PADUA COLLEGE
KEDRON

SENIOR STUDIES HANDBOOK
YEARS 11 – 12

2015-2016

Issued August 2014
PARENTS AND YEAR 10 STUDENTS, PLEASE NOTE:

The information provided in this Senior Studies Handbook is intended to inform Year 10 students’ decisions about Senior Pathways and their selection of subjects for Years 11 and 12.

Please note that the students will study 6 subjects in Years 11 and 12. This will comprise of a Mathematics, an English and a Religion subject, depending on their pathway, and 3 elective subjects.

The information provided here can be used to guide all decisions about subject choices and used for preparation for their Set Planning meetings in Term 3.

Students will be guided through this process in their Year 10 PALS lessons throughout the year.

Regards,
Jason Pacey
Vice Rector Teaching and Learning
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SECTION 1  GENERAL INFORMATION

LEGISLATION REQUIRES SENIOR STUDIES FOR ALL YOUNG PEOPLE IN QUEENSLAND

Year 10 is recognized as a transition year in secondary education in Queensland, as each student moves from ‘the middle phase of schooling’ to the ‘senior phase of schooling’.

Queensland law requires all students to remain in education or training for two years beyond Year 10, unless they move into full-time employment, or turn 17.

All students are required to be registered with the Queensland Curriculum & Assessment Authority (known as “the QCAA”) before they complete Year 10. During Year 10, students plan their senior phase of learning and/or training, and set goals for themselves. For most students this will include working towards the senior school qualification, known as the Queensland Certificate of Education (the ‘QCE’).

Thus, Year 10 is a time of important decision making for Queensland students.

The decisions the students make and the goals they set for themselves during Year 10 will be recorded in a document called a SET Plan, (a Senior Education and Training Plan) which will be registered with the QCAA by the school for each student.

Thus, each Year 10 student at Padua College will be involved in a process of decision-making, goal setting and preparation for Years 11 and 12, and for the years after school.

THE CHOICES AND DECISIONS

- Each student needs to decide whether he will seek to qualify for a QCE by the end of Year 12, and, if so, which courses and training programs he will undertake in order to reach that goal.
- Integral to that overall decision is the question of whether or not he wishes to seek an OP as well as a QCE.
- Some students may choose to seek one or more Vocational Certificates.
- Some students may seek to undertake a school-based apprenticeship or traineeship.

All of these goals may be considered and those selected will be recorded in the student’s SET Plan.

Each of these options is explained in more detail later in this handbook.

CHANGING SUBJECTS DURING YEARS 11 AND 12

CHOOSE WISELY BEFORE YOU START YEAR 11.

CHANGING SUBJECTS OR COURSES DURING YEARS 11 AND 12 MAY AFFECT YOUR ABILITY TO QUALIFY FOR THE QCE AND OP.

OPPORTUNITIES TO CHANGE SUBJECTS, COURSES OR PATHWAYS, ARE RESTRICTED BY SEVERAL FACTORS, INCLUDING DEADLINES, TIMETABLE LINES, CLASS SIZES AND RULES ABOUT COMPLETE SEMESTER UNITS.

SUBJECT CHANGES CAN BE ALLOWED ONLY AT THE BEGINNING OF A SEMESTER – IN THE FIRST TWO WEEKS OF THAT SEMESTER AND ONLY AFTER MEETING WITH THE HEAD OF SENIOR STUDIES AND CAREERS COUNSELLOR.
THE COMMITMENT REQUIRED FOR SENIOR EDUCATION AND TRAINING

Successful achievement of any of these goals will require a sincere and conscientious effort.

The Senior Phase of Schooling requires a serious commitment to study and work.

Enrolment in a pathway leading to a QCE should be seen as a full-time occupation, whether this is comprised wholly of school subjects and assessments, or a combination of study, vocational training and work experience. Thus, a student in Years 11 and 12 should expect to commit at least 35 to 40 hours to the requirements of his chosen pathway. For a student seeking a QCE and an OP, this should include at least 12 to 15 hours of independent study and homework, in addition to the time spent in lessons at school. A serious student who hopes to succeed in Years 11 and 12, obtaining a QCE with an OP and/or Vocational Certificates, needs to commit a minimum of 2-3 hours per night to his school work, study, projects and assignments.

Continuous assessment is required in all Authority and Authority-registered subjects. Such assessment includes class tests, assignments, projects, oral and multi-modal presentations, and exams. The school’s policies about assessment are printed in the Student Handbook, provided to each student every year. Every student should ensure that he is familiar with these expectations. The most important point to be known is that results cannot be awarded for incomplete work or work that has not been submitted.

Regular attendance at school and/or training, and completion of all required work in every subject/course undertaken are absolutely necessary in the senior years of schooling, as participation in this phase of education is now compulsory.

A student whose SET Plan includes a school-based apprenticeship or traineeship, a work placement or a course offered by another Registered Training Organization, must accept and commit to full attendance at the course, training program or work placement. Completion of any course, training program or other commitment undertaken is the goal expected for all students.

Any student who does not attend school, work or other training regularly may be asked to explain his absences to the Rector and the College may need to notify the QCAA that the student is not meeting the legislative requirement to participate in education and training at this age.

For all Padua College students, enrolment in the senior phase of learning includes the requirement to attend and participate in school camps and retreats, excursions for their subjects or courses, and attendance at compulsory College activities such as House Eucharists, sports carnivals and similar events.
AIMS

- To foster Christian and Franciscan values and attitudes in students.
- To assist students to develop the standards, skills and attitudes necessary for success in the senior phase of schooling, and for life-long learning.
- To assist students to achieve the goals identified in their SET Plans.
- To promote the growth of each individual student to appropriate levels of maturity and independence in preparation for adult life and citizenship.

THE SENIOR PATHWAYS

Students who undertake their senior studies at Padua may progress towards their Queensland Certificate of Education, Vocational Certificates and Senior Statements on one of the pathways outlined below.

All senior students at Padua must select six subjects, courses or other equivalent options leading to credits for the QCE.

Every student in Years 11 and 12 at Padua must include one subject from Religious Education, one English subject and at least one Maths subject in his SET plan.

Students must refer to the QCE Table of credits in making their selections. The Table is published later in this Handbook.

1. MAIN CHOICES:

   - **OP/Tertiary Entrance Pathway:** 6 Authority subjects.
   - **Industry Pathway:** 6 options including 6 Authority-registered subjects or 4/5 Authority-registered subjects and one or two Certificate courses; may include a school-based apprenticeship or traineeship.
   - **Mixed/Integrated Pathway:** 6 options including some Authority subjects, plus some Authority-registered subjects; may include a Certificate course; may include a school-based apprenticeship. Students who choose this pathway must ensure they can meet the commitment to study required for Authority subjects.

2. OP ELIGIBLE PATHWAY:

   - Requires a student to select six Authority subjects (five of which contribute to his Overall Position)
   - Must include any subjects designated "pre-requisites" for a desired tertiary courses.
   - Must include English and Mathematics A or Mathematics B.
   - Must include SOR.
   - Levels of Achievement (VHA, HA etc.) will be awarded for each subject at exit from the subject (usually at the end of Year 12).
   - Position in each subject rank order at Exit from Year 12 will significantly influence the OP obtained.
   - Focus is on qualifying for tertiary study and/or preparing for employment.
3. INDUSTRY PATHWAY:

- Must include six options
- Usually includes five Authority–registered subjects plus one Vocational Certificate course such as:
  - Furnishing,
  - Engineering,
  - Recreation Studies.
- Must include
  - Religion & Ethics,
  - English Communication and
  - Pre-Vocational Mathematics.
- May include a school-based apprenticeship (called a SAT).
- May include Certificate courses at TAFE or another Private Provider (e.g., Cert III in Community Recreation, Certificate II or III in Screen Studies).
- Tertiary Entrance Rank may be obtained if a future application for tertiary study is desired.
- Focus is on starting and preparing for employment and careers.

4. MIXED/INTEGRATED PATHWAY:

- Must include six options.
- Must include SOR or Religion & Ethics.
- Must include English or English Communication.
- Must include Maths A, Maths B or Pre-vocational Maths.

- May include up to four Authority subjects.
- May include one Vocational Certificate course.
- May include a school-based apprenticeship or traineeship, only if the student can meet the study requirements for the Authority subjects.
- Tertiary Entrance Rank may be obtained if future application to tertiary institutions is desired.
- Focus is on preparing for future employability, and possibility of future tertiary study.
- Students on this pathway must obtain permission from the Vice Rector Teaching and Learning to enrol in a Vocational/Certificate Course or SAT.

NOTES:

- **An Authority subject** is one based on a syllabus from the QCAA. It contributes to an OP and FPs. Successful completion of an Authority subject contributes up to 4 credits towards the QCE. Each Authority subject offered at Padua is described later in this handbook.

- **An Authority-registered subject** is one based on a syllabus from the QCAA. It does not contribute to an OP. Successful completion of an Authority-registered subject contributes up to 4 credits towards the QCE. Each Authority-registered subject offered at Padua is listed and described later in this handbook.

- **Vocational Certificate courses** are based on nationally recognized Training Packages. They are offered by Registered Training Organizations, including Institutes of TAFE, and other private Training Organizations. Students need to read the relevant sections of this handbook, together with other information about these courses. Senior students can attempt courses at Certificate I, Certificate II, Certificate III or Certificate IV level where they are available. Successful completion of Vocational Certificates contributes 2, 4 or more credits towards the QCE.
• Separate application and enrolment procedures, plus additional fees, would be required for a Vocational Certificate course offered by another RTO, or TAFE College.

• Year 10 students need to read thoroughly and carefully all the available information about the QCE, OPs and Vocational Certificate courses prior to making decisions for SET Plans.

• Students must give serious consideration to their suitability for the options they are considering and their chances of successful completion of selected subjects or courses. Previous results for similar subjects are important indications of this.

• Students are asked to consider their abilities to manage a range of options before enrolling or ‘signing up’ for an option outside of Padua.

• Availability of all senior subjects and courses at Padua College depends upon timetabling constraints, availability of human and physical resources, and quotas for class sizes. It is not possible for Padua College to provide for and accommodate all possible combinations of subjects and courses in our one school.

ENTRY REQUIREMENTS

• Students who seek to complete the senior phase of their schooling at Padua College need to have completed Year 10 to an appropriate standard. This must include completion of all aspects of Year 10 Religious Education to the best of their abilities.

• All students entering Years 11 and 12 at Padua College must take a core program of studies comprising:
  - Study of Religion or Religion and Ethics
  - English or English Communication
  - Mathematics A, Mathematics B or Prevocational Mathematics.

• Enrolment in an OP-eligible Pathway requires success in English during Year 10 – as indicated by results of at least a C standard - as well as success in Year 10 Mathematics and three other Year 10 subjects.

• Some senior Authority and Authority-registered subjects require successful completion of relevant units in related subjects during Years 9 and 10. These pre-requisites are listed for the individual subjects later in this Handbook.

• A Year 10 student who has not met the entry requirements for a desired senior pathway or specific subject will need to satisfy the Rector that there are sufficient and valid grounds for his acceptance into that pathway or subject.

• Additionally, for entry into the any of the senior pathways at Padua, a student must have demonstrated his willingness and ability to:
  - Meet the College Expectations.
  - Study to the best of his ability.
  - Complete all the required work in each subject or course selected.
  - Participate actively and appropriately in all aspects of school life.
  - Participate fully in the Religious Education program of the school, having completed Year 10 Religious Education to the best of his ability.
  - Learn, understand and follow relevant safety procedures.

NB: The pre-requisites for Year 11 and 12 subjects are summarized in a table at the end of this handbook for ease of reference, but each student must read the page provided on each, individual subject in which he is interested first. As part of the SET Planning and application process, each student will be required to list all of his Year 9 and 10 units and the result achieved for each.
### THE SENIOR CURRICULUM AT PADUA
#### YEARS 11 AND 12

<table>
<thead>
<tr>
<th>KEY LEARNING AREAS</th>
<th>AUTHORITY SUBJECTS OFFERED</th>
<th>AUTHORITY-REGISTERED SUBJECTS AND VOCATIONAL TRAINING CERTIFICATES</th>
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<td>• These subjects do contribute to an OP</td>
<td>These subjects DO NOT contribute to an OP</td>
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<td>• 6 of these subjects must be taken to qualify for the OP Pathway at Padua.</td>
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<td>• 5 of these subjects will directly contribute to the calculation of the OP</td>
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<tr>
<td>RELIGIOUS EDUCATION</td>
<td>STUDY OF RELIGION (Also known as SOR)</td>
<td>RELIGION &amp; ETHICS (Also known as RE)</td>
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<td>* All students must take a religion subject</td>
<td>ENGLISH COMMUNICATION</td>
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<td>LANGUAGES</td>
<td>ENGLISH JAPANESE FILM, TELEVISION &amp; NEW MEDIA</td>
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<td>* All students must take either Senior English or English Communication</td>
<td>MATHS A MATHS B MATHS C</td>
<td>PREVOCATIONAL MATHS</td>
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<td>MATHEMATICS</td>
<td>MATHS A MATHS B MATHS C</td>
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<td>* All students must take either Maths A, Maths B or Prevocational Maths</td>
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<td>None of these is compulsory</td>
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<td>RECREATION STUDIES (Also known as Rec Studies), or CERTIFICATE III FITNESS</td>
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<td>None of these is compulsory</td>
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<td>PERFORMING ARTS</td>
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<td>GRAPHICS TECHNOLOGY STUDIES (Also known as Tech Studies)</td>
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<td>None of these is compulsory</td>
<td>INFORMATION PROCESSING &amp; TECHNOLOGY (Also known as IPT) ACCOUNTING</td>
<td>INFORMATION &amp; COMMUNICATION TECHNOLOGY (Also known as ICT) CERTIFICATE III in BUSINESS CERTIFICATE IV in BUSINESS</td>
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</tbody>
</table>

All senior subjects and courses are offered subject to viability, quotas, and availability of human and physical resources.
WHAT SUBJECTS SHOULD YOU CHOOSE?

The decision regarding subject choices for Years 11 and 12 is an extremely important one. Consideration of interests, abilities, course/career Pre-requisites and future directions is vital.

The following questions may help in your deliberations:

Which subjects have I enjoyed so far? Are there similar subjects available in Senior?

What are my previous academic results? At which subjects do I succeed?

What do these results indicate about my interests and abilities?

What has been my commitment to study so far up to Year 10? Can I maintain this, and, if necessary increase it in Years 11 and 12?

Am I prepared to work consistently during the next two years - at home and at school?

What are my long-term goals? Employment, an apprenticeship, further study at a University, TAFE, or Registered Training Organization?

When choosing Senior Pathways and subjects, take into account the following points:

- Choose the subjects you do BEST and you PREFER to do, rather than taking subjects you find difficult or uninteresting. A student is more likely to achieve better results (and consequently a higher Overall Position if doing Authority subjects) if he is interested in what he is doing and the subjects are ones in which there is a chance of success.

- Make sure that you have included any Pre-requisite subjects for tertiary courses in which you are interested. Check the handbooks available for this purpose.

- Check the field eligibility, FPs, (explained in the next section) for the tertiary courses in which you are interested.

- Assess the usefulness of subjects for certain tertiary courses or careers, even though they may not be prescribed, eg some Maths and Science subjects are no longer Pre-requisites for some University courses but they would be useful preparation for the university course.

- If you are in any doubt about subjects or careers, consult the Careers Counsellor.

- Check the QCE Table of Credits for the number of credit points the subject or course will contribute towards your QCE if completed successfully.

- Be cautious about trying to “keep all options open”, which may result in attempting to achieve conflicting or competing goals, such as OP eligibility and a school-based apprenticeship or TAFE courses.
THE STUDENT EDUCATION PROFILE

At the completion of Year 12, an eligible student may receive one or more of the following documents:

1. The Queensland Certificate of Education which will confirm that the student has completed the required amount of learning to the required standard. This document will not list all the subjects, courses, and other forms of learning or training undertaken.

2. The Senior Statement issued by the Queensland Studies Authority, which will contain:
   - Levels of Achievement (VHA to VLA) in Authority subjects and Authority-registered subjects.
   - A result for the QCS Test - if the student sat for the test at the appropriate time.
   - Results in any appropriate "Recorded Subjects" such as AMEB music.
   - A list of any Vocational Modules/Units of Competence achieved, and any Vocational Certificates completed.
   - A list of all the eligible forms of learning completed during the Senior Phase of Education.

3. The Tertiary Entrance Statement will be issued by the Queensland Curriculum & Assessment Authority (QCAA), to OP eligible students only.
   - It will state the student's OP, a number between 1 and 25, calculated to indicate the student's overall achievement in Senior Authority subjects, (OP = Overall Position).
   - The student's FP s - indicators of achievement in up to 5 fields of study based on the extents to which the skills of those 'fields' occur in his Authority subjects. (FP = Field Position).

4. Vocational Certificates may be obtained by students who choose the relevant courses, if sufficient Modules/Units of Competence are completed successfully in specific courses.

   For example: A student who enrolls in Certificate II in Construction may be able to complete sufficient modules/units of competence to obtain that Certificate by the end of Year 12. These are issued to successful students directly from the Training provider.

5. For a very small number of students, with special needs, a Queensland Certificate of Individual Achievement (QCIA) may be obtained instead of a QCE.
TERTIARY EDUCATION REQUIREMENTS - FOR STUDENTS SEEKING AN OP

In qualifying for tertiary entrance the following criteria are used:

IN ORDER OF IMPORTANCE
a) Pre-requisite Subjects: Certain faculties list particular subjects which must be studied in order to qualify for entry into that course of study. Each student will receive a booklet summarizing the Pre-requisites for tertiary courses in Queensland.

b) OP: Overall Position (On a scale of 1 to 25).
   Tertiary selection will be conducted initially on the basis of Overall Position. Each eligible student will be given a result based on:
   • scaling of his school results using the Queensland Core Skills Test,
   • averaging over the student’s best 100 Weighted Semester Units, and
   • banding students into 25 Overall Positions (OPs) with Band 1 being the most eligible for tertiary selection.

To be eligible for an Overall Position a student must complete 20 semester units in Authority subjects during the two years of the course i.e. 5 subjects x 4 semesters, or an equivalent. Three of the subjects must be studied over four semesters each. All Authority subjects have a weighting of 5 for the calculation of the Overall Position. (Refer to the table on page 9).

The 20 semester units thus equate to 100 weighted semester units (ie 5 subjects x 4 semesters x 5 weighting).

FOR MANY STUDENTS THIS IS AS FAR AS THE SELECTION PROCESS WILL BE TAKEN BUT FOR SOME COURSES FURTHER FACTORS ARE CONSIDERED.

c) FP - Field Positions: (on a scale of 1 to 10) If there are more qualified applicants in the lowest of the OP bands being used to make offers than there are still places available, Field Position data will be used to select those to receive offers. Field Positions provide information about how well students have achieved, relative to others, in important skill areas of the Senior curriculum. Students must be eligible for an Overall Position (OP) to be considered for any of the subsequent Field Positions.

Five fields have been established:

Field A - Extended written expression involving complex analysis and synthesis of ideas.
Field B - Short written communication involving reading comprehension and expression in English or a foreign language.
Field C - Basic numeracy involving simple calculations and graphical and tabular interpretation.
Field D - Solving complex problems involving mathematical symbols and abstractions.
Field E - Substantial practical performance involving physical or creative arts or expressive skills.

To be eligible for a field position, the total for that field should be 60 or more weighted semester units. The result on a scale of 1 to 10 (one being most eligible) is calculated using the student’s best 60 weighted units. The weighting for each subject for each field is given in the table over the page. Sample forms have been designed to help you determine your eligibility for field positions.
# TABLE OF SUBJECT WEIGHTS FOR FIELDS

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</tbody>
</table>

**NB:** This information was supplied to schools by the QCAA in the previous year. The weights for Fields in some subjects may change from year to year.

This table is used to determine a student’s eligibility for each field position.

**NOTE:** The details on this page will be updated when the QCAA provides the new information during Semester 2.
To calculate the student’s eligibility for field positions follow these steps:

1. Write the student’s Authority subjects in the first column.

2. Copy the weights from the accompanying table into the **weights** (wt) column for fields A, B, C, D, E.

3. Multiply the weights by 4 (four semesters for each subject) putting this in the **weights x 4** (Wt x 4) column.

4. Add the (weights x 4) column to obtain the total number of weighted semester units for each of the fields A to E.

An example of a completed table is shown below:

<table>
<thead>
<tr>
<th>AUTHORITY SUBJETS</th>
<th>SEMS</th>
<th>Wt</th>
<th>Wt x4</th>
<th>Wt</th>
<th>Wt x4</th>
<th>Wt</th>
<th>Wt x4</th>
<th>Wt</th>
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<tbody>
<tr>
<td>1 English</td>
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<td>5</td>
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<td>4</td>
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<td>0</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>2 Maths B</td>
<td>4</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>4</td>
<td>5</td>
<td>20</td>
<td>5</td>
<td>20</td>
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<tr>
<td>3 Maths C</td>
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<td>1</td>
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<td>1</td>
<td>4</td>
<td>5</td>
<td>20</td>
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<td>0</td>
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<td>4 Chemistry</td>
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<td>6 P E</td>
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<td>12</td>
<td>1</td>
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<td>5</td>
<td>20</td>
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<tr>
<td>Total Weighted Semester Units</td>
<td>A</td>
<td>52</td>
<td></td>
<td>B</td>
<td>64</td>
<td></td>
<td>C</td>
<td>96</td>
<td></td>
<td>D</td>
<td>84</td>
</tr>
</tbody>
</table>

Thus, this student would be eligible for a Field Position Result (FP) in Fields B, C and D.

**Note:** For some tertiary courses, such as those involving Music and Visual Art, other factors are considered, eg auditions, folios of students’ work and interviews.
THE QCS TEST - QUEENSLAND CORE SKILLS TEST

This test will provide an individual result for each student and also the necessary statistics for scaling students' school results in order to calculate OPs and FPs for those students eligible for an OP.

The test **MUST** be taken by a student who wishes to be eligible for an OP.

**It MAY be taken by students not eligible for an OP.**

The test has been developed after close examination of the Queensland Senior curriculum. It assesses common elements of the curriculum. The test comprises multiple choice items, an extended writing task and short-response items.

The QCS Test has been developed and is administered by the Queensland Studies Authority. An individual's result is reported on his Senior Certificate and may be used by employers. It may comprise a fourth element in Tertiary selection in the future.

Test results for each student are reported on his Senior Certificate, on a scale of A to E.

**All Year 11 and 12 students will receive a Brochure about this Test during their Senior Course and preparation for the test will be included in the Senior Curriculum.**

**TERTIARY ENTRANCE FOR STUDENTS WHO DO NOT OBTAIN AN OP**

Any student who chooses a course which does not enable him to obtain an OP may still gain entry to some courses offered at some tertiary institutions in Queensland.

QTAC may allocate such a student a 'score' called a "rank" calculated on a number of factors, including results in Authority subjects, Authority-registered subjects and Vocation Training Certificate Courses. If a student sits for the QCS Test, his result for that test, may also contribute to the calculation of the QTAC selection rank.
SOME 'RULES' ABOUT SUBJECT SELECTION AT PADUA

1. All Year 11 and 12 students at Padua are required to take a core course comprising three subjects, one from each of the following groups:

   * Either Study of Religion or Religion and Ethics

   and

   * Either English or English Communication

   and

   * Either Maths A, or Maths B or Prevocational Mathematics

2. Some subject combinations are not allowed:

   - You cannot take both English and English Communication
   - You cannot take Film, Television and New Media unless you are taking Senior English.
   - You cannot take both Maths A and Maths B.
   - Prevocational Mathematics and English Communication should not be taken by students seeking an OP.
   - You cannot take Maths C unless you are taking Maths B.
   - If you take Science 21, you can only take one other Science subject.
   - You cannot take Cert II Construction and SAS Manufacturing - Furnishing.
   - You cannot take Cert II Engineering and SAS Manufacturing – Engineering.
   - If you select the Tertiary Pathway and OP eligibility, you cannot enrol in a TAFE course or sign up for a SAT without the permission of the Vice Rector Teaching and Learning or the Rector.

NB: You must check that your Year 10 results meet the stated Pre-requisites for any Senior subject for which you apply.

Note: Other combinations may be precluded by the 'line' combinations for timetabling purposes or by the quotas which need to be applied for some subjects.
The following pages contain outlines of the subjects which may be offered for Years 11 and 12 at Padua.

The details given about subjects in this section of the Handbook must be read together with the information provided in earlier sections of the Handbook, and with reference to all the brochures, leaflets or handouts distributed to Year 10 students.

Thorough reading and consideration of all the information provided is essential. If this is done thoroughly now, it could prevent some need for revision of preferences later, or disappointments during Year 11.

PART A: AUTHORITY SUBJECTS – which do contribute to an OP.

PART B: AUTHORITY-REGISTERED SUBJECTS – which do not contribute to an OP.

PART C: VOCATIONAL TRAINING – Certificate Courses which do not contribute to an OP.
PART A: AUTHORITY SUBJECTS – which do contribute to an OP.

STUDY OF RELIGION
[Required for OP Pathway Students]

RECOMMENDED: B or High Achievement in Year 10 English
B or High Achievement in Year 10 Religious Education

COURSE OUTLINE: The course consists of core and elective components.
The new SOR syllabus will be implemented in 2009. Below is the likely course outline:

The components are:
• The Nature and Significance of Religion
• World Religions
• Australian Religious Perspectives

Core components are integrated with elective topics.

The elective components are:
• Religion, Values and Ethics
• Religion and State Relationships
• Ritual
• Sacred Texts
• Ultimate Questions
• School Based Subject: Franciscan Studies

ASSESSMENT: Various modes of assessment are employed as indicators of student achievement. These include essays, field reports, multi-modal (incorporating IT skills) and written reports, response to stimulus material, exams, document analysis and research assignments.

WHAT ARE THE AIMS OF STUDY OF RELIGION AT PADUA COLLEGE?

• We recognise the role of the family and the context of each student as the first educators in faith and religious education.
• We aim to develop a genuine academic engagement with a variety of world religions, philosophies and spiritual notions to promote understanding, dialogue and tolerance.
• We aim to heighten an awareness of the human person as a religious being and to explore the primordial and traditional experiences of major religions in so doing.
• We aim to encourage independence in students that they might embark on research and discovery without supervision.
• We aim to propose a critical-thinking approach to material of a religious and spiritual nature, including an ability to analyse the challenges and issues that confront human beings in their search for meaning in their lives.
• We aim to develop communication skills in the written, spoken and non-verbal aspects of student presentation as their understanding of religious literacy progresses.
ENGLISH

PRE-REQUISITES: Year 10 English - C or Sound Achievement

COURSE OUTLINE: The Senior English program draws on a range of approaches which provide opportunities for students to develop:

1. A sense of cultural heritage and a grasp of factors that, in different cultures and at different times, cause particular texts, genres/text types and authors to be valued.

2. The skills, through focused study, that enable them to control and experiment with a range of language systems and associated genres and technologies.

3. An awareness of how their personal attitudes and beliefs relate to those operating within their culture. This understanding is used to explore themselves and their relationship to the world through text studies.

4. An understanding of how texts reproduce, negotiate or challenge ways of thinking.

The students will study works of:
- Fiction (novels and anthologies of short stories)
- Poetry
- Plays (including at least one Shakespearian play)
- Media texts (films, documentaries etc)

ASSESSMENT: Assessment is continuous and will involve:
- Prepared and unprepared essays
- Assignments
- Multi-modal presentations
- Dramatic presentations

WHY STUDY ENGLISH? English is strongly recommended for students seeking an OP as it is a pre-requisite for many tertiary courses. Grades in Senior English are important for many careers. The English Course is designed to develop the ability to articulate informed opinions on societal issues in both written and oral form. Critical reading skills are developed.
JAPANESE

PRE-REQUISITE: To study Japanese in Senior, a student must complete 1 semester of Japanese in Year 9 and 2 semesters of Japanese in Year 10 with a minimum of a C or Sound Achievement.

COURSE OUTLINE: The development of an understanding of the Japanese language and culture with an emphasis on:

1. The use of the language in 'real life' situations, both in spoken and written forms.

2. The emphatic appreciation of Japanese Society both within Japan and its influence on Australia today.

ASSESSMENT: Written and spoken projects related to thematic studies. Tests which evaluate the student's ability in the four major skills of language - reading, writing, speaking and listening.

WHY STUDY JAPANESE? The study of a second language:

1. Helps to reinforce basic skills of the first language, in this case English.

2. Is useful in the travel/tourist industry.

3. Promotes a broad understanding and acceptance of one of the many cultures which are part of modern Australia.

4. Reinforces the basic Christian ethic of the equality of all - regardless of culture.
FILM, TELEVISION & NEW MEDIA

PRE-REQUISITES
Year 10 English, minimum C+/B- achievement level as well as an application statement and interview, or audition, is required. This subject must be taken in conjunction with Senior English.

COURSE OUTLINE
The Senior Film, Television & New Media program gives students the opportunity to:

1. Design, produce and critique media products.
2. Develop higher-order critical literacy skills in analyzing the audio-visual images of today's digital information age.
3. Generate and experiment with ideas by using technologies to express themselves as consumers of media.
4. Enhance their own personal organizational skills, problem-solving and team management abilities.
5. Broaden their knowledge and understanding of concepts, trends and issues in media across different eras and contexts.

Among other things, in this course, students will interact with, discuss and execute:

- The theory of narrative film.
- Advertising techniques.
- The craft of planning, scripting and storyboarding.
- Industry-standard methods of production.
- Documentary movie-making.
- Experimental, short film and music video production.
- Post-production and digital editing techniques.

ASSESSMENT:
Assessment will be continuous and developmental. Tasks may include:

- A basic treatment for a story outline, script and shot list.
- Shooting script and storyboard.
- TV commercial or a movie trailer.
- Short drama film or documentary.
- Written/spoken critiques of media texts.

WHY STUDY SENIOR FILM, TELEVISION & NEW MEDIA?

The study of Film, Television & New Media helps a student become an informed, creative, critically aware and interactive consumer in today’s modern media landscape.
ANCIENT HISTORY

RECOMMENDED:  C+ results in Year 10 English and another humanities subject, such as Introduction to Senior Histories, are highly recommended.

COURSE OUTLINE:
1. Studies of archaeology.
4. A study of power.
5. Studies of Europe in transition.
6. Studies of the arts.

ASSESSMENT:  Assignment (Multimodal Presentation and Written)
Class tests (short answers, essay, document studies).

WHY STUDY ANCIENT HISTORY?

Ancient History's value lies in the fact that it contributes to a student's knowledge of the world. The political and social developments in the ancient cultures are paralleled in the development of all societies. Ancient History fosters critical thinking, a vital skill for citizens of the modern world. As in Modern History, students develop research and study skills which will equip them to handle tertiary level humanities, government, law, psychology or social science courses. Ancient History, through its focus upon written sources also encourages higher levels of literacy.
MODERN HISTORY

RECOMMENDED: C+ results in Year 10 English and another humanities subject, preferably Introduction to Senior Histories, are highly recommended. A keen interest in the subject is also recommended.

COURSE OUTLINE MAY INCLUDE:

1. Studies of Conflict - eg World War I and II; Vietnam War; Cold War; East Timor; Social/Cultural Conflicts.
2. National History - eg emergence of nations such as Germany, USA and USSR.
3. Studies of Diversity - eg immigration and multiculturalism; Aboriginal heritage; refugees.
4. Studies of Change - eg revolutionary change in Vietnam, Japan or Indonesia; cultural change.

ASSESSMENT: Assignments (Multimodal Presentation and Written)
Class tests (short answers, essay, document studies).

WHY STUDY MODERN HISTORY?

In history, as in our everyday lives, people ask meaningful questions, collect evidence, sift through it, analyse and evaluate it, to produce satisfactory answers to problems of living. These answers provide a context for our own lives and establish a range of values that shape our attitudes, beliefs and behaviours.

Through the study of Modern History, students can understand why our modern world is the way it is. They can understand the processes of change and continuity that have shaped today’s world, their causes, and the roles people have played in those processes. They can understand that there are relationships between our needs and interests and a range of historical topics, people and events. At a personal level, Modern History helps students to identify their social location, their place in time and their heritage within a distinctive culture. Students develop these understandings through processes of critical inquiry, debate and reflection, and by empathising with the views of others.

Students will learn skills which will equip them to handle tertiary level studies in Humanities, Social Sciences, Arts, Law, Government or Commerce.
GEOGRAPHY

RECOMMENDED: C+ results in English and another Humanities stream, preferably Geography, are highly recommended.

COURSE OUTLINE: 1. Sustaining Communities
2. People and Places
3. Coastal Management
4. Feeding the World’s People

ASSESSMENT: Short response tests
Response to stimulus essays
Practical work
Field work, and
Research

The Senior Geography course involves fieldwork and all Geography students are expected to attend field trips as part of their assessment.

Students are required to use computer technology as a mandatory aspect of this course.

WHY STUDY GEOGRAPHY?

Geography is the study of the earth’s surface as the space in which people live. It is concerned with the way that people have sought to control physical and social environments and the effects of such human actions.

Geography endeavours to give students some deeper understanding and insight of, and into, a world which is continually subject to change.

Note: Geography is a Senior Authority subject, students who undertake this course academically oriented, able to recall, interpret and draw conclusions from information. Extended essay and report constitute a significant percentage of the assessment.
ECONOMICS

RECOMMENDED: C+ results in Year 10 English and another humanities subject, preferably the Introduction to Economics unit in Semester 2 of Year 10, are highly recommended.

COURSE OUTLINE:
1. Personal finance, population and the price mechanism.
2. Economics of the sharemarket.
3. An evaluation of Australian domestic economic policy.

ASSESSMENT: The forms of assessment used each semester include:
- Reading
- Essays
- Oral presentations
- Short response items
- Essay tests
- Practical work and
- A research assignment each semester

WHY STUDY ECONOMICS? Contemporary society is dominated by global economic trends. Economics is designed to introduce students to the functioning of the Australian economic system, and hence a general understanding of economics and government economic policy. The Course encourages students to express their own views on relevant national and global issues, based on their understanding of the facts presented in class.
ACCOUNTING

RECOMMENDED: Successful completion of ‘Introduction to Accounting’ Unit in Semester 2 of Year 10 is highly recommended.

COURSE OUTLINE: The preparation of double entry books for sole traders, including:
- Statement of cash flows
- Accounting and control of cash
- Credit transactions
- Inventories and non-current assets
- Design, analysis and interpretation of accounting reports and computer applications including integrated packages and spreadsheets.

ASSESSMENT:
- Computer assignments
- 1 or 2 examinations each semester in practical and theory work
- Orals presentations
- Research assignments

WHY STUDY ACCOUNTING?
Accounting would be useful to any student considering a career in banking, the public service and private offices, as well as those wishing to study Accountancy at tertiary level.
MATHS A

RECOMMENDED:  
Completion of General Maths (Prep A) in Year 10 with results of at least C level is recommended. Students who have struggled with Advanced Maths (Prep B) in Year 10 are advised to choose Maths A.

COURSE OUTLINE:  

Core Topics  
1. Managing Money 1  
2. Managing Money 2  
3. Elements of Applied Geometry  
4. Linking 2 and 3 Dimensions  
5. Maps and Compasses - Land Measurement  
6. Data Collection and Presentation  
7. Exploring and Understanding Data

Elective Topic:  
8. Operations Research - Networks and Queuing

ASSESSMENT:  
Daily homework, mid-semester exam, end of semester exam, and one assignment, report or oral presentation per semester.

WHY STUDY MATHS A?  
Many tertiary courses (including Primary teaching) that are not maths-based accept Maths A as a suitable entrance subject. 

This Maths strand is a very practical subject with a great emphasis on real-life applications. It is readily accepted by most employers.
MATHS B

PRE-REQUISITE: Completion of Advanced Maths (Prep B) in Year 10 with results of at least C level is recommended.

COURSE OUTLINE:
1. Introduction to Functions
2. Rates of Change
3. Periodic Functions and Applications
4. Exponential and Logarithmic Functions and Applications
5. Optimisation Using Derivatives
6. Introduction to Integration
7. Applied Statistical Analysis

ASSESSMENT: Daily homework, mid-semester exam, end of semester exam, and one assignment, report or oral presentation per semester.

WHY STUDY MATHS B? Maths B is aimed mainly at the tertiary level, and is required as a pre-requisite for many tertiary courses. Some employers want students to have achieved in Maths B. There is a reasonably strong emphasis on the study of real-life applications in Maths B.
MATHS C

PRE-REQUISITE: Successful completion of Advanced Maths (Prep B) in Year 10 with results of B- and above is recommended.

COURSE OUTLINE: Core Topics:
1. Introduction to Groups
2. Real and Complex Number Systems
3. Matrices and Applications
4. Vectors and Applications
5. Calculus
6. Structures and Patterns

Option Topics:
7. Dynamics
8. Advanced Periodic and Exponential Functions

ASSESSMENT: Daily homework, mid-semester exam, end of semester exam, and one assignment, report or oral presentation per semester.

WHY STUDY MATHS C? Maths C deepens knowledge of the mathematics studied in Maths B, is an applied mathematics course, and a number of the units overlap with the Physics Course. Maths C is an advantage for a number of Maths/Science tertiary courses. There is a strong emphasis on the study of real-life applications in this course, including applications in the sciences.
CHEMISTRY

PRE-REQUISITES: Completion of Year 10 Advanced Maths (Prep B) with results of B or High Achievement
AND
Year 10 Science with results of B or High Achievement is recommended.

COURSE OUTLINE: What do students study?

This subject matter of Chemistry is derived from the key concepts and key ideas which are progressively developed over the course of study through units of work. The key concepts are organised under the headings of “Structure” and “Reactions”.

Structure
- All matter is composed of atoms.
- Materials can be categorised and represented symbolically and their macroscopic properties can be explained and predicted from understandings about electronic structure and bonding.

Reactions
- Specific criteria can be used to classify chemical reactions.
- Chemical reactions involve energy changes.
- The mole concept and stoichiometry enable the determination of quantities in chemical processes.
- Specialised qualitative and quantitative techniques are used to determine quantity, composition and type.
- Chemical reactions are influenced by the conditions under which they take place and, being reversible, may reach a state of equilibrium.

This course extends considerably the basic chemistry begun in Year 10 Science. It involves much more problem-solving, and an ability to analyse and interpret information is essential if the student is to cope. A good background in Mathematics is necessary as the subject requires the student to employ mathematical techniques in the solution of problems and for the processing of experimental data. A student would normally select Maths B if Chemistry is selected. A high degree of motivation is required for success in this subject.

ASSESSMENT: Supervised Assessments (Examinations).
Orals.
Extended Experimental Investigations.
Extended Response Tasks.

WHY STUDY CHEMISTRY? Chemistry is the study of the structure and composition of matter, of how one substance changes into another, and is fundamental to the understanding of many branches of science. A number of tertiary courses require satisfactory achievement in Chemistry.
PHYSICS

PRE-REQUISITES: Competition of Year 10 Advanced Maths (Prep B) with results of B or High Achievement AND Year 10 Science with results of B or High Achievement is recommended.

COURSE OUTLINE:

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

Forces
- The nature of a force.
- Forces that act on objects influence their state of equilibrium.
- Forces are able to influence the motion and shape of objects.
- The forces that act on objects influence their internal energy.

Energy
- Energy may take different forms originating from forces between, or relative motion of, particles or objects.
- Energy is conserved.
- Energy transfer processes provide us with different ways of using and dealing with energy and radiation and these have different social consequences and applications.

Motion
- Motion can be described in different ways.
- Motion can be analysed in different ways.
- Motion can be described using various models and modern theories.

Senior Physics relies heavily on the student’s ability to interpret information, analyse problems and work through to a solution in a logical manner. Mathematics is used extensively and weaknesses in this area can slow progress in this subject. A student would normally select Maths B if Physics is selected. A high degree of motivation is required for success in this subject.

ASSESSMENT: Supervised Assessments (Examinations).
Orals.
Extended Experimental Investigations.
Extended Response Tasks.

WHY STUDY PHYSICS? Physics is a pre-requisite for a number of tertiary courses. It develops logical thinking and is helpful in a number of careers including: Telecommunications technicians, paramedical, engineering and science teaching.
BIOLOGY

RECOMMENDED: Year 10 Science results of B or High Achievement is recommended.

COURSE OUTLINE:
1. Diversity of Life
2. Communities, Ecosystems (Field Trips)
4. Microorganisms, Disease, Immunology.
6. Physiology (function) of Plants/Animals.
7. Human Physiology
8. Genetics and Reproductive Technology.

This course extends considerably the introductory material covered in Year 10 Science study. It requires students to be self-motivated in their study and to be interested in the subject. Students will develop an ability to analyse and interpret data and scientific information. There is also an extensive practical component where students develop a number of laboratory skills.

ASSESSMENT: Supervised Assessments (Examinations).
Extended Experimental Investigations.
Extended Response Tasks.
Orals.

WHY STUDY BIOLOGY?
Biology is a Senior Authority subject concerned with the study of living things. This broad area covers a number of specialist topics in some detail. (eg Ecology). It aims at developing an understanding of the living world and how it functions. Many science and medical careers are complemented by the study of Senior Biology.
RECOMMENDED: Year 10 Science results of C or Sound Achievement is recommended.

COURSE OUTLINE: Science 21 deals with themes in real-world contexts that are of intrinsic interest and importance to students — the way the human body works, the ways we communicate, our place in the universe, our environment, our enjoyment of both synthesised and natural things.

Topics
1. Thrills and spills
2. Health and disease
3. Water quality
4. Forensic science
5. Digital photography
6. Renewable energy
7. Astronomy

ASSESSMENT: Supervised Assessments (Exams).
Extended Experimental Investigations.
Extended Response Tasks.
Collections of Work.
Practical laboratory skills.
Orals.

WHY STUDY SCIENCE 21?
This course follows on from Year 10 Science. It does not qualify as a Pre-requisite for tertiary entrance when Chemistry, Physics or Biology are required. However, many non-scientific careers touch on matters scientific and an understanding of science and its impact on society can benefit any student who undertakes the course.
TECHNOLOGY STUDIES

Recommended:

Year 10 English results of C or Sound Achievement. Knowledge of practical applications such as Junior Design and Technology would be an advantage. Also Junior Graphics would be an advantage.

Why study Technology Studies?

Technology Studies is a course of study which investigates the nature and functions of available resources through the application of inquiry, design and problem-solving methodologies. It requires students to identify and understand a problem or need, select appropriate resources and strategies that may solve that problem, implement a plan and evaluate the outcomes. Students are encouraged to be active participants in invention and innovation through design, making and appraising. They are exposed to a range of intellectual challenges while developing practical skills associated with hand and power tools, machinery and equipment.

Technology Studies involves students in designing engineered products, systems or environments where safety is a mandatory aspect of the course.

What do students study?

Technology Studies requires students to address situations where a solution is required.

1. Safety
2. Design Process
   - Consideration of resources
   - Response to choices
   - Realisation / solution
3. Technological Systems: Adapting systems such as the construction or manufacturing industries to meet human needs and wants.
4. Energy, Power and Control: Using a range of energy sources and converting them into power in a controlled manner.
5. Improvement on original designs: Making life easier.

Safety is incorporated into all activities associated with design and problem-solving and students are encouraged to transfer the need for safety into daily life.

Design process is the other essential area of study. In general, the design process involves consideration of resources, response to choices, communication of ideas, determination of possible solutions, justification of decision-making, and ultimately the realisation and evaluation of the solution. Students should show evidence of taking into account as many of the resources and constraints as applicable before selecting a final outcome.

What do students do?

Technology Studies requires students to address situations where a solution to a problem is desired. In addressing the problem, students will use a design methodology and consider optional and available resources when appropriate. All pertinent safety requirements must be considered with students conforming to occupational health and safety standards. The nature of Technology Studies will require students to adopt an integrated approach in working towards solutions to a design problem. Designing, making and appraising involve students in solving a problem using a design methodology, a practical realisation of a solution and evaluation of the solution. Skills in writing related research reports and design folio preparation and presentation are developed.
GRAPHICS

PRE-REQUISITE
Completion of two semesters of Year 10 Graphics to a standard of at least "C+" and one semester of Year 9 Graphics.

WHAT IS GRAPHICS?
Graphics is about solving design problems graphically and presenting graphical products. You will use a design process to identify and explore the design needs or opportunities of target audiences; research, generate and develop ideas; and produce and evaluate graphical solutions. Graphics contributes to your understanding and proficient use of technologies. It develops communication, analytical and problem-solving skills.

UNITS OF STUDY
You will solve graphical problems in three design areas: industrial design, graphic design and built environment (architecture, landscape architecture and interior design). These units have been designed to integrate, expand upon and apply the underlying principles of graphics in thematical situations that are as close to industry practice as possible.

WHY STUDY GRAPHICS?
The ability to communicate effectively is an essential requirement in every field of endeavour. Graphics provides the opportunity to express simple and complex information through visual imagery and representations, encouraging clearer and more efficient communication. Individuals are provided with the opportunity to present drawings in an efficient and accurate manner through the use of specialised equipment. 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.

HIGHER ORDER THINKING SKILLS
This subject:
- Encourages students to apply knowledge in demanding, unfamiliar situations (rather than rehearsed or routine situations).
- Gives students sound opportunities to complete complex, open ended, multifaceted tasks (rather than overly structured tasks with too many cues).
- Allows students to be rewarded for demonstrating higher order thinking skills (such as thinking creatively, formulating and testing a hypothesis, using research material to analyse and synthesise).

POSSIBLE CAREERS
architectural designer
builder
cartographer
commercial artist
design/project engineer
electronic media/illustrator
environmental designer
fashions/textile designer
fine artist/illustrator
geological drafting technician
graphic designer (advertising)
industrial designer
interior designer
landscape designer
mechanical/electrical designer
technical illustrator
technology teacher
town planner
WHAT DO STUDENTS LEARN?
Students learn about the efficiency and effectiveness of graphical communication and its ever increasing impact on our technological society. Through the structured medium of visual imagery, students learn the ability to communicate and express information with clarity and precision.

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, synthesising and evaluating technical problems, and learn how to manipulate computer drafting equipment effectively as a vehicle for conveying the outcomes of their research in a visually appealing form.

HOW DO STUDENTS LEARN?
Students are exposed to a variety of intellectual challenges involving visual stimuli, analysis and problem solving while developing a range of associated practical skills. Students explore graphical communication through studies in real-life contexts developed across the contextual.

As you develop and present graphical representations of ideas and solutions for design problems you will:
- sketch and draw freehand
- develop spatial cognition and visualisation
- produce technical graphical representations in 2-D and 3-D formats
- use existing and emerging technologies.

You will plan and produce graphical representations in simulated real-world contexts. To do this, you will interpret, generate and create visual communications for particular purposes and audiences. You will then make judgments and justify decisions about the graphical representations you produce.

HOW ARE STUDENTS ASSESSED?
Assessment in Graphics gives you opportunities to demonstrate the knowledge and understanding, analysis and application, and synthesis and evaluation applicable to solving design problems and representing ideas and solutions graphically.

In Graphics, assessment instruments include design folios and examinations.
- Design folios record the design process you have used to solve a design problem. These folios will contain some written information, but will mostly consist of graphical representations of your ideas and solutions.
- Examinations will mostly require you to sketch and draw ideas and solutions in response to small design problems or aspects of larger ones.

HOW CAN PARENTS HELP?
- Providing a supportive environment and encouraging participation in subject activities
- Being aware of the school's expectations and assessment policy and program
- Discussing their child's progress with the teacher and offering ways to assist both the teacher and child
- Helping select ways of approaching an assignment

Attending open days, displays or any other subject-related activity.
INFORMATION PROCESSING AND TECHNOLOGY

RECOMMENDED: These standards are good predictors of performance in IPT.
Year 10 English - B.
Year 10 Advanced Maths - B.
The course is demanding, and students attaining these levels in Year 10 have shown the ability to master the material.
The subject is predominately language-based. IPT contributes to a student's OP. A less academic subject, Information and Communications Technology is available for students not meeting these pre-indicators. ICT does not contribute to an OP. It is recommended that students taking IPT should also take Maths B.

COURSE OUTLINE: The course consists of six topics:
• Computer Systems
• Software programming
• Social and ethical issues
• Human computer interaction
• Relational Information systems
• SQL Language

The topics are not studied as separate units but rather various topics are integrated to form units of study.

ASSESSMENT: Tests, Programming Assignments and Projects, Writing Tasks and Case Studies.

WHY STUDY INFORMATION PROCESSING AND TECHNOLOGY?

This course can assist students to cope with and benefit from the changes produced by information technology, and to appreciate both the opportunities and the problems it can create.

Students will explore several specialised areas of information technology, all with a view to solving real world problems presented by course work, case studies, and projects.

The study of Information Processing and Technology can contribute to the thinking skills and analytical techniques of students, whether applied to computer-based solutions or not.

Students are also exposed to a variety of intellectual challenges involving distinctive approaches to problem-solving while developing a range of associated practical skills. As a result, 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 in computing or information processing.
PHYSICAL EDUCATION

PRE-REQUISITE: Results of B- or better in 10 HPE. Adequate participation in the Junior course and a passing grade in English are also essential.

COURSE OUTLINE:

1. Four physical activities will serve both as a source of content and data, and also as a medium for learning.
   At least one team and one individual activity are included. Types of physical activities included are: basketball, volleyball, touch and athletics.

2. Subject matter is drawn from both the physical activities and also from the three content areas.
   a) Learning physical skills
   b) Biological bases of training and exercise
   c) Physical activity in Australian society

ASSESSMENT:

   Theory Assignments.
   Theory and Practical Exams.
   Lab Report.

WHY STUDY PHYSICAL EDUCATION?

   Physical Education encourages students to develop their own fitness, health and recreational opportunities.
   Physical Education is useful for careers in teaching, health, sports science and recreation areas.
VISUAL ART

RECOMMENDED: Completion of two semesters of Year 10 Art to a standard of at least C+, or one semester of Year 9 Art and one semester of Year 10 Art, to at least a standard C+.

Students who seek to select this Senior subject without completing any of the Year 9 or 10 Art units are placing themselves at risk by not building up basic skills and understanding of the language of Visual Arts, as well as the knowledge and practice of a variety of media and techniques.

COURSE OUTLINE:

SEMESTER 1 & SEMESTER 2

"The Physical”
Through the focus of Representation, students explore visual reality of:
- Bodies
- Objects
- Collections

Through the focus of Environment, students will explore the nature of:
- Interior/exterior
- Landscape and cityscape
- Built environment
- Ecology

"The Intellect”
Through the focus of Connections, students explore the relationship of stimulus and response.

SEMESTER 3 & SEMESTER 4

"The Artist’s Condition”
Students determine their own focus, exploring the nature and meaning of Self Identity.

Students determine their own focus, exploring the nature and meaning of Communal Values.

Students explore and extend on concepts and focuses.

ASSESSMENT:

Practical (making): A folio of work consisting of a Visual Diary that records all explorations of the concept and media techniques must accompany at least one resolved art work.

In Year 11 four practical pieces should reflect an ability to explore and investigate a number of media and concepts through a variety of representations.

In Year 12, three practical pieces should reflect an ability to explore and investigate media and concepts through a variety of representations that reflect a growing personal aesthetic.
Theory (Appraising): Two extended written pieces which reflect understanding of the concepts completed throughout the year. An oral presentation is required at the end of each year.

TECHNIQUES COVERED: Students will explore and develop a number of skills relating to drawing, painting, sculpture, mixed media, digital photography, print making and ceramics.

WHY STUDY VISUAL ART? Senior Art encourages students to develop thinking skills, problem solving skills and to refine their individual responses in communicating their ideas, thoughts and feelings in a visual manner. Students gain knowledge of art making styles and processes from the past and from the present. They are encouraged to adapt, challenge and explore their own personal representations. Senior Art encourages students to be mindful of cultures past and present, to respect and gain insight into the appreciation of art making practices both locally and globally.

The study of Visual Art is extremely useful for careers involving any form of Visual Communication such as Architecture, Visual and Applied Arts, Book Illustration, Graphic Design, Web Page Design, Commercial Design, Teaching, Animation, Film And Television. Senior Art allows the students the opportunity to further their interest and expertise in the Art field.
MUSIC

RECOMMENDED: A pass or Sound Achievement in Year 10 Music, especially in aural work, and the ability to read music notation fluently, are required before undertaking Senior Music. Additionally, it is recommended that students are learning an instrument (voice is an instrument) or are already performing at a competent level such as Gr 4 AMEB.

NB: Students who have not previously studied Year 10 Music and who have studied music privately will be considered for Senior Music after consultation and an audition with the Music staff.

COURSE OUTLINE: Units studied are:
- Cave to Cave – an exploration of musical styles from the beginnings of music to the musical working of Nick Cave. The unit will be adapted to suit student interests, with possible areas of investigation including the musical periods, through instrumental and vocal works with a particular focus on Australian works.
- So You Think You Can Dance – this unit explores the culture and development of dance music. It will draw from the early development of dance music in the baroque period through the more recent popular repertoire and the impact of techno and trance music.
- Connections – this unit explores the relevance of western art music in the lives of Australian youth. Often Art music is dismissed as being out of date and touch with the needs and desires of people in the 21st century. Through active music making students will experience our past as a connection to the music we hear and experience today.
- Music for the Stage & Screen – This unit explores a range of styles and genres from music of the theatre and film music.
- Your Signature Tune – a self directed musical project.

ASSESSMENT: Music is assessed across three areas, composition, performance and musicology. All are equally assessed and weighted.

Students are presented with numerous dimensions in which their performance may be assessed: as an instrumentalist or vocalist in a solo, small and large ensemble setting.

Students will be given the opportunity to collate a folio of compositions and performances. Embedded in their assessment is the integration of technology especially through performance and composition assessment.

WHY STUDY MUSIC? Music provides a basis for personal development, encourages creative thinking and self-expression and promotes a sympathetic awareness of the world’s cultures. The subject also develops practical skills and encourages creativity in the area of composition and performance.
DRAMA

RECOMMENDED: A pass or Sound Achievement in Year 10 Drama.

COURSE OUTLINE: Units studied are:
- Physical Theatre - students develop an understanding of the elements of drama and conventions of Physical Theatre.
- Comedic Theatre - students use classic comedic texts from Commedia Dell Arte to explore the historical, cultural and sociological influences.
- The Critic - students will learn and practise the skills of critique. They will reflect on a live performance.
- Absurdism - students use absurd texts to explore philosophical and sociological contexts.
- Realism - students will develop an understanding of Drama and the dramatic languages through Realism.
- Epic Theatre - students explore the potential of theatre to examine and challenge, through political and social contexts.

ASSESSMENT: 

Forming - The dimension Forming is characterised by students making creative dramatic works. When forming, students create, shape and manage drama through the application, manipulation and structuring of the dramatic languages.

Presenting - The dimension Presenting is characterised by students planning and rehearsing performances to an audience. When presenting, students manipulate the dramatic languages to realise dramatic action and communicate dramatic meaning to an audience. Work in the Presenting dimension requires students to demonstrate their understanding of the purpose of drama and elements of drama in a variety of contexts, forms and/or styles. This understanding is realised through applying acting and performance skills.

Responding - The dimension Responding is characterised by students interpreting, analysing, reflecting and evaluating dramatic action from a position of, or after, the drama. When responding, students demonstrate their skills in interpretation, analysis and evaluation of dramatic action and meaning to communicate a position. They also examine how the dramatic languages are employed in professional, independent or non-
school based productions and performances. This objective can be realised in written, oral and multimodal communication.

**WHY STUDY DRAMA?**

In the subject Drama, students have opportunities to learn about a range of forms and styles of the dramatic art form and gain understanding of human experience in different cultures, times and places. Drama connects students to creative, technical and other cognitive processes and provides opportunities for them to imagine and explore beliefs, feelings, behaviours and relationships across many situations and contexts.
<table>
<thead>
<tr>
<th>SENIOR AUTHORITY SUBJECTS</th>
<th>PRE-REQUISITES &amp; RECOMMENDATIONS - YEAR 10 SUBJECTS</th>
<th>MINIMUM RESULT REQUIRED IN PRE-REQUISITE</th>
<th>POSSIBLE COMPANION SUBJECT</th>
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<tbody>
<tr>
<td>STUDY OF RELIGION</td>
<td>YEAR 10 ENGLISH RELIGIOUS EDUCATION</td>
<td>B</td>
<td>MODERN HISTORY ANCEINT HISTORY</td>
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<tr>
<td>ENGLISH</td>
<td>YEAR 10 ENGLISH</td>
<td>C</td>
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<tr>
<td>JAPANESE</td>
<td>YEAR 10 JAPANESE</td>
<td>C+</td>
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<tr>
<td>FILM, TELEVISION &amp; NEW MEDIA</td>
<td>YEAR 10 ENGLISH</td>
<td>C+/B-Interview/audition required</td>
<td>SENIOR ENGLISH PRE-REQUISITE</td>
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<tr>
<td>ANCIENT HISTORY</td>
<td>YEAR 10 ENGLISH and ANOTHER HUMANITIES SUBJECT eg Introduction to Senior Histories</td>
<td>C+</td>
<td>MODERN HISTORY ECONOMICS STUDY OF RELIGION</td>
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<tr>
<td>MODERN HISTORY</td>
<td>YEAR 10 ENGLISH and ANOTHER HUMANITIES SUBJECT eg Introduction to Senior Histories</td>
<td>C+</td>
<td>ECONOMICS</td>
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<tr>
<td>GEOGRAPHY</td>
<td>YEAR 10 ENGLISH and YEAR 10 GEOGRAPHY</td>
<td>C+</td>
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<tr>
<td>ECONOMICS</td>
<td>YEAR 10 ENGLISH and YEAR 10 HISTORY INTRODUCTION TO ECONOMICS</td>
<td>C+</td>
<td>MODERN HISTORY</td>
</tr>
<tr>
<td>MATHS A</td>
<td>Completion of Year 10 General or Advanced Mathematics (Prep A or B)</td>
<td>C</td>
<td>SCIENCE 21 NOTE: * No other Maths subject may be taken with Maths A</td>
</tr>
<tr>
<td>MATHS B</td>
<td>Completion of Year 10 Advanced Mathematics (Prep B)</td>
<td>C+</td>
<td>MATHS C BIOLOGY CHEMISTRY PHYSICS</td>
</tr>
<tr>
<td>MATHS C</td>
<td>Completion of Year 10 Advanced Mathematics (Prep B)</td>
<td>B-</td>
<td>PHYSICS CHEMISTRY</td>
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<tr>
<td>CHEMISTRY</td>
<td>YEAR 10 SCIENCE And ADVANCED MATHS</td>
<td>B</td>
<td>MATHS B PHYSICS BIOLOGY</td>
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<tr>
<td>SENIOR AUTHORITY SUBJECTS</td>
<td>PRE-REQUISITES &amp; RECOMMENDATIONS-YEAR 10 SUBJECTS</td>
<td>MINIMUM RESULT REQUIRED IN PRE-REQUISITE</td>
<td>POSSIBLE COMPANION SUBJECT</td>
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<tr>
<td>PHYSICS</td>
<td>YEAR 10 SCIENCE and ADVANCED MATHS</td>
<td>B</td>
<td>MATHS B, and MATHS C, CHEMISTRY or BIOLOGY</td>
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<tr>
<td>BIOLOGY</td>
<td>YEAR 10 SCIENCE</td>
<td>B</td>
<td>CHEMISTRY PHYSICS</td>
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<tr>
<td>SCIENCE 21</td>
<td>YEAR 10 SCIENCE</td>
<td>C</td>
<td><strong>NOTE:</strong> Only one other Science subject may be taken with this subject.</td>
</tr>
<tr>
<td>INFORMATION PROCESSING &amp; TECHNOLOGY</td>
<td>YEAR 10 ENGLISH and ADVANCED MATHS</td>
<td>B</td>
<td>MATHS B</td>
</tr>
<tr>
<td>ACCOUNTING</td>
<td>YEAR 10 INTRODUCTION TO ACCOUNTING</td>
<td>C</td>
<td>MATHEMATICS B</td>
</tr>
<tr>
<td>GRAPHICS</td>
<td>YEAR 10 GRAPHICS</td>
<td>C+</td>
<td>TECHNOLOGY STUDIES</td>
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<tr>
<td>TECHNOLOGY STUDIES</td>
<td>YEAR 10 ENGLISH</td>
<td>C+</td>
<td>GRAPHICS</td>
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<tr>
<td>PHYSICAL EDUCATION</td>
<td>Junior HPE</td>
<td>C</td>
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<tr>
<td>VISUAL ART</td>
<td>YEAR 10 ART</td>
<td>C</td>
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<td></td>
<td>*or another, outside Art Course involving the design process - completed to a satisfactory standard.</td>
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<tr>
<td>MUSIC</td>
<td>YEAR 10 MUSIC</td>
<td>C</td>
<td>* Students must be learning an instrument throughout the Year 11 and 12 Course - for the assessment of practical work.</td>
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<td>* Aural work must have been satisfactory or sound.</td>
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<td></td>
<td>* And: Students must be able to read music, <strong>before</strong> entering this course.</td>
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<tr>
<td>DRAMA</td>
<td>YEAR 10 DRAMA</td>
<td>C</td>
<td>ENGLISH</td>
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</tbody>
</table>
PART B: AUTHORITY-REGISTERED SUBJECTS – which do not contribute to an OP.

RELIGION AND ETHICS
[This subject is available to all students on all pathways]

PRE-REQUISITES: Satisfactory completion of Year 10 Religious Education.

COURSE OUTLINE: Students will complete eight units of work (four in Year 11 and four in Year 12). Students rotate term-by-term to experience four different teachers who specialise in their designated unit.

The Units available in Year 11 are:
- Morality Check: Contemporary Moral Issues
- Ockers, Wowsers and Battlers: The Australian Church
- Pace e Bene: Unravelling Franciscan Spirituality
- Social Justice in Our Society

The Units available in Year 12 are:
- No Returns, No Deposits: Life Choices
- Peace Studies: Franciscan Non-Violence
- Spirituality and Ritual
- Heroes and Role Models
- Global Views: World Religions

ASSESSMENT: A variety of forms are used to assess student achievement: essays, research reports, multi-modal presentations and exams. As this subject is Authority-registered it does not, however, contribute to the Overall Position.

RELIGION AND ETHICS AT PADUA COLLEGE – PHILOSOPHY:

- We recognise the role of the family and the context of each student as the first educators in faith and religious education.
- We aim to develop the personal growth and self-awareness of students' own faith stance, including an appreciation of the innate dignity of themselves as part of a graced, dignified creation.
- We aim to increase a sense of the sacred through informed involvement in the faith life of the College.
- We aim to familiarise students with the tradition and story of St Francis and the role of the Franciscans in today's world.
- We aim to develop the ability to critically participate in society as young people educated in broad religious matters, so that they can be a leaven in the world in which they live and work.
- We aim to develop proactive engagement in the creation of a more just and compassionate world.
- We aim to heighten students' awareness of the mystery that permeates all life.
- We aim to nurture students' spiritual and moral capacities. We desire for them an informed conscience that will never grow sightless through indifference or ignorance.
ENGLISH COMMUNICATION  
(Authority-Registered Subject)

PRE-REQUISITES: Nil. However, completion of Year 10 English – with a result at least close to a Sound Achievement would be an advantage.

COURSE OUTLINE: This subject comprises Units of Work some of which will relate to English communication in the workplace.

Additionally, current issues of local and national significance will be analysed through the studies of the media, news and current affairs, advertising and consumerism.

Students will also study and respond to literature, magazines, drama, cinema, radio and television.

ASSESSMENT: Assessment will be criteria-based. Assessment tasks may include:
- Assignments (individual and group)
- Practical tasks, both spoken and written
- Tests/exams involving short-answer tasks, paragraph and essay writing.

WHY STUDY ENGLISH COMMUNICATION?

The study of this subject provides the opportunity to develop sound, basic communication skills, as well as skills and knowledge required for employment and participation as a citizen in our society.

The course content will be relevant to the students’ needs and interests, especially those related to work, community and leisure. It could be interesting and even enjoyable!
PREVOCATIONAL MATHEMATICS
(Authority Registered Subject)

RECOMMENDED: Recommended for students who struggled with Year 10 Mathematics. Recommended for Year 10 core Maths classes.

COURSE OUTLINE: This course aims to provide the student with introductory knowledge and skills in a range of basic numeracy and mathematical concepts and techniques with a strong focus on the use of mathematics in the workplace.

ASSESSMENT: Assessment is continuous and criteria based. Assessment items may include daily homework tasks, exams and/or assignments each semester.

WHY STUDY PREVOCATIONAL MATHEMATICS?

This Maths strand is a very practical subject with great emphasis placed on real-life, work-related applications.

**Note, however, that this is still a mathematics subject and, as such, will require students to use and develop mathematical skills and techniques throughout the course.**
SOCIAL AND COMMUNITY STUDIES
(Authority-Registered Subject)

RECOMMENDED: 
Nil.

COURSE OUTLINE: 
Social and Community Studies incorporates the sets of skills that are necessary for all people to be able to function with a reasonable degree of efficiency and well-being in their contemporary and future life situations.

The program of study follows the theme “Civics & Citizenship” and school selected electives. The study area core consists of four life roles: Personal management, management of relationships, resource management, and community participation. The electives provide the context through which the four life roles are explored.

The electives available at Padua College are:
1. Overseas Sector – Tourism, Travel And Finance.
2. Australia – The Inside Story
3. Legally It Could Be You.

ASSESSMENT: 
Assessment is concerned with the extent to which the students meet the objectives of the three criteria: Knowledge and Understanding, Decision making processes, and Communications skills.
Assessment may include written tests, oral presentations and written assignment work.

WHY STUDY SOCIAL AND COMMUNITY STUDIES?
This subject aims to encourage students to develop strategies to recognise facts, face and deal with challenges at personal, social and global levels with reference to their working and everyday lives and as a part of their membership of a wider community.
INFORMATION AND COMMUNICATIONS TECHNOLOGY
(Authority-Registered Subject)

RECOMMENDED: Nil

COURSE OUTLINE:
1. Document Production
2. Multimedia Authoring
3. Website Development
4. Spread sheets
5. Digital Still Image Manipulation
6. Managing Data

ASSESSMENT: Students will keep folios of their latest and best work. This will form the basis of all assessment. The final grades will be awarded based on Year 12 work.

WHY STUDY INFORMATION AND COMMUNICATIONS TECHNOLOGY?

ICT is aimed at developing valuable skills in the use of computers. It is about challenging students, opening new doors, and setting off in new directions.

Computers present a medium for gathering, storing and communicating ideas. ICT puts this powerful medium in the hands of students, and allows each student to gather a folio of tangible demonstrations of his level of skills.
RECREATION STUDIES
STRAND B

RECOMMENDED: Completion of Year 10 HPE. This includes adequate participation in the Junior HPE course. An interest in sport and physical activity is essential.

COURSE OUTLINE: The course focuses on leisure activities and organised recreational pursuits.

Two strands of Recreations Studies will be offered: a school-based approach, and a Certificate III in Fitness run by Health for Life Fitness Education.

A letter has been included in the pack you received at the information night outlining the Certificate III in Fitness course. With this qualification alone, graduates will be able to work in a gym or fitness centre as a group fitness instructor. Other areas that these graduates can play a supporting role in include health screening, client inductions and fitness centre floor work.

The Certificate Course involve an added fee, but this course is invaluable for any student looking to forge a career in the recreation industry.

The types of physical activities to be studied will include weightlifting, life-saving and outdoor education.

The four main content areas are:
  a) Recreation, You and the Community
  b) Physical Activity and Healthy Lifestyle
  c) Safety Issues
  d) Interpersonal and Group Dynamics

Students, who undertake the Certificate Course, will participate in a number of expeditions and complete a range of Level I courses including Level I First Aid and Level I Coaching. The curriculum for these Level 1 courses is provided by an outside training provider who also conducts the assessment for accreditation purposes. Students who select this course will need to meet the extra costs of these courses and expeditions.

ASSESSMENT: Both strands will include theory and practical assessment tasks including:
  ▪ Planning an event
  ▪ Completion of a course of activity or training
  ▪ A journal of events
  ▪ Conducting a school event

WHY STUDY RECREATION STUDIES:

Recreation Studies will provide students with opportunities to develop their own physical fitness, health and recreation opportunities. It could be useful for future careers in the Recreation Industries especially for those students who successfully complete all the Level I courses and qualify for the Certificate III in Fitness.

COSTS: The costs of the Level I courses, as well as expedition costs will need to be paid by each student and the actual amount will be advised when each activity is being organized.
PART C: VOCATIONAL TRAINING

Certificate Courses which do not contribute to an OP

Padua College is in partnership with Careers Australia. We currently offer Certificates II in Construction & Engineering. As part of these courses some off campus training is required by C.A. at their Salisbury Campus, but at this stage, this only applies to Construction students. The same applies to Certificate III in Fitness which is delivered in partnership with Health for Life Fitness Education. Also offered are Certificate III and Certificate IV in Business which is delivered in partnership with The College of Health and Fitness.

Other Courses in Furnishing and Engineering (SAS)

Padua will be offering two courses in Furnishing and Engineering derived from the Queensland Curriculum & Assessment Authority Syllabus for Manufacturing. These are Senior Authority-registered subjects, which are delivered and assessed at Padua and successful completion of these courses gives students the opportunity to gain QCE credit points in the same way as all other Authority-registered subjects. However, no vocational modules, or units of competence can be achieved through these courses.

NOTE: Certificate course costs determined by the external providers are listed below.

<table>
<thead>
<tr>
<th>Certificate Course</th>
<th>Approx Cost (subject to change)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate II in Construction CPC20108</td>
<td>$350</td>
</tr>
<tr>
<td>Certificate II in Engineering MEM20105</td>
<td>$150</td>
</tr>
<tr>
<td>Certificate III in Fitness SIS30310</td>
<td>$660</td>
</tr>
<tr>
<td>Certificate III in Business BSB30112</td>
<td>$500</td>
</tr>
<tr>
<td>Certificate IV in Business BSB40212</td>
<td>$500</td>
</tr>
</tbody>
</table>
CPC20108 CERTIFICATE II IN CONSTRUCTION
NATIONALLY RECOGNISED TRAINING CERTIFICATE

RECOMMENDED:  Nil. However, it would be an advantage for a student to have studied Year 10 Design and Technology. A keen interest in the construction Industry is also highly recommended.

COURSE OUTLINE:  This course aims to provide the necessary knowledge and skills required to complete a Certificate II in Construction.

Modules

- Occupational Health & Safety
- Work effectively in groups
- Plan and organise work
- Conduct workplace communication
- Carry out measurements and calculations
- Read and interpret plans and specifications
- Handle construction materials
- Use construction tools and equipment
- Apply basic levelling procedures
- Use explosive power tools
- Erect and dismantle restricted height scaffolding
- Carry out basic demolition
- Carry out concreting to simple forms
- Place and fix reinforcement materials

ASSESSMENT: Assessment is competency based and continuous. It may take the form of:
  - Completion of specific practical projects
  - Teacher observation and checklists
  - Written Tests and oral presentations.

WHY STUDY A CERTIFICATE II IN CONSTRUCTION?

Students have the opportunity to obtain a nationally recognised level II Certificate or a ‘Statement of Attainment’ for partial completion of the certificate in the above Units of Competence. This may provide students with the opportunity to shorten the time taken to complete future apprenticeships or other courses within the Construction Training Package.
MEM20105 CERTIFICATE II IN ENGINEERING
NATIONALLY RECOGNISED TRAINING CERTIFICATE

RECOMMENDED: Nil. However, it would be an advantage for a student to have studied Year 10 Design & Technology Studies. A keen interest in the Manufacturing Industry is strongly recommended.

COURSE OUTLINE: This course aims to provide students with knowledge and skills to obtain a Certificate II in Engineering.

Modules
- Work with others in manufacturing environment
- Apply principles of OH&S in work environment
- Apply quality procedures
- Plan to undertake a routine task
- Apply quality systems
- Perform engineering measurements
- Perform computations
- Carry out mechanical cutting
- Manual heating and thermal cutting
- Routine manual metal arc welding
- Routine gas metal arc welding
- Routine oxy acetylene welding
- Interpret technical drawings
- Use hand tools
- Power tools with hand operations
- Perform brazing and/or silver soldering

ASSESSMENT: Assessment is competency-based and continuous. It may take the form of:
- Completion of specific practical projects
- Teacher observation and checklists
- Written Tests and oral presentations.

WHY STUDY A CERTIFICATE II IN ENGINEERING?
Students have the opportunity to obtain a nationally recognised Level II Certificate or a ‘Statement of Attainment’ for partial completion of the certificate in the above Units of Competence. This may provide students with the opportunity to shorten the time taken to complete future apprenticeships or other courses within the Metal and Engineering Training Package MEM05.
SIS30310 CERTIFICATE III IN FITNESS

RECOMMENDED: An interest in sport and recreation is essential. Adequate participation and success in year 10 HPE is also a requirement.

This course provides an introduction to the fitness industry and is primarily for people who want to work in the fitness industry. Students will learn about anatomy and physiology, nutrition, screening and fitness appraisals, exercise programming, equipment use and maintenance, as well as generic work skills such as communication, client service, risk analysis and first aid.

With this qualification alone, graduates will be able to work in a gym or fitness centre as a group fitness instructor. Other areas that these graduates can play a supporting role in include health screening, client inductions and fitness centre floor work.

The Certificate III in Fitness may also be used as a stepping stone into more advanced fitness courses such as the Diploma of Fitness or Certificate IV in Fitness (fully qualified personal trainer) and even tertiary degrees.

This course qualifies you as a gym instructor and provides you with the foundations of knowledge to become a sought after fitness professional.

Throughout the Certificate III in Fitness (Gym Instructor) you can expect to study:

- Anatomy and Physiology
- Sport and Recreation
- Nutrition
- Exercise Base Programming
- Exercise Prescription
- Programming for Special Populations
- Core Stability
- Occupational Health & Safety

Gym Instructors run fitness assessments, write introductory programs, conduct program show throughs and supervise the gym floor.

Modules include:

- Provide advanced first aid response
- Meet client needs and expectations Core
- Process client complaints Core
- Follow defined OH&S policy and procedures Core
- Undertake risk analysis of activities Core
- Provide orientation to clients prior to undertaking a fitness program Stream
- Undertake client induction and screening Stream
- Develop basic fitness programs Stream
- Apply basic exercise science to exercise instruction Stream
- Use and maintain core fitness industry equipment Stream
- Provide advice to clients on the application of basic anatomy and physiology to fitness programs Stream
- Provide nutrition advice to clients in accordance with recommended guidelines Stream
- Provide leadership to groups Stream
- Instruct fitness activity skills to a client using fitness equipment Stream
- Customise gym instructional skills to include specific areas of expertise current in the fitness industry Specialisation
ASSESSMENT: Assessment is competency based and continuous. It may take the form of:
- Completion of specific practical projects
- Teacher observation and checklists
- Written Tests and oral presentations.

WHY CHOOSE THE CERTIFICATE III IN FITNESS?

The exercise and fitness industry is booming in Australia. Every year the fitness industry employs thousands of young people and this is an opportunity to give your son a head-start. However, this subject will only be offered if sufficient numbers are interested.
BSB30107 Certificate III in Business
Nationally recognised training certificate

RECOMMENDED: Nil, but it would be an advantage for a student to have studied Year 10 Business Studies. A keen interest in business or commerce is also recommended.

COURSE OUTLINE: This course provides the necessary knowledge and skills to complete a Cert 3 in Business Administration.

CORE UNITS OF COMPETENCE:

- Organise schedules,
- Maintain business resources,
- Process customer complaints,
- Deliver and monitor a service to customers,
- Maintain financial records,
- Organise workplace information
- Create and use databases
- Produce spreadsheets
- Conduct online transactions
- Participate in OHS processes
- Recommend products and services
- Purchase goods and services

ASSESSMENT: Assessment is competency based and continuous. It may take the form of:

- Specific practical projects
- Teacher observation and checklists
- Written tests and oral presentations.

WHY STUDY THIS CERTIFICATE?

Students have the opportunity to obtain a nationally recognised level III Certificate or a ‘Statement of Attainment’ for partial completion of the certificate in the above Units of Competence. Students who complete the certificate III in year 11 may progress to the certificate IV in year 12. This may provide students with the opportunity to shorten the time taken to complete future apprenticeships or other courses within the Business Training Package. It may also assist some students with tertiary entrance.
BSB40212 Certificate IV in Business
Nationally recognised training certificate

RECOMMENDED: Normally students will have completed Certificate III in Business before being accepted into the certificate IV course. In some circumstances students with relevant work experience or qualifications may be accepted into the certificate IV course.

COURSE OUTLINE: This course provides the necessary knowledge and skills to complete a Cert IV in Business Administration.

CORE UNITS OF COMPETENCE:

- Undertake marketing activities
- Implement and monitor WHS policies, procedures and programs to meet legislative requirements
- Promote products and services
- Analyse and present research information
- Design and develop complex text documents
- Make a presentation
- Address customer needs
- Maintain business technology
- Develop and use complex spreadsheets
- Design databases using access 2010.

ASSESSMENT: Assessment is competency based and continuous. It may take the form of:

- Specific practical projects
- Teacher observation and checklists
- Written tests and oral presentations.

WHY STUDY THIS CERTIFICATE?

Students have the opportunity to obtain a nationally recognised level IV Certificate or a ‘Statement of Attainment’ for partial completion of the certificate in the above Units of Competence. This may provide students with the opportunity to shorten the time taken to complete future apprenticeships or other courses within the Business Training Package. Completion of this course may also assist students with tertiary entrance.
GENERAL INFORMATION ABOUT VOCATIONAL EDUCATION AND TRAINING

At Padua College all Year 11 and 12 students take six subjects/courses or other approved options each semester.

At Padua an Industry Pathway (i.e. a Vocational Education program) would comprise Authority-registered subjects and training programs intending to provide general senior education and preparation for the world of work including at least four of the following:

- Religion and Ethics*
- English Communication*
- Prevocational Maths*
- Social and Community Studies
- Recreation Studies
- Information and Communications Technology

* indicates compulsory subject

and one or both of the Certificate Courses:

- Certificate II in Construction CPC20108 or Furnishing (SAS)
- Certificate II in Engineering MEM20105 or Engineering (SAS)
- Certificate III in Fitness SIS30310
- Certificate III in Business BSB30112
- Certificate IV in Business BSB40212
- An accredited TAFE Course

and/or, possibly,

- A school-based apprenticeship or traineeship could be included if applicable.

1. THE AUTHORITY-REGISTERED SUBJECTS:

These subjects do not contribute to an OP.

They are based on documents provided by the Queensland Studies Authority, called Subject Area Specifications (like syllabuses).

They generally include a significant component of practical work or topics and 'projects' closely related to "real-life" experiences and concerns.

Many of the Authority-registered subjects offered at Padua College have a significant focus on preparation for the world of work, especially English Communication, Prevocational Maths and Social and Community Studies.

The following table summarises the various types and levels of qualifications within the AQF.
AUSTRALIAN QUALIFICATIONS FRAMEWORK (AQF)

<table>
<thead>
<tr>
<th>SCHOOL SECTOR</th>
<th>VOCATIONAL EDUCATION &amp; TRAINING SECTOR</th>
<th>HIGHER EDUCATION SECTOR</th>
</tr>
</thead>
</table>
| Queensland Certificate of Education (QCE) | Certificate I  
Certificate II  
Certificate III  
Certificate IV  
Diploma  
Advanced Diploma | Diploma  
Advanced Diploma  
Degree  
Graduate Certificate Bachelor  
Graduate Diploma  
Masters Degree  
Doctoral Degree |

The AQF Certificates which students have the opportunity to complete through studying the Industry or Vocational Education Pathway at Padua College are listed below:

- Certificate II in Furnishing CPC20108
- Certificate II in Engineering MEM10105
- Certificate III in Fitness SIS30310
- Certificate III in Business BSB30112
- Certificate III in Business BSB40212

Each of these Certificate courses is made up of units of work (skills/knowledge) referred to as ‘Units of Competence’. Where a student does not meet the requirements to be eligible for the awarding of a Certificate, the student would receive recognition for those Units of Competence in which he has demonstrated competency.

3. WORKPLACE LEARNING

Students who choose a full course of Authority-registered subjects and Vocational Certificates may participate in workplace learning for a number of days each semester. What students learn in the workplace is intended to be linked to the vocational curriculum they study at school.

Participation in this unpaid work experience provides students with the opportunity to practise the skills and knowledge being taught at school within a real work environment. It also provides students with the opportunity to see whether they would like to work in that area in the future.

Some students may be able to organize workplace learning sessions which could contribute towards the QCE.
4. SELECTION RANKS FOR OP INELIGIBLE STUDENTS

Students who complete Queensland Year 12 and do not qualify for an OP can still gain entry to courses. All tertiary institutions participating in QTAC accept applications from OP ineligible students provided that Pre-requisite subjects and other requirements have been met.

Please note that the high selection ranks necessary for entry to very competitive tertiary courses may be difficult if not impossible to achieve.

What is a selection rank?

Where OPs are based on a scale from 1 (highest) to 25 (lowest), selection ranks are based on a scale from 99 (highest) to 1 (lowest). Selection ranks for OP ineligible students are calculated from schedules developed by the Queensland Curriculum & Assessment Authority (QCAA) and QTAC in consultation with tertiary institutions. The schedules take into account student results reported on the Senior Certificate and QCS Test, if sat.

How are selection ranks determined for OP ineligible students?

To calculate a selection rank for an OP ineligible student, QTAC uses the achievement levels for Authority subjects, Authority-registered subjects and approved Vocational Educational and Training (VET) modules reported on the Senior Certificate only. Only the best 20 semester units of study are used. Results in the QCS Test are also used, if the test was sat. Please note that a poor result in the QCS Test cannot have a negative effect on a student's QTAC selection rank. The QCS result can only be used to moderate the rank upwards.

5. POST-SCHOOL PATHWAYS

On completion of Year 12, those students who have successfully completed one or more Authority-registered subjects or Vocational Certificate courses have a range of post-school pathways open to them.

These pathways may include:

- Entry level employment
- Credit towards a number of Registered Training Organisation courses such as those offered by TAFE and other private training providers.
- Credit towards the ‘off-the-job’ component of an apprenticeship or traineeship, where the subjects the student has studied at school are in the same industry area as the apprenticeship or traineeship he enters after completing Year 12.
- Pathway to tertiary study

6. RECOGNITION GIVEN TO STUDENTS AT THE END OF YEAR 12

Please refer to the brochure from the Queensland Curriculum & Assessment Authority called, “Queensland Certificate of Education”.

<table>
<thead>
<tr>
<th>SENIOR SUBJECT/ COURSE/CERTIFICATE</th>
<th>DOES THIS CONTRIBUTE TO AN OP?</th>
<th>DOES THIS CONTRIBUTE TO AN OP?</th>
<th>NUMBER OF CREDITS THIS WILL CONTRIBUTE TO QCE IF/WHEN 4 SEMESTERS ARE COMPLETED WITH AN EXIT RESULT OF SA OR BETTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>STUDY OF RELIGION</td>
<td>YES</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>RELIGION &amp; ETHICS</td>
<td>NO</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>ENGLISH</td>
<td>YES</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>ENGLISH COMMUNICATION</td>
<td></td>
<td>NO</td>
<td>4</td>
</tr>
<tr>
<td>FILM, TELEVISION &amp; NEW MEDIA</td>
<td>YES</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>ANCIENT HISTORY</td>
<td>YES</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>MODERN HISTORY</td>
<td>YES</td>
<td></td>
<td>4</td>
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<tr>
<td>GEOGRAPHY</td>
<td>YES</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>ECONOMICS</td>
<td>YES</td>
<td></td>
<td>4</td>
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<tr>
<td>ACCOUNTING</td>
<td>YES</td>
<td></td>
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</tr>
<tr>
<td>MATHS A</td>
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</tr>
<tr>
<td>MATHS B</td>
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<td></td>
<td>4</td>
</tr>
<tr>
<td>MATHS C</td>
<td>YES</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>PREVOCATIONAL MATHS</td>
<td>NO</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>CHEMISTRY</td>
<td>YES</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>PHYSICS</td>
<td>YES</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>BIOLOGY</td>
<td>YES</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>SCIENCE 21</td>
<td>YES</td>
<td></td>
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<tr>
<td>GRAPHICS</td>
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<td></td>
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</tr>
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<td>IPT</td>
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<td>ICT</td>
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<tr>
<td>TECHNOLOGY STUDIES</td>
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<td>PHYSICAL EDUCATION (PE)</td>
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<tr>
<td>RECREATION STUDIES</td>
<td></td>
<td>NO</td>
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</tr>
<tr>
<td>MUSIC</td>
<td></td>
<td>YES</td>
<td>4</td>
</tr>
<tr>
<td>DRAMA</td>
<td></td>
<td>YES</td>
<td>4</td>
</tr>
<tr>
<td>VISUAL ART</td>
<td></td>
<td>YES</td>
<td>4</td>
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<tr>
<td>SOCIAL &amp; COMMUNITY STUDIES</td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>CERTIFICATE II IN CONSTRUCTION</td>
<td></td>
<td>NO</td>
<td>4 *If fully completed.</td>
</tr>
<tr>
<td>CERTIFICATE II IN ENGINEERING</td>
<td></td>
<td>NO</td>
<td>4 *If fully completed.</td>
</tr>
<tr>
<td>CERTIFICATE III IN FITNESS</td>
<td></td>
<td>NO</td>
<td>8 *if fully completed</td>
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<tr>
<td>CERTIFICATE III IN BUSINESS</td>
<td></td>
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<td>8 *if fully completed</td>
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<td>CERTIFICATE IV IN BUSINESS</td>
<td></td>
<td>NO</td>
<td>8 *if fully completed</td>
</tr>
<tr>
<td>FURNISHING SAS</td>
<td></td>
<td>NO</td>
<td>4</td>
</tr>
<tr>
<td>ENGINEERING SAS</td>
<td></td>
<td>NO</td>
<td>4</td>
</tr>
<tr>
<td>SCHOOL-BASED APPRENTICESHIP OR TRAINEESHIP</td>
<td>NO</td>
<td></td>
<td>Depends on the amount of the apprenticeship or traineeship completed.</td>
</tr>
</tbody>
</table>
ENROLMENT PROCEDURE

All students wishing to enrol in Years 11 and 12 at Padua must complete the following procedure:-

1. Read the SENIOR STUDIES HANDBOOK thoroughly.
2. Attend the YEAR 10 SUBJECT SELECTION EVENING program.
3. Complete and submit the SET PLAN by the due date.
4. Attend a SET PLAN INTERVIEW with a member of staff designated by the Vice Rector of Teaching & Learning.
5. Complete the online subject selection process. The link to this will be emailed by the Vice Rector of Administration after the Year 10 Subject Selection Evening.
6. Students will be contacted by the Vice Rector Administration directly if a clash means that they will not be receiving their preferred subject options and options will be presented and discussed.

All above mentioned dates and due dates are to be found in the College calendar.

NB: It is extremely important that ALL steps and due dates are adhered to.
CURRICULUM SUPPORT AND EXTENSION

CURRICULUM SUPPORT

The Learning Enrichment Centre (LEC) at the College assists students from Years 7 to 12 who require additional educational support. Learning support provision is embedded within the College infrastructure and aims to support students, their families and teachers.

IDENTIFICATION

Students who require additional support are identified through:

- The enrolment process
- Year 7 / 8 Diagnostic Data
- Parent/Teacher recommendations

Students are prioritized for support on an equity basis.

CURRICULUM SUPPORT PROVISION

Support that may be provided to a student include:

- In-class teacher aide and teacher support
- Curriculum Support Classes (1 less subject)
- Differentiated Tasks and Criteria
- Special Provision for Exams
- English as a Second Language support (ESL)

Curriculum Support classes provide:

- Ongoing support to students across all curriculum areas
- Further development of literacy and numeracy skills
- Information and Communication technology skill development
- Review of assessment tasks
- Assistance in planning, research, writing and presenting assignment tasks

SPECIAL PROVISIONS FOR EXAMS

Special Provisions for exams may include, but are not limited to:

- Extension of time
- Use of technology
- A Scribe
- A Reader
- Differentiated Exams and Criteria

Students eligible for Special Provisions are those with documentation from a medical or relevant specialist and teacher recommendation. It is essential in Years 11 and 12 for current, appropriate documentation to be provided to the College in accordance with QCAA guidelines.

EDUCATION ADJUSTMENT PROGRAMS
Students, who have a verified Education Adjustment Program in a particular focus area, have an Individual Student Plan (ISP). ISPs are developed in consultation with parents, Pastoral and House Guardians, and relevant staff, and reviewed on a yearly basis, or as required. Subject teachers implement recommendations where applicable in their subject area.

**PROFESSIONAL EXTERNAL REPORTS**

When a Specialist Report is provided to the College:
- It is summarised
- Adjustments required to the learning environment are recommended to teachers
- Relevant staff are provided with this information via an internal database

**EXTENSION**

Students who require extension are identified through:
- Diagnostic Data
- Academic Achievement
- Specialist Reports
- Teacher Recommendation

**Curriculum Provision Options**
- Year 11 / 12 Subject selection
- Early University Entry in specific subjects

**Extension within Subject Department**

Extension activities are embedded within subject Departments and also across the curriculum.

**Examples of some Programs / Activities students may be involved in are:**

- Trivia Challenge
- Tournament of Minds
- Kaleidoscope Day
- Days of Excellence
- Math Teams Challenge
- Conference for Gifted and Talented Students
- Differentiated Curriculum
- Aeronautical Space Design Competition (ASDC)
- University Subject Option
- Chess Competition
- Working with Wood Show
- Writers’ Festival
- History Competitions
- Maths Symposium
- Geography Competitions
- United Nations Youth Conference
- History Incursion Days
- Philosophy and Reasoning Conferences
- Guest and Expert Presenters
Select your subjects carefully