St Thomas More College offers quality senior school pathway options for our young men and women embarking on this important phase in their education. Our senior curriculum is enriching as it equips students with the knowledge, understandings, skills and abilities to be successful in their pathway – both in the short and long term.

We strongly encourage students seeking to undertake Year 11 and Year 12 should choose their pathway of study wisely.

At the end of Term 2 students worked through:

- Pathways available for senior study whilst at the College
- Names of Authority (OP) subjects, Authority Registered (VP) subjects and Certificate (VP) course.
- Senior School Policy at St Thomas More College
- University study options and/or TAFE options on offer whilst in Year 11 and Year 12
- Information about due dates and procedures for selection of subjects online
- A planning template for the selection of senior subjects and/or courses

This booklet outlines the specific subject details and pre-requisite requirements for subjects or courses. Students and parents need to read this booklet carefully before making final decisions around the suite of study.

Ms Karen Chandler

Assistant Principal - Curriculum (Acting)
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Overall Position
( OP Pathway Subjects)

STUDY OF RELIGION
Authority Subject (OP)

Australia today is a pluralist society in which a great variety of religious traditions exist side by side. Studying religion helps students become aware of others' beliefs and further understand their own.

Study of Religion can help students become more effective global citizens by developing their knowledge, skills and values, and developing their understanding through critical inquiry, debate and reflection, and empathetic engagement with the standpoint of others.

The Study of Religion course develops key academic skills such as analysis, research and academic writing. These wide-ranging academic skills provide valuable preparation for tertiary studies.

Course Outline

Spirituality
• An introductory unit that explores the five major world religions and the diversity that exists within each of these traditions.

Sacred Texts
• Sacred texts are recognised as having special religious significance or as being sacred. The contemporary study of sacred texts is influenced by literary and critical theory and employs hermeneutics — the study of interpretation.

Ritual
• Ritual is studied in varied social and religious contexts, past and present. Ritual is the practice or embodiment of beliefs expressed in structured action or prescribed procedures that often link to the sacred.

Religion, Values and Ethics
• Moral questions and ethical principles are incorporated into everyday life. Ethics are understood by investigating relevant religious, historical and cultural traditions, norms and virtues.
• Ultimate Questions
• Ultimate questions explore the meaning and purpose of life, the value of the human being, identity and destiny. These questions are expressed in the arts, literature and culture.

Assessment Requirements
• Extended writing response (research assignments and supervised essays)
• Response to stimulus material
• Multimodal presentations
• Short response exams

Pre-Requisites At least a “C” in English in Year 10.

Excursions and/or Subject Costs
At least one excursion is undertaken in both Year 11 and Year 12.

For more information, please contact
Mr John Thomas Assistant Principal Religious Education – College Leadership Team
jthomas@stmc.qld.edu.au
ENGLISH

Authority Subject (OP)

The study of Senior English is an opportunity to engage with classic and contemporary texts in a very positive and meaningful way. It effectively sets students up for a lifetime of interest in, and appreciation of, the many and varied ways of viewing the world. It is a challenging, rewarding and enjoyable course.

This subject is an essential subject for most tertiary study and can lead into a variety of study and career areas.

Course Outline / Topics

Year 11
- Telling It Like It Is – Documentary Film
- Australian Stories – Autobiography
- Finding Our Voice – Australian Novel
- Australian Voices – Poetry

Year 12
- The Journey – Novel Study
- Life’s Journey – Film Study
- Lovers, Rebels and Heroes – Shakespeare
- The Song, The Poem, The Story and Me

Assessment Requirements

Year 11
- Written feature article
- Short story
- Analytical essays
- Documentary film proposal
- Creative writing and speaking

Year 12
- Editorial
- Short story
- Analytical essays
- Creative writing and speaking
- Reflective writing

Pre-Requisites
At least a “C” in English in Year 10 (n.b. Not C-)

Excursions and/or Subject Costs
None

For more information, please contact
Mrs Carol Yaxley
Academic Leader – English/LOTE
cyaxley@stmc.qld.edu.au

QCE Credit Points - 4
ENGLISH FOR ESL LEARNERS

Authority Subject (OP)

Course Outline/Topics
English for ESL learners is an OP English course and caters for eligible students with the specific advantages of having an expert teacher in ESL learning and which covers the following strands:

- Language for academic learning
- Language of the media
- Language of literature

These are taught across a number of different topics.


Assessment Requirements
A variety of analytical, persuasive, reflective and creative tasks in response to a range of texts are written and spoken.

Eligibility
- Aboriginal students and Torres Strait Islander students for whom SAE (Standard Australian English) is not the first or home language
- Students who have been born in Australia and/or have lived in Australia for a number of years but who still require significant support for learning English as a second language
- Those who enter senior schooling with a variety of specific conditions outlined by QCAA
- Students who speak another language at home or whose parents speak another language
- Students whose first language spoken was not English even though they speak English exclusively now
- International students
- For more detail of the requirements, see Mrs Bolton.

Specialised Equipment Required  Nil

Pre-Requisites  At least a “C” in English in Year 10 (n.b. Not C-)

Excursions and/or Subject Costs  None

For more information, please contact
Mrs Carol Yaxley
Academic Leader – English and LOTE

cyaxley@stmc.qld.edu.au
Mathematics B aims to provide a foundation for further studies in disciplines within which mathematics and statistics have important roles. It is also advantageous for further studies in the health and social sciences. Mathematics B is designed for students whose future pathways may involve mathematics and statistics, and their applications, in a range of disciplines at the tertiary level, including:

- Engineering sciences, including avionics, chemical, civil, communications, electrical, mechanical and mining
- Information technology and computer science, including electronic and software
- Mathematics and science education
- Mathematical applications in:
  - Energy and resources – management and conservation
  - Climatology
- Pure mathematics
- Design and built environment
- Industry, manufacturing and trades
- Business and tourism
- Primary industries and environment
- Economics and commerce
- Statistics and data analysis
- Medical and health sciences, including human biology, biomedical, nanoscience and forensics
- Natural and physical sciences, especially Physics and Chemistry

**Course Outline**

- Introduction to functions
- Rates of change
- Periodic functions and applications
- Exponential and logarithmic functions and applications
- Optimisation
- Introduction to integration
- Applied statistical integration

**Assessment Requirements**

- Supervised tests – within this category, tests are conducted under supervised conditions and commonly include tasks requiring quantitative and/or qualitative responses.
- Extended modelling and problem-solving tasks – within this category, you provide a response to a specific task or issue, which could be set in a context that highlights a real-life application of mathematics.
- Reports – within this category, assessment tasks are typically an extended response to a practical or investigative task, such as: an experiment in which a dataset is collected, analysed and modelled; a mathematical investigation; a field activity; or a project.

**Minimum Requirements**

Year 10 Mathematics with at least a ‘C+’ in the Year 10A Mathematics or an ‘A-‘ in 10 Mathematics

**Excursions and/or Subject Costs**

Graphics Calculator non CAS (TI-nspire CX + students software) – TO BE PURCHASED

**For more information, please contact**

Ms Juliana Vasanthakumar  Academic Leader – Mathematics  jibvasanthakumar@stmc.qld.edu.au
MATHEMATICS A
Authority Subject (OP)

Mathematics A aims to provide an opportunity for students to continue to participate fully in lifelong learning. It is designed for those students who want to extend their mathematical skills beyond Year 10 level but whose future studies or employment pathways do not require knowledge of calculus. This subject is designed for students who have a wide range of educational and employment aspirations, including continuing their studies at university or TAFE.

Mathematics A is a recommended precursor to further study and training for professions and technical trades in a range of industries and employment areas including:

- Administration and management
- Building and construction
- Education and training
- Health services
- Hospitality and tourism
- Manufacturing and processing
- Mechanics and engineering
- Retail services

Course Outline / Topics

Core Topics:
- Managing money 1
- Managing money 2
- Elements of applied geometry
- Linking two and three dimensions
- Data collection and presentation
- Exploring and understanding data

Electives:
- Maps and Compasses - Navigation
- Operations Research - Networks and Queuing

Assessment Requirements

- Supervised tests – within this category, tests are conducted under supervised conditions and commonly include tasks requiring quantitative and/or qualitative responses.
- Extended modelling and problem-solving tasks – within this category, you provide a response to a specific task or issue, which could be set in a context that highlights a real-life application of mathematics.
- Reports – within this category, assessment tasks are typically an extended response to a practical or investigative task, such as: an experiment in which a dataset is collected, analysed and modelled; a mathematical investigation; a field activity; or a project.

Minimum Requirements

- Year 10 Mathematics with at least a ‘C’ in the Year 10 Core Maths (N.B. Not C-)

Excursions and/or Subject Costs

- Scientific Calculator Casio FX-82AU PLUS or Casio FX-82ES PLUS

For more information, please contact
Ms Juliana Vasanthakumar
Academic Leader: Mathematics
jvasanthakumar@stmc.qld.edu.au

QCE Credit Points - 4
ACCOUNTING
Authority Subject (OP)

Students are provided with opportunities to develop skills in managing financial resources which can be applied at a personal level and in the business environment. They are encouraged to think logically, to apply accounting principles in a consistent and effective manner, and to become independent learners.

This subject can lead students towards further experience or study in:

- Business law
- Commerce
- Law
- Finance
- Financial planning
- Accountancy

Topics
Areas of study are grouped within two organisers, Recording and Controls, and Reporting and Decision Making. During the course, students study:

- Principles of double-entry accounting
- Accrual accounting and accounting for the GST
- Accounting packages
- Control of the major financial elements of a business – cash, credit transactions, inventories and non-current assets
- Electronic business
- Preparation of accounting records and reports, and the use of ICTs relevant to the preparation of accounting records and reports
- Analysis and interpretation of financial and company reports
- Managerial decision making
- Personal financing and investing

Knowledge and application of spread-sheeting is essential to this subject.

The accounting procedures taught are consistent with the practices of professional bodies.

Assessment Requirements
Assessment techniques used include short and/or extended response exams and the demonstration of practical accounting processes, research assignments, projects, letters of advice and business reports. Non-written presentations and seminar presentations may also be used.

Pre-Requisites
- A grade of at least ‘C’ in Year 10 English and Maths
- Year 10 Business 3 is recommended

Specialised Equipment Required
Computer, MYOB Package, Excel Spreadsheets, Textbook, Writing Material

For more information, please contact
Mrs Jacqui Lee
Academic Leader – Business
jllee@stmc.qld.edu.au

QCE Credit Points - 4
ANCIENT HISTORY
Authority Subject (OP)

Studying Ancient History can lead into a variety of pathways and career choices. It is a valuable subject for many tertiary courses. In seeking explanations for historical events and developments, students encounter key historical concepts: change, continuity, cause, motive and effect. These are valuable concepts for understanding the present as well as the past.

By studying Ancient History students gain a range of important skills necessary for university and the workplace, such as: problem solving, investigation, critical inquiry, debate and reflection, the ability to analyse, interpret and synthesise information, empathy, the ability to detect bias and perspectives, and being able to form thoughtful arguments and to make reasoned judgements.

This subject can lead students towards tertiary studies and career paths in a range of areas, such as:

- Law
- Business
- Sociology
- Psychology
- Politics
- Education
- Archaeologist
- Editor
- Lecturer
- Librarian
- Tourism
- Research
- Historian
- Journalist
- Curator

Course Outline
- Archaeology – The Trojan War
- Conflict in the Greek World – The Persian Wars
- Athens – Rise of Democracy
- Everyday Lives of People in Ancient Societies – Lost Civilisations: Pompeii
- Religious Practices in Ancient Egypt, Greece and Rome (including a focus on daily life, social structure, medicine, festivals and rituals)
- Development of Rome from its Foundation to a Republic; War and Expansion
- Rome – Rise of the Emperors
- Fall of the Roman Empire and the Beginnings of Medieval Europe

Assessment Requirements
- Multi-modal Presentations
- Response to stimulus/short response exams
- Written research tasks - independent historical inquiries
- Extended written response to historical evidence

Minimum Requirements
- A grade of at least ‘C’ in Year 10 English

Excursions
- University of Queensland – Antiquities Museum
- Abbey Museum of Art and Archaeology
- University forums and workshops

For more information, please contact
Mrs Paula Booth
Academic Leader - Humanities and Social Science
pbooth@stmc.qld.edu.au

QCE Credit Points - 4
BIOLOGY

Authority Subject (OP)

Studying Biology provides the opportunity for students to gain valuable skills and knowledge that can be used in tertiary pathways as well as in everyday life. Participation in Biology enables students to engage in creative scientific thinking and to apply their knowledge in practical situations. The course helps students foresee the consequences of their own and society’s activities on the living world. This will enable students to participate as informed and responsible citizens in the decision-making processes, the outcomes of which will affect the living world now and in the future.

Understanding of biological concepts, as well as general science knowledge and skills, is relevant to a range of careers, including those in:

- Medicine
- Marine Science
- Environmental Rehabilitation
- Veterinary Science
- Agriculture
- Biosecurity
- Conservation
- Food Science
- Biotechnology
- Quarantine
- Eco-tourism
- Reproduction and Development
- Genetics and Biotechnology
- Evolution and Diversity
- Health (Immunology, Disease and Nutrition)

Course Outline / Topics

- Cell Biology
- Animal and Plant Physiology
- Environmental Studies
- Homeostasis and Coordination
- Reproduction and Development
- Genetics and Biotechnology
- Evolution and Diversity
- Health (Immunology, Disease and Nutrition)

Assessment Requirements

- Extended Response
  - Field study report and written response to stimulus
  - Data collection and Research assignment
  - Non – experimental investigation
- Written Task
  - Examinations
- Extended Experimental Investigation
  - Scientific report

Minimum Requirements

- A grade of at least ‘C+’ in Year 10 Science, Mathematics and English

Excursions

Biology Camp at Hastings Point for Year 11s

For more information, please contact

Mrs Renee Christie
Academic Leader - Science
rchristie@stmc.qld.edu.au

QCE Credit Points - 4
BUSINESS MANAGEMENT

Authority Subject (OP)

In Business Management, students explore the role taken by business managers undertake to achieve business goals by formulating strategies concerning marketing, operations, human resources, finance and business development activities. Students will work in partnerships, small groups and teams as they navigate through the practical and authentic situations often faced by business managers. This may involve students using innovation and creativity to develop feasibility studies or undertake business ventures.

This subject can lead students towards further experience or study in:
small-to-medium enterprises, business management, human resource management, financial planning, commerce, marketing and operations management and business development.

Topics
The course is organised around six areas of study:

• Management practices
• Marketing management
• Operations management
• Human resource management
• Financial management
• Business development.

Assessment Requirements
Assessment techniques include three categories: feasibility study, examination and extended response.

The assessment techniques may be presented in a variety of modes- written responses, spoken responses and multimodal responses.

Pre-Requisites
• A grade of at least ‘C’ in Year 10 English and Maths
• Year 10 Business 2 is recommended

Specialised Equipment Required
NIL

For more information, please contact
Mrs Jacqui Lee
Academic Leader – Business
jilee@stmc.qld.edu.au

QCE Credit Points - 4
CHEMISTRY
Authority Subject (OP)

Studying Chemistry immerses students in both the practical and contextual aspects of chemical science, providing skills and knowledge that can lead to many tertiary opportunities. Students enact scientific inquiries, investigations and experiments. This facilitates the growth of students’ awareness of the constructions of chemical understandings from academic, personal, social and global perspectives. All students studying Chemistry will become informed citizens, able to use chemical knowledge to inform evidence-based decision making, and engage critically with contemporary scientific issues.

An understanding of chemistry is relevant to a range of careers, including those in:

- Forensic Science
- Medicine
- Winemaking
- Agriculture
- Environmental Science
- Pharmacy
- Chemical Science
- Engineering
- Sports Science
- Food Technology

Course Outline / Topics

- Chemical Bonding
- Stoichiometry
- The Uniqueness of Water
- Gases
- Periodicity
- Reaction Rate
- Chemical Equilibrium
- Acids and Bases
- Organic Chemistry
- Fuels
- Electrochemistry
- REDOX Reactions

Assessment Requirements

- Supervised Assessments (SA)
  - Multiple Choice/Short Response Exams
  - Response to Stimulus Tasks
- Extended Experimental Investigations (EEI)
- Extended Response Tasks (ERT)
  - Research Assignments
  - Newspaper/Journal Articles

Minimum Requirements

- A grade of at least ‘B-’ in Year 10 Science and Mathematics and a ‘C’ in English

Excursions

Day excursion to Sirromet Winery for Year 12s.

For more information, please contact
Mrs Renee Christie
Academic Leader - Science
rchristie@stmc.qld.edu.au
CHINESE
Authority Subject (OP)

Knowledge of Modern Standard Chinese facilitates entry into the Asia-Pacific region in areas such as government, business, trade, tourism, education and cultural exchanges and, when combined with other skills, may increase employment opportunities within Australia and internationally.

Studying the subject Chinese also has benefits in the travel and tourism industries. Australia is one of the most favoured tourist destinations for Chinese-speaking people and knowledge of Chinese is useful when travelling in Chinese-speaking areas across the world.

Course Outline / Topics
The course of study is developed around the following elements:

- cultural context
- settings
- themes and topics
- language functions
- language features
- text types

The course of study provides students with opportunities to develop sufficient competency in Chinese to use it in a variety of ways to achieve the communicative objectives. Communication takes place in a cultural context that is dependent on specific cultural activities and text types. Within this context, there are settings that reflect more particular social contexts or situations, which in turn suggest the themes and topics. In order to express and interpret factual and personal meanings within a topic, the intention or purpose (i.e. the function of language) needs to be taken into account. To express these meanings in connected discourse, the resources of the language system are called upon. These consist of grammar, vocabulary, cohesive devices and the sound and writing systems.

Assessment Requirements
The course of study should give equal emphasis to all four macro skills: reading, listening, speaking and writing. This may vary during the course depending on the nature of the particular topic. However, a broad balance will be maintained. At the time of exit, all four macro skills have equal status.

Pre-Requisites
Year 10 Chinese B - overall standard and nothing less than a C standard for macro-skills.

Specialised Equipment Required Nil

Excursions and/or Subject Costs
To be confirmed in 2016

For More Information, Please Contact
Mrs Carol Yaxley
Academic Leader – English and LOTE
cyaxley@stmc.qld.edu.au
Mr Peiran Wen
Teaching Staff
pwen@stmc.qld.edu.au

QCE Credit Points - 4
DRAMA

Authority Subject (OP)

Drama is a unique art form that represents and re-enacts experiences, ideas, stories and emotions. It is one of the oldest forms of artistic expression and continues to be significant in all cultures and societies. Drama is created and performed in diverse spaces, including theatres, to achieve a wide range of purposes. It is usually shared live, but can also be created, mediated and shared through digital media and platforms. Engaging with drama in all its manifestations provides opportunities to experience, understand and communicate different perspectives on the world. In the subject Drama, students have opportunities to learn about a range of forms and styles of the dramatic art form and gain understandings of human experience in different cultures, times and places.

This subject can lead students towards tertiary study and career paths in a range of areas, such as:

- Acting
- Advertising
- Designing
- Directing
- Entertainment
- Event planning
- Film and Television
- Journalism
- Management
- Production work
- Teaching
- Costume designing

Course Outline

- Physical Theatre and Asian Theatre styles
- Absurd Theatre
- Realism and Post Modern theatre styles
- Elizabethan Theatre
- Contemporary Political Theatre
- Verbatim Theatre

Assessment Requirements

- Forming tasks
- Presenting tasks
- Responding tasks

Minimum Requirements

- A grade of at least ‘C’ in Year 10 English
- A grade of at least ‘C+’ in Year 10 Drama is recommended

Excursions and/or Subject Costs

- Students are required to attend a minimum of two theatre excursions per year in order to respond to written assessment criteria. These excursions will take place outside of school hours.

For more information, please contact

Mrs Bonnie Howard
Academic Leader - The Arts (acting)
Bonnie.Howard@stmc.qld.edu.au
The study of Economics provides students with knowledge and skills that are relevant for living in present day society, and are useful for a range of careers. Economics explores how to use scarce resources in the best way possible. Households, businesses and governments are confronted with the economic problem of alternative uses of their limited resources. This subject stresses the need to understand the significance of economic events as well as the implications of individual, business and government economic decision making.

This subject can lead students towards tertiary study and career paths in a range of areas, such as:

- Economics
- Law
- Business
- Marketing
- Public relations
- Politics
- Media
- Human resource management

**Course Outline**

- Markets and Models
- Personal Economics
- Income and Distribution of Wealth
- The Labour Force
- Population
- Contemporary Macroeconomics
- Contemporary Microeconomics
- Development Economics
- International Economics

**Assessment Requirements**

- Short response exams
- Multimodal presentations
- Stimulus response exams
- Written research response – independent inquiries

**Minimum Requirements**

- A grade of at least ‘C’ in Year 10 English

**Specialised Equipment Required**

Nil

**Excursions and/or Subject Costs**

- University forums and workshops

**For more information, please contact**

Mrs Paula Booth
Academic Leader – Humanities and Social Sciences
pbooth@stmc.qld.edu.au

QCE Credit Points - 4
GEOGRAPHY

Authority Subject (OP)

Geography provides the development of skills, concepts and attitudes that are essential to making rational and well-informed judgements, important to future study and career paths. Geography is about the study of human and natural characteristics of places and the interactions between them. This subject provides training in the study of a wide variety of environmental, urban, rural, economic and social issues. Geographically informed citizens understand the many interdependent spheres in which they live, and make informed judgements to improve their community, state, country and the world.

This subject can lead students towards tertiary study and career paths in a range of areas, such as:

- Agriculture
- Geographer
- Environmental Science
- Geology
- Media
- Public Relations
- Education
- Town Planning
- Psychology
- Meteorology
- Tourism
- Social Work
- Economics and Commerce
- Defence Forces
- Engineering and Mining

Course Outline

- Managing the Natural Environment
  - Coastal Management and Responding to Natural Hazards
- People and Development
  - Feeding the World’s People and Exploring the Geography of Disease
- Resources and the Environment
  - Sustaining Biodiversity and Living with Climate Change
- Social Environments
  - Sustaining Communities and Connecting People and Places

Assessment Requirements

- Short response exams
- Stimulus response exams
- Field study reports
- Practical exams

Minimum Requirements

- A grade of at least ‘C’ in Year 10 English

Specialised Equipment Required

- Calculator (as per Maths requirements)
- Clipboard for Field Studies

Excursions and/or Subject Costs

- Field Studies (day trips) are a mandatory requirement of course completion each year

For more information, please contact
Mrs Paula Booth
Academic Leader – Humanities and Social Sciences
pbooth@stmc.qld.edu.au

QCE Credit Points - 4
GRAPHICS
Authority Subject (OP)

Senior Graphics is a course of study that provides an opportunity for students to solve design problems graphically and present graphical products. Students 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. They will solve graphical problems in three design areas: Industrial Design, Graphic Design and Built Environment (architecture, landscape architecture and interior design). Graphics develops communication, analytical and problem-solving skills. It is a challenging subject that promotes students’ personal pride and esteem.

This is a course of study which can establish a basis for further education and employment in graphic design, industrial design, built environment design (architecture, landscape architecture and interior design), engineering, urban and regional planning, surveying and spatial sciences, and building paraprofessionals.

What You Will Learn

• use design processes in graphical contexts
• formulate design ideas and solutions using the design factors, which include: user-centred design, design elements and principles of design, technologies, legal responsibilities, design strategies, project management, sustainability and materials
• create and communicate design solutions in the form of graphical representations, including a range of sketches and drawings
• apply industry conventions where applicable
• develop design solutions for a range of audiences, including corporate clients and end-users.

Assessment Requirements
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.

Pre-Requisites
Graphics at Year 10 is preferred

Specialised Equipment Required
Nil

For more information, please contact
Mr Alan Kemp
Academic Leader - Technologies
akemp@stmc.qld.edu.au

QCE Credit Points - 4
**HEALTH EDUCATION**

**Authority Subject (OP)**

Health Education provides a context for exploring health issues. Students analyse different forms of data to find out about health issues in today’s society. They consider these and research ways of making and promoting a healthier community. Consequently, Health Education is an action-oriented subject that inspires students to implement and evaluate their own and others’ strategies to maximise the health and wellbeing of those in their communities.

This subject can lead students towards tertiary study and career paths in a range of areas, such as:

- Nursing
- Medicine
- Counselling
- Health Advocacy
- Health Information Management
- Social Work
- Human resource management
- Health Research
- Mental Health (Community)
- Indigenous Health (Community)
- Relationships (Specific Population)
- Elective (Specific Population)
- One additional instrument (may be a repeat of above)

**Course Outline**

- Resilience (Personal)
- Nutrition (Personal)
- Alcohol/drugs (Peer)
- Domestic Violence (Family)
- Mental Health (Community)
- Indigenous Health (Community)
- Relationships (Specific Population)
- Elective (Specific Population)

**Assessment Requirements**

- Action Research Project
- Written Research Instrument
- Supervised Written Response (Essay to unseen question)
- One additional instrument (may be a repeat of above)

**Minimum Requirements**

- A grade of at least ‘C’ in Year 10 English
- A grade of at least ‘B-’ in Year 10 HPE

**Specialised Equipment Required**  Nil

**Excursions**

- Excursions TBC

**For more information, please contact**

Ms Cath Sandurski
Academic Leader – HPE and Home Economics

csandurski@stmc.qld.edu.au
ITS (INFORMATION TECHNOLOGY SYSTEMS)

Authority Subject (OP)

Information Technology Systems (ITS) is a practical discipline which prepares students to respond to emerging technologies and information technology (IT) trends. Students develop knowledge of and skills in the systems supporting IT. Systems range from those supporting the development of information, such as documents or websites, to those supporting technology, such as computers or networks.

Information Technology Systems prepares students to cope with, and harness to their advantage, the changes and significant opportunities associated with IT. This subject may lead to employment in such areas as IT support, graphic and multimedia manipulation, or tertiary study in the fields of multimedia design, games design, website design and animation. Students of Information Technology Systems engage in a variety of practical learning experiences in a mostly project-based course of study.

Topics
Students will:

- design, implement, test, evaluate and write documentation for information systems and other computer programs
- design, develop and evaluate software or hardware to meet client requirements
- develop websites
- design, develop and evaluate games and other multimedia projects
- undertake case studies to solve real IT problems.

Assessment Requirements
Students are assessed against standards described in terms of:

- Knowledge and communication
- Design and development
- Implementation and evaluation.

Assessment techniques include short and/or extended responses, research assignments, projects and practical exercises. Multimodal presentations such as seminar presentations, multimedia presentations and reports may also be used.

Pre-Requisites
Year 10 English ‘C’; Year 10 Mathematics Core ‘C’ highly recommended.

Specialised Equipment Required
External USB Storage device (80GB or higher) for storing files and projects

For more information, please contact
Mr Alan Kemp
Academic Leader - Technologies
akemp@stmc.qld.edu.au
MATHEMATICS C
Authority Subject (OP)

Mathematics C must be taken in conjunction with Mathematics B. The subject investigates topics such as functions, calculus, probability and statistics that build on, and deepen, the ideas presented in Mathematics B and demonstrate their application in many areas. Vectors, complex numbers and matrices are introduced. Mathematics C is designed for students with a strong interest in mathematics, including those intending to study mathematics, statistics, all sciences and associated fields, economics or engineering at university.

Mathematics C is recommended for students wishing to pursue further study and training at tertiary level in areas such as:

- Engineering sciences, including avionics, chemical, civil, communications, electrical, mechanical and mining
- Information technology and computer science, including electronic and software
- Mathematics and statistics
- Mathematical applications in:
  - energy and resources – management and conservation
  - climatology
- design and built environment
- industry, manufacturing and trades
- business and tourism
- economics and commerce
- statistics and data analysis
- Mathematics and science education
- Medical and health sciences, including human biology, biomedical, nanoscience and forensics
- Natural and physical sciences
- Pure mathematics

Course Outline / Topics

<table>
<thead>
<tr>
<th>Core topics</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Introduction to groups</td>
<td>• Conics</td>
</tr>
<tr>
<td>• Real and complex number systems</td>
<td>• Dynamics</td>
</tr>
<tr>
<td>• Matrices and applications</td>
<td></td>
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<tr>
<td>• Vectors and applications</td>
<td></td>
</tr>
<tr>
<td>• Calculus</td>
<td></td>
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<tr>
<td>• Structures and patterns</td>
<td></td>
</tr>
</tbody>
</table>

Assessment Requirements

- Supervised tests – within this category, tests are conducted under supervised conditions and commonly include tasks requiring quantitative and/or qualitative responses.
- Extended modelling and problem-solving tasks – within this category, students provide a response to a specific task or issue that could be set in a context that highlights a real-life application of mathematics.
- Reports – within this category, assessment tasks are typically an extended response to a practical or investigative task such as: an experiment in which a dataset is collected, analysed and modelled; a mathematical investigation; a field activity; or a project.

Minimum requirements

- Completed 10A Mathematics in Year 10 with at least a ‘B’-

Excursions and/or Subject Costs

- Graphics Calculator (TI-nspire CX CAS + student software) – TO BE PURCHASED

For more information, please contact
Ms Juliana Vasanthakumar
Academic Leader – Mathematics
jbvasanthakumar@stmc.qld.edu.au

QCE Credit Points - 4
MODERN HISTORY
Authority Subject (OP)

Modern History is a valuable subject for students who wish to better understand the impact of change and continuity on today’s world as well as the causes and the roles people have played in these events. History students gain a range of important skills necessary for university and the workplace, such as: problem solving, investigation, critical inquiry, debate and reflection, the ability to analyse, interpret and synthesise information, empathy, the ability to detect bias and perspectives, and being able to form well thought out arguments and to make reasoned judgements.

This subject can lead students towards tertiary study and career paths in a range of areas, including:

- Law
- Journalism
- Media
- Sociology
- Politics
- Education
- Business
- Foreign Affairs
- Psychology
- Mining
- Historian
- Editor
- Trade

Course Outline

- Studies of Ideas and Beliefs
  - Nazi Germany - Totalitarianism; Stalinist Russia or China (clash of ideologies)
- Studies of Power
  - Cold War – Cuban Missile Crisis; Power of One – Significant Individuals in History
- Studies of Conflict
  - Modern Theatres of War – Gulf Wars in Iraq or Arab/Israeli Dispute; Terrorism in our midst
- Studies of Hope
  - Campaigns for Justice – Liberation Movements across the world and Australia

Assessment Requirements

- Short response/Response to stimulus exams
- Multimodal presentations using the research process
- Extended written responses
- Written research response – independent historical inquiries

Minimum requirements

- A grade of at least ‘C’ in Year 10 English

Excursions and/or Subject Costs

- University forums; film nights

For more information, please contact
Mrs Paula Booth
Academic Leader – Humanities and Social Sciences
pbooth@stmc.qld.edu.au
MUSIC
Authority Subject (OP)

Studying music fosters students’ expression of their creativity and individuality through composing and performing music to communicate feelings, thoughts and ideas. Because music is a unique means of expression, of knowing and communicating experience, it makes a profound contribution to personal, social and cultural identities. Students become adaptable and innovative problem-solvers, making informed decisions and, as inquirers, develop their ability to deconstruct and critically evaluate.

This subject can lead students towards tertiary study and career paths in a range of areas, such as:

- Production crew member
- Radio announcer
- Vocalist
- Entertainer
- Booking agent
- Audio visual technician
- Radio producer
- Band manager
- Events Co-ordinator
- Record Producer
- Musician
- Music tutor
- Sound technician
- Music therapist
- Speech pathologist
- Arts Teacher

Course Outline
- Innovators
- Making Music Personal
- Music in the Theatre
- 100 Years of Music

Assessment Requirements
- Composition tasks
- Musicology tasks
- Performances

Minimum Requirements
- A grade of at least ‘C’ in Year 10 Music or similar level of Music Theory is recommended.
- Students who wish to study Music Extension in Year 12 must be enrolled in Senior Music and achieving a minimum of a ‘B’ standard overall.

Specialised Equipment Required
- Students may require their own instrument for rehearsal and performance purposes.

Excursions and/or Subject Costs
- Excursions to live performances may occur throughout the year.

For more information, please contact
Mrs Bonnie Howard
Academic Leader – The Arts (acting)
Bonnie.Howard@stmc.qld.edu.au

QCE Credit Points - 4
PHYSICS

Authority Subject (OP)

The study of Physics gives students a means of enhancing their understanding of the world around them, a way of achieving useful knowledge and skills, and a stepping stone for tertiary study. Studying a Physics course adds to and refines the development of students’ scientific literacy, while conducting scientific inquiries, investigations and experiments. Studying Physics will enable students to become citizens who are better informed about the world around them and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues.

The subject provides students with a suite of skills and understandings that are valuable for those students who wish to pursue tertiary study in:

- Astronomy
- Metallurgy
- Aeronautics
- Aviation
- Geophysics
- Medicine
- Sound Technics
- Sciences
- Engineering
- Physics
- Technology
- Surveying

Course Outline / Topics

- Science of Science
- Physics on the Road
- The Birth of Modern Physics
- The Physics of Sound and Light
- Physics of Sport
- Electricity in the Home
- Powering Industry
- Exploring Physics
- The Physics of Fun
- Physics in Space
- Medical Physics

Assessment Requirements

- Supervised (SA)
  - Multiple choice/Short Response Exams
  - Response to Stimulus Tasks
  - Short Response Items and Practical Exercise Tasks
- Extended Experimental Investigations (EEI)
- Extended Response Tasks (ERT)
  - Report on journal article
  - Negotiated Research Task

Minimum Requirements

- A grade of at least ‘B’ in Science and Maths (or ‘C’ in 10A Maths) and a ‘C’ in English.

Excursions

Physics Education Programme at Dreamworld

For more information, please contact

Mrs Renee Christie
Academic Leader - Science
rchristie@stmc.qld.edu.au

QCE Credit Points - 4
PHYSICAL EDUCATION

Authority Subject (OP)

In Physical Education, students learn in, about and through physical activity. Physical Education focuses on the complex interrelationships between psychological, biomechanical, physiological and sociological factors in physical activities.

This subject can lead students towards tertiary study and career paths in a range of areas, such as:

- **Education** – Secondary HPE Teacher/Primary HPE Teacher, Childcare Worker
- **Fitness** - Exercise Physiologist, Sports Psychologist, Sports Bio-mechanist, Personal Trainer, Gym Instructor, Coach, Sports Development Officer
- **Medical** – Doctor, Nurse, Physiotherapist, Chiropractor, Massage Therapist
- **Health Care** – Government/Private Sector Health Department/Services/Agencies
- **Sports Management** – Sporting Organisation Manager, Sporting Business Owner/Manager, Sports Marketing, Sports Tourism

**Course Outline**

<table>
<thead>
<tr>
<th>Theory Topics</th>
<th>Practical Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motor Learning</td>
<td>Volleyball</td>
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<tr>
<td>Figueroa’s Framework</td>
<td>Netball</td>
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<tr>
<td>Energy Systems</td>
<td>Touch Football</td>
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<tr>
<td>Biomechanics</td>
<td>Athletics</td>
</tr>
<tr>
<td>Sports Psychology</td>
<td></td>
</tr>
<tr>
<td>Training Programs</td>
<td></td>
</tr>
</tbody>
</table>

**Assessment Requirements**

- **Theory** Essay Exam; Research Report; Multimodal Presentations
- **Practical** Performance of sporting drills/skills/gameplay

**Minimum Requirements**

Year 10 English C+, Year 10 HPE Core B-, Year 10 HPE Elective subject - highly recommended

**Specialised Equipment Required**

- Required - USB, sports uniform including appropriate sports shoes, sports hat, and a drink bottle
- Optional - Touch football boots, athletics spikes, apps from smart phones

**Excursions**

Excursions TBC

**For more information, please contact**

Miss Catherine Sandurski
Academic Leader – HPE and Home Economics
csandurski@stmq.qld.edu.au
Science21 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.

Science21 develops:

- knowledge and understanding of science
- skills in scientific investigative processes
- appreciation of scientific issues and the impacts of science
- the capacity to communicate about science.

Science 21 is an interdisciplinary science course that aims to develop in students a broad understanding of the relevant science in today’s scientific and technological age. The interdisciplinary nature of the subject enables students to become knowledgeable and active participants in a scientifically rich society. The course is academically rigorous and complements student learning in the established science disciplines of Physics, Chemistry, Biology and Earth Science. It can lead to tertiary study in Education.

Course Outline / Topics

- Blood and Guts (The History of Medicine)
- The Hitchhiker’s Guide to the Galaxy (Astronomy)
- Spinning Wheels (Alternate Energies)
- Watery Fouls (Hastings Point Environmental Camp)
- Softly, Softly Task Force (Forensic Investigation)
- Cool it! (Global warming)
- Lucy meets the Hobbit (Fossils, DNA and human ancestors)
- Greedy Exploitations (Environment and Health in the ‘Third World’)

Assessment Requirements

- Supervised Written Assessment (SA)
  - Multiple choice/Short Response Exams
  - Response to Stimulus Tasks
  - Short Response Items and Practical Exercise Tasks
- Extended Experimental Investigations (EEI)
- Collection of work (CW)
- Extended Response Tasks (ERT)
  - Report.
  - Product: Students design and/or make an artefact.

Minimum Requirements

- A grade of at least ‘C’ in Year 10 Science, Maths and English

Excursions and/or Subject Costs (Confirmed each year)

Hastings Point Environmental Camp for Year 11s.

For more information, please contact

Mrs Renee Christie
Academic Leader - Science
rchristie@stmc.qld.edu.au

QCE Credit Points - 4
TECHNOLOGY STUDIES

Authority Subject (OP)

Technology Studies provides opportunities for students to develop skills in strategic and creative thinking, practical problem solving, information analysis and project management, and challenges them to understand and appreciate technological innovation and its impact on society. Using a design process, students investigate design problems from a variety of contexts considering the needs of individuals and communities or responding to identified opportunities. Students explore and analyse design factors to develop ideas and produce products through the practical application of manufacturing technologies and materials.

This subject can articulate to these as well as other related industry topics.

- Industrial Design
- Product Design
- Civil Engineering
- Mechanical Engineering
- Electrical Engineering
- Architecture
- Project Management

Topics
- Developing ideas
- Exploring design problems
- Designing for a community
- Designing for an individual
- Product analysis

Assessment Requirements
In Technology Studies, assessment instruments include design folios and reports.

- Design folios involve students’ undertaking and documenting a design process in response to an identified real-world design problem.
- Reports involve students’ analysing the relationship between a product and society and may include proposing solutions, expressing and justifying a point of view or explaining and evaluating an issue.

Pre-Requisites
Design and Technology at Year 10 is preferred

Specialised Equipment Required
Nil

For more information, please contact
Mr Alan Kemp
Academic Leader - Technologies
akemp@stmc.qld.edu.au
Visual Art is a powerful and pervasive means which students use to make images and objects, communicating aesthetic meaning and understanding from informed perspectives. In a world of increasing communication technologies, knowledge and understanding of how meanings are constructed and “read” is fundamental to becoming a critical consumer and/or producer of artworks. Visual Art prepares young people for a future in the workforce by requiring them to seek creative solutions to complex design problems, think divergently and use higher order learning skills to articulate an informed and individualised aesthetic.

This subject can lead students towards tertiary study and career paths in a range of areas, such as:

- Jeweller
- Milliner
- Illustrator
- Furniture designer/restorer
- Set designer
- Stage manager
- Artist
- Print Maker
- Screen Printer
- Conservator
- Fashion design
- Graphic designer
- Interior designer
- Photographer

Course Outline
- Formation and Evolution
- Bodies of Work presented in 2D, 3D and 4D forms.

Assessment Requirements
Students maintain a substantial visual diary and undertake assessment in:

- Making
- Appraising (essay writing, oral presentations)
- Visual Literacy

Minimum Requirements
- A grade of at least ‘C’ in Year 10 English.
- A grade of at least ‘C+’ in Year 10 Visual Art is recommended.

OP Pathway Students
Must study Visual Art (OP) in preference to Visual Arts in Practice but may study both Visual Art (OP) and Visual Arts in Practice (VP)

Specialised Equipment Required
- Visual Journal

Excursions and/or Subject Costs
Excursions to art galleries occur in each semester. These excursions may run outside of school hours.

For more information, please contact
Mrs Bonnie Howard
Academic Leader – The Arts (acting)
Bonnie.Howard@stmc.qld.edu.au

QCE Credit Points - 4
Vocational Education (VP Pathway Subjects)

RELIGION AND ETHICS
Authority Registered Subject (VP)

A sense of purpose and personal integrity are essential for participative and contributing members of society. This course helps students understand the personal, relational and spiritual perspectives of human experience with a focus on the rich heritage of the Roman Catholic tradition.

The Religion and Ethics course can establish a basis for further education and employment in any field, as it helps students develop the skills and personal attributes necessary for engaging efficiently, effectively and positively in future life roles.

Course Outline / Topics
• Spirituality
  - The role of spirituality in creating meaning and purpose.
• The Australian Scene
  - Diverse expressions of religion, beliefs and spiritualties in Australia.
• Sacred Stories
  - How sacred stories shape and express meaning for individuals and communities.
• Ethics and Morality
  - Sources of guidance in moral decision making. Morality based on religious teaching.
• Religions of the world
  - Major religions of the world, their beliefs and practices.
• Good and Evil
  - Perspectives of good and evil, truth and beauty presented from the perspectives of different religious traditions.
• Social Justice
  - Links between religious teaching and social justice issues.

Assessment Requirements
• Projects
• Extended response to stimulus
• Examinations
• Investigation

Pre-Requisites
None

Excursions and/or Subject Costs
At least one excursion during the Year 11 Course

For more information, please contact
Mr John Thomas
Assistant Principal Religious Education – College Leadership Team
jthomas@stmc.qld.edu.au
ENGLISH COMMUNICATION
Authority Registered Subject (VP)

English Communication is quite different to the subject English. The focus of the course is on a more 'everyday' text interaction and response. The course challenges students to engage with common media texts – film, TV, advertising as well as popular written texts, including crime novels, autobiographies and biographies, and requires several shorter written and spoken tasks to be completed as assessment.

Course Outline / Topics

Year 11
- The World of Work
- Novel or Film Review
- Event Management
- Sight and Sound

Year 12
- Biographical and Autobiographical Writing
- Australian Identity
- Crime Genre
- Reflection on Schooling

Assessment Requirements

Year 11
- Film or Text Reviews
- Multimodal presentations
- Readiness for work portfolio
- Interviews
- Oral presentations

Year 12
- Tribute task
- Oral presentation
- Multimodal crime genre
- Reflective speech

Pre-Requisites
None

Specialised Equipment Required
None

Excursions and/or Subject Costs
None

For more information, please contact
Mrs Carol Yaxley
Academic Leader – English/LOTE
cyaxley@stmc.qld.edu.au

QCE Credit Points - 4
PREVOCATIONAL MATHEMATICS

Authority Registered Subject (VP)

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

Numeracy is more than being able to operate with numbers. It requires mathematical knowledge and understanding, mathematical problem-solving skills, literacy skills and positive beliefs and attitudes. When students become numerate they are able to manage a situation or solve a problem in real contexts such as everyday life, work or further learning.

Course Outline/Topics

- Sports
- Healthy Bodies, Nutrition and Exercise
- Creating a Water Feature
- Planning a Holiday
- Data Analysis
- Taking a Chance
- Investing and Borrowing Money
- Planning for ‘schoolies’
- Buying a Car
- Interior Design
- Landscaping
- Catering for STMC Day
- Planning a Ski-Trip to New Zealand
- Out in the World of Work – Employment
- Living in the World of Work – Renting
- Investing and Borrowing Money
- Planning for ‘schoolies’
- Buying a Car
- Interior Design
- Landscaping
- Catering for STMC Day
- Planning a Ski-Trip to New Zealand
- Out in the World of Work – Employment
- Living in the World of Work – Renting

Assessment Requirements

- Short written answers (comprising one word, a sentence or a paragraph)
- Extended written answers (comprising at least three paragraphs; not essays)
- Non–written responses (such as informal spoken answers to teacher questions; an oral presentation of results; role-plays; demonstrations of particular practical skills, techniques or processes; simple diagrams; sketches; digital photographs; flow charts; a three-dimensional model).

Minimum requirements

- Nil

Excursions and/or Subject Costs

- Scientific Calculator Casio FX-82AU PLUS or Casio FX-82ES PLUS

For more information, please contact

Ms Juliana Vasanthakumar
Academic Leader – Mathematics
jbvasanthakumar@stmqld.edu.au
BUILDING AND CONSTRUCTION SKILLS

Subject Area Specification Subject (VP)

Building and construction skills challenges students to create or maintain structures that meet predefined specifications. This subject will focus on core and elective knowledge, understanding and skills, and includes the study of building and construction enterprises, workplace health and safety, personal and interpersonal skills, product quality, specifications, tools and materials.

While undertaking building and construction skills students will learn the knowledge, understanding and skills required to use tools and materials to create or maintain structures in that area of specialisation. Students will demonstrate skills in range of electives that include carpentry, bricklaying, concreting, landscaping, plastering and painting, tiling.

Course Outline / Topics

- Carpentry
- Concreting
- Construction
- Plastering
- Painting
- Tiling

Assessment Requirements

A mixture of the following will be used for assessment purposes:

- Projects
- Practical demonstrations
- Examinations

Minimum Requirements

Nil

Specialised Equipment Required

Nil

Incursions/ Excursions and/or Subject Costs

Nil

For more information, please contact
Mr Alan Kemp
Academic Leader - Technologies
akemp@stmc.qld.edu.au

QCE Credit Points - 4
DANCE IN PRACTICE

Subject Area Specification Subject (VP)

In contemporary Australian society, dance is a growing art form that reflects increasing cultural diversity, but also established and progressive worldwide dance genres and styles. It exists in many forms, fulfilling ritual, cultural and social functions. Dance in Practice gives students opportunities to explore these functions through active engagement in dance and dance productions at a school and community level. In Dance in Practice, students create, perform and produce dance works in class, school and community contexts.

This subject can lead students towards tertiary study and career paths in a range of areas, such as:

- Choreographer
- Performer
- Designer
- Technician
- Teacher
- Event production

Course Outline

- World Dance
- Broadway and Commercial Tap and Jazz
- Modern and Post Modern Dance
- Popular Dance

Assessment Requirements

- Performances
- Projects
- Extended Response to Stimulus tasks
- Products

Minimum Requirements

Nil

Specialised Equipment Required

- Jazz shoes are recommended

Excursions and/or Subject Costs

- Excursions to live performances may occur throughout the year.

For more information, please contact

Mrs Bonnie Howard
Academic Leader - The Arts (acting)
Bonnie.Howard@stmc.qld.edu.au
INFORMATION COMMUNICATION TECHNOLOGY

Subject Area Specification Subject (VP)

The subject Information and Communication Technology is concerned with skills in applying knowledge of ICT to produce solutions to simulated problems referenced to business, industry, government, education and leisure contexts. Through practice in problem-solving in a variety of contexts, both individually and collaboratively, the subject promotes adaptable, competent and self-motivated users and consumers of ICT who can work with clients and colleagues to identify issues and solve problems.

To achieve this, the subject includes core knowledge, understanding and skills relating to hardware, software and ICT in society. The core is explored through elective contexts that provide the flexibility needed to accommodate new technology, and the wide range of interests and abilities of the students who study it.

This subject can articulate to these as well as other related industry topics

- ICT operations
- Help desk
- Sales support
- Digital media support
- Office administration
- Records and data management
- Call centres

Course Outline / Topics

Topics might include:

- Application development
- Audio and video production
- Data management
- Digital imaging and modelling
- Document production
- Network fundamentals
- Online communication
- Website production

Assessment Requirements

Students are assessed against standards described in terms of:

- Knowing and understanding
- Analysing and applying
- Producing and evaluating

Assessment techniques include an extended response to stimulus and projects. The extended response to stimulus may be a written, spoken or multimodal task. A project consists of a product component and either a written, spoken or multimodal component.

Pre-Requisites

Nil

Specialised Equipment Required

Nil

For more information, please contact

Mr Scott Booth
Academic Leader – IT and e-Learning
sbooth@stmc.qld.edu.au

Mr Alan Kemp
Academic Leader - Technologies
akemp@stmc.qld.edu.au
MEDIA ARTS IN PRACTICE

Subject Area Specification Subject (VP)

The media arts play a central role in our everyday lives allowing us to communicate information and ideas, express insights and attitudes, and convey meaning to others. Through the forms of film, television, radio, print, gaming and electronic media, the media arts bring excitement and interest into our lives.

Media Arts in Practice gives students opportunities to create, share and evaluate media artworks that respond to individual, group or community needs and issues. This subject involves engaging with school and/or local communities, and where possible, provides opportunities to learn from practising media artists.

This subject can lead students towards tertiary study and career paths in a range of areas, such as:

• advertising and marketing
• photography
• publishing
• curating
• web design

• 3D and mobile application design
• television and filmmaking
• concept art
• animation and gaming
• digital illustration

Course Outline / Topics

• Scriptwriting
• Advertising
• Promotional video writing
• Film production and post-production

• Events proposals
• Media representations analysis
• Production for a public audience

Assessment Requirements

• Performances
• Projects

• Extended Response to Stimulus tasks
• Products

Minimum Requirements

Nil

Specialised Equipment Required

All specialist equipment is provided and students are expected to complete an equipment care and code of conduct agreement (e.g. use of College video cameras, tripods, sound equipment and digital editing facilities)

Excursions and/or Subject Costs

To be advised

For more information, please contact
Mrs Bonnie Howard
Academic Leader - The Arts (acting)
bhoward@stmc.qld.edu.au

QCE Credit Points - 4
SOCIAL AND COMMUNITY STUDIES
Subject Area Specification Subject (VP)

Social and Community Studies challenges students to look at society and the world through a process of social investigation. This means being curious, asking questions, reflecting on the information gathered through research and investigation, and appraising and reconsidering the consequences and outcomes.

This subject can lead students towards further experience or study in:

- Social Justice Studies
- Retail Industry
- Community Recreation Studies
- Community Healthcare Studies
- Horticulture
- Legally it Could be You
- Science and Technology

Course Outline / Topics
- Health – Food and Nutrition
- Money Management
- Legally it Could be You
- Science and Technology

Assessment Requirements
A mixture of the following will be used for assessment purposes:

- Projects
- Extended Responses to Stimulus
- Investigations
- Short response tests
- Group work activities

Minimum Requirements
Nil

Specialised Equipment Required
Nil

Incursions/ Excursions and/or Subject Costs
- Federal and State Law Courts
- Community Gardener visit
- Visit by QLD Police

For more information, please contact
Mrs Paula Booth
Academic Leader – Humanities and Social Sciences
pbooth@stmc.qld.edu.au

QCE Credit Points - 4
VISUAL ARTS IN PRACTICE

Subject Area Specification Subject (VP)

Visual Arts in Practice foregrounds the role visual arts plays in the community and how students may become involved in community arts activities. This subject focuses on students engaging in art making processes and making virtual or physical visual artworks for a purpose.

This subject can lead students towards tertiary study and career paths in a range of areas, such as:

- Jeweller
- Milliner
- Illustrator
- Furniture designer
- Set designer
- Stage manager
- Artist
- Print Maker
- Screen Printer
- Conservator
- Fashion design
- Graphic designer
- Interior designer
- Photographer
- Jeweller
- Milliner
- Illustrator
- Furniture designer
- Set designer
- Stage manager
- Artist
- Print Maker
- Screen Printer
- Conservator
- Fashion design
- Graphic designer
- Interior designer
- Photographer

Course Outline

- Public Art
- Wearable Art
- Mosaics
- Painting
- Extended Response to Stimulus tasks
- Painting Sculpture
- Photography
- Products

Assessment Requirements

- Performances
- Projects
- Extended Response to Stimulus tasks
- Products

Minimum Requirements

Nil

Specialised Equipment Required

- Visual Journal

Excursions and/or Subject Costs

- Excursions to art galleries may occur in each semester.

For more information, please contact

Mrs Bonnie Howard
Academic Leader - The Arts (acting)
Bonnie.Howard@stmc.qld.edu.au

QCE Credit Points - 4
Vocational Education  (VP Certificate Courses)

CERTIFICATE II
IN ACTIVE VOLUNTEERING
CHC24015 | RTO Number 6020

Delivered by St. Thomas More College, Sunnybank in partnership with Volunteering Queensland through SAAVI (Students As Active Volunteers Initiative).

Course Overview
When you study Certificate II in Active Volunteering you will receive a nationally recognised qualification (i.e. Australian Quality Training Framework) for the volunteering hours that you do. Students learn in class about being an effective volunteer and put their knowledge into practice with a volunteer placement at a local non-profit organisation of their choice.

Through the Certificate II in Active Volunteering, students:

• Gain 4 credits towards their QCE
• Build work and real world skills and confidence required in today’s workplaces
• Develop workplace networks and may gain references
• Strengthen their self-esteem
• Experience the mutual benefits of being involved in their community and make connections for future community engagement activities
• Make a difference in their community and develop their social consciousness
• Develop pathways into a broad range of industry areas including community service, business/administration, preparing for work, human rights/justice sectors

Students who undertake this Certificate do units of this course in several different ways:

• Course work learnt during classes with assessment booklets
• Volunteering in a not-for-profit organisation of their choice (30 hours)

Completion of the course requires extra outside school commitment. You are required to complete 30 hours of volunteering. However, students will receive guidance and support from the trainer and assessor to assist them in the successful completion of this Certificate.

Course Structure
There are 7 units of competency: 4 core units and 3 elective units.

Core units

• CHCHIV001B Work with diverse people
• CHCVOL001 Be an effective volunteer
• HLTWHS001 Participate in workplace health and safety
• BSBCMM201 Communicate in the workplace

Electives

• BSBITU2013 Communicate electronically
• PUACOM014B Contribute to community safely
• HLTAID003 First aid (Outside Provider)

Opportunities and Pathways
Students may use completed units towards a range of Certificate III qualifications in the areas of community services, business/administration, and/or human rights/justice sectors.

For more information, please contact
Mrs Jacqui Lee
Academic Leader – VET (Acting)
jlle@stmc.qld.edu.au
CERTIFICATE III IN CHRISTIAN MINISTRY AND THEOLOGY

10432NAT (VP Course) | RTO number: 31402

(Certificate offered in partnership with the Institute of Faith Education (IFE) which is the RTO)

This course for senior secondary students has been developed by the Institute of Faith Education (IFE), a Registered Training Organisation (Provider No. 31402) in the Archdiocese of Brisbane. Certificate III in Christian Ministry and Theology is a nationally accredited qualification which has been developed in the context of Catholic Education in Queensland.

This course offers a foundation that will be of particular value for pathways into careers in the Catholic sector including healthcare, education, teaching and childcare. This course is delivered over the senior years of schooling (Year 11 and 12) and consists of four self-contained modules.

A pass in year 10 English would be an important element in the successful completion of this qualification. Sound comprehension skills as well as verbal and writing skills are required to address the requirements of assessment.

<table>
<thead>
<tr>
<th>Module 1 – Spirituality Today</th>
<th>(Year 11 Semester One)</th>
</tr>
</thead>
<tbody>
<tr>
<td>This module explores what is meant by spirituality. It explores the relationship between spirituality and religion. Spirituality here is used to denote all practices that engage with God. This topic provides an entry-point for considering all aspects of Catholicism.</td>
<td></td>
</tr>
<tr>
<td>Units of Competency</td>
<td></td>
</tr>
<tr>
<td>BSBCRT301</td>
<td>Develop and extend critical and creative thinking skills</td>
</tr>
<tr>
<td>DEFGN001</td>
<td>Work in a team</td>
</tr>
<tr>
<td>CMTTHE303A</td>
<td>Identify a range of information within a theological theme or issue</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 2 – The Story</th>
<th>(Year 11 Semester Two)</th>
</tr>
</thead>
<tbody>
<tr>
<td>In this module students gain an overview of the Scriptures and learn skills for biblical interpretation. There are opportunities to dig deeply into the texts and to explore how they are used today.</td>
<td></td>
</tr>
<tr>
<td>Units of Competency</td>
<td></td>
</tr>
<tr>
<td>CMTTHE301A</td>
<td>Identify how Christian Scripture, life and practice are understood today</td>
</tr>
<tr>
<td>CMTTHE302A</td>
<td>Identify theological data</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 3 – Choices</th>
<th>(Year 12 Semester One)</th>
</tr>
</thead>
<tbody>
<tr>
<td>In this module students are introduced to ethics and Catholic social justice teaching. Current moral/ethical issues and case studies provide the opportunity to reflect on the choices we make and how these impact on life. Students learn to make connections between beliefs and their application to life</td>
<td></td>
</tr>
<tr>
<td>Units of Competency</td>
<td></td>
</tr>
<tr>
<td>CMTMIN301A</td>
<td>Identify theological knowledge in relation to the Christian way of life</td>
</tr>
<tr>
<td>CMTMIN302A</td>
<td>Communicate theology in everyday language</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 4 – The Edge</th>
<th>(Year 12 Semester Two)</th>
</tr>
</thead>
<tbody>
<tr>
<td>This module provides an opportunity for students to reflect on their life journey and to explore further the nature of God as well as their own beliefs. The module also explores the questions of evil and suffering.</td>
<td></td>
</tr>
<tr>
<td>Units of Competency</td>
<td></td>
</tr>
<tr>
<td>CMTTHE304A</td>
<td>Identify new theological insights</td>
</tr>
</tbody>
</table>
Why do this course?

- Students will gain valuable employability skills which will be of benefit in seeking careers in the Catholic sector.
- Students will gain more options in terms of career/study pathways.
- Students will prepare themselves for life choices they will make outside of school.
- Students will gain skills in connecting with different people from all walks of life.
- Students will gain a deeper understanding of the spiritual and religious influences in the world.

Credit Points toward the Queensland Certificate of Education (QCE)

Successful completion of this course currently contributes

- 8 points towards the Queensland Certificate of Education
- a Tertiary Entrance Rank (TER) of 68 or an equivalent to an OP 15 (OP equivalence will vary each year)  (Correct as at 22/03/2016)

Certificate III in Christian Ministry and Theology provides an alternative pathway to tertiary study. This can be an important safety net for OP students and an excellent outcome for OP-ineligible students.

(Source: 2018 QTAC Tertiary Prerequisites)

Assessment

As a vocational education training course, assessment is competency-based. Students learn through a variety of activities including discussions, team activities, multi-media activities, presentations and creative learning tasks. A portfolio of student work is submitted for assessment upon completion of each module.

Costs

Course fees are not subject to change for the cohort commencing the course in Year 11 (2017) and completing the course in Year 12 (2018). The school does not charge students any fees for this course.

For more information, please contact

Mrs Jacqui Lee
Academic Leader – VET (Acting)
jlee@stmc.qld.edu.au
**CERTIFICATE III IN BUSINESS**

BSB30115 (VP Course) | RTO Number: 31319

**Reasons to Study the Subject**

Binnacle’s Certificate III in Business ‘Business in Schools’ program is offered as a senior subject where students learn what it takes to become a Business Professional. Students achieve skills in leadership, innovation, customer service, personal management and financial literacy – incorporating the delivery of a range of projects and services within their school community. Micro business opportunities are also explored.

Upon successful completion, students are certified with 8 Queensland Certificate of Education (QCE) Credits. Graduates will be able to use their Certificate III in Business

- as an entry level qualification into the Business Services Industries (e.g. customer service adviser, duty manager, administration officer);
- to pursue further tertiary pathways (e.g. Certificate IV, Diploma or Bachelor of Business); and
- to improve their chances of gaining tertiary entrance.

**Pre-requisites**

Students must have a passion for and/or interest in working the Business Services industry and/or pursuing further tertiary pathways (e.g. Cert IV, Diploma and Bachelor of Business), have good quality written and spoken communication skills and an enthusiasm / motivation to participate in a range of projects.

**Course Length** 2 years

**Topics of Study**

<table>
<thead>
<tr>
<th>YEAR 11</th>
<th>YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TERM 1</strong></td>
<td><strong>TERM 2</strong></td>
</tr>
<tr>
<td>• Introduction to the business services industry</td>
<td>• Workplace health and safety</td>
</tr>
<tr>
<td>• Develop an e-Learning plan and undertake e-Learning</td>
<td>• Customer service: products and services; meeting customer needs</td>
</tr>
<tr>
<td>• Innovation: enterprise and entrepreneurs; critical and creative thinking; innovation skills</td>
<td></td>
</tr>
<tr>
<td><strong>YEAR 12</strong></td>
<td><strong>TERM 2</strong></td>
</tr>
<tr>
<td><strong>TERM 1</strong></td>
<td><strong>TERM 2</strong></td>
</tr>
<tr>
<td>• Personal management: organising priorities; personal development</td>
<td>• Plan and develop business documents</td>
</tr>
<tr>
<td>• Major project: evaluate business opportunities and prepare a business proposal</td>
<td>• Deliver a service to a client group; report on service delivery</td>
</tr>
</tbody>
</table>
Learning Experiences

- Solving interesting problems and personal development
- Leadership
- Innovation and teamwork
- Undertaking e-Learning
- Organising work priorities
- Designing and producing business documents
- Examining micro business opportunities
- Financial literacy – Be MoneySmart

Learning and Assessment

Learning experiences will be achieved by students working alongside an experienced Business Teacher (Program Coordinator) – incorporating delivery of a range of projects and services within their school community. This may include: fundraising projects; health promotion programs; community events.

A range of teaching/learning strategies will be used to deliver the competencies. These include:

- Practical tasks / experience
- Hands-on activities involving customer service
- Group work
- e-Learning projects

Evidence contributing towards competency will be collected throughout the program. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies.

NOTE: From time to time, project delivery may require a mandatory 'outside subject' component (e.g. before or after school).

Pathways

The Certificate III in Business will be used by students seeking to enter the Business Services industries and/or pursuing further tertiary pathways (e.g. Certificate IV, Diploma and Bachelor of Business). For example:

- Small Business Owner
- Project Manager
- Marketing Manager

**Students completing their Certificate III may be able to upgrade their QTAC selection rank.***

* Certificate III = rank of 68 (approximately equivalent to an OP 15 depending on the year).

Important Program Disclosure Statement (PDS)

This Subject Outline is to be read in conjunction with Binnacle Training’s Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training provides and those services carried out by the ‘Partner School’ (i.e. the delivery of training and assessment services). To access Binnacle’s PDS, visit: [http://www.binnacletraining.com.au/rto.php](http://www.binnacletraining.com.au/rto.php) and select ‘RTO Files’.

For more information, please contact

Mrs Jacqui Lee
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jllee@stmc.qld.edu.au
CERTIFICATE II IN ELECTROTECHNOLOGY

31396 (VP Course) | RTO Number: 31396

TAFE Certificate offered in partnership with TAFE Queensland SkillsTech which is the RTO

Vocational Units of Competency

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>UEEENEE020B</td>
<td>Provide basic instruction in the use of electrotechnology apparatus</td>
</tr>
<tr>
<td>UEEENEC010B</td>
<td>Deliver a service to customers</td>
</tr>
<tr>
<td>UEEENEE101A</td>
<td>Apply Occupational Health and Safety regulations, codes and practices in the workplace</td>
</tr>
<tr>
<td>UEEENED101A</td>
<td>Use computer applications relevant to a workplace</td>
</tr>
<tr>
<td>UEEENEEK142A</td>
<td>Apply environmentally and sustainable procedures in the energy sector</td>
</tr>
<tr>
<td>UEEENEA102A</td>
<td>Select electronic components for assembly</td>
</tr>
<tr>
<td>UEEENEE102A</td>
<td>Fabricate, assemble and dismantle utilities industry components</td>
</tr>
<tr>
<td>UEEENEE104A</td>
<td>Solve problems in d.c. circuits</td>
</tr>
<tr>
<td>UEEENEE105A</td>
<td>Fix and secure electrotechnology equipment</td>
</tr>
<tr>
<td>UEEENEE141A</td>
<td>Use of routine equipment/plant/technologies in an energy sector environment</td>
</tr>
<tr>
<td>UEEENEE148A</td>
<td>Carry out routine work activities in an energy sector environment</td>
</tr>
<tr>
<td>UEEENEE179A</td>
<td>Identify and select components, accessories and materials for energy sector work activities</td>
</tr>
<tr>
<td>UEEENEH102A</td>
<td>Repairs basic electronic apparatus faults by replacement of components</td>
</tr>
<tr>
<td>CPCOHS1001A</td>
<td>Work safely in the construction industry</td>
</tr>
<tr>
<td>HLTAID001</td>
<td>Provide cardiopulmonary resuscitation</td>
</tr>
</tbody>
</table>

Industry Pathway
This subject can articulate to these as well as other related industry topics:

- computer systems technician
- data communications technician
- electrician or electronic technician
- electrical systems technician

Assessment Requirements
In-class project work, collection of projects, portfolios, written responses, teacher questioning and observations.

Pre-Requisites  Year 10 Mathematics with at least a ‘C’ in the Year 10 Core Maths (N.B. Not C-).

Specialised Equipment Required  Steel capped boots, safety glasses and protective clothing.

Excursions  Possible visit to TAFE Queensland SkillsTech

For more information, please contact
Mrs Jacqui Lee
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jilee@stmc.qld.edu.au
Mr Alan Kemp
Academic Leader – Technologies
akemp@stmc.qld.edu.au
CERTIFICATE III IN FITNESS
SIS30315 (VP Course) | RTO Number: 31319

Reasons to Study the Course
Binnacle’s Certificate III in Fitness ‘Fitness in Schools’ program is offered as a senior subject where students deliver a range of fitness programs and services to clients within their school community. Graduates will be competent in a range of essential skills such as undertaking client health assessments, planning and delivering fitness programs, and conducting group fitness sessions in indoor and outdoor fitness settings.

Upon successful completion, students attain a nationally recognised qualification and are certified with 8 Queensland Certificate of Education (QCE) Credits.

This program also includes the following:

- First Aid qualification and CPR certificate.
- A range of career pathway options including an alternative entry into university.

Pre-requisites
Students must have a passion for and/or interest in pursuing a career in the fitness and sport industries. They must have good quality written and spoken communication skills and an enthusiasm / motivation to participate in physical activity sessions.

Course Length 2 years

Topics of Study

<table>
<thead>
<tr>
<th>YEAR 11</th>
<th>YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>TERM 1</td>
<td>TERM 2</td>
</tr>
<tr>
<td>• Health, safety and law in the sport, fitness and recreation industry</td>
<td>• Deliver a community fitness program</td>
</tr>
<tr>
<td>• Provide service as a fitness professional</td>
<td>• Community fitness program</td>
</tr>
<tr>
<td>TERM 1</td>
<td>TERM 2</td>
</tr>
<tr>
<td>• Programming and instruction</td>
<td>• Nutrition and performance</td>
</tr>
<tr>
<td>• Introduction to special populations</td>
<td></td>
</tr>
</tbody>
</table>
Learning Experiences

- Learning about the sport, fitness and recreation industry.
- Following health and safety standards in the workplace.
- Providing quality customer service.
- Using and maintaining fitness and sport equipment.
- Delivering community fitness programs.
- Conducting a risk assessment on fitness activities.
- Providing client screening and health assessments.
- Providing healthy eating information to clients.
- Instructing and monitoring fitness programs.
- Delivering warm-up and cool-down sessions.
- Planning and delivering gym programs.
- Working with specific population clients.
- Developing skills in exercise science, including anatomy and physiology.
- Industry-recognised First Aid qualification and CPR certificate.

Learning and Assessment

Program delivery will combine both class-based tasks and practical components in a real gym environment at the school. This involves the delivery of a range of fitness programs to clients within the school community (students, teachers, and staff).

A range of teaching/learning strategies will be used to deliver the competencies. These include:

- Practical tasks
- Hands-on activities involving clients
- Group work
- Practical experience within the school fitness facility

Evidence contributing towards competency will be collected throughout the course. This process allows a student’s competency to be assessed in a holistic approach that integrates a range of competencies.

NOTE: This program involves a mandatory ‘outside subject’ weekly component of 90 minutes per week across a minimum of one term of study – delivering fitness programs and services to a variety of clients, including adults.

Pathways

Certificate III in Fitness will predominantly be used by students seeking to enter the fitness industry and/or as an alternative entry into University. For example:

- Exercise Physiologist
- Teacher – Physical Education
- Sport Scientist

Students completing their Certificate III may be able to upgrade their QTAC selection rank.*

*Certificate III = rank of 68 (approximately equivalent to an OP 15 depending on the year).

Important Program Disclosure Statement (PDS)

This Subject Outline is to be read in conjunction with Binnacle Training’s Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training provides and those services carried out by the ‘Partner School’ (i.e. the delivery of training and assessment services). To access Binnacle’s PDS, visit: http://www.binnacletraining.com.au/rto.php and select ‘RTO Files’.

For more information, please contact

Mrs Jacqui Lee
Academic Leader – VET (Acting)
jllee@stmc.qld.edu.au
CERTIFICATE II IN HOSPITALITY

Vocational Units of Competency

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWOR203B</td>
<td>Work effectively with others</td>
</tr>
<tr>
<td>SITHIND201</td>
<td>Source and use information on the hospitality industry</td>
</tr>
<tr>
<td>SITHIND202</td>
<td>Use hospitality skills effectively</td>
</tr>
<tr>
<td>SITXCOM201</td>
<td>Show social and cultural sensitivity</td>
</tr>
<tr>
<td>SITXCCS202</td>
<td>Interact with customers</td>
</tr>
<tr>
<td>SITXWHS101</td>
<td>Participate in safe work practices</td>
</tr>
<tr>
<td>SITXFSA101</td>
<td>Use hygienic practices for food safety</td>
</tr>
<tr>
<td>SITHFAB206</td>
<td>Serve food and beverage</td>
</tr>
<tr>
<td>SITHCCC202</td>
<td>Produce appetisers and salads</td>
</tr>
<tr>
<td>SITHCCC102</td>
<td>Prepare simple dishes</td>
</tr>
<tr>
<td>SITHFAB201</td>
<td>Provide responsible service of alcohol</td>
</tr>
<tr>
<td>SITHFAB204</td>
<td>Prepare and serve espresso coffee</td>
</tr>
</tbody>
</table>

Industry Pathways
This course can articulate to these as well as other related industry courses:
- Certificate III Hospitality (Front of house)
- Certificate III Hospitality (Commercial Cookery)
- Diploma in Hospitality

Assessment Requirements
In-class assignment work (teacher observation required therefore all assignments must be completed in class time) comprising of projects, portfolios, written responses, teacher questioning and observations.

Attendance at functions held for the public and the school community is required. In addition, five shifts of work placement in the Hospitality industry, completed in a block is required over the duration of the course.

Pre-Requisites
Nil

Specialised Equipment Required
As outlined by work placement Hospitality organisation.

Excursions and/or Subject Costs
Students to provide own ingredients for practical lessons.

Work placement in industry is required.

For more information, please contact
Mrs Jacqui Lee
Academic Leader – VET (Acting)
jlle@stmc.qld.edu.au

International students are ineligible for Certificate II Hospitality due to the Vet Investment Budget Incentives Program.
CERTIFICATE II IN SAMPLING AND MEASUREMENT

MSL20109 (VP Course) | RTO number: 0275

(Certificate offered in partnership with TAFE Brisbane which is the RTO)

Vocational Units of Competency

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBSUS201A</td>
<td>Participate in environmentally sustainable work practices</td>
</tr>
<tr>
<td>MSL912001A</td>
<td>Work within a laboratory/field workplace (induction)</td>
</tr>
<tr>
<td>MSL922001A</td>
<td>Record and present data</td>
</tr>
<tr>
<td>MSL943002A</td>
<td>Participate in laboratory/field workplace safety</td>
</tr>
<tr>
<td>MSL952001A</td>
<td>Collect routine site samples</td>
</tr>
<tr>
<td>MSL952002A</td>
<td>Handle and transport samples or equipment</td>
</tr>
<tr>
<td>MSL913002A</td>
<td>Plan and conduct laboratory/field work</td>
</tr>
<tr>
<td>MSL973001A</td>
<td>Perform basic tests</td>
</tr>
</tbody>
</table>

Industry Pathways

The Certificate II in Sampling and Measurement offers entry level training for sampling and measurement skills applied across a range of industries. Employment outcomes targeted by this qualification include samplers and testers, production personnel, plant operators, production operators, field assistants, drivers, sample couriers, and many others. Pathway options include Certificate III Laboratory Skills or a Diploma Laboratory Technology leading to employment across mining, pharmaceutical, biological and environmental science industries. Certificate III Pathology where careers in pathology laboratory testing or pathology specimen collection can be pursued.

Assessment Requirements

Competency Based – must have achieved competency in all units to obtain the Certificate.

Pre-Requisites

Nil

Specialised Equipment Required

Nil

Excursions

Nil

For more information, please contact

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jilee@stmc.qld.edu.au

International students are ineligible for Certificate II Measuring and Sampling due to the Vet Investment Budget Incentives Program.
CERTIFICATE III IN SPORT AND RECREATION
SIS30513 (VP Course) | RTO Code: 31319

Reasons to Study the Subject
Binnacle’s Certificate III in Sport and Recreation ‘Sport in Schools’ program is offered as a senior subject where students participate in the delivery of a range of sport activities and programs within the school. Graduates will be competent in a range of essential skills including officiating games or competitions, coaching beginner participants to develop fundamental skills, communication and customer service in sport and using social media tools for participant engagement.

Upon successful completion, students are certified with 8 Queensland Certificate of Education (QCE) Credits: Nationally recognised qualification – Certificate III in Sport and Recreation (8 Credits - Core).

This program also includes the following:
- First Aid qualification and CPR certificate.
- Officiating accreditation
- Coaching accreditation
- A range of career pathway options including an alternative entry into university.

Direct pathway into Certificate IV in Sport and Recreation (or Certificate IV in Fitness).

Pre-requisites
Students must have a passion for and/or interest in pursuing a career in the fitness and sport industries. They must have good quality written and spoken communication skills and an enthusiasm / motivation to participate in physical activity sessions.

Course Length 2 years

Topics of Study

<table>
<thead>
<tr>
<th>YEAR 11</th>
<th>TERM 1</th>
<th>TERM 2</th>
<th>TERM 3</th>
<th>TERM 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Introduction to the Sport, fitness and recreation industry</td>
<td>Anatomy and physiology-and体育 first aid</td>
<td>Emergency situation training</td>
<td>Develop critical and creative thinking skills</td>
</tr>
<tr>
<td></td>
<td>Workplace health and safety in sport</td>
<td>Officiate games or competitions</td>
<td>Deliver warm-up and cool-down sessions</td>
<td>Customer service</td>
</tr>
<tr>
<td></td>
<td>Communication in sport</td>
<td>Deliver warm-up and cool-down sessions</td>
<td>Use of social medial tools for sport and recreation</td>
<td>Knowledge of anatomy and physiology</td>
</tr>
<tr>
<td></td>
<td>Develop knowledge of officiating practices</td>
<td>Maintain sport, fitness and recreation equipment</td>
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<td></td>
<td></td>
<td>Completing a risk analysis of activities</td>
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<td></td>
<td></td>
<td></td>
<td>Emergency situation training</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Deliver warm-up and cool-down sessions</td>
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<td></td>
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<td>Use of social medial tools for sport and recreation</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR 12</th>
<th>TERM 1</th>
<th>TERM 2</th>
<th>TERM 3</th>
<th>TERM 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Develop knowledge of coaching practices</td>
<td>Organising work priorities</td>
<td>Organising work priorities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Coach beginner participants to develop fundamental skills</td>
<td>Plan, conduct and evaluate various sport and recreation sessions</td>
<td>Plan, conduct and evaluate various sport and recreation sessions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Deliver warm-up and cool-down sessions</td>
<td>Identify personal development opportunities</td>
<td>Identify personal development opportunities</td>
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<td></td>
<td></td>
<td></td>
<td>Managing conflict</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>First Aid and CPR certificate</td>
</tr>
</tbody>
</table>
Learning Experiences

- Following health and safety standards in the workplace.
- Developing creative thinking skills.
- Organising personal work schedules.
- Using social media tools for collaboration and engagement.
- Responding to emergency situations.
- Managing conflict
- Conducting a risk analysis
- Conducting sports coaching sessions
- Providing quality customer service
- Using and maintaining sport and fitness equipment.
- Conduct warm-up and cool-down sessions.
- Officiating games or competitions
- Developing and updating knowledge of coaching and officiating practices.
- Industry-recognised First Aid Certificate.

Learning and Assessment

Program delivery will combine both class-based tasks and practical components in a real sport environment at the school.

This involves the delivery of a range of sport programs to real participants within the school community (high school and primary school students).

A range of teaching/learning strategies will be used to deliver the competencies. These include:

- Practical tasks
- Hands-on sessions with participants
- Group work
- Practical experience within the school sporting programs (officiating and coaching games and competitions e.g. primary school sport).

Evidence contributing towards competency will be collected throughout the course. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies.

Pathways

The Certificate III in Sport and Recreation will predominantly be used by students seeking to enter the sport, fitness and recreation industry as a community coach, sports coach, athlete, volunteer or activity assistant.

Students may also choose to continue their study [e.g. by completing the Certificate IV or Diploma (e.g. Sport or Fitness)] at another RTO upon completion of Certificate III.

Important Program Disclosure Statement (PDS)

This Subject Outline is to be read in conjunction with Binnacle Training’s Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training provides and those services carried out by the ‘Partner School’ (i.e. the delivery of training and assessment services). To access Binnacle’s PDS, visit: http://www.binnacletraining.com.au/rto.php and select ‘RTO Files’.

For more information, please contact
Mrs Jacqui Lee
Academic Leader – VET (Acting)
jilee@stmc.qld.edu.au
STRUCTURED WORK PLACEMENT (SWL) FOR ALL VP STUDENTS

Industry Pathways
Students wishing to undertake any Vocational Pathway will benefit from commencing some industry placement through this method. This can translate into a traineeship or school-based apprenticeship.

Course Outline / Topics
Undertaking part of their vocational education and training in the workplace provides students with the opportunity to learn in a real work environment. Students are placed in a weekly block at the end of each term or occasionally one day a week throughout the year. Students wanting to do work placement one day a week must find their own employer in an industry of their choice. This will be organised and administered by SCIPS. Students wanting a week block can submit an application to SCIPS and they will secure a work placement on the student’s behalf. Continuous experience within the workplace leads to opportunities of securing a school-based apprenticeship / traineeship while still at school. The time spent on school-based apprenticeship / traineeships will be credited towards the full time apprenticeship / traineeship.

Work Experience is available for OP eligible students in school holidays.

Assessment Requirements
Progress is recorded in a logbook given to the student.

Pre-Requisites
Must be work ready with appropriate induction, e.g. White Card (Construction General Safety - $40 for online application which is a requirement for the industry), Blue Card (Child care) – nil costs.

Specialised Equipment Required
Some work placements may require specialised clothing, e.g. mechanic and hospitality.

For more information, please contact
Mrs Jacqui Lee
Academic Leader – VET (Acting)
jlee@stmc.qld.edu.au
TAFE
Certificate Courses
Students can derive many benefits from studying specific TAFE courses which may not be on offer on campus at the College.

Course Outline / Topics
The college currently has links with the following:

- TAFE Queensland SkillsTech
- TAFE Queensland Brisbane

Assessment Requirements
The available courses give the student the opportunity to complete Certificate I, II or III level courses and then be able to gain direct entry into TAFE for Diploma level course on completion of Year 12.

Pre-Requisites
Recommended that students do Structured Work Placement in similar area of interest.
TAFE options are only available to Vocational Pathway (VP) students.

Specialised Equipment Required
Some courses of study may require specialised clothing (PPE) e.g. mechanic and construction.

Excursions and/or Subject Costs
Students need to be mindful they will need to organise their own transport to TAFE campuses.
Banoon train station is less than 500 metres from the College. Trains travel south to the TAFE Brisbane Logan campus and north to the Southbank campus.
There are also material and costs associated with most courses.

For more information, please contact
Mrs Jacqui Lee
Academic Leader – VET (Acting)
jilee@stmc.qld.edu.au
**TAFE QUEENSLAND – SKILLSTECH (ACACIA RIDGE)**

Course Selection 2017

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Name</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPC10111</td>
<td>Certificate I in Construction</td>
<td>3</td>
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<tr>
<td>CPC10111</td>
<td>Certificate I in Construction (Wet Trades)</td>
<td>3</td>
</tr>
<tr>
<td>39278QLD</td>
<td>Certificate I in Plumbing Services</td>
<td>3</td>
</tr>
<tr>
<td>AUR20512</td>
<td>Certificate II in Automotive Cylinder Head Reconditioning (Light or Heavy Vehicle)</td>
<td>4</td>
</tr>
<tr>
<td>UEE22011</td>
<td>Certificate II in Electrotechnology (Career Start)</td>
<td>4</td>
</tr>
<tr>
<td>MEM20413</td>
<td>Certificate II in Engineering Pathways</td>
<td>4</td>
</tr>
<tr>
<td>MSF20313</td>
<td>Certificate II in Furniture Making</td>
<td>4</td>
</tr>
<tr>
<td>CPP20111</td>
<td>Certificate II in Surveying and Spatial Information Services</td>
<td>4</td>
</tr>
</tbody>
</table>

* Students complete training component in one year. Students who do not complete mandatory vocational placement hours in the first year will have a further six months to complete. Students in Year 12 must complete the training component and the required vocational placement in one year. Programs are subject to change.

For more information, please visit [http://tafeskillstech.edu.au/](http://tafeskillstech.edu.au/) and follow the ‘study with us’ link.

(n.b. students can only access ONE (1) free Commonwealth Government supported course qualification under the employment stream guidelines. (e.g. students can only opt for either Certificate II Hospitality, Certificate II Sampling and Measurement OR an TAFE Brisbane SkillsTech/TAFE Brisbane Campus free course - See Mrs Lee for further information).
### TAFE QUEENSLAND BRISBANE (LOGANLEA)

#### Course Selection 2017

<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
<th>Sem</th>
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<tr>
<td>SIH20111</td>
<td>Certificate II in Hairdressing</td>
<td>4</td>
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<tr>
<td>HLT21212</td>
<td>Certificate II in Health Support Services</td>
<td>4</td>
</tr>
<tr>
<td>SIT20213</td>
<td>Certificate II in Hospitality (Café and Barista)</td>
<td>4</td>
</tr>
<tr>
<td>SIT20213</td>
<td>Certificate II in Hospitality (Food and Beverage)</td>
<td>4</td>
</tr>
<tr>
<td>SIT20312</td>
<td>Certificate II in Kitchen Operations (Cookery Skills)</td>
<td>4</td>
</tr>
<tr>
<td>SIB20110</td>
<td>Certificate II in Retail Makeup and Skincare</td>
<td>4</td>
</tr>
<tr>
<td>AHC21210</td>
<td>Certificate II in Rural Operations (Horticulture Specialisation)</td>
<td>4</td>
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<tr>
<td>AHC21210</td>
<td>Certificate II in Rural Operations (Horticulture and Animal Studies specialisation)</td>
<td>4</td>
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<tr>
<td>AHC21210 / ACM20110</td>
<td>Certificate II in Rural Operations and Certificate II in Animal Studies (Dual Qualification)</td>
<td>8</td>
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<tr>
<td>AHC21210 / AHC20410</td>
<td>Certificate II in Rural Operations and Certificate II in Horticulture (Dual Qualification)</td>
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<tr>
<td>ICT20113</td>
<td>Certificate II in Telecommunications Technology (Networking)</td>
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<tr>
<td>FNS30315</td>
<td>Certificate III in Accounts Administration</td>
<td>6</td>
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<tr>
<td>BSB30115 / SIT20112</td>
<td>Certificate III in Business (incorporating Certificate II in Tourism)</td>
<td>12</td>
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<tr>
<td>BSB30115</td>
<td>Certificate III in Business Administration</td>
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<tr>
<td>CUV30311</td>
<td>Certificate III in Design Fundamentals (Graphics)</td>
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<tr>
<td>ChC30113</td>
<td>Certificate III in Early Childhood Education and Care</td>
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<tr>
<td>HLT33115</td>
<td>Certificate III in Health Services Assistance</td>
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<tr>
<td>SIT30713 / SIT20312</td>
<td>Certificate III in Hospitality (Food and Beverage) (incorporating in Certificate II in Kitchen Operations)</td>
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<tr>
<td>SIT30713 / SIT20213</td>
<td>Certificate III in Hospitality (Hotel Reception) (incorporating Certificate II in Hospitality)</td>
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<tr>
<td>ICT30115</td>
<td>Certificate III in Information and Digital Media Technology (Robotics and Mobile Applications)</td>
<td>8</td>
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<tr>
<td>ICT30115</td>
<td>Certificate III in Information and Digital Media Technology (Website Development)</td>
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<tr>
<td>CUF30107</td>
<td>Certificate III in Media (Multimedia)</td>
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<tr>
<td>BSB30315</td>
<td>Certificate III in Micro Business Operations</td>
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<tr>
<td>CUV30111</td>
<td>Certificate III in Visual Arts</td>
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<tr>
<td>39292QLD</td>
<td>Certificate IV in Justice Studies</td>
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## Course Selection 2017

<table>
<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td>22075VIC</td>
<td>Certificate II in Auslan</td>
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<tr>
<td>SIH20111</td>
<td>Certificate II in Hairdressing</td>
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<tr>
<td>HLT21212</td>
<td>Certificate II in Health Support Services</td>
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<tr>
<td>SIT20213</td>
<td>Certificate II in Hospitality (Baking)</td>
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<tr>
<td>SIT20213</td>
<td>Certificate II in Hospitality (Café and Barista)</td>
<td>4</td>
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<tr>
<td>SIT20213</td>
<td>Certificate II in Hospitality (Food and Beverage)</td>
<td>4</td>
</tr>
<tr>
<td>SIT20312</td>
<td>Certificate II in Kitchen Operations (Cookery Skills)</td>
<td>4</td>
</tr>
<tr>
<td>MSA20208</td>
<td>Certificate II in Manufacturing Technology (Fashion Production)</td>
<td>4</td>
</tr>
<tr>
<td>MSA20208</td>
<td>Certificate II in Manufacturing Technology (Soft Furnishing)</td>
<td>4</td>
</tr>
<tr>
<td>MTM20411</td>
<td>Certificate II in Meat Processing (Food Services)</td>
<td>4</td>
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<tr>
<td>LMT20807</td>
<td>Certificate II in Millinery (Fashion Accessories and Hat Making)</td>
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<tr>
<td>SIB20110</td>
<td>Certificate II in Retail Makeup and Skincare</td>
<td>4</td>
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<tr>
<td>MSL20109</td>
<td>Certificate II in Sampling and Measurement</td>
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<tr>
<td>SIS20313</td>
<td>Certificate II in Sport and Recreation</td>
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<td>ICT20113</td>
<td>Certificate II in Telecommunications Technology (Networking)</td>
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<tr>
<td>SIT20112</td>
<td>Certificate II in Tourism</td>
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<td>Certificate III in Applied Fashion Design and Technology</td>
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<td>SHB30115</td>
<td>Certificate III in Beauty Services</td>
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<td>BSB30115 / SIT20112</td>
<td>Certificate III in Business (incorporating Certificate II in Tourism)</td>
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<tr>
<td>BSB30115</td>
<td>Certificate III in Business Administration (Semester 2 intake only)</td>
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<tr>
<td>CUV30311</td>
<td>Certificate III in Design Fundamentals (Graphics)</td>
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<tr>
<td>CUV30311</td>
<td>Certificate III in Design Fundamentals (Photo Imaging)</td>
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<tr>
<td>CHC30113</td>
<td>Certificate III in Early Childhood Education and Care</td>
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<tr>
<td>SIT30612 / SIT20112</td>
<td>Certificate III in Events (incorporating Certificate II in Tourism)</td>
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<tr>
<td>SIS20313</td>
<td>Certificate III in Fitness (incorporating Certificate II in Sport and Recreation)</td>
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<td>HLT33115</td>
<td>Certificate III in Health Services Assistance</td>
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<td>SIT30713 / SIT20312</td>
<td>Certificate III in Hospitality (Food and Beverage) (incorporating Certificate II in Kitchen Operations)</td>
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<tr>
<td>CUFS30107</td>
<td>Certificate III in Media (Multimedia)</td>
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<td>CUS30109</td>
<td>Certificate III in Music</td>
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<td>CUS30309</td>
<td>Certificate III in Music Business</td>
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<td>CVU30111</td>
<td>Certificate III in Visual Arts</td>
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<tr>
<td>39292QLD</td>
<td>Certificate IV in Justice Studies</td>
<td>8</td>
</tr>
</tbody>
</table>

For more information, please visit [http://tafebrisbane.edu.au/](http://tafebrisbane.edu.au/) and follow the ‘study with us’ link.
At St Thomas More College, all students study a Religion subject, an English subject and a Mathematics subject

**PLEASE NOTE the following:**

**OP Pathway** students who study **6 OP subjects** do **QCS Preparation** and **Study** in their course program (8 lines)

* e.g. QCS Prep, Study of Religion, English, Mathematics B, Chemistry, Geography, Accounting, Study

**OP Pathway** students who study **5 OP subjects** do **QCS Preparation** and **one Certificate III course** and a **VP subject or VP course** (8 lines)

* e.g. QCS Prep, Study of Religion, English, Mathematics A, Biology, Modern History, Cert III Business, Information Communication and Technology

**VP Pathway** students study **7 subjects or courses** and **Certificate II Active Volunteering** (8 lines)

* e.g. Cert II Active Volunteering, Cert III CMT, English Communication, Mathematics A, Cert III Fitness, Cert II Hospitality, Dance in Practice, Building and Construction Skills

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### **SENIOR SUBJECT SELECTION TEMPLATE – YEAR 11, 2017**

#### **OP Pathway ELECTIVES**
*(direct entrance to university)*

<table>
<thead>
<tr>
<th>OP Subjects</th>
<th>VP Courses</th>
<th>VP Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>Health Education</td>
<td>Cert III Business</td>
</tr>
<tr>
<td>Ancient History</td>
<td>Info Technology</td>
<td>Cert III Fitness</td>
</tr>
<tr>
<td>Bus Management</td>
<td>Systems</td>
<td>Cert III Sport and Recreation</td>
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<tr>
<td>Biology</td>
<td>Mathematics C</td>
<td>Cert II Hospitality</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Modern History</td>
<td>Cert II Sampling and Measurement</td>
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<tr>
<td>Chinese</td>
<td>Music</td>
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<tr>
<td>Drama</td>
<td>Physics</td>
<td></td>
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<tr>
<td>Economics</td>
<td>Physical Education</td>
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<td>Geography</td>
<td>Science 21</td>
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<tr>
<td>Graphics</td>
<td>Technology Studies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Visual Art</td>
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</tbody>
</table>

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### **VP Pathway ELECTIVES**
*(mainly TAFE study or apprenticeships or direct employment)*

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Cert III Business</td>
<td>Cert II Hospitality</td>
</tr>
<tr>
<td>Cert III Fitness</td>
<td>Cert II Sampling and Measurement</td>
</tr>
<tr>
<td>Cert III Sport and Recreation</td>
<td>Cert II Electrotechnology</td>
</tr>
</tbody>
</table>

* TAFE in School courses are possible through the VP Pathway
On the table below, draft your options for Lines 1, 2, 3 and 4; then NOMINATE your electives from the list above:

Student's Name: ___________________________________________ Junnebei: _____________________

<table>
<thead>
<tr>
<th>Overall Position (OP) Pathway</th>
<th>Vocational Program (VP) Pathway</th>
</tr>
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<tbody>
<tr>
<td>Line 1</td>
<td></td>
</tr>
<tr>
<td>QCS Preparation</td>
<td>QCS Preparation</td>
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<tr>
<td>Active Volunteering or QCS Preparation</td>
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<tr>
<td>(students who are non-OP eligible may sit the QCS)</td>
<td></td>
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<tr>
<td>Line 2</td>
<td></td>
</tr>
<tr>
<td>Study of Religion</td>
<td>Study of Religion</td>
</tr>
<tr>
<td>Certificate III CMT or Religion and Ethics or SOR</td>
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<tr>
<td>Line 3</td>
<td></td>
</tr>
<tr>
<td>English or English for ESL</td>
<td>English or English for ESL</td>
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<tr>
<td>English Communication</td>
<td></td>
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<tr>
<td>Line 4</td>
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<tr>
<td>Maths B or Maths A</td>
<td>Maths B or Maths A</td>
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<tr>
<td>Maths A or Maths B or Pre-Vocational Mathematics</td>
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<tr>
<td>Line 5</td>
<td></td>
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<tr>
<td>OP subject elective:</td>
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<td>TAFE course elective or VP course or VP subject or OP subject:</td>
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<td>Line 6</td>
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<td>OP subject elective:</td>
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<td>VP course or VP subject elective:</td>
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<td>Line 7</td>
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<td>VP Cert III Course elective:</td>
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<td>VP course or VP subject elective:</td>
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<td>Line 8</td>
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<td><strong>Study Lesson</strong></td>
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<tr>
<td>(Reserve VP course or VP subject):</td>
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</tr>
</tbody>
</table>

N.B. this is a DRAFT ONLY - All information MUST be entered ONLINE through the College Website at [www.stmc.qld.edu.au](http://www.stmc.qld.edu.au) follow the links to SSO Online. Acceptance into subjects or courses is dependent upon students meeting pre-requisites, class sizes or timetable availability.
Live it.

Faith

Learn it.

Learning

Love it.

Community
Live it. Faith Learn it. Learning Love it. Community
Live it. Learn it. Love it.