sessions by other teachers, writers in residence.

Senior English encourages the use of computer-based technology such as web pages, the internet, the production of hyperlinked text and the use of electronic presentation of student work, for example, using PowerPoint displays.

VOCATIONAL APPLICATIONS

Successful completion of the course enriches all of post-school life and is useful in numerous jobs from tour guide to linguist.

ASSESSMENT

Assessment in Senior English is criterion-based and is designed to help students to demonstrate achievement in the objectives of the syllabus. The criteria used are:

- *understanding and responding to contexts*
- *understanding and controlling textual features, and*
- *creating and evaluating meaning of texts.*

Assessment is both written and spoken/signed. In Year 12, students complete a minimum of three written tasks and two spoken/signed tasks. Written tasks include responses to literature, imaginative texts produced by students, and persuasive or reflective texts. Spoken/signed assessment tasks may include dramatic re-creations, seminars, panel discussions, and addresses designed for a public audience, such as a Validictory Speech. Spoken/signed tasks may include videotaped or multimodal presentations that include electronic and other visual material.

Some assessment tasks are completed under test conditions, some using a combination of class and student time.

Film, Television and New Media

DESCRIPTION OF SUBJECT

The two-year course involves students in the viewing, analysis and making of visual, print and interactive texts. Students explore digital technologies and become familiar with screen language and the codes and conventions of film making including cinematography, sound and editing.

YEAR 11 UNITS

a) The Camera as the Eye

Students are introduced to film and television language in viewing and critiquing scenes from classic and contemporary films. Students create a storyboard, short film, and Director's commentary.

b) Screen Genres: Hollywood on the Edge

Students investigate a variety of genres and how stories are constructed through the Hollywood classical system. Scriptwriting is introduced and students create a short film in small groups.



Film, Television and New Media is a two year course that focuses on many aspects of film making.

YEAR 12 UNITS

a) Reflection of a Nation through Film

Students discover the history of Australian film and how economical and social factors have affected its industry.

Australian documentaries are also investigated, and students apply documentary techniques to design and produce a short documentary as a group.

b) Propaganda and Media Persuasion

Students analyse a number of historical propaganda pieces, and explore contemporary propaganda and advertising in designing and creating an advertisement.

c) Other Voices and Visions

Students view several European experimental film movements, such as; Surrealism, Avant Garde, Italian Neo-realism, contemporary French and Italian cinema, Expressionism, through their stylistic and aesthetic value and explore their stylistics and conventions. Students create either a short experimental film or a negotiated script, or critique task.

VOCATIONAL APPLICATIONS

This course prepares students for entry into Media Studies, Advertising, Digital Design, Journalism, and Film and Television Production at various Tertiary Institutions as well as endeavouring to have students become visually literate. Media literacy is a valuable asset for many career paths.



In Film, Television and New Media students learn how to use a variety of film making equipment and software

ASSESSMENT

Assessment is based on three main components:

- Critique (written tasks, oral presentations)
- Design (scripting, storyboarding), and
- Production (short films).

Tasks are both individual and group based (although students will receive an individual mark for group work in Production tasks).

These assessment tasks allow for a variety of skills to be assessed within the visual production medium.

PREREQUISITES

At least a Sound Achievement 'C' in English is strongly advised for entry into the course.

Note: This course is progressive, therefore students cannot start the course mid term or mid semester. The course commences at the beginning of Year 11 Term 1, Semester 1.

DESCRIPTION OF SUBJECT

Senior Geography is concerned with people in different environments around the world. Understanding how people adapt to, use and manage their environments helps students to think critically about the quality of human life, effective use of resources and how environments might be protected.

This course is structured around the following themes:

a) Managing the Natural Environment:

Responding to Natural Hazards

- local/national – Nyngan; Cyclone Tracey
- regional – Bangladesh

Managing Catchments

- local – Mountain Creek catchment
- national – Murray-Darling catchment

Possible Elective

- volcanoes – Pacific 'Rim of Fire'
- managing the Amazon
- understanding weather and climate

b) People and Development:

Contrasting Development

- global – patterns of development indicators
– patterns of world trade / global debt

Feeding the World's People

- global – developing / using water resources
– developing agriculture
– Aid agencies e.g. World Vision

Possible Elective

- women and development

c) Social Environments:

Sustaining Urban and Rural Communities

- local – Brisbane, Kenilworth

Planning Places

- local – Maroochy Shire
- national – Canberra

Possible Elective

- student / teacher choice
- urban industrial problems

c) Resources and Environment:

Living within Physical Systems

- national – Great Sandy National Park
- global – Ramsar

Managing Resources

- regional – managing the Great Barrier Reef
- global – managing energy resources

Skills developed in Geography include: fieldwork, report writing, working with maps, statistics, photographs and satellite images, evaluation of ideas and decision making.

VOCATIONAL APPLICATIONS

Geography is useful in the following types of employment:

Town Planner, Surveyor, Travel Agent, Cartographer, Journalist, Teacher, Real Estate Agent, Meteorologist, Flight Attendant, Public Servant, Public Relations Officer.

Geography skills and knowledge may also aid in the following tertiary courses:

Anthropology, Architecture, Civil Engineering, Economics and Commerce, Education, Geography, Geology, History, Journalism, Psychology, Social Work, Surveying, and Tourism.



Field Trips and Excursions are an important component of the Geography subject



Geography involves the study of global implications as well as local and national

Graphics

DESCRIPTION OF SUBJECT

Graphics is a course of study that provides an opportunity for students to gain an understanding of graphical communication across a broad spectrum of applications.

The principles are developed within a foundation unit and then further applied through contextual units, which typically focus on Production Graphics, Business Graphics and Built Environment. Graphics is a challenging subject that promotes students' personal pride and esteem.

Graphics provides the opportunity to express simple and complex information through visual imagery and representations, encouraging clearer and more efficient communication.

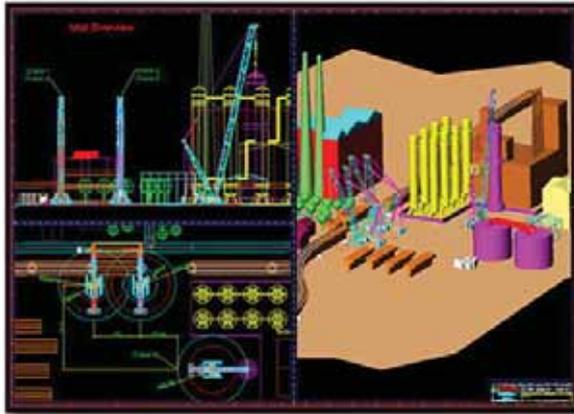
Graphics is considered an essential tool for all graphical design fields. The study has developed from technical drawing through art and animation into video and television, which are vital components in many professions and vocations.

Students are encouraged to be imaginative and creative through problem solving and designing, whether working individually or as part of a team. They develop real-life skills for visualising, investigating, analysing, synthesizing and evaluating technical problems.

All of the formal drawing is completed on various CAD (Computer Aided Drafting) programs which students are expected to use at home on personal computers. There are licence arrangements which allow the software to be loaded and used on home machines.

The course is designed around three (3) major areas:

- Production Graphics – the drawing of products/objects used in everyday life.
- The Built Environment – the drawing of buildings/plans including surrounding landscape conceptual ideas.
- Business Graphics – the drawing and designing of 'corporate identity' including logos, business cards, packaging and marketing



Graphics encourages imaginative and creative problem solving and design



Graphics is considered an essential tool for all graphical design fields

VOCATIONAL APPLICATIONS

Graphical occupations include:

- Architectural Designer
- Design/Project Engineer
- Fine Artist / Illustrator
- Graphical Designer
- Industrial Designer
- Technical Illustrator

ASSESSMENT

Assessment is based on class-work questions, projects and semester tests and/or assignments.

PREREQUISITES

It is strongly recommended that a student wishing to study Graphics in the senior years should have done it at middle school level.

DESCRIPTION OF SUBJECT

The proposed course in senior Hospitality studies to commence in Year 11 2013 will look at a broad range of career options in the Hospitality industry. It will look at hospitality as a service industry & what this means to both employees & customers.

Subject areas to be studied will include kitchen production with reference to current cuisine trends such as religious & cultural influences, sourcing ingredients local to an area, & looking at special dietary needs of guests in an establishment such as gluten free, lactose intolerance & anaphylaxis which is becoming more prevalent in dining rooms across the industry today.

Students will look at food & beverage service working in co-operation with the current hospitality department. They will have practical opportunities to enhance their learning in the school dining room as well as in local eateries. They will look at rules & procedures within the gaming industry.

Students will also look at the accommodation industry & how it services the wider population & what part it plays in the tourism industry both locally & globally. In this component students will investigate health & safety issues, ethics & conflict resolution & learn about servicing client & guest needs. They will also be instructed in aspects of reception skills necessary to work in all areas of the hospitality industry from accommodation providers to tourist information offices & food outlets.

Throughout the course NCC will endeavour to source work experience for each student. For those students who are interested in a traineeship, NCC will work with local hospitality & tourism operators towards this outcome.



ASSESSMENT

Assessment for this course will be an ongoing collection of information about student learning. Throughout the course students may be assessed in the following ways:

- Practical performance
- Research/process Journals
- Supervised short or extended answer tests
- Essays/reports
- Spoken research response

Information Processing and Technology

DESCRIPTION OF SUBJECT

Information technology refers to the creation, manipulation, storage, retrieval and communication of information and to the range of technological devices and systems used to perform these functions. The course of study emphasises problem identification and solution rather than the use of specific applications. It is an intellectual discipline that involves a study of information and intelligent systems, software and system engineering, human-computer interaction, and the social and ethical issues associated with the use of information technology.

What Do Students Learn?

Information Processing and Technology has the following topics:

- **Social and Ethical Issues** encourages students to develop an appreciation and understanding of the impact that developments in information technology have on themselves and communities worldwide. As many of the issues to be discussed in this topic are controversial, student learnings focus on activities that acknowledge that judgments made about such issues are debatable and value-based. To make valid judgments about social and ethical issues, students should be able to collect information from a variety of sources, analyse it and use it as a basis to form opinions. Opinions need to be critically evaluated, compared with other opinions, and expressed in a variety of ways. Communication of ideas and information in a variety of genres is critical to an effective coverage of this topic.
- **Human-Computer Interaction** makes students aware that we are surrounded by many interfaces to technological systems that affect how people come to understand the workings of information and communication technology systems and the ways they communicate with these systems. It enables students to know about different types of interfaces; to understand that interfaces stand as layers to assist in the interaction between people and computers and that they should be approached from different perspectives; to appreciate the value of good interface design in effective human and computer interaction; to recognise the fundamental importance of user-centred design when building new interfaces; and to elicit some principles of good interface design so that they can incorporate them in their own productions. Most student productions in information systems and software engineering will involve interaction with people as clients.
- **Information and Intelligent Systems** introduces a formal model to describe the architecture of information and intelligent systems, presents a methodology for the development of these systems, and allows students to implement these to produce working information and intelligent systems. The emphasis placed on the design and implementation of information and intelligent systems requires that good speaking, listening and writing skills be developed.
- **Software and System Engineering** involves the study of software development and computer systems. Students will gain some expertise and skills in the design, development and evaluation of computer programs that solve practical problems. Students will also gain knowledge of computer systems architecture and operating systems.

How do Students Learn ?

In studying Information Processing & Technology, students engage in a wide variety of practical and theoretical learning experiences. These include retrieving information from databases; designing, implementing, testing, evaluating and writing documentation for information systems and other computer programs; participating in class discussions, role-plays, dilemmas and scenarios; examining and investigating programs that learn; constructing and controlling robotics devices; and undertaking case studies to investigate existing or proposed systems.

VOCATIONAL APPLICATIONS

In studying Information Processing & Technology, students investigate the nature of, and methods associated with, information processing and related technologies, using a computer as the primary tool. Such a study helps students cope with the rapid rate of change associated with information technology and to appreciate its impact on society and the individual. Students will be exposed to a variety of intellectual challenges involving distinctive approaches to problem solving, communication and a range of associated practical skills. The course touches many aspects of human life and finds itself drawing upon, and being applied to, diverse fields of study. Consequently, the study of this course will contribute in a significant way to the general education of students, whether or not they intend proceeding to further studies or employment specific to information technology.

ASSESSMENT

Assessment techniques include written tasks involving short and extended written responses, tests and examinations, practical exercises, oral presentations and projects.



Information Processing and Technology touches many aspects of human life

DESCRIPTION OF SUBJECT

For many years, Japan has been and continues to be Australia's number one trading partner; so the ability to be bilingual is highly regarded in many jobs in both Japan and Australia. A number of young Australians also take advantage of living and working in Japan where opportunities exist in the field of language teaching, fashion, sport as well as business and finance. Many employers in Australia are also keen to employ someone who has studied a second language.

Year 11 & 12 Japanese will give students a great foundation for communicative Japanese, thus preparing them well for tertiary studies. Students will gain skills in a variety of useful grammar functions as well as an extensive knowledge of Kanji at a functional level.

ASSESSMENT

All four macro skills will be assessed (reading, writing, listening and speaking) on a term by term basis.

PREREQUISITES

Students need to have studied Japanese previously.



Japanese uses technology to enhance communicative skills

Legal Studies

DESCRIPTION OF SUBJECT

The Legal Studies course covers a wide range of topics which are designed to give each student a sound working knowledge of the legal system in Australia.



Legal Studies incorporates a number of aspects of the law

Topics covered in the course include:

1. The Legal System
2. Crime and Society
3. Civil Wrongs
4. Agreements
5. The Family
6. Independent Study
7. Renting and Buying a House
8. You, the Law and Society

ASSESSMENT

The assessment criterion consist of Knowledge and Understanding, Investigation, Evaluation and Communication and Research. Assessment will be a combination of short answer tests, essays, assignments and oral presentations.

PREREQUISITES

A Sound Achievement in English is desirable as all assessment work includes a Communication grade.

Mathematics A

DESCRIPTION OF SUBJECT

Mathematics A is a board subject and is a prerequisite for many tertiary courses. It covers practical topics including Measurement, Finance, Surveying, Earth Geometry and Statistics. The majority of students should do Maths, and Mathematics A is very useful for tertiary studies. For a student with basic to high Mathematical ability, this course should be carefully considered for its vocational and social benefits.

ASSESSMENT

Assessment will be a combination of tests and assignment work, which are based on the criteria of communication/justification, knowledge and procedures, and modelling and problem solving.

PREREQUISITES

This subject is technically easier than Mathematics B, but still requires at least a Sound achievement 'C' in Year 10 Maths A or Maths B.

Mathematics B

DESCRIPTION OF SUBJECT

This course is for students wishing to go into the more mathematically based tertiary courses. Experience has shown that it is a challenging course. Students will be required to buy a graphics calculator as part of a modern Maths subject. It is a more theoretical course than Mathematics A, and cognitively more challenging. Students have to be prepared to work and study diligently from the start, and throughout the course. Topics specific to Mathematics B include Geometry, Trigonometry, Functions, Calculus, Statistics and Finance.

VOCATIONAL APPLICATION

For those students contemplating Engineering, the Sciences, high level Business Analysis, Architecture etc., it is highly recommended.

ASSESSMENT

Assessment will be based on assignments and tests assessed according to the three criteria of communication and justification, knowledge and procedures and modelling and problem solving.

PREREQUISITES

This course requires at least a Sound Achievement "C" level of achievement in Year 10 Mathematics B. However, it is better if students have achieved an "A" or "B" in Year 10 to ensure that they will cope with Year 11 Maths B.



Technology, including GPS devices, are used in Mathematics

Mathematics C

DESCRIPTION OF SUBJECT

While Mathematics C is not a prerequisite for tertiary courses, it does go well with Mathematics B to develop maths ability to its fullest. Students generally find this subject challenging, partly because of a whole range of "new" maths topics that it covers. Experience has shown that Mathematics C is an excellent preparation for university level mathematics. It complements Senior Physics and also helps with Chemistry. This course covers most of the newer areas of mathematics, including topics as diverse as Matrices, Vectors, Calculus, Complex Numbers, Dynamics etc. Students with a HA or VHA level in Year 10 Maths, can consider doing both Mathematics B and Mathematics C.

VOCATIONAL APPLICATION

The combination of Mathematics B and C is to be encouraged for students looking at university Maths Science, Engineering and Technology courses. Past students studying at University and other tertiary institutions have made the point that the Maths C content is extremely useful and important. In fact, it contains very important topics that are not covered in Mathematics B.

ASSESSMENT

Assessment will be based on assignments and tests according to the three criteria of communication and justification, knowledge and procedures and modelling and problem solving

PREREQUISITES

It is recommended that an achievement level of HA or VHA for Year 10 Mathematics B is required as an indicator of success in this subject at Year 11 & 12 level.

DESCRIPTION OF SUBJECT

Modern History helps in understanding why the world is like it is today and why people behave the way they do. Extensive reading, thinking and asking questions about the causes and effects of events from the past are encountered.

Thinking skills are developed in Modern History. These skills include: critical analysis and interpretation of sources; researching and gathering information and presenting it in a logical order; writing essays and using evidence to support an argument (giving a reasoned opinion). The course consists of four semester themes:

	Term	Theme	Inquiry Topic
Semester 1	1	Studies of Conflict	The Cold War
	2	National History	Australia's relationship with Asia and the Pacific in the 20th century
Semester 2	3	Local History	A study of local memorial or heritage sites (ANZAC)
	4	Studies of Hope	Contested Space - the Rainbow Nation - the era of apartheid in South Africa
Semester 3	1	National History	Contested Space - the Holy Land - the conflict over Israel and Palestine
	2		Australia - the development of cultural identity
Semester 4	3	The History of Ideas and Beliefs	Imperialism - Europeans in China in the 19th century and the Communist Revolution in the 20th century
	4		Imperialism - the British in India; Gandhi and the Satyagraha movement

VOCATIONAL APPLICATION

Regardless of the employment you seek after school, these skills, and knowledge of History help equip you for life. They may also help you gain employment in the travel industry, journalism, advertising, writing, public relations, teaching, public service, and research work in a variety of fields such as consumerism and industrial relations.

The skills also equip you for the following tertiary courses: Anthropology, Archaeology, Architecture, Art, Commerce and Economics, Education, English, Geography, Government, Law, History, Journalism, Media Studies, Psychology, Social Work.



DESCRIPTION OF SUBJECT

Our lives are enhanced by a multitude of musical styles every day – for entertainment, relaxation, inspiration, enlightenment and enrichment. Senior Music is an intellectually exciting subject that aims to challenge students to fully understand and explore the complex craft behind music that impacts our emotions. Students develop skills not only in understanding and critiquing the music they hear, or performing famous pieces of music but also in creating their own music. This subject also cultivates appreciation of a wide range of musical styles, through units such as:

- **Heroes and Villains** - students study the tools composers use to portray certain emotions and themes in their music, with a particular focus on Film Music Compositions. Students learn to compose their own film scores to video footage, perform within the genre and analyse scores to understand the musical techniques used.
- **The Master's Hand** - students study the great master composers throughout the Baroque, Classical and Romantic eras and explore the development of compositional techniques used by these composers. Historical and social issues which impact music are also explored. Students compose, perform and analyse within these styles.
- **Heaven Sent** - a study of the development of sacred music from the Medieval Era through to our modern world. Church music exists in history in large quantities and various styles and genres. Students unearth our modern music's heritage and learn to explore their own style of expression through composition and performance.
- **Changing Tides** - like any art form, music composers challenged rules and genres in an attempt to exert their own creativity. This unit explores revolutionary composers such as Debussy and Stravinsky and how they impacted the development of music from the early 20th Century to today. Students learn to write in the styles of these great composers as well as perform and analyse their works.
- **London's West End** - Musical Theatre is a unique style and genre of music which has a long history and is currently still very popular. Students learn to create, perform and analyse in this style.
- **Australian Music** - a study of Australia's successes in the Music industry with a special focus on our modern day composers.

Music (cont...)

VOCATIONAL APPLICATIONS

The music and associated entertainment industries provide a vast array of opportunities for employment. Music performance is a demanding area in itself; however, there are opportunities for composing music for film and television, various computer applications, research, etc. Other professions include teaching, school based / private tuition, management – band / record company, events / entertainment coordination etc. Within the Christian sector, opportunities exist for full-time music ministry.

ASSESSMENT

Students are assessed on their skill development over the two years, in the three areas of Analysis, Composition & Performance.

PREREQUISITES

Music in Years 9 and 10 would be a definite advantage however it is not mandatory. The subject often proves quite challenging for students who are not currently learning an instrument or have never attempted composing or analysing music. Therefore it is recommended that the student is learning an instrument or voice with regular tuition and is also involved in a musical ensemble within the College.



Music Extension

DESCRIPTION OF SUBJECT

Music Extension is a subject which commences in Year 12. The Music Extension Syllabus builds on the 'experience of music' framework of the senior Music Syllabus (2004). In conjunction with the learning undertaken in Senior Music (the parent subject), students in Music Extension extend their learning through one of the three specialisations of Composition, Performance and Musicology.

(Please note, students can only specialise in one of the strands and must continue in that strand until the completion of the course.)

Students electing to study this course should be extremely diligent and committed musicians with a passion for improving their areas of giftedness. Students must be learning an instrument or voice privately and have reached a reasonable level of competency. Whilst specific levels are no longer a pre-requisite for entry into Music Extension, students must be experienced and competent musicians or they will find the subject's assessment extremely challenging. Students will be advised by their Senior Music teacher as to their suitability for the subject.

ASSESSMENT

Students will be involved in both analytical investigations and expressing music ideas for an audience related to their chosen elective.

PREREQUISITES

Year 11 Music is the prerequisite for entry into Music Extension and students must complete Year 12 Music and Music Extension concurrently.

Please note that Music Studies (the non-board registered subject), is not a pre-requisite for Music Extension. It is also expected that students complete Year 10 Music prior to their commencement of Year 11 Music as this semester prepares them for the challenges of the Senior Music course.

Students who elect Music Extension usually drop a subject (other than Senior Music) so they are not too overloaded.



DESCRIPTION OF SUBJECT

The subject consists of two practical lessons per week and two theoretical lessons. Studies in the practical component of the subject could include Aquathlon I & II, Volleyball I & II and Badminton I & II. All practical units are repeated to allow the students to develop their skills and move to a higher level of performance. Success in the theoretical component is vital for success in the subject as a whole.

Topics covered include Sociology, Training Programs, Biomechanics, Energy Systems and Skill Acquisition.

VOCATIONAL APPLICATION

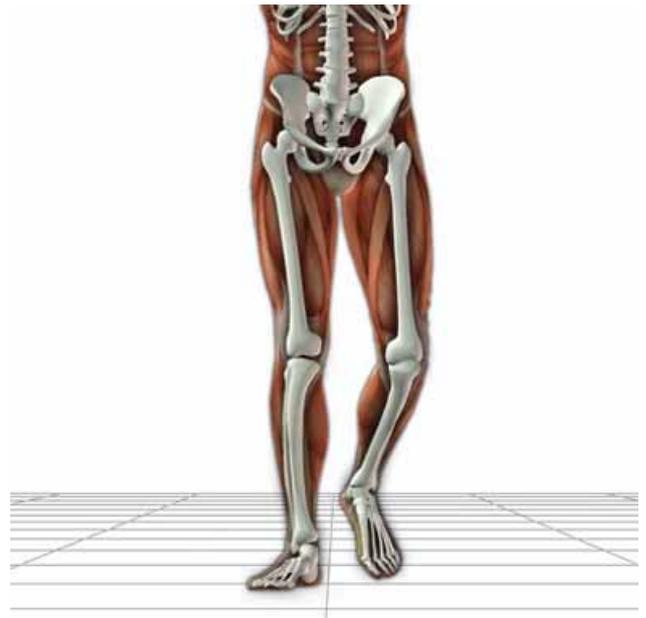
Physical Education is a good precursor to further studies in the medical field, sports medicine, physiotherapy, nursing and sport and recreational pursuits.

ASSESSMENT

Assessment is based on practical tests, written exams, written essays and research reports.

PREREQUISITES

While there are no prerequisites for this subject, high results will only be achieved by students who are prepared to study and complete assessment tasks in the theory component of this subject.



Biomechanics - one of the topics included in Physical Education



DESCRIPTION OF SUBJECT

In the past fifty years, we have moved through the 'Atomic Age', the 'Electronic Age', the 'Space Age', and into the 'Computer Age' - all derived from Physics-based technologies. Physics is the study of the natural laws which govern our universe - to measure, model, predict, and experiment with the relationships which 'cause things to happen' around us.

In Senior Physics, students will:

- investigate the fundamental laws of nature and the resulting observable phenomena
- use mathematical techniques to extend the scope of their investigations; and
- understand and use the methods of empirical science in experimental work.

Not all students who study Physics will become physicists or astronomers, but all will benefit from the deeper understanding and appreciation of our physical world.

ASSESSMENT

Several supervised assessment tasks, including tests involving both short response questions and questions requiring higher order thinking.

- Extended response tasks.
- An extended experimental investigation which requires the student to plan and carry out an investigation of his/her own design and then to produce a formal report on the results of the investigation.

PREREQUISITES

A High Achievement in Year 10 Physics is required. Also, Physics students should have achieved at least a HA in Maths A in Year 10, or have studied Maths B in Year 10.

Study of Religion

DESCRIPTION OF SUBJECT

The subject Study of Religion looks at the place of religion in human affairs generally, as well as at specific religions. The course follows a thematic approach whereby different aspects of religion are investigated using a variety of world religions as case studies. All units investigate these themes through three aspects: the nature and significance of religion; world religions; and Australian religious perspectives.

Study of Religion is a valuable subject because:

- Study of Religion offers a broad knowledge and appreciation of diverse religious beliefs and practices, providing insight into peoples and cultures.
- The subject gives students an understanding of other traditions in their community.
- It can be a valuable source of communication between parents and students
- Contributes to your OP



Christianity is an important component in Study of Religion

TOPIC	RELIGIOUS SYSTEM STUDIED
Ritual:- rituals in world religions	- Buddhism, Islam, Civil Religions
Ultimate Questions:- being human	- Australian Indigenous Spirituality, Judaism, Christianity, Hinduism, Buddhism
Religion-State Relationships:- religious freedom and the state	- Christianity, Buddhism
Religion, Values and Ethics:- ethics in everyday life	- Christianity, Judaism, Islam, Buddhism
Sacred Texts:- sacred text as foundation for belief and doctrine	- Australian Indigenous Spirituality, Judaism, Christianity
Religion-State Relationships:- colonialism and Aboriginal and Torres Strait Islander spiritualities and religions	- Australian Indigenous Spirituality, Christianity
Religion, Values and ethics:- the value of life	- Christianity, Judaism, Islam, Buddhism
Ultimate Questions:- questions of meaning, purpose and destiny	- Christianity, Judaism, Islam, Buddhism, Australian Indigenous Spirituality



Study of Religion provides the student with an insight into peoples and cultures

ASSESSMENT

Assessment is based on criteria similar to those used in other subjects, not on levels of commitment in religious activities. Assessment continues throughout the course to provide the updating of information on student achievement.

A range of tasks is used for this purpose including case studies, essays, research assignments, field studies, oral presentations, written tests and responses to stimulus material.

AUTHORITY REGISTERED SUBJECTS

STUDY AREA SPECIFICATIONS

At a time of increasing convergence of general and vocational education in the senior secondary sector, the Queensland Studies Authority (QSA) has decided to reduce the number of Authority-registered subjects to about twenty areas of study. These will be the same for all schools throughout Queensland.

This arrangement will help the Authority fulfil the requirement that, across the full range of Authority and Authority-registered subjects, there are appropriate curriculum possibilities for the full range of students in senior secondary studies.

Syllabuses for Authority-registered subjects therefore, take the form of study area specifications rather than single subject descriptions, placing a greater emphasis on the practical rather than the theoretical and on experiential skills and knowledge.

Each study area specification (SAS) includes:

- core and optional content arranged by strands
- descriptions of any vocational education components
- rules for selection and sequence of content by, and within, the defined strands
- description of expected standards for results.

A student's achievement will be recorded as one of five Levels of Achievement and in terms of attainment of nationally endorsed competency standards and accredited vocational courses, modules and training programs, where these are embedded in the respective strands of the study area specification.

In 2012/13, Year 11 students will be able to choose from five Study Area Specifications:-

- Industrial Technology Studies - Manufacturing
- English Communication
- Prevocational Maths
- Music Studies
- Recreation
- Religion & Ethics

Please Note: As these subjects are Authority-registered they will not count towards an OP score.

Therefore, if a student wishes to be eligible for an OP score, they may choose only one of their six subjects from the Study Area Specifications.

English Communication

INTRODUCTION

English Communication is an Authority Registered Subject (no VET modules) and is **NOT** an OP subject.

DESCRIPTION OF SUBJECT

English Communication is an alternative to Year 11 and 12 English. It provides students with skills in communication and is a practical approach to English. This subject concentrates on the essential English skills needed to enter the workforce. It encompasses three main aspects including work, leisure and community. Units taught cover topics such as interviewing techniques, rights and responsibilities, conflict resolution, self employment, career plans, success, youth culture, preparing a resume and many other important issues. The practical skills that students learn in English Communication will help students feel confident about pursuing a career of their choice.

English Communication caters for all learning styles and the assignments are practical and useful for future reference.

Real life contexts inform learning experiences in this subject and students benefit from interacting with guest speakers, where possible.

ASSESSMENT

Students are expected to complete assignments on time and include such things as setting up a business, fundraising for a community cause, role playing a work situation, research on successful people and a day in an office.



English Communication teaches practical skills

Industrial Technology Studies

INTRODUCTION

Industrial Technology Studies (Manufacturing) is an Authority Registered Subject (no VET modules) and is **NOT** an OP subject.

DESCRIPTION OF SUBJECT

This is a practical 'hands-on' course which replaces the old 'Industrial Skills' and offers students the opportunity to develop work, life and/or leisure skills integrating the areas of manufacturing, safety and technological processes within the selected units of study and projects. The flexibility of this course is intended to allow students to gain some knowledge and skills in a number of different industry areas, rather than focus on one area.

In the delivery of this course, the units of study will be covered within industrial, domestic and/or recreational contexts.

a) Industrial

This area would aim to develop practical knowledge and skills which might apply in an industrial environment. Activities in industrial situations include manufacture, maintenance and repair. The industrial environment encompasses many sectors which provide employment opportunities; for example: Construction, Engineering, transport, mining and agriculture.

b) Domestic

This area would aim to develop practical knowledge and skills which will allow students to enhance their personal living standard. The ability to perform routine maintenance and development tasks in the home is both economical and desirable. Ultimately, success in such activities will provide students with a sense of pride and self worth, with the potential to transfer learned skills to other others.

c) Recreational

This area would aim to develop practical knowledge and skills that might be used in a recreational context. There is a need for broad-based and integrated skills which enhance safe enjoyment and use of leisure time and the potential development of interests.

Some of the projects students will be involved in for Yr 11 and Yr 12 will be:

- Saw Stool
- Display Cabinet
- Engineers Square
- Coffee Table
- Sheet Metal Tool Box

VOCATIONAL APPLICATION

The course provides an ideal foundation for students to follow any practically based vocation from Tradespersons to Technicians.

This is not a VET subject; however, many of the learnt skills may be used to further your studies at a TAFE or other institution towards a VET qualification.

ASSESSMENT

Assessment will be based on the work completed within the workshops and some associated related theory contained within workbooks. These workbooks will be issued to students at the appropriate time

PREREQUISITES

It would be a definite advantage for a student to have studied Industrial Technology previously, although it is **NOT** mandatory.



Industrial Technology Studies is an ideal foundation for practically based vocations

Music Studies

INTRODUCTION

Music Studies is an Authority Registered Subject (no VET modules) and is **NOT** an OP subject.

DESCRIPTION OF SUBJECT

Music Studies offers a skills-based industry focus to the subject of Music. Students are trained in aspects of music performance, music making, music management and the technical aspects of a musical performance. Students learn about how the music industry in Australia functions and how they might establish themselves as creative artists within the industry as one of the above practitioners. Skills in Event Coordination, Band Management and Promotion are developed along with song writing and performance skills. Music technology features as students will access various sound production and recording technologies and learn to operate the equipment giving consideration to Workplace Health and Safety. Concert performances will occur each semester to showcase the students' development as performing artists.

ASSESSMENT

A range of tasks will measure student development in the above mentioned areas. Music Studies appears on the Senior Certificate, however, because it is an 'Authority Registered' subject, it does not contribute to an OP rating.

PREREQUISITES

It is strongly recommended that students bring a performance focus in either instrument or voice to the subject, recognising too that areas such as Music Technology is available as a focus area.

Prevocational Maths

INTRODUCTION

Prevocational Maths is an Authority Registered Subject (no VET modules) and is **NOT** an OP subject.

DESCRIPTION OF SUBJECT

This subject is a very practical, vocationally orientated Maths course with an academic level lower than that for Maths A. Students intending to go on to university should study Maths A where Maths A is required as a prerequisite.

Not all work is purely Maths and assignments may be aimed at helping students learn life skills in a bid to assist them in their time beyond school. Activities include student surveys, buying a car, paying off a personal loan and moving out of home and travelling. Prevocational Maths may be suitable for students wanting to go directly from school to employment, into traineeships or to complete vocational TAFE equivalent courses.

ASSESSMENT

Criteria based assessment and assignments.

PREREQUISITES

Nil.

Recreation

INTRODUCTION

Recreation is an Authority Registered Subject (no VET modules) and is **NOT** an OP subject.

DESCRIPTION OF SUBJECT

This subject consists of two theory lessons and two practical lessons per week. The focus is on giving students practical skills in the sport and recreation field to assist those students interested in a career in this area. Students may have the opportunity to get certificates in First Aid, Coaching and Still Water Bronze. They will interact with Physical Activity in a variety of contexts including Racket Sports, Strength and Conditioning and Team Games. Students will also be expected to gain experience in Sports Management by assisting in running school and community sporting events.

VOCATIONAL APPLICATION

Recreation is aimed at those students interested in entering the Sport and Recreation Industry. Making the effort to gain valuable certificates and practical sports management experience should prove to be invaluable.

ASSESSMENT

Assessment is based largely on practical skills and participation but also written tests and assignments.

PREREQUISITES

There are no prerequisites for this subject.



Recreation provides students the opportunity to gain certificates and qualifications

Religion and Ethics

INTRODUCTION

Religion and Ethics is an Authority Registered Subject (no VET modules) and is NOT an OP subject. At NCC it is an integral and compulsory component of our College curriculum.

DESCRIPTION OF SUBJECT

This Authority Registered Subject provides a framework for our College Christian and Biblical studies; aspects of our Chapel and other College services; as well as the Community Service Program.

This program of study encourages students to explore values and beliefs to find meaning and make choices in life. Units include: 'Exploring the Meaning of Life'; 'Origins, Purpose and Destiny'; 'Religions of the World'; 'Life Choices'; and 'Spirituality and Ritual'. Students are helped to understand the personal, relational and spiritual dimensions of life experiences and given the opportunity to explore religious and ethical traditions.

At our College students are encouraged to develop a Christian response to the world through these foundational studies.

The Course at NCC is designed to run over three years, Year 10, 11 and Year 12. Learning experiences and assessment tasks are designed to be practical and experiential and are largely completed within class time; allowing students to engage individually, in groups and in the community.

STAND ALONE VET SUBJECTS

Nambour Christian College offers three stand-alone VET subjects:

- Light Manufacturing and Furnishings
- Hospitality

Furnishings / Manufacturing and Hospitality are **NOT** OP subjects.

DESCRIPTION OF SUBJECT

Light Manufacturing and Furnishings

'Furnishings' is the subject that NCC have registered with the Queensland Studies Authority (QSA) to allow us to teach within the Australian Qualifications Framework (AQF). The curriculum is part of the National Training agenda and offers qualifications which are recognised across Australia. This is exciting news for those students wanting their studies at school to have a direct contribution towards a job, or for those who just wish to gain some skills in woodworking/furniture making.

Students studying this course will be working towards a 'Certificate 1 Furnishings' LMF10108.

Some of the objectives of the course include: to gain skills and knowledge of the furnishing industry, to gain basic knowledge and skills in construction and assembly of furniture and finishing techniques generally associated with cabinet making. Students will also gain skills in basic machining, hand and power tools. Students will need to complete set theory to support all the practical elements of the course.

The types of projects we will be making include such things as a clock case, chess box / roll-top desk and vanity mirror.

All students will be required to complete 'core' units for the certificate requirements as set out by the AQF.



Furnishings includes VET Certificate 1

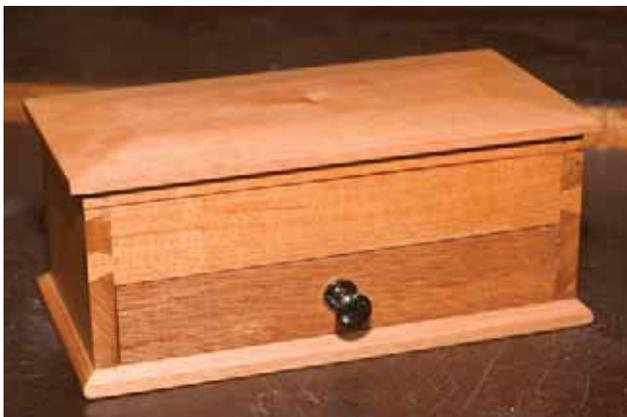
Code

Competency name

Core / elective

LMFCR0001B	Follow safe working policies and practices	Core
LMFCR0002B	Communicate in the workplace	Core
LMFCR0003B	Carry out measurements and calculations	Core
LMFCR0004B	Work effectively with others	Core
LMFFM1001B	Construct a basic timber furnishing product	Elective
LMFFM1002B	Operate basic woodworking machines	Elective
LMFFP1001B	Frame a simple artwork	Elective
LMFFF1001A	Complete a basic finishing product	Elective
MSAENV272B	Participate in environmentally sustainable work practices	Core
MSAPMOPS101A	Follow OHS Procedures	Core
MSAPMOPS101A	Make Measurements	Core
MSAPMSUP102A	Communicate in the Workplace	Core
MSAPMSUP106A	Work in a team	Core

VOCATIONAL APPLICATION



The Jewelry Box is one of the projects students complete in Furnishings

The course provides the basis for entry into the furnishing industry by providing the opportunity to gain a Certificate 1 Furnishings LMF10108. However, this course provides a very sound basis for the development of hand skills and knowledge in any practical area, or for those who just wish to gain some more skills in the woodwork field purely as a hobby.

ASSESSMENT

All class projects will be assessed according to set criteria. There will be some theory. Workbooks to be purchased and completed. Student interaction with the teacher, other students and the facilities including tools is also monitored and evaluated against set standards.

Students will also have the opportunity to complete a Certificate 1 in Manufacturing over the 2 years. The successful completion will enable students to gain 5 credit points towards their QCE.

PREREQUISITES

It would be a definite advantage for a student to have studied Industrial Skills (Woodwork) previously, but this is NOT mandatory.

DESCRIPTION OF SUBJECT

The Hospitality and Tourism industries employ a great deal of the working population throughout Australia. Both State and Federal Governments are increasing opportunities, with major growth in a variety of trades, especially Hospitality and Tourism. The projections in Queensland indicate continuing growth in job and career opportunities. Here on the Sunshine Coast, the demand for QUALITY trained and skilled Hospitality staff is growing at a rapid rate.

Students may achieve 4 credit points towards their QCE by studying either SIT20207 Certificate II in Hospitality or SIT20307 Certificate II in Hospitality (Kitchen Operations). Now each student has the opportunity to gain 8 credit points towards their QCE by completing both certificates. The two certificates have common Core Units of Competency and therefore have only to be completed once.

Students have the opportunity to gain a school-based Traineeship or Apprenticeship; an opportunity to start their career in the Hospitality Industry or gain further employment when leaving school. Each student will be expected to demonstrate the skills taught, in "live" situations, i.e. kitchen, restaurant, working on functions, restaurant services and Industry Placement. This may be completed both 'on & off the job'.

Our Hospitality facility comprises a commercial kitchen, 100 seat restaurant with an additional alfresco dining area and a fully equipped non alcoholic bar. The course is based on Industry expectations, and we anticipate the students have the correct ATTITUDE needed to make them WORK READY. Units for each Certificate are listed below:

CORE UNITS - Required for ALL Certificates	
SITHIND001B	Develop & update hospitality industry knowledge
SITXOHS002B	Follow workplace hygiene procedures
SITXOHS001B	Follow health, safety and security procedures
SITXCOM002B	Work in a socially diverse environment
SITXCOM001B	Work with colleagues and customers
CORE UNITS - Required for SIT20307 Certificate	
SITHFAB020B	Apply food & beverage skills in the workplace
SITHIND002B	Apply hospitality knowledge in the workplace

NCC now has on staff, a Qualified Chef / Teacher and a



NCC Hospitality students benefit from training in the very best of facilities

commitment and motivation towards the subject will benefit from the knowledge and experience gained. This course will provide students with the opportunity to participate in entry-level vocational education in Hospitality. The course will assist students to make informed decisions with regard to career paths and facilitate life-long learning. Students will keep a folio of class notes, recipes and enterprise planning. The Hospitality Department will supply all ingredients needed for practical class work. Completed product will be available for sale to students. Excursions form part of the course, at some cost to the student.

Uniform: We have had a professional uniform designed with NCC colours. Each student will be expected to purchase a chef's uniform (\$150.00) from NCC as well as a Whipbird Polo Shirt (\$35.00) from the Uniform Shop.

ASSESSMENT

Assessment is ongoing throughout the course and students can accelerate at their own pace. Skills required to complete the Core Units of Competency will be assessed in a variety of ways, e.g. written assessments, assignments, oral assessments, observation of practical work, etc.

PREREQUISITES

The student should possess a willingness to learn new skills and be committed to work in a team environment. Students should also be aware that this course requires work outside of normal school hours.

ELECTIVES	
BASIC COOKERY ELECTIVES	
SITHCCC001B	Organise and prepare food
SITHCCC002B	Present food
SITHCCC003B	Receive and store kitchen supplies
SITHCCC004B	Clean and maintain kitchen premises
SITHCCC005B	Use basic methods of cookery
SITHCCC027B	Prepare, cook and serve food for food service
OTHER ELECTIVES	
SITHCCC006B	Prepare appetisers and salads
SITHCCC007B	Prepare sandwiches
SITHCCC013B	Prepare hot and cold desserts
SITHFAB003B	Serve food & beverage to customers
SITHFAB004B	Provide food & beverage service
SITHFAB005B	Provide table service of alcoholic beverage
SITHFAB009B	Provide responsible service of alcohol
SITHFAB010B	Prepare & serve non-alcoholic beverages
SITHFAB012B	Prepare & serve espresso coffee

Qualified Food & Beverage Instructor.

Each student will be expected to complete at least two structured Industry Placements throughout their course. NCC Hospitality Department prides itself on quality outcomes. Students who have the right attitude,

VOCATIONAL EDUCATION & EXTRA CURRICULAR OPPORTUNITIES

1) INTRODUCTION

The field of education is evolving rapidly. The line between school and university and between school and TAFE is blurring. These two trends are being harnessed at Nambour Christian College to provide a more flexible and relevant educational experience for our students. Vocational Education and Training (VET) refers to any course that is connected to the National Training Framework which is a “ladder” of qualifications beginning with Certificate 1 and extending to Advanced Diploma. VET courses can be offered by the TAFE system, private training institutions and some schools. VET is an ever evolving field that has been taken up by NCC in the following ways.

2) VET IN SCHOOL SUBJECTS

• Authority Registered Subjects

These enable students to obtain a Certificate 1 level qualification in that area of study for which they would receive credit if they continued training at TAFE. At this stage Nambour Christian College does not have any VET modules in Authority Registered subjects.

• Stand-alone Vocational Courses

There are currently two stand-alone VET courses on offer at Nambour Christian College:

a) Certificates 1 and II in Hospitality Practices

These courses provide entry level skills in the rapidly growing field of hospitality. Nambour Christian College has a state-of-the-art commercial kitchen and restaurant facility so as to provide industry standard training for our students. All of Certificate I is completed while Certificate II is partially completed (at the request of employers).

b) Certificates 1 in Furnishings

The course equips students with skills in the design and construction of a range of timber based products. It is ideal for those creative students who wish to develop hand skills in preparation for entry into the furnishings industry.

c) Certificates 1 in Manufacturing

It must be emphasised that if we lose the specialist teacher for a stand alone VET course for any reason and cannot replace them, then the VET component of the course will have to be cancelled.

• Non VET Training Courses

Focus is a compulsory subject that prepares students for the world of work. Focus modules include Occupational Health & Safety, Career Planning, QCS training, Senior Study Skills and Job Search Skills. Two weeks of work placement are included as part of the course and are carried out in Term 3 of Year 10 and Term 2 of Year 11; the Year 11 placement being optional.

3) VET RUNNING PARALLEL TO SCHOOL SUBJECTS

School based traineeships are only available to students in the last semester of Year 10 and the first three terms of Year 11. They are an 18 month employment contract and VET training course that gives students a Certificate II or III qualification. Traineeships provide the ideal lead into an apprenticeship or the workforce if a student is looking to round off their education in Year 12, but would like to get ready for a trade while doing so.

Students are paid for their one-day-per-week work commitment; however, work continues through school holidays. They may also be required to do some training with their registered training organisation during school holidays. All students will study 12-16 theory modules relating to their field of work to complete their Certificate. If a student does decide to enter a trade in the same area they will receive some credit for the modules completed and some time off their apprenticeship. School Based Traineeships at NCC are coordinated by Mrs Trisha Walkden.

4) NON VET EXTRA CURRICULAR COURSES

The Head Start program is an initiative of the University of the Sunshine Coast. It offers high achieving secondary students the opportunity to study one university subject each semester while in Years 11 and 12. On successful completion of their second subject, students are granted automatic entry to USC when they leave Year 12. This study option is becoming more popular with each passing year. Head Start at NCC is coordinated by Mrs Loida Paterson

Amie Ahearn coordinates VET programs within the College. If any parents have questions about VET offerings at Nambour Christian College, please phone or make an appointment to have a chat.

USEFUL WEB SITES

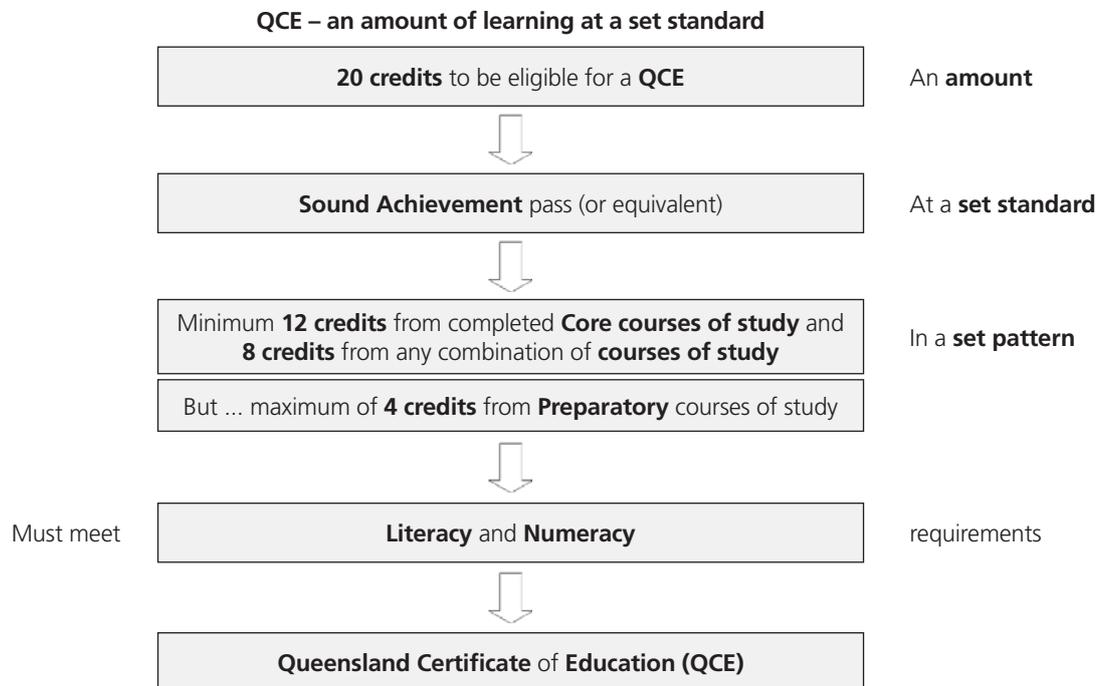
Please use the following web sites for more information:

- Queensland Studies Authority – www.qsa.qld.edu.au
- Job Guide (Australian Govt. site) – www.jobguide.dest.gov.au
- Education Qld – www.education.qld.gov.au
- Career Information Service – www.cis.qsa.qld.edu.au

QUEENSLAND CERTIFICATE OF EDUCATION (QCE)

All of the information concerning QCE can be viewed on the Queensland Studies Authority web site - www.qsa.qld.edu.au. The following information concerning QCE is accurate at the time of printing. The (QCE) is Queensland's senior schooling qualification. It is a school-based qualification awarded to young people who are eligible at the completion of the senior phase of learning, usually at the end of Year 12. The QCE confirms achievement in contributing studies of a significant amount of learning:

- at a set standard and pattern
- while meeting literacy and numeracy requirements.



An alternative to the QCE is the Queensland Certificate of Individual Achievement (QCIA), which recognises the achievements of students who are on individualised learning programs. Every young Queenslander must be registered with the QSA during Year 10 or in the 12 months prior to turning 16, whichever comes first. Generally schools will register young people in Year 10.

HOW DOES THE QCE WORK?

The QCE recognises broad learning options and offers flexibility in what is learnt, as well as where and when learning occurs. A wide range of learning can contribute towards the QCE, including senior school subjects, vocational education and training, workplace learning recognised by the QSA and university subjects undertaken while at school. Achievements in different types of learning attract different credit values. A credit is the minimum amount of learning at the set standard that can contribute towards the QCE. Students must have at least 20 credits in the required pattern, and fulfil other requirements to be awarded a QCE.

PLANNING FOR A QCE

The Senior Education and Training Plan (SET Plan) helps each student structure their learning around their abilities, interests and ambitions. The SET Plan then maps out what, where and how a student will study during their senior phase of learning – usually Years 10, 11 and 12. The plan is agreed between the student, their parents or carers and the school. It should be finalised by the end of Year 10. Schools and individual students should review the SET Plan to monitor progress. The plan can be updated at any time.

MONITORING PROGRESS

When a student is registered with the QSA, an individual learning account is opened for them. The learning account records the learning undertaken during the senior phase of learning, as well as where, when, and the results are achieved. Students may use their learning account to track their progress towards a QCE, vocational certificate or Queensland Certificate of Individual Achievement. Students will be able to view their individual learning accounts through the Career Information Service www.cis.qsa.qld.edu.au.

AWARDING A QCE

Normally, QCEs will be awarded to students at the completion of Year 12. If a student completes Year 12 without achieving a QCE, their learning account remains open, regardless of their age. Once they become eligible for the QCE, the QSA will issue the certificate in the following July or December. Credits can accumulate in a learning account for up to 9 years after entering the compulsory participation phase (generally the beginning of Year 11). After this time, earlier credits will expire and the student will begin accumulating credit again for a period of a further nine years, and so on.

Students who finish Year 12 will receive a Senior Statement in December of that year. Students who are not enrolled at a school when awarded a QCE will receive a Statement of Results. These statements will be transcripts of the learning account, recording all contributing studies undertaken and the results achieved.

Registration and the Learning Account

REGISTRATION

Who needs to register?

Students must be registered with the QSA during Year 10 or in the 12 months prior to turning 16, whichever comes first. Young people arriving in Queensland from interstate or overseas can be registered after completing Year 10 or turning 16 years of age. Registration opens a learning account for each young person.

Who registers young people and how?

Young people are registered by their main learning provider – state or non-state schools, registered training organisations (e.g. Technical and Further Education – TAFEs) and other approved organisations.

Generally schools will register young people. The Director-General (Department of Education, Training and the Arts – DETA) can open accounts for students registered for home schooling and in certain other situations.

Registration is complete once an Intended Learning Option (ILO) has been selected and entered into the learning account.

What happens after registration?

Upon registration, an individual web-based learning account is opened for each student, and they are assigned a Learner Unique Identifier (LUI) and password that enables them to access their account. As results are banked by learning providers into a learning account, a young person can monitor their progress towards a QCE, Certificate III, Queensland Certificate of Individual Achievement (QCIA) or other Intended Learning Option.

Young people can access their learning accounts and view stored information through the Career Information Service (CIS) web site www.cis.qsa.qld.edu.au.

THE LEARNING ACCOUNT

When a learning provider registers a student, the QSA opens an individual learning account, and access details (LUI and password) are assigned.

How are course enrolments and results banked?

Using the young person's LUI, learning providers send information to the QSA. The information they supply is recorded in the young person's learning account using an appropriate interface.

Different types of learning attract different credit values towards the QCE. As young people enrol in courses and achieve results, their learning account grows, just like a bank account. The learning account records enrolments and results of any completed studies in the different types of learning, regardless of whether the required standard is reached for gaining credit towards the QCE.

When a student leaves a learning provider.

When a student leaves a learning provider, and therefore ceases enrolment in Authority or Authority-registered subjects, the learning provider must give provisional results for the completed semesters of work and enter these results into data capture (SDCS). If the student does not continue studies in that subject, the result given when they left the subject becomes the exit result. If the student continues studies in a subject with a different learning provider, the final exit result will supersede the previous result.

Award of a QCE

To be eligible for a QCE, a young person must complete 20 credits, in the required pattern. At least one credit must be from core studies completed while enrolled at a school.

If a student has not completed 20 credits by the end of Year 12, they may continue to work toward their QCE; their learning account will remain open. Once they have the 20 credits in the required pattern, and have met the literacy and numeracy requirements, the QCE will be awarded in the following July or December.

Credits can accumulate in a learning account for up to 9 years after entering the compulsory participation phase (generally the beginning of Year 11). After this time, earlier credits will expire and the student will begin accumulating credit again for a period of a further 9 years, and so on.

Where does a learning account lead?

A learning account stores information about the different types of learning that a student may undertake. The account records enrolments and achievements in contributing studies that may lead towards:

- A QCE
- A Senior Statement
- A Statement of Results
- A vocational education and training (VET) certificate
- A Queensland Certificate of Individual Achievement (QCIA)
- An Overall Position (OP) and Field Positions (FPs).

Types of Learning and Requirements

A wide variety of courses of study may contribute towards the QCE. Contributing studies are classified in four categories:

1. Core
2. Preparatory
3. Enrichment
4. Advanced.

Different types and amounts of learning attract different amounts of credit towards the QCE. Credit is assigned when a minimum standard of achievement has been reached. A young person must achieve at least 20 credits to be eligible for a QCE. A minimum of 12 credits must come from completed core courses of study. The remaining 8 credits may come from a combination of core, preparatory, enrichment or advanced courses, with a maximum 4 credits contributing from preparatory studies. Partial completion of a core course of study may also contribute credit.

REQUIRED STANDARD OF ACHIEVEMENT

Set standards for courses of study

COURSE OF STUDY	SET STANDARD
Authority subjects and Authority-registered subjects	At least a Sound Level of Achievement (Exception - up to two semesters of incomplete Authority and Authority-registered subjects exited after the first or second semester at Limited Level of Achievement can be conceded towards the award of a QCE, if needed.)
Vocational education and training certificates	Certificate awarded
University subjects achieved while at school	At least a pass as defined by the course
Recognised international learning courses of study	At least a pass as defined by the course
Recognised awards and certificates	Awarded
Workplace, community and self-directed learning projects	Completion at a set standard as defined by the project.

LITERACY AND NUMERACY REQUIREMENTS

A QCE is awarded to a person who, in addition to achieving 20 credits in the required pattern of learning, has met the requirements for literacy and numeracy.

LITERACY	NUMERACY
<p>Literacy requirements can be met by satisfying any one of the following options:</p> <p>At least a Sound Achievement in one semester of one of these subjects:</p> <ul style="list-style-type: none"> • English • English Extension • English Communication • English for ESL Learners • English Assessed by a Senior External Examination <p>A student may exit the subject:</p> <ul style="list-style-type: none"> • After four semesters with a Sound Level of Achievement or higher • After one, two or three semesters with a Sound Level of Achievement or higher • With a Limited or Very Limited Level of Achievement, having achieved a 'notional Sound'* in a single semester. <p>Note: the Functional English subject does not meet literacy requirements.</p>	<p>Numeracy requirements can be met by satisfying any one of the following options:</p> <p>At least a Sound Achievement in one semester of one of these subjects:</p> <ul style="list-style-type: none"> • Mathematics A • Mathematics B • Mathematics C • Pre-vocational Mathematics • Mathematics A/B assessed by a Senior External Examination <p>A student may exit the subject:</p> <ul style="list-style-type: none"> • After four semesters with a Sound Level of Achievement or higher • After one, two or three semesters with a Sound Level of Achievement or higher • With a Limited or Very Limited Level of Achievement, having achieved a 'notional Sound'* in a single semester. <p>Note: the Functional Maths subject does not meet numeracy requirements.</p>
At least a Sound Achievement in the short course in literacy developed by the QSA	At least a Sound Achievement in the short course in numeracy developed by the QSA
Competence in VET vocational literacy 3 (39153 Qld) - expired 30 September 2011	Competence in VET vocational numeracy 3 (39163 Qld) - expired 30 September 2011
39282QLD Certificate I in Core Skills for Employment and Training - Communication	39288QLD Certificate I in Core Skills for Employment and Training Numeracy
A pass grade in a literacy course recognised by the QSA	A pass grade in a numeracy course recognised by the QSA
At least a C on the Queensland Core Skills Test	At least a C on the Queensland Core Skills Test
At least 1 4 for an International Baccalaureate examination in Language A1 HL (English) or Language A1 SL (English)	At least a 4 for an International Baccalaureate examination in Mathematics HL or Mathematics SL

* A 'notional Sound' is a standard for a single semester of a subject determined by a provider of Authority or Authority-registered subjects using the exit standard descriptors of the subject as a guide.

Types of Learning and Requirements (cont...)

TYPES OF COURSES

Core courses of study

Core courses of study are the types of courses usually undertaken by young people during the senior phase of secondary education.

To be awarded a QCE a minimum of 12 credits must come from completed Core courses of study. At least 1 credit must come from Core studies completed at school.

Core courses of study

COURSE	SET STANDARD	CREDITS
<p>Authority subjects or Authority-registered subjects derived from a Study Area Specification (completion requires 4 semesters)</p> <p>Study Area Specifications, Approach C:</p> <ul style="list-style-type: none"> two semesters of Authority-registered subject contribute up to 2 credits to Core (but not completed Core courses); and two semesters of VET Certificate I contribute up to 2 credits to preparatory learning. <p>Functional English and Functional Maths (SAS) do not contribute credit towards the QCE</p>	At least a Sound Level of Achievement at exit	4
<p>A subject that is assessed by a Senior External Examination</p> <p>For information and eligibility guidelines for Senior External Examination candidates, see the QSA web site www.qsa.qld.edu.au and select Assessment > Senior External Examination > Information for candidates.</p>	At least a Sound Level of Achievement	4
VET Certificate II, III or IV qualifications (includes school-based traineeships that incorporate on-the-job training)	Certificate awarded	Certificate II: 4 Certificate III & IV: 5, 6, 7, or 8
<p>A school-based apprenticeship (SBA)</p> <p>It is anticipated that students will complete 30% of competencies while enrolled at school. These competencies can contribute up to 2 credits towards the QCE, but do not count towards completed core requirements. In addition, an on-the-job component of 96 days over a 2-year period may contribute 4 credits towards core requirements for a QCE. An incomplete on-the-job component of a school-based apprenticeship contributes 1 credit per 20 days of participation.</p>	Certificate III: competencies demonstrated	2 VET component (incomplete CORE) 4 On-the-job component (completed CORE)
<p>Tailored training program</p> <p>These programs are designed to meet individual training needs that may not be readily met by a training package. The programs must include a minimum of 12 related competencies from VET Certificate II level or above and be negotiated in advance with the QSA.</p>	Completed	4
A recognised international learning program	At least a pass grade (as defined by the course)	4 for each course
<p>Authority and Authority-registered subjects:</p> <p>Each subject exited after 4 semesters at a Sound level of achievement or higher contributes 4 credits towards a QCE.</p> <p>When a student exits a subject with a Sound level of achievement or higher after completing only 1, 2, or 3 semesters, credit earned corresponds to the number of semesters completed.</p>		

DETERMINING CREDIT FOR RESULTS FROM PARTIALLY COMPLETED CORE STUDIES

Award of credits for partial completion of Authority subjects and Authority-registered subjects is based on semesters successfully completed, with 1 credit awarded for each semester completed at a Sound exit Level of Achievement or higher standard. Similarly, partially completed VET Certificate II qualifications are based on 25%, 50% or 75% of the competencies attained, attracting 1, 2 or 3 credits respectively.

Partial completion of VET Certificate III or IV qualifications worth up to 8 credits will be based on the percentage of competencies (25%, 50% or 75%) attained. Note that some VET Certificate III or IV qualifications attract fewer than 8 credits for completion. This will be automatically determined by the QSA according to the proportion of total competencies completed and reported by the provider.

Partially completed components of recognised international learning programs undertaken as part of an educational program at a school (or similar education provider) may contribute towards the award of a QCE.

Types of Learning and Requirements (cont...)

PREPARATORY COURSES OF STUDY

Preparatory courses of study are generally courses that are used as 'stepping stones' to further study. A maximum of 4 credits from Preparatory courses can count towards the QCE.

COURSE	SET STANDARD	CREDITS
Nationally recognised VET qualifications , accredited under the Vocational Education, Training and Employment (VETE) Act 2000 that lead to the award of a Certificate I vocational qualification .	Certificate awarded	3 for qualifications of 200 nominal hours or more 2 for qualifications of 199 nominal hours or less maximum of 2 can count
Employment skills development programs approved under the VETE Act 2000..	Requirements met	2 maximum of one program can count
Recognised re-engagement programs	Requirements met	2 maximum of one program can count
Recognised certificates and awards	Awarded	As recognised by the QSA
Short course in literacy developed from the QSA syllabus, or short course in numeracy developed from the QSA syllabus.	At least a Sound Achievement	1 per course

ENRICHMENT COURSES OF STUDY

Enrichment courses of study are generally, although not exclusively, offered by organisations other than those offering Core or Preparatory courses of study. A maximum of 8 credits from Enrichment courses can count towards the QCE.

COURSE	SET STANDARD	CREDITS
A recognised certificate or award such as music, dance, drama, sport and community development. Some recognised certificates and awards will contribute more than one credit. For the most up-to-date list see the QSA website www.qsa.qld.edu.au and select Certificates > QCE > Recognised studies	Awarded	As recognised by the QSA
Recognised structured workplace or community-based learning programs..	Agreed standard	As recognised by the QSA
Leaning projects: workplace, community, self-directed	Satisfactory	1
Accredited VET courses	Pass	Credit determined by agreement
Authority extension subjects , such as English Extension	At least a Sound Level of Achievement	2
School-based courses (non-QSA)	A passing grade as defined by the recognised course	As recognised by the QSA
Career Development: A short course senior syllabus 2010 (refer QSA website: http://www.qsa.qld.edu.au/10963.html)	At least a Sound Level of Achievement	1

ADVANCED COURSES OF STUDY

Advanced courses of study go beyond the scope and depth of what is considered senior schooling, but may be undertaken by someone who is enrolled at a school. A maximum of 8 credits from Advanced courses can count towards the QCE.

COURSE	SET STANDARD	CREDITS
One- or two-semester university subjects completed by a young person while enrolled at a school	Pass grade	2 or 4 credits respectively
Competencies contributing to VET diplomas or advanced diplomas	Competencies demonstrated	Up to 8 credits (on the basis of 1 credit per completed competency)
Recognised certificates and awards such as music, dance, drama, sport and community development.	Awarded	As recognised by the QSA

Types of Learning and Requirements (cont...)

DETERMINING CREDIT FOR RESULTS FROM PARTIALLY COMPLETED PREPARATORY, ENRICHMENT & ADVANCED STUDIES

Partial completion of courses should be credited as follows:

COURSE OF STUDY	DETERMINING CREDIT FOR PARTIAL COMPLETION
Preparatory	No credit for partial completion of any preparatory course.
Enrichment Recognised certificates and awards Recognised Learning programs Learning projects Authority extension subjects <ul style="list-style-type: none"> • Music Extension • English Extension (literature) • French • German • Indonesian 	No credit for partial completion No credit for partial completion No credit for partial completion If the student exits the course with a Sound Level of Achievement or higher, 1 credit will be awarded for each semester completed.
Advanced One- or two –semester university subjects Diplomas or advanced diplomas	No credit for partial completion. 1 credit per completed competency

SENIOR SCHOOL FURTHER INFORMATION

This section is intended to clarify some of the procedures, terms and instruments that are commonly encountered and used in Queensland Secondary Education, in particular in the Senior School.

Queensland Certificate of Education

Replacing the Senior Certificate, the **Queensland Certificate of Education (QCE)** is a broad based school qualification awarded to young people who have achieved a significant amount of learning at a set standard and have met certain literacy and numeracy requirements. The QCE is a passport to move confidently from school to work, and further education. The first QCEs will be awarded to students in 2008 achieving 20 credits in the required pattern at the required standard, and meeting the literacy and numeracy requirements.

The QCE is different from the current Senior Certificate because:

- it recognises a broad range of learning including learning in the workplace and the community.
- it is flexible and can be completed over different periods of time.
- it sends a positive and clear message that you have achieved a significant amount of learning, including literacy & numeracy.

Commencing in 2006, all young people must complete Year 10 and then take part in further education and/or training for 2 years. It is important that young people who are not planning to go to university - about 70%, have a qualification that providers of further education and training and employers value and respect.

The Senior Statement is a record of all your learning achievements banked to your Learning Account. It records details of where and when the learning took place and the level of your achievement. The QCE, on the other hand, is awarded only when a specified study pattern has been achieved, this is at least 20 credits including completed courses of study at a set standard as well as a literacy and numeracy requirement.

To be awarded the QCE, you:

- must complete between 12 and 20 credits from core courses of study.
- may include up to 8 credits from a combination of core, preparatory, enrichment or advanced courses.
- must meet the literacy and numeracy requirement.

The set standard for credit in Authority and Authority-registered subjects is at least 'C' - Sound Achievement.

When you acquire 20 credits in the study pattern and have met the literacy and numeracy requirements, you will be awarded a QCE. There is, however, an exception to this requirement. Up to 2 semesters of Authority and Authority registered subjects at 'D' - Limited Achievement can be conceded towards the award of a QCE, if needed, providing the student has exited the subject(s) after the first or second semester of the courses. A key feature of the new system is that your Learning Account remains open until you have enough credits banked for the award of the QCE. This means you keep open your option of achieving a QCE at a later date.

You can get an OP and the QCE, but you have to meet the requirements for both, you will need to:

- study at least 5 Authority subjects, that is 20 semester units
- complete 4 semesters in at least 3 subjects at Sound Achievement or above, that is 12 credits
- study an additional 8 semesters of Authority subjects and achieve Sound Achievement
- sit the Queensland Core Skills Test
- make sure you include a strategy to meet the requirements for literacy and numeracy.

Tertiary Entrance

A number of terms that are frequently used include:

QSA (Queensland Studies Authority) - controls the subjects taught, and the manner in which they are taught in Queensland. They have also taken over the role of TEPA (Tertiary Entrance Procedures Authority) - a body set up to oversee tertiary entrance procedures in Queensland.

QTAC (Queensland Tertiary Admissions Centre) - is an organisation set up by the major tertiary institutions in Queensland to handle their enrolments. QTAC covers the following institutions:

Agricultural Colleges of Qld; Australian Catholic University; Australian College of Natural Medicine; Australian Maritime College; Bond University; Central Qld University; Griffith University; James Cook University; Qld University of Technology; Southern Cross University; The University of New England; The University of Qld; The University of Southern Qld; University of the Sunshine Coast; TAFE – Queensland Colleges (full-time Diplomas and Associate Diplomas only)

Other institutions handle their own admissions, for example, the Dalby, Emerald, Longreach, Christian Heritage College and Burdekin Agricultural/Pastoral Colleges. Conservatoriums admit students on the basis of auditions.

Senior Education Profile

Students in Queensland are issued with a Senior Education Profile upon completion of Year 12. Included in this profile could be:

1) SENIOR STATEMENT

The Senior Statement is a transcript of the learning account for all students completing Year 12 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. Note: If a student has a Senior Statement, then they have satisfied the completion requirements for Year 12 in Queensland

2) 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 12. The QCE recognises broad learning options and offers flexibility in what, where and when learning occurs.

3) 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.

4) TERTIARY ENTRANCE STATEMENT

The Tertiary Entrance Statement shows the eligible student's Overall Position (OP) and Field Positions (FPs). These rankings are used to determine eligibility for admission to tertiary courses. Note: If a student has a Tertiary Entrance Statement, then they are eligible to apply to study at any university or tertiary provider in Australia or overseas.

A Tertiary Entrance Statement is issued to all students who study a minimum of 5 Authority subjects (3 unchanged through Years 11 & 12) and who sit the Q.C.S. Test. Tertiary Entrance is determined by:

- Overall Position (OP)
- then Field Position (FP)
- then other information, such as QCS Test results, Exit Levels.

a) Overall Position (OP)

This is calculated by taking a student's performance in the equivalent of his/her best 5 Authority subjects in Years 11 and 12. They must study at least 3 Authority subjects for the complete two years, and the remainder can be made up of other subjects. All subjects count equally when calculating this position, and a student's results will be scaled, using data from the QCS Test. The results of this section will be reported in 25 bands, with the highest being 1.

b) Field Positions (FP)

Field Positions involve weighting each subject result according to the emphasis in each subject on assessment in skill areas defined by the field. The extent to which a subject contributes to each FP depends on the weighting of that subject in that particular field. A student needs to study subjects counting at least 60 units to qualify for a F.P. in a particular field. A table of Subject Weights by Subject is included below.

The five fields are:

- A: **Extended Written Expression** involving complex analysis and synthesis of ideas.
- B: **Short Written Communication** involving reading comprehension and expression in English or a foreign language.
- C: **Basic Numeracy** involving simple calculations and graphical and tabular interpretation.
- D: **Solving Complex Problems** involving mathematical symbols and abstractions.
- E: **Substantial Practical Performance** involving physical or creative arts or expressive skills.

SYLLABUS	Field A	Field B	Field C	Field D	Field E	SYLLABUS	Field A	Field B	Field C	Field D	Field E
English	5	3	1	N/A	4	Accounting	3	3	5	4	2
Japanese	1	5	1	N/A	4	Business Communicat. & Technology	3	4	4	2	3
Modern History	5	4	2	N/A	2	Physical Education	4	3	3	2	5
Geography	5	5	4	2	3	Hospitality Studies	3	3	3	1	4
Legal Studies	5	5	3	N/A	2	Graphics	2	3	5	4	4
Mathematics A	1	2	5	5	1	Visual Art	3	2	2	N/A	5
Mathematics B	1	2	5	5	1	Study of Religion	5	4	2	N/A	3
Mathematics C	1	2	5	5	1	Information Processing & Technology	3	3	4	4	3
Chemistry	4	3	5	5	3	Drama	4	3	2	N/A	5
Physics	4	3	5	5	3	Film, Television & New Media	4	3	2	N/A	5
Biology	4	3	5	3	3	Music	3	2	2	2	5
Agricultural Science	3	3	5	3	4	Music Extension	3	2	2	2	5

TO CALCULATE IN WHICH FIELDS A STUDENT WILL QUALIFY

1. Write down subjects and their Field Weightings (from the table on the previous page).
2. Multiply each Field Weighting by 4, as we assume a student will study that subject for 4 semesters.
3. Add up totals for each Field.
4. A minimum of 60 units is needed to qualify in a particular Field.

For example: Ken has studied English, Maths B, Modern History, Physics, Art and Physical Education

SUBJECT	Field A	Field B	Field C	Field D	Field E
English	$4 \times 5 = 20$	$4 \times 4 = 16$	$4 \times 1 = 4$	0	$4 \times 4 = 16$
Maths B	$4 \times 1 = 4$	$4 \times 1 = 4$	$4 \times 5 = 20$	$4 \times 5 = 20$	$4 \times 1 = 4$
Modern History	$4 \times 5 = 20$	$4 \times 5 = 20$	$4 \times 2 = 8$	0	$4 \times 2 = 8$
Physics	$4 \times 1 = 4$	$4 \times 2 = 8$	$4 \times 5 = 20$	$4 \times 5 = 20$	$4 \times 2 = 8$
Art	$4 \times 4 = 16$	$4 \times 3 = 12$	$4 \times 2 = 8$	0	$4 \times 5 = 20$
Physical Education	$4 \times 3 = 12$	$4 \times 3 = 12$	$4 \times 3 = 12$	$4 \times 2 = 8$	$4 \times 5 = 20$
	76	72	72	48	76

Ken will therefore qualify in Fields A, B, C and E but not in Field D, as it's total is less than 60.

It is, of course, possible to take subjects for less than 4 semesters, provided that at least 3 subjects are studied for 4 semesters.

THE QUEENSLAND CORE SKILLS TEST

The QCS Test is compulsory for all students who are OP eligible and want a complete Student Education Profile for tertiary entrance. The QCS Test is closely related to the skills taught in the senior curriculum. It is used to provide students with an individual test result and also to derive scaling parameters which are used to ensure a fair comparison of students taking different subjects in different schools.

TERTIARY ENTRANCE

Tertiary entrance places are allocated by QTAC using a number of pieces of information, i.e.

1. **Faculty Prerequisites** - the appropriate subjects must be studied and minimum results (usually an SA) obtained.
2. **Overall Position** - to be used as first selection criterion, e.g. all students with OP 1 and 2 may be accepted for Law. Most tertiary places will be assigned using only Prerequisites and OP.
3. **Field Positions** - to be used to separate students on the same OP e.g. all students with OP 3 wanting to enter Law may be separated by looking at their results in Fields A and B.
4. **Queensland Core Skills Test** - the result (A to E) will also be available to Tertiary Institutions should they wish to use it to select students.
5. **Interview, Folios** - the Tertiary Institutions are being encouraged to use other methods to select students. These might include performances, interviews, folios and exit levels in appropriate subjects.

A booklet, 'Summary of Selection Criteria for Entry to Universities and Colleges', has been prepared by QTAC.

CONCLUSION

1. A student should select subjects on the basis of:
 - (a) subjects that he/she may find interesting and enjoyable
 - (b) subjects in which he/she is already achieving success
 - (c) subjects that are needed for course pre-requisites
 - (d) then, and only then, look at Field Positions
2. Trying to improve an OP by selecting certain "high achieving" subjects can be disastrous.
3. Worrying about FP's is unnecessary, because only a small number of students will ever have their FP considered. Most courses will select on OP alone.

Selection Ranks (the alternative to getting an OP)

INTRODUCTION

Students who complete Year 12 and do not qualify for an OP are still eligible to apply through QTAC for courses at most tertiary institutions; however, they are still required to satisfy all existing prerequisites. These students are allocated a QTAC selection rank on the basis of results in their twenty best semester units of Authority and Authority Registered subjects, as well as VET modules / units of competency recorded on the Senior Certificate and, if available, their results on the QCS test.

A series of QTAC / QSA schedules are developed each year to determine an OP ineligible student's rank. Schedule values change from year to year depending on student achievement patterns. All tertiary institutions in Queensland use the ranks generated from these schedules. Students must be aware, however, that the decision to undertake an OP ineligible programme of study will make it difficult, and in some cases impossible, to achieve the very high ranks necessary for entry into the very competitive tertiary courses.

Points to note:

- Students completing Year 12 with fewer than 20 semester units of Authority and Authority Registered subjects will not be eligible for a selection rank. However, they may be considered by tertiary institutions on a case by case basis.
- Where embedded modules / units of competency are recorded on the Senior Certificate, these can be used to make up the 20 semester units, if they advantage the student.
- Usually, within a week of the release of the Year 12 results by the QSA, OP ineligible students are able to find out their selection rank from the QTAC phone service.

CALCULATING A SELECTION RANK

For simplicity sake, we will only calculate a selection rank without the inclusion of VET modules / units of competency.

Authority Subjects

VHA	9.1
HA	6.4
SA	4
LA	2.1
VLA	1

Authority Registered Subjects

VHA	4.6
HA	3.1
SA	1.8
LA	1.5
VLA	1

- Step 1 Using the above numbers, a student can convert their exit grade for each subject to a number. Remember; select only the best 20 semester units.
- Step 2 Multiply the figure by the number of semesters you studied that subject (usually 4, less if you changed subjects).
- Step 3 Add all numbers together to give a total.
- Step 4 Divide the total by 20. This will give you a weighted average between 1 and 7.
- Step 5 Using the schedule below, decide on a hypothetical QCS test result and calculate the final selection rank.

Weighted Average	QCS result A	QCS result B	QCS result C	QCS result D	QCS result E or no attempt
Above 6.00	91	87	84	82	81
5.50 - 5.99	88	84	79	77	74
5.00 - 5.49	85	80	75	72	67
4.50 - 4.99	80	75	71	67	61
4.00 - 4.49	77	70	65	62	58
3.50 - 3.99	70	66	61	57	56
3.00 - 3.49	61	60	56	53	53
2.50 - 2.99	56	54	53	51	50
2.00 - 2.49	53	52	51	50	49
1.50 - 1.99	50	50	49	49	48
1.00 - 1.49	48	48	48	48	48

- Step 6 With a rank now calculated, refer to the conversion table below to find its equivalent in an OP.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
99	98	96	94	92	90	88	85	83	80	78	75	72	69	66	64	61	59	57	55	53	51	50	49	48



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