Iona College seeks to provide a dynamic Catholic learning community within the Oblate spirit, so that its members are faith filled, resilient, courageous, well-balanced and prepared to make a difference.
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RECTOR’S MESSAGE

When a student at Iona College enters Years 11 and 12, he embarks on the post-compulsory phase of schooling. This is a very exciting stage in a boy’s education but with this comes great responsibility. Subjects are studied in greater depth and with more rigour so students will need to show a correspondingly higher degree of personal responsibility, enthusiasm and effort. Study at the next level will require more diligence, organisation and discipline with participation, homework, assignments and study. We require all students to demonstrate that they are ready to undertake this higher level of study by gaining a mid-Sound Achievement or better.

At Iona, we want to work closely with families to help students to select appropriate pathways for their individual skills and abilities and to ensure that they are ready to advance to the next stage of their schooling.

Success in the senior years demands a responsible choice of subjects tailored to post schooling options that are desirable and realistic. A realistic assessment of capabilities and fulfillment of the subject pre-requisites required for future courses of study, are two essential aspects of subject choice. The pre-requisites are not arbitrary but based on experience of student achievement. To gain the minimum pre-requisite is also not a guarantee of success.

Please study this booklet carefully and become familiar with all the subjects offered. This should be done with an open mind so that choices will not be made on any preconceived notions. It is only after all the choices are submitted that we can make final decisions on what subjects will be able to be offered, and on what lines they will be offered. We are often constrained by class size, and sometimes a student may have to be prepared to adjust his initial choice.

As a Catholic school we believe that each person has God-given gifts, talents, identity and dignity. We sincerely hope that this process enhances the development of each of these qualities.

Please seek as much help as you need from teachers of the individual subjects, or teachers with whom you feel comfortable in discussing your choices.

Many students experience their senior years of study as being among the best of their lives. A key element in this is their participation in and contribution to a multitude of aspects of the college life. I would encourage our students again to be prepared to be involved, as much as possible, in the religious life and other activities at the College which enhance their general intellectual and human development such as debating, public speaking, community service, sport and the like. Such involvement, co-operative effort and trust will add much happiness, support and friendship to these busy years.

FR M Twigg O.M.I.
RECTOR
TOWARDS SENIOR SCHOOLING

The Senior Studies Guide provides parents and students with information about the academic options offered at Iona College during the senior phase of schooling (Years 11 and 12). These include:

- Queensland Curriculum and Assessment Authority subjects (OP subjects)
- Authority-registered subjects (non-OP subjects)
- Vocational Education and Training (VET) options
- School-based Apprenticeships and Traineeships

While their study of introductory subjects in Year 10 provides a good basis for senior studies and helps students make good choices in Year 11, sometimes students select a subject only to start studying it and find it is not suitable. Year 11 students may change subjects usually until the end of week 2. After this, they will need to remain with the subject until the end of the semester. Students should also be aware that some subjects may have full classes and thus will not be available.

PROCEDURES FOR SELECTION OF SUBJECTS

In August, students, together with their parents, will be required for an interview to review and finalise these plans. Students will not be able to enrol in senior subjects until completion of this interview.

SELECTING SUBJECTS

1. Choose electives you will enjoy. The more you like a subject, the more likely you are to be motivated to work well and study hard when the course becomes challenging. It is a myth that if students do the supposedly most difficult subjects, they will get a higher OP. The best way to maximise an OP is to achieve well in all your subjects. There is no benefit in students enrolling in subjects for which they have little interest. Parents are urged to listen to their children in this regard.

2. Choose subjects in which you can gain success and that suit your needs, interests and abilities. Use your current results as a guide or ask your teacher if he/she thinks you are likely to succeed in a particular subject.

3. Make your own choices – do not choose subjects simply because you think they are popular or your friends are choosing them.

4. Check tertiary prerequisites - some tertiary courses may require you to achieve a Sound Level of Achievement over four semesters of study in particular subjects as a prerequisite for admission into that course. Some subjects by universities as desirable, meaning that undertaking these would be beneficial, but not essential for admission into the tertiary course. Students should all have a copy of the QTAC publication *Tertiary Prerequisites* which they can consult in this regard.

5. Career aspirations - Research possible career pathways to ensure that you are able to get a job in the occupation in which you are interested. It is important to ensure that prerequisites and course requirements for future careers are met.

6. Keep your options open – if you’re not sure what career you’re going to pursue, select subjects that will help you develop a broad range of skills, knowledge and attitudes that you will find useful throughout life.

You should also aim to balance your life at school with a carefully planned selection of vocational choices, sporting and cultural co-curricular activities and faith involvement. It is the College’s experience that the most successful students are those who are busily involved in many areas of school life.

Should parents or students require clarification related to subject selection or post schooling options, I would encourage you to contact any of Iona’s staff who may offer you guidance (e.g. Careers Guidance Officer, VET & Flexible Pathways Coordinator, Heads of Department, Dean of Learning and Teaching).

Deanne Johnston
Dean of Learning and Teaching
CERTIFICATION

All graduating Year 12 students will be eligible for a Senior Statement and, if receiving an Overall Position (OP) score, they will also be issued with a Tertiary Entrance Statement. A third credential is the Queensland Certificate of Education (QCE).

Senior Statement

A Senior Statement will be issued to each student at the completion of their senior phase of learning. This summarises all courses and achievements, including QCAA subjects with exit levels of achievement, the grade obtained on the Queensland Core Skills (QCS) test, if undertaken, and any other learning that is recognised by the Queensland Curriculum and Assessment Authority.

Tertiary Entrance Statement

A Tertiary Entrance Statement will be issued to students who fulfill the criteria for obtaining an OP score. The result achieved in any Field (A, B, C, D, E) for which a student is eligible is also stated on this document.

Queensland Certificate of Education (QCE)

The QCE is Queensland's senior school qualification, which is awarded to eligible students usually at the end of Year 12. A student is eligible for a Queensland Certificate of Education if they have attained a significant amount of learning (20 credits) at a standard of sound achievement or pass/competency, as well as having filled the literacy and numeracy requirements. The QCE recognises broad learning options and offers flexibility in what, where and when learning occurs. Students have a wide range of learning options; including senior school subjects, vocational education and training, workplace and community learning, as well as university subjects undertaken while at school.

All course options at Iona provide sufficient opportunities for students to qualify for a QCE. Further information regarding the QCE are detailed on the Queensland Curriculum and Assessment Authority website found at http://www.QCAA.qld.edu.au.

Tertiary Entrance

Students can seek tertiary entrance by obtaining an OP. Students who aren't eligible for an OP, but wish to gain entry to tertiary courses can apply to QTAC for a selection rank based on "schedules", which are specifically developed for this purpose. For more information on schedules and tertiary entrance options, visit the Queensland Tertiary Admissions Centre (QTAC).

Overall Position

An Overall Position (OP) indicates a student's rank order position in the state reported in bands from 1 (highest) to 25. To be OP eligible, students must meet the following QCAA guidelines:

- study a minimum of 20 semesters of Authority subjects (equivalent to 5 subjects),
- study at least three (3) of these subjects for all four (4) semesters of Years 11 and 12, and
- sit the Queensland Core Skills (QCS) test.

Selection Ranks

Selection ranks are calculated by QTAC assessors for tertiary applicants who are not school leavers or who are OP ineligible senior students. For OP ineligible students, selection ranks are determined by a student's results, as recorded on their Senior Statement, and their performance on the Queensland Core Skills (QCS) Test. Ranking is from 99 (highest) to 1 (lowest).

Institutional policies regarding qualifications accepted as First Order Ranks for students completing Year 12 do vary. It is important that you check the admission policy for each institution offering courses for which you might seek entry.

Queensland Core Skills Test

The Queensland Core Skills (QCS) Test is:

- a common state wide test for Queensland Year 12 students, held in August/September;
- an achievement test, not an intelligence test, nor an aptitude test;
- grounded in Queensland senior curriculum and based on the Common Curriculum Elements (CCEs);
- accessible to all Year 12 students regardless of individual differences in subject patterns.

While the level of sophistication demanded by the test is appropriate to Year 12 students, particular knowledge of specific Year 12 subjects is not tested. However, the test assumes basic levels of general
knowledge and vocabulary and Year 10 knowledge of mathematical operations. It provides:

- individual results reported on a five-point scale on the Senior Statement
- group results for calculating Overall Positions (OPs) which are independent of subjects studied or school attended;
- group results for calculating Field Positions (FPs), up to five per student, depending on subject choice.

PATHWAYS

Students at Iona College are generally required to select six subjects to study in the senior phase of learning. Selecting an English, Mathematics, and Religious Education option is mandatory. Three elective choices are then provided.

Students eligible for an Overall Position (OP)

To be eligible for an OP, students must study at least five authority subjects, of which three must be studied for four semesters (two years). The usual course of study for these students will be:

- Study of Religion
- English
- Mathematics A or B
- Three (3) Authority subjects chosen from the elective list.

Some students may elect to only study only five Authority subjects and one Authority-registered subject or Certificate course. Whilst only studying five authority subjects qualifies a student for an OP, it does not maximize the outcome as a weak performance in one subject cannot be discarded.

High achieving students are supported to access first year university subjects during Year 12.

Students not eligible for an Overall Position (OP)

Students not wishing to be eligible for an OP must not choose more than four Authority subjects. The usual course of study for these students will be:

- Study of Religion or Religion & Ethics or Cert III in Christian Ministry & Theology
- English or English Communication
- Mathematics A or B or Prevocational Mathematics
- Three (3) other subjects from the elective list

Students not eligible for an OP can still gain access to tertiary study via a rank provided prerequisites and cut-offs are met. Within this option there is significant flexibility in building a course of study. Options such as:

- School-based Apprenticeships and Traineeships (SBATs) provide students with the opportunity to complete, or work towards the completion of, nationally recognised Vocational Education and Training qualifications whilst still at school. The qualifications, ranging from Certificate II or III, involve structured training combined with practical work experience.
- Vocational Education and Training (VET) can take the form of standalone subjects or entire courses. Student achievement is based on industry-endorsed competency standards. Successful completion of VET modules or whole courses may give advanced standing towards a traineeship or apprenticeship and/or credit on entry to courses at TAFE institutes and other registered training organisations.
- As of 2014, all OP ineligible students at Iona College have been required to enroll in at least one Certificate III course.

These options are outlined in detail later in this guide.
SUBJECTS

Authority Subjects
Authority subjects, approved by the Queensland Curriculum and Assessment Authority (QCAA), are offered statewide in Queensland secondary schools and colleges. They are used in the calculation of OPs and selection ranks.

Many Authority subjects may be taken in Year 11 without prior study of similar subjects. It would be difficult, however, to attempt subjects such as Mathematics B or C, Chemistry, Physics, Music and Japanese without successful prior study in related Year 10 subjects. Iona College requires prerequisites to be met before students are enrolled in Senior Subjects.

Authority-Registered Subjects
Authority-registered subjects are those based on QCAA developed Study Area Specifications or developed by the school where the school's work program is accredited. Authority-registered subjects are not used in the calculation of an OP but may be used in the calculation of a tertiary selection rank.

Vocational Education and Training (VET)
VET courses in schools provide students with valuable work-related knowledge and skills. The wide range of programs available caters for all students. Awarded Vocational Education and Training (VET) Certificate II qualifications contribute 4 credits towards a QCE. Awarded Certificate III and IV qualifications generally contribute 8 credits, although some contribute less. The QCE Handbook (Appendix 4) has a list of VET Certificates III and IV and their credit value.

FIELD POSITIONS

For The Field Positions (FPs) students are assessed on their knowledge in the following 5 fields:

<table>
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<tr>
<th>FIELD A</th>
<th>extended written expression involving complex analysis and synthesis of ideas</th>
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<tr>
<td>FIELD B</td>
<td>short written expression involving complex analysis and synthesis of ideas</td>
</tr>
<tr>
<td>FIELD C</td>
<td>basic numeracy involving simple calculations and graphical and tabular interpretation</td>
</tr>
<tr>
<td>FIELD D</td>
<td>solving complex problems involving mathematical symbols and abstractions</td>
</tr>
<tr>
<td>FIELD E</td>
<td>substantial practical performance involving physical or creative arts or expressive skills</td>
</tr>
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These fields:
- compare students’ achievements in Authority subjects in up to five fields (areas of study which emphasise particular strengths);
- are calculated only when students are eligible for an OP;
- require completion of at least 60 weighted semester units (WSU) of relevant Authority subjects for eligibility;
- use best 60 WSU Authority subjects for calculation;
- use weighting which reflect the coverage of the field in the subject syllabus; (refer to separate table at the back of this guide)
- involve scaling using group results on Queensland Core Skills Test;
- report students’ positions in bands from 1 (highest) to 10 (lowest).

The 2017 Subject Weights are available from the QCAA website at [www.QCAA.qld.edu.au/tertiaryentrance](http://www.QCAA.qld.edu.au/tertiaryentrance) and are also listed in the back of this booklet.
**PREREQUISITES FOR SENIOR SUBJECTS**

In order to achieve success in many Year 11 & 12 subjects, students need to have demonstrated some degree of ability in Year 9 & 10 courses. Without this background, students invariably have difficulty with the Year 11 & 12 course content. It is essential to take careful note of the following prerequisites for Year 11 & 12 subjects.

Students must achieve the stated prerequisite at the end of Semester 1 in Year 10 to be accepted into a Year 11 & 12 subject.

For further information please contact the subject Head of Department.

*Students are restricted to a maximum of two Industrial Design & Technology subjects.

All students undertaking a non-OP course will be required to complete a Cert III option. This provides a QTAC Selection Rank of 68 which in previous years has had an OP equivalent of 15 (note OP equivalence will vary each year). As these courses are administered by an outside provider, course costs of $240 - $660 apply.

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<th>Prerequisite</th>
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<td>Religion</td>
<td>Study of Religion</td>
<td>OP</td>
<td>Minimum requirement of “C” in English, History and Religious Education.</td>
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<tr>
<td></td>
<td>Religion &amp; Ethics</td>
<td>Non-OP</td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td>Cert III in Christian Ministry and Theology(10432NAT)</td>
<td>VET Qualification Non-OP</td>
<td>Payment of course fee of approx. $660. There are no entry requirements for this qualification.</td>
</tr>
<tr>
<td>English</td>
<td>English</td>
<td>OP</td>
<td>Minimum requirement of “C” in English.</td>
</tr>
<tr>
<td></td>
<td>English Communication</td>
<td>Non-OP</td>
<td>Nil</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics A</td>
<td>OP</td>
<td>Minimum requirement of “C” in Introduction to Mathematics A</td>
</tr>
<tr>
<td></td>
<td>Mathematics B</td>
<td>OP</td>
<td>Minimum requirement of “C+” in Introduction to Mathematics B</td>
</tr>
<tr>
<td></td>
<td>Mathematics C</td>
<td>OP</td>
<td>Minimum requirement of “B” in Introduction to Mathematics B or “B-” in Enrichment Mathematics</td>
</tr>
<tr>
<td></td>
<td>Prevocational Mathematics</td>
<td>Non-OP</td>
<td>Nil</td>
</tr>
<tr>
<td>Science</td>
<td>Chemistry</td>
<td>OP</td>
<td>Minimum requirements of “B-” in Science and “C+” in Introduction to Mathematics B.</td>
</tr>
<tr>
<td></td>
<td>Physics</td>
<td>OP</td>
<td>Minimum requirements of “B-” in Science and Introduction to Mathematics B.</td>
</tr>
<tr>
<td></td>
<td>Biology</td>
<td>OP</td>
<td>Minimum requirement of “C” in Science.</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>Modern History</td>
<td>OP</td>
<td>At least a “C” in History and English.</td>
</tr>
<tr>
<td></td>
<td>Legal Studies</td>
<td>OP</td>
<td>At least a “C” in English.</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Physical Education</td>
<td>OP</td>
<td>Minimum requirement of “C” in Health &amp; Physical Education and English.</td>
</tr>
<tr>
<td></td>
<td>Cert III in Sport &amp; Recreation (SIS30513)</td>
<td>VET Qualification Non-OP</td>
<td>Payment of course fee of approx. $280. There are no entry requirements for this qualification.</td>
</tr>
<tr>
<td>Japanese</td>
<td>Japanese</td>
<td>OP</td>
<td>Must have studied Japanese in Years 9 &amp; 10 and mastered the two scripts of Hiragana and Katakana.</td>
</tr>
<tr>
<td>Subject</td>
<td>OP/Non-OP</td>
<td>Entry Requirements</td>
<td></td>
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<tr>
<td>Visual Art</td>
<td>OP</td>
<td>At least a “C” in Visual Art and English. If the subject was not studied in Years 9 &amp; 10 students must apply for entry. Students must be able to attend exhibitions/workshops outside of normal school hours either for assessment purposes or extension work.</td>
<td></td>
</tr>
<tr>
<td>Visual Art in Practice</td>
<td>Non-OP</td>
<td>Nil</td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td>OP</td>
<td>At least a “C” in Music or, if the subject was not studied in Years 9 &amp; 10, students must audition for entry. Students must be able to attend performances/workshops outside of normal school hours either for assessment purposes or extension work.</td>
<td></td>
</tr>
<tr>
<td>Drama</td>
<td>OP</td>
<td>Minimum requirement of “C” in Drama or, if the subject was not studied in Years 9 &amp; 10, a “C” in English. Students must be able to attend performances/workshops outside of normal school hours either for assessment purposes or extension work.</td>
<td></td>
</tr>
<tr>
<td>Certificate III in Live Production &amp; Services (CUA30413)</td>
<td>VET Qualification Non-OP</td>
<td>Entry via a successful application process. Students must be available outside of normal school hours on a regular basis in order to develop competencies and to complete on the job assessments. Payment of course fee of approx. $240. There are no entry requirements for this qualification.</td>
<td></td>
</tr>
<tr>
<td>Information Communication Technology</td>
<td>OP</td>
<td>At least a “C” in English. The study of Year 10 ICT is beneficial but not required. Students must also have internet access.</td>
<td></td>
</tr>
<tr>
<td>Information Processing &amp; Technology</td>
<td>OP</td>
<td>At least a “C” in English. The study of Year 10 ICT is beneficial but not required. Students must also have internet access.</td>
<td></td>
</tr>
<tr>
<td>Information Technology Systems (Networking)</td>
<td>OP</td>
<td>At least a “C” in English and Mathematics. The study of Year 10 ICT is beneficial but not required. Students must also have internet access.</td>
<td></td>
</tr>
<tr>
<td>Film, Television and New Media</td>
<td>OP</td>
<td>At least a “C+” in English.</td>
<td></td>
</tr>
<tr>
<td>Commerce</td>
<td>OP</td>
<td>At least a “C” in English, Science and Mathematics A or B.</td>
<td></td>
</tr>
<tr>
<td>Accounting</td>
<td>OP</td>
<td>At least a “C” in English and Mathematics.</td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td>OP</td>
<td>At least a “C” in English and Mathematics.</td>
<td></td>
</tr>
<tr>
<td>Business Management</td>
<td>OP</td>
<td>At least a “C” in English.</td>
<td></td>
</tr>
<tr>
<td>Cert III in Business (BSB30112)</td>
<td>VET Qualification Non-OP</td>
<td>Payment of course fee of approx. $240. There are no entry requirements for this qualification.</td>
<td></td>
</tr>
<tr>
<td>Industrial Design &amp; Technology*</td>
<td>OP</td>
<td>At least a “C” in Graphics, English and Mathematics.</td>
<td></td>
</tr>
<tr>
<td>Graphics</td>
<td>OP</td>
<td>Students must have demonstrated safe practice in the College workshops and laboratories in Years 9 &amp; 10.</td>
<td></td>
</tr>
<tr>
<td>Building &amp; Construction Studies</td>
<td>Non-OP</td>
<td>Students must have demonstrated safe practice in the College workshops and laboratories in Years 9 &amp; 10.</td>
<td></td>
</tr>
<tr>
<td>Engineering Studies</td>
<td>Non-OP</td>
<td>Students must have demonstrated safe practice in the College workshops and laboratories in Years 9 &amp; 10.</td>
<td></td>
</tr>
<tr>
<td>Plastics (Electrics) Studies</td>
<td>Non-OP</td>
<td>Students must have demonstrated safe practice in the College workshops and laboratories in Years 9 &amp; 10.</td>
<td></td>
</tr>
</tbody>
</table>
SUBJECTS BY DEPARTMENT

On the pages that follow are descriptions of the subjects on offer for 2016 - 2017. The subjects offered are prescriptive, in that the actual availability of courses in any particular year will be subject to demand and the capacity of the College to provide the subject.

DEPARTMENT OF RELIGIOUS EDUCATION

Inquiries: Ms A Simpson

STUDY OF RELIGION (OP)

Inquiries: Mr B Townsend

PRE-REQUISITES

Completion of Year 10 English, History and Religious Education at a Sound Achievement is required.

AIM

Study of Religion is a 4-semester Authority course. Religious faith is one of the most fundamental ways people give meaning and purpose to their lives, and consequently, the inclusion of religious studies is seen as necessary for a balanced educational program. The Study of Religion course widens student’s awareness and knowledge of the connection between human existence and religious belief. The primary consideration is an educational approach which enables students to learn about religion, to look at religion as part of a complex social, political and cultural dialogue, to examine the ‘voices’ in the conversation, to acknowledge biases of teachers, learners and texts, to acknowledge who is included and excluded and to examine religion from a critical standpoint.

The Study of Religion course is designed to have students understand and appreciate that religious belief and practice is real, immediate and meaningful to life - not a mere formality. It enables students to come to a deeper understanding of their own faith, while helping them to discover the meaning which people of other faiths find in religion. In addition, the course is designed to enable students to be open to ongoing personal religious experience. Consequently, a student will be better equipped to appreciate his unique role in, and contribution to, a pluralistic society.

The course involves student participation in such activities as listening to lectures, delivering seminars, writing essays, researching in the library, conducting interviews. A commitment to complete regular reading assignments is also necessary for success in this subject.

ASSESSMENT

The kind of assessment used in the Study of Religion course varies depending on the semester unit and the nature of the topic within the unit. Throughout the course the following types of assessment are employed: oral reports, seminars, research assignments, essays, short answer tests, field studies and two hour essay style exams.

RELIGION AND ETHICS (non-OP)

Inquiries: Ms A Simpson

PRE-REQUISITES

Nil

AIM

The Study Area Specification (SAS) is an Authority-registered (Non-OP) subject and will be recorded on the Senior Statement which is issued by the Queensland Curriculum and Assessment Authority. This subject was developed in close consultation between the Brisbane Catholic Education and the Queensland Curriculum and Assessment Authority.

Religion and Ethics assists students to know and understand the influence that values, belief systems or religious traditions have on their own and other people's behaviour. It encourages students to develop ethical attitudes and behaviour required for effective participation as young Christians in the community and to think critically, creatively and constructively about their future role in it.

The study area core of Religion and Ethics focuses on the areas of ethics and meaning in life, incorporating personal, relational and spiritual dimensions of human religious experience. Students investigate these and relate them to their own life situations through a number of elective topics and a variety of learning
experiences. The study area core is integrated across four to eight elective topics selected by schools. At Iona College, students will undertake the following program of study through which the three dimensions of religious experience are explored.

**YEAR 11: Good and Evil, Meaning and Purpose, Peace and Conflict and Social Justice**

**YEAR 12: Ethics and Morality, Religions of the World, Spirituality, Heroes and Role Models**

At all times, the course at Iona College will focus on the Gospel values of Jesus Christ and the learning experiences will enable students to gain a deeper understanding of the Catholic/Christian response to issues encountered in the course.

**ASSESSMENT**

The assessment program in Year 11 will be **formative** and lay the foundation for the **summative** assessment of Year 12.

To determine a student's level of achievement a wide range of tasks is used. Assessment techniques may include: objective and short-answer tests, response to stimulus materials (written or oral), research assignments, presentations such as artistic, non-written or other forms of presentations including collages of images, creation of a board game or preparing and presenting a liturgy. A series of tasks such as a journal, project outcome and an oral or visual presentation could be the result of a field study.

**CERTIFICATE III IN CHRISTIAN MINISTRY AND THEOLOGY (10432NAT) (Certificate Course)**

**PRE-REQUISITES** – Nil, however a sound result in Year 10 English would be beneficial to the successful completion of this qualification. Sound comprehension skills as well as verbal and writing skills are required to address the requirements of assessment.

Students enrolled in this course are required to pay the course fees of $160 per semester in Year 11 and $170 per semester in Year 12. Total cost of $660.

This course is offered in partnership with 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.

**AIM**

- Students will gain valuable employability skills.
- 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.

**COURSE OUTLINE**

The course is organised into four areas over the two-years.

- Year 11 Semester One - Spirituality Today
- Year 11 Semester Two - The Story
- Year 12 Semester Three - Choices
- Year 12 Semester Four - The Edge

**ASSESSMENT**

As a vocational education training course assessment is competency based, evidence is collected through the following:

- discussions
- team activities
- multi-media activities
- presentations
Certificate III in CMT includes the following competencies:

<table>
<thead>
<tr>
<th>Units of Competency</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<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>
<tr>
<td>CMTTHE303A</td>
<td>Identify a range of information within a theological theme or issue</td>
</tr>
<tr>
<td>CMTTHE304A</td>
<td>Identify new theological insights</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>
<tr>
<td>BSBCRT301A</td>
<td>Develop and extend critical and creative thinking skills</td>
</tr>
<tr>
<td>CHCEDS314B</td>
<td>Work effectively in an education team</td>
</tr>
</tbody>
</table>

Successful completion of this course currently contributes eight (8) points towards the Queensland Certificate of Education (QCE) and gives a QTAC Selection Rank of 68 which in previous years has been equivalent to an OP of approximately 15 (OP equivalence will vary each year).

DEPARTMENT OF COMMERCE

Inquiries: Mr J Stevens

ACCOUNTING (OP)

PRE-REQUISITES
The completion of Year 10 English and Mathematics at a Sound Achievement level is a pre-requisite. Also, given the nature of this course, access to a personal computer and internet access at home would be desirable.

AIM
Accounting is an information system which provides financial and other information for making and evaluating decisions about the allocation of scarce resources. A comprehensive accounting system is central to assisting with the financial control of business organisations. People use accounting information to help with their business’s financial affairs, evaluate performance and to report on the operation of an organisation from both an internal and external perspective.

In this course of Accounting, the changing processes of accounting practice are recognised, especially with respect to the development and use of new technologies. Students will use information and communication technologies to enable them to apply the accounting process in business, their daily lives, and as members of society. Completion of this course should enable students to participate more effectively and responsibly in a changing business environment.

The learning experiences often present students with realistic accounting situations and encourage them to develop their knowledge and skills and express opinions about accounting issues.

COURSE OUTLINE
This course is organised under five areas of study:

- Core Studies
- Recording and Controls
- Reporting and Decision making
- Accounting Package (Quickbooks)
- Elective Studies (e.g. Personal Investing and Financing)

ASSESSMENT
Assessment of student performance in this subject is based on the awarding of standards of achievement in three criteria:

- Knowledge and Procedural Practices
- Interpretation and Evaluation
- Applied Practical application

A student must achieve a satisfactory level in each of these criteria.

APPLICATIONS
The study of accounting provides, not only a foundation in the discipline of accounting, preparing students for further education, training and employment, but also an understanding of the processes involved in using
accounting information to make effective decisions. The skills and attitudes gained in this course will prepare students for a variety of entry points to employment, in both employee and employer roles, as well as preparing them for continuing study at tertiary level.

During their studies of Accounting, students will have the option of commencing their under-graduate studies in a Business/Accounting degree by undertaking a course of study with the Faculty of Business (School of Accountancy) at QUT.

Students are provided with opportunities to develop skills in managing financial resources that they can apply in the business environment, and also on a personal level. They are encouraged to think logically, to apply accounting principles in a consistent and effective manner, and to become independent learners. The study of Accounting will be useful for students in any occupation or career such as Finance and Banking, Business Accounting, Public Service, Clerical work, Teaching, Commerce, Marketing, Consultancy. In addition, a study of Accounting serves as a useful basis for undertaking tertiary courses, especially in Business, Commerce or Management at either university or TAFE level.

ECONOMICS (OP)
PRE-REQUISITES
The completion of Year 10 English and Mathematics at a Sound Achievement level is a pre-requisite. Also, given the nature of this course, internet access at home is required.

AIM
Economics is a study of 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 course of study stresses the desirability of understanding the significance of economic events as well as the implications of individual, business and government economic decision making.

The emphasis is on the application of economic skills and concepts to the problems and issues facing Australian society. It helps senior students gain key employment skills and competencies and to participate effectively in, and contribute to, economic decision making.

COURSE OUTLINE
Students will study topics such as
- Markets and models
- Contemporary micro-economic issues
- Contemporary macro-economic issues
- International economics
- The share market
- Finance
- Personal economics
- Income and wealth distribution
- Population
- Environment

ASSESSMENT
Assessment of student performance in this subject is based on the awarding of standards of achievement in three criteria:
- Knowledge and Understanding
- Investigation
- Synthesis and evaluation

APPLICATIONS
Economics in Years 11 and 12 is a challenging and interesting subject for students who consider themselves capable of working both independently and as a group, in developing a line of inquiry and devoting time to research. As a citizen, everyone has to make decisions on a wide variety of economic problems of personal, local, state, national and international significance. 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 including those in government, commerce, industry and education. In addition, a study of Economics serves as a useful basis for undertaking tertiary courses, especially in Business, Economics, Commerce or Management at either university or TAFE level.
AEROSPACE STUDIES (OP)

PRE-REQUISITES

The completion of Year 10 English, Science and Mathematics at a Sound Achievement level is essential. Also, given the nature of this course in Aerospace Studies, a student must undertake English and either Mathematics A or Mathematics B as a minimum in Years 11 and 12.

AIM

Aviation is an extremely important industry in Australia, due to the large distances and sometimes challenging terrain that separate population centres. In addition, rapid economic growth in many countries in the Asia-Pacific region has been mirrored by the proliferation of air travel and transport. Major aircraft manufacturers forecast massively increased demand for air travel in the region in the years to 2025.

The Government has identified aviation as a priority industry, and Queensland’s aerospace industry is consequently experiencing rapid and significant growth. Aircraft manufacturers, aerospace companies and airlines have aircraft construction, maintenance, operations and training centres in Queensland established to meet the projected increased demand for aviation and aerospace services. These activities demand well-trained, technologically literate personnel and people planning careers in the aviation and aerospace industry should anticipate the need to be flexible, adaptable, creative and innovative in a fast-moving, highly competitive environment.

The Queensland Curriculum and Assessment Authority recognises the importance of aviation and aerospace in the future growth and development of Queensland industry and this new course in Aviation and Aerospace Studies provides students with an opportunity to gain an understanding of the underlying concepts and principles of aviation and aerospace. It is concerned with concepts related to the design, construction, operation and maintenance of aircraft and spacecraft; the safety management systems that have been developed to ensure the safe operation of the aviation and aerospace industries; the structures and management of aviation and aerospace businesses; and various factors that affect day-to-day aviation operations. This course will combine elements of many disciplines, including business, English, information and communications technologies, mathematics, engineering and physics and encourage a positive interest in the aviation/aerospace industry as a whole.

COURSE OUTLINE

The Aerospace Studies course encompasses a wide range of subject matter ranging across scientific, engineering, technical, business, information technology, management and legal disciplines and is organized into four (4) mandatory areas of study:

- Aeronautics and Astronautics
- Safety Management Systems
- The Business of Aviation and Aerospace
- Aviation Operations.

ASSESSMENT

Assessment of student performance in this new subject is based on the awarding of standards of achievement in three criteria:

- Criterion 1: Knowledge & Understanding (K&U) This criterion requires students to recall previously learned factual information and to demonstrate understanding of that information in familiar situations.
- Criterion 2: Critical thinking (CT) This criterion involves purposeful, goal-directed reasoning in a range of unfamiliar and/or complex situations within an aviation or aerospace context.
- Criterion 3: Interpretation and Communication (COM) This criterion emphasizes that effective communication is crucial to the safe and efficient operation of the aviation and aerospace industries.

A student must achieve a satisfactory level in each of these criteria.

APPLICATIONS

Aerospace Studies is designed to assist the entry of students into the aviation and aerospace industries upon completion of Year 12 by providing a firm foundation of knowledge relevant to an array of career pathways and further education and training. Progression is possible in careers as diverse as aerospace and aircraft engineering, aviation business management, human resource management, customer services, information
technology services, aircraft pilot, and air traffic control, both within Australia and overseas. The course also supports the existing tertiary offerings related to aviation and aerospace in universities throughout Australia. The breadth of learning in Aerospace Studies provides scope for students who may choose to follow career paths in other industries or professions. The knowledge and understanding gained from the range of disciplines involved, as well as the required critical thinking and communication skills, would be applicable to a diversity of employment, further education and life-long learning opportunities.

**BUSINESS MANAGEMENT (OP)**

**PRE-REQUISITES**

Completion of Year 10 English at a Sound Achievement level is a pre-requisite.

**AIM**

Businesses are complex and dynamic entities that hold a dominant position in Australian society through the supply of goods and services and the provision of employment and careers. As such an understanding of businesses and their management is a valuable acquisition for any member of society. Business Management builds students’ understanding of the important role that managers play in businesses that vary in size and nature. Students develop knowledge and understanding of business management as they explore the main functions of businesses. Learning through case studies in authentic local, national and global business contexts, students apply their knowledge to business situations in order to identify issues. Students analyse and interpret business information and management strategies, evaluating the success of these in meeting business outcomes. Simulating the role of business managers, students formulate and justify management strategies and recommendations that impact on business objectives. Students apply their knowledge and understanding of the main functions of businesses to practical and authentic situations as they develop innovative and creative feasibility studies or undertake business ventures. Working in teams, students develop communication and management strategies. By considering the views of a range of stakeholders, students determine the implications of business management strategies on individuals, businesses and society.

**COURSE OUTLINE**

- Management Practices
- Entrepreneurship & Small Business
- Marketing Management
- Financial Management
- Operations, Management
- Human Resources Management
- Business Development
- International Business

**ASSESSMENT**

Assessment will include:

- Objective/Short Answer Tests
- Essays
- Project/Practical Work
- Response to stimulus
- Oral work

Wherever possible, assessment instruments will be practical in nature and will be evaluated using the following Dimensions:

- Knowing and understanding business management
- Applying and analysing management strategies
- Evaluating and communicating management strategies

**APPLICATIONS**

A course of study in Business Management can establish a basis for further education and employment in the fields of small-to-medium enterprise, business management, human resource management, financial management, commerce, marketing and operations management and corporate system management.
CERTIFICATE III IN BUSINESS (BSB30115) (Certificate Course)

PRE-REQUISITES – Nil, however students must have a passion for and/or interest in working the Business Services industry and/or pursuing further tertiary pathways (e.g. Certificate IV, Diploma and Bachelor of Business). They must have good quality written and spoken communication skills and an enthusiasm / motivation to participate in a range of projects.

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

Students enrolled in this Certificate III course will be required to pay the course fee of approx. $240 ($60 per semester).

This Certificate III in Business is delivered in partnership with Binnacle Training (RTO Number 31319).

This is a non-OP subject and therefore does not contribute to an OP calculation. However, students may study this subject in conjunction with five (5) other Authority subjects and still be OP eligible.

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.

COURSE OUTLINE
Topics covered over the two-year course include:
Year 11 Semester One – Innovation, Leadership and E-Learning
Year 11 Semester Two – Workplace Health and Safety and Marketing Products and Services
Year 12 Semester Three – Business Proposals, Customer Service and Promotional Materials
Year 12 Semester Four – Personal Profiling and Discover Program

LEARNING EXPERIENCES
- Solving interesting problems
- Leadership
- Innovation and teamwork
- Organising work priorities and personal development
- Controlling risks
- Delivering a service to customers
- Recommending products and services
- Designing and producing business documents
- Examining micro business opportunities
- Financial literacy – Be MoneySmart

ASSESSMENT
As a vocational education training course assessment is competency based, a range of evidence will be used to assess the competencies. These include:

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).
- 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.

Certificate III in Business includes the following competencies:

* Elective units are subject to change prior to the commencement of the 2016 school year. This is to ensure alignment to current industry practices is at its optimum.

<table>
<thead>
<tr>
<th>Code</th>
<th>Competency Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWHS302</td>
<td>Apply knowledge of WHS legislation in the workplace</td>
</tr>
<tr>
<td>BSBCUS301</td>
<td>Deliver and monitor a service to customers</td>
</tr>
<tr>
<td>BSBINN301</td>
<td>Promote innovation in a team environment</td>
</tr>
<tr>
<td>BSBITU306</td>
<td>Design and produce business documents</td>
</tr>
<tr>
<td>BSBPRO301</td>
<td>Recommend products and services</td>
</tr>
<tr>
<td>BSBWOR301</td>
<td>Organise personal work priorities and development</td>
</tr>
<tr>
<td>BSBFLM312</td>
<td>Contribute to team effectiveness</td>
</tr>
<tr>
<td>BSBWRT301</td>
<td>Write simple documents</td>
</tr>
<tr>
<td>BSBCRT301</td>
<td>Develop and extend critical and creative thinking skills</td>
</tr>
<tr>
<td>BSBWH303</td>
<td>Participate in WHS hazard identification, risk assessment and risk control</td>
</tr>
<tr>
<td>BSBLLED301</td>
<td>Undertake e-learning</td>
</tr>
<tr>
<td>BSBSMB201</td>
<td>Identify suitability for micro business</td>
</tr>
<tr>
<td>FNSFLT301</td>
<td>Be MoneySmart</td>
</tr>
</tbody>
</table>

Upon successful completion, students are certified with 8 Queensland Certificate of Education (QCE) Credits and a QTAC Selection Rank of 68 which in previous years has been equivalent to an OP of approximately 15 (OP equivalence will vary each year).

Students 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).
- to improve their chances of gaining tertiary entrance.

DEPARTMENT OF DRAMA
Inquiries: Mr D Cockburn

DRAMA (OP)
PRE-REQUISITES
It is an advantage to have studied Drama in Years 9 and 10. However, students who have not done so will still be considered for this subject. A Sound Achievement in English is a pre-requisite for Senior Drama as there is a quota of written assessment. Students who have a degree of creativity, an ability to work cooperatively in groups and to think independently will find success in Drama. In Drama, students learn by doing and the majority of class work is practical.
AIMS
Studies in Senior Drama make a major contribution to student’s intellectual, emotional and social growth. They learn to understand and manage the aesthetic and cultural processes which operate in their community and the wider society. Through the practice and study of Drama, students develop higher intellectual skills, empathy, social and communication skills. These are essential to give students the critically active orientation necessary to play a full part in a multi-cultural and changing society.

Through drama, students should:

- engage in aesthetic learning experiences
- become critically and actively aware of themselves, Australia and the world they live in
- develop the ability to use the languages and symbol systems of drama to make and communicate meaning, symbolically represent the world they live in and deepen their understanding of symbolic representations
- value the range of social and cultural contexts in which drama is made in Australia and internationally
- appreciate Australia’s Indigenous and multicultural drama heritages
- develop skills and understandings that are transferable to a variety of artistic, social and work-related contexts

The Arts Industry in Australia is growing each year. Students who undertake Drama as a course of study will be well versed in the skills, knowledge and experience necessary for success in their chosen field. The Drama program provides students with a range of opportunities to develop their knowledge, skills and appreciation of Drama by:

- Providing experience of the arts through Drama
- Assisting students to achieve their unique potential through Drama
- Building self-discipline and confidence
- Fostering personal communication skills and social understandings of the communication process
- Encouraging an on-going involvement in Drama
- Exploring and addressing competencies appropriate to a wide range of career and other life paths

COURSE OUTLINE
The Drama course of study is divided into three dimensions:

- Forming – using the elements of drama to create and shape dramatic action (e.g.- improvisation, script writing, directing). Through forming students learn to actively manipulate the elements of drama and dramatic conventions in order to shape meaning. They make judgements about content and context, as well as experiment with style, form and expression. The ability to form drama enables students to create their own dramatic action.

- Presenting – using the elements of drama to present dramatic action (e.g.- performance). Student presenting work allows the boys to convey dramatic meaning through performance. They demonstrate and develop their understanding of the functions of drama through the presentation of form and style, and a range of acting techniques. Through presenting students gain knowledge and understanding of the nature and function of drama.

- Responding – demonstrating an understanding of the elements of drama by responding to dramatic action (e.g.- reflecting and analysing live performance). Through responding to drama, students empathise, extrapolate and make judgements in practical and written tasks. Additional higher order thinking skills which they utilise include complex comprehension and critical analysis, as well as knowledge of drama in its social, cultural and historical contexts. As they respond to drama, students learn to evaluate and justify the content and structure of their own drama, as well as the meanings, which they derive from drama presented by others.

ASSESSMENT
Assessment in Drama involves a range of tasks. Sample Forming tasks include Improvisation, direction of a script, script writing. Sample Presenting tasks include excerpts from Australian plays, Absurdism, a Shakespearian performance and an individual dramatic performance. Sample Responding tasks include Live Theatre review and responses to performance.

APPLICATION
An education in Drama provides essential learning for many areas of employment and addresses the national Key Competencies of cultural understandings, skills in communicating ideas and information, planning and
organisational skills, group negotiation and decision making skills, skills in working as a team and independently and problem solving skills. The study of Drama also leads directly to employment in the Arts, Journalism and the Media, Education, Law, Public Relations and Business, Advertising and Entertainment industries. Many tertiary courses are available to prepare young people for work in these industries. The Arts have been endorsed as one of the eight essential areas of learning.

CERTIFICATE III IN LIVE PRODUCTION AND SERVICES (CUA30413) (Certificate Course) (VET Qualification - Non-OP)

ENTRY REQUIREMENTS
There are no pre-requisites for this qualification. However, it is a requirement for a student to apply for a USI.

FEES AND COURSE REQUIREMENTS
Students enrolled in this course must pay the course fee of approximately $240 ($60 per semester). This payment is added to school fees. Students must also be available outside of normal school hours on a regular basis in order to develop industry currency. It is compulsory that they participate as a crew member for the annual college production. This requires them to be available on Sundays (8am-5pm) in Term 3 (Weeks 1-4) and for the technical rehearsals (usually held in Week 4 of Term 3 from 3.15-9.30pm) and the performances of the production (usually held in Week 4 of Term 3, Thursday-Sunday from 5-10.30pm). They are also required to crew a minimum of four music concerts throughout the year, as well as the annual Inter-House Theatresports Competition (dates to be confirmed).

This is subject is a VET qualification and therefore does NOT contribute to an OP calculation. However, students may study this subject in conjunction with five (5) other Authority subjects and still be OP eligible.

AIM
This qualification reflects the role of individuals who apply a broad range of competencies in providing services for the Entertainment industry. They may provide assistance with technical support to a team.

SERVICE AGREEMENT
This is a two-year course. The College guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and VET information handbooks. Students successfully achieving all competencies will be awarded a Certificate III in Live Production and Services and students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.

COURSE NAME
CUA30413 Certificate III in Live Production and Services

PACKAGING RULES
Six core units and nine electives

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>BSWOR301B</td>
<td>Organise personal work priorities and development</td>
</tr>
<tr>
<td>CPCCOHS1001A</td>
<td>Work safely in the construction industry</td>
</tr>
<tr>
<td>CUAIND301</td>
<td>Work effectively in the creative arts industry</td>
</tr>
<tr>
<td>CUSOH501A</td>
<td>Follow occupational health and safety procedures</td>
</tr>
<tr>
<td>CUVPRP304A</td>
<td>Participate in collaborative creative projects</td>
</tr>
<tr>
<td>SITXCCS303</td>
<td>Provide Service to customers</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>CUASMT301A</td>
<td>Work effectively back stage during performance</td>
</tr>
<tr>
<td>CUALGT301</td>
<td>Operate basic lighting</td>
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<tr>
<td>CUAMKG301</td>
<td>Assist with marketing and promotion</td>
</tr>
<tr>
<td>CUASOU201</td>
<td>Develop Basic Audio Skills and Knowledge</td>
</tr>
<tr>
<td>CUAPPM301</td>
<td>Assist with designing performance spaces</td>
</tr>
<tr>
<td>CUSIND302A</td>
<td>Plan a career in the creative arts industry</td>
</tr>
</tbody>
</table>
LEARNING EXPERIENCES
A range of teaching and learning strategies will be used to deliver the competencies; these may include class-based tasks that simulate industry environments and/or real life activities (e.g. Roundhouse Theatre, local community events, for example the Out of the Box Festival). These experiences provide opportunities for students to demonstrate their knowledge and skills.

ASSESSMENT
Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed this way. This process allows a student’s competency to be assessed in a holistic approach. Evidence gathering methods include observation, portfolios, questioning and feedback from workplace supervisors.

LATE ENROLMENT
Due to the two-year structure of this course and the underpinning knowledge and skills being taught in Year 11, late enrolment means that it is very unlikely that a student will achieve the full Certificate III qualification. However, he may achieve a Statement of Attainment if any competencies are achieved. A Statement of Attainment is nationally recognised and can be used as credit transfer if a student wishes to complete the Certificate III qualification after school at another Registered Training Organisation.

COMPLAINTS AND APPEALS POLICY
The College as a Registered Training Organisation has a documented Complaints and Appeals Policy. Any person wishing to make a complaint against the College concerning its conduct as an RTO, whether a complaint, appeal or other matter, shall have access to the Complaints and Appeals Policy. All formal complaints will be heard and decided within 60 working days of the receipt of the written complaint by the College. The Head of VET and Flexible Pathways will keep a Register of Complaints which documents all formal complaints and their resolution. (Further details of this policy can be found on the Iona College website). Any substantiated complaints will be reviewed as part of the Continuous Improvement Procedure.

PATHWAYS
This Certificate III course can lead to CUA40413 Certificate IV in Live Production and Technical Services and/or CUA50413 Diploma of Live Production and Technical Services.

VOCATIONAL OUTCOMES
On achievement of the Certificate III in Live Production and Services, students will be able to:

• demonstrate a range of skills, suitable strategies, attitudes and knowledge which will assist you in roles not specifically related to employment; for example – as a student and as a citizen in general.
• practice sound communication skills with all clients and all levels of staff and appreciate the importance of a positive approach to working with others in an ethical manner.
• work independently and as a team member.
• understand the contribution practitioners make in communicating social and cultural practices and personal experience.
• develop knowledge about and be able to apply relevant workplace health and safety practices.
• maintain a high standard of personal presentation.
• use effective customer relations techniques that promote customer satisfaction.
• demonstrate a varied range of skills needed to commence a career path in the following functions of the entertainment industry: theatre administration, stage management, set design and construction, lighting and sound design, theatre industry, leisure industry,
• assist (under supervision) in a variety of entertainment related activities, in a range of environments, including: community theatre groups and special events programs.
At least a Sound Achievement in Year 10 English is required before entering the Senior English course. Students who do not receive a SA in Year 10 will find Senior English challenging. Dependent upon their desired career path, some students may find English Communication, an English course designed to provide skills for the workplace, more worthwhile.

Aims
The aim of the Senior English course is to provide a basis and a foundation of language in order to develop the student’s capacity to communicate effectively in a variety of ways. It is hoped that each student will develop:

- a love of language and literature
- creativity in the use of language
- competence and confidence in both written and verbal communication
- the ability to use and critically assess language in a variety of contexts.

Course Outline
The two-year English course consists of a sequence of structured units of work, each with a clearly defined focus.

Year 11 – The Year 11 course focuses on constructions of images and identities and moves from a personal to a global perspective. Units are as follows:

- I Write, Therefore I Am
- Media Cultures
- Beyond Boundaries
- Don’t Judge a Book by Its Movie

The Year 11 course is designed as preparation for the requirements of English in Year 12 and will not contribute towards the Exit Level of Achievement.

Year 12 – In Year 12, students examine how language is deliberately chosen to achieve an outcome. Units include:

- Conflict and Controversy
- Created Realities
- The Search for Balance
- The Director’s Cut

A folio of representative work on a range of written and spoken tasks will be completed in Year 12. All work completed in Year 12 is used to determine the student’s Exit Level of Achievement.

Assessment
Assessment is continuous, undertaken at varying times and under a range of conditions. Assessment will include formal examinations, assignments and oral presentations.

Applications
A sound achievement in English is a pre-requisite for most tertiary courses. Competence in English is also essential if one is to confidently take a place in the workforce and wider community.

English Communication (Non-OP)
This is an Authority registered subject and as such it does NOT contribute to an OP calculation. However, students may study this subject in conjunction with five (5) other Authority subjects and still be OP eligible.

Aim
English Communication is based on units designed to promote vocational education as well as general knowledge and skills. Units are designed with contexts of work, community and leisure.

Work - In preparing for the world of work, students need to develop a range of abilities in language that are directly related to workplace competencies to assist them to maximise their potential in their working lives.

Community - Assisting students to develop language and literacy skills to become effective citizens who can make positive and productive contributions to their community is a desirable focus for an education program.

Leisure - The leisure component is significant in developing those understandings and language skills that enable students to experience a sense of personal fulfillment and to evaluate, appreciate, enjoy and use effectively the various forms through which ideas and images are communicated in contemporary society.

Students will be involved in learning experiences that allow them to develop their interpersonal skills, to learn and function in various situations, and to acquire specific knowledge and skills relevant to future life
and further training and employment.

**ASSESSMENT**

Students will complete a variety of written and spoken/signed tasks in real life contexts for particular purposes and audiences. Assessment will be conducted in both individual and group situations.

**DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION**

Inquiries: Mr G Denman

**PHYSICAL EDUCATION (OP)***

**PRE-REQUISITES**

Sound Achievements in English and Health and Physical Education are required.

**AIM**

Senior Physical Education involves the study of physical activity and engages students as intelligent performers, learning in, about and through physical activity. Physical Education focuses on the complexity of, and interrelationships amongst, psychological, biomechanical, physiological and sociological factors that influence individual and team physical performances, and wider social attitudes to physical activity. It involves students in closely integrated written, oral and physical learning experiences based on the study of selected physical activities. Through its focus on the study of physical activity, physical education aims to allow students to become physically educated as self directed, interdependent and independent learners.

**COURSE OUTLINE**

Subject matter is drawn from the following four physical activities; Volleyball, Badminton, Golf and Touch, and from the three focus areas shown below, each with possible subject matter:

- **Learning physical skills**: understandings of motor learning, psychology of learning physical skills, biomechanical understandings and learning physical skills
- **Processes and effects of training and exercise**: energy for physical performance, developing training regimes, the physiological responses of the body to exercise
- **Sport, physical activity and exercise in the context of Australian Society**: power of sociocultural influences on participation levels

Physical Education is essentially concerned with the study of physical activity. To ensure a balance between learning in, about and through physical activity, 50% of the school weekly timetable is devoted to students’ performance in physical tasks.

**ASSESSMENT**

Assessment in Physical Education is based on the awarding of standards of achievement in three dimensions:

- **Acquiring** – refers to ability to acquire knowledge, understandings, capacities and skills in, about and through physical activity
- **Applying** – is achieved through processes such as interpreting, analysing and manipulating information and skills
- **Evaluating** – is achieved through processes such as hypothesising, synthesising, justifying and appraising information.

Learning experiences involve students in acquiring, applying and evaluating information gained during engagement in the selected physical activities and from appropriate and relevant subject matter. In the physical context this provides students with the opportunity to:

- Demonstrate through physical responses an understanding of the rules, learned and rehearsed tactics and strategies applicable to the physical activity
- Analyse and adapt personal performance as individuals and in teams
- Initiate change and modify physical responses based on reflective decision making.

**CERTIFICATE III IN SPORT AND RECREATION (SIS30513) (Certificate Course)**

**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.
Students enrolled in this Certificate III course will be required to pay the course fee of approx. $280 ($70 per semester). This cost also includes a First Aid Certificate.

This Certificate III in Sport and Recreation is delivered in partnership with Binnacle Training (RTO Number 31319).

This is a non-OP subject and therefore does not contribute to an OP calculation. However, students may study this subject in conjunction with five (5) other Authority subjects and still be OP eligible.

**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’.

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.

**COURSE OUTLINE**

Topics covered over the two-year course include:

**Year 11 Semester One** – Health and Safety in Sport, Officiating practices and Equipment use and Maintenance

**Year 11 Semester Two** – Managing Conflict, Workplace Health and Safety and Emergency situation training

**Year 12 Semester Three** – Coaching fundamental movement skills and Deliver and evaluate a sport program

**Year 12 Semester Four** – Identify personal development opportunities and First Aid qualification and CPR certificate

**LEARNING EXPERIENCES**

- Developing creative thinking skills
- Organising personal work schedules
- Using social media tools for collaboration and engagement
- Conducting a risk analysis
- Providing quality customer service
- Conduct warm-up and cool-down sessions

**ASSESSMENT**

As a vocational education training course assessment is competency based, a range of evidence will be used to assess 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 program. This process allows a student’s competency to be assessed in a holistic approach that integrates a range of competencies.

**Certificate III in Sport and Recreation includes the following competencies:**

* Elective units are subject to change prior to the commencement of the 2016 school year. This is to ensure alignment to current industry practices is at its optimum.*
Upon successful completion, students are certified with 8 Queensland Certificate of Education (QCE) Credits and a QTAC Selection Rank of 68 which in previous years has been equivalent to an OP of approximately 15 (OP equivalence will vary each year).

This program also includes the following:
- First Aid qualification and CPR certificate.
- 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).

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 their Certificate III.

### DEPARTMENT OF INDUSTRIAL DESIGN AND TECHNOLOGY

**Inquiries:** Mr G Balczun

Students may only select a maximum of two Non-OP Industrial Design and Technology subjects.

#### GRAPHICS (OP)

**PRE-REQUISITES**

A Sound Achievement in Year 10 Graphics, English and Mathematics is required.

**AIM**

This course aims to promote graphical communication as a universal language, based on the premise that the written and spoken word is often inadequate for our communication requirements, in particular when dealing with situations relating to industry, commerce, research and development.

Students should develop skills, knowledge and an appreciation of quality communication through the use of manual and computer aided drafting systems.

**COURSE OUTLINES**

Students use manual drafting and computer aided drafting systems to carry out tasks in a variety of areas including:
- Architectural drafting and presentation graphics for the built environment
- Mechanical drawing
- Solid geometry
- Logos, symbols, charts and graphs suitable for data presentation
- Reprographics and systems found in the advertising industry.

All of the above are studied over four semesters and incorporate the appropriate Australian standards and drafting practice.
ASSESSMENT
Assessment is continuous and criteria based. The student will be assessed using a variety of tasks to measure performance in the broad areas of acquisition of graphical knowledge, application of that knowledge and presentation of graphical information. At the moment tests and exams account for 70% of the total assessment tasks, while class work/homework and assignments make up the other 30%.

APPLICATION
Study in this subject is not a pre-requisite for tertiary study at the moment. However this subject will certainly assist any student interested in Mechanical Engineering, Civil Engineering or the built environment, research/development, graphic design and many others not listed here.

MANUFACTURING (Non-OP)
The study area specification in Manufacturing is relevant to all students interested in the vocational area. Students interested in Manufacturing may choose from the following study areas:

- Building and Construction Studies
- Engineering (Manufacturing) Studies
- Plastics (Electrics) Studies

BUILDING AND CONSTRUCTION STUDIES (Non-OP)
This is an Authority registered subject based on the Study Area Specification - Industrial Skills. It therefore does NOT contribute to an OP calculation. However, students may study this subject in conjunction with five (5) other Authority subjects and still be OP eligible.

This subject is focused on various work practices, equipment and materials specific to the construction industry. Students will undertake a range of tasks, exercises and practical projects that relate to various sectors of the construction industry. Building and Construction Studies covers the following key elements:

- Introduction to the building and construction industry
- Safety in the construction workplace
- Drawing, interpretation and site set-out
- Selection and application of hand and power tools
- Selection of materials and construction application
- Fabrication and assembly of construction-based projects

ENGINEERING STUDIES (Non-OP)
This is an Authority registered subject and therefore does NOT contribute to an OP calculation. However, students may study this subject in conjunction with five (5) other Authority subjects and still be OP eligible.

This subject is focused on various work practices, equipment and materials specific to the Engineering/Manufacturing industry. Students will undertake a range of tasks, exercises and practical projects that relate to various sectors of the Engineering/Manufacturing industry and will cover the following key elements:

- Introduction to the engineering industry
- Safety in the engineer workplace
- Drawing interpretation and setting out
- Selection and application of hand and power tools
- Selection and application of static machinery
- Selection and application of welding/cutting processes
- Materials selection and application
- Surface preparation and finishing

PLASTICS (ELECTRICS) STUDIES (Non-OP)
This is an Authority registered subject based on the Study Area Specification - Industrial Skills. It therefore does NOT contribute to an OP calculation. However, students may study this subject in conjunction with five (5) other Authority subjects and still be OP eligible.

This subject is focused on various work practices, equipment and materials specific to the plastics and electrical industry. This is a hands on practical subject and core areas of study are:
- Blow moulding
- Injection moulding
- Vacuum forming
- Principles of electricity
- Electrical components
- Circuit boards
- Principles of wiring and electrical flow

Students completing the subject material will receive the relevant level of achievement, ie VHA, HA, SA, on their QCE issued by the Queensland Curriculum and Assessment Authority.

DEPARTMENT OF INFORMATION TECHNOLOGY

Inquiries: Mr A Bush

INFORMATION PROCESSING AND TECHNOLOGY (IPT) (OP)

PRE-REQUISITES
At least a Sound Achievement in both English and Mathematics at Year 10 level is a pre-requisite. While the study of Information Communication Technology as an elective in Year 10 is beneficial, it is not a prerequisite to study IPT.

AIM

Information Processing and Technology touches many aspects of modern human life, and finds itself drawing upon and being applied to diverse fields of study. The widespread and rapidly increasing use of computers and information processing demands investigation of the social and ethical implications of this use. The course should prove especially relevant to students by assisting them to cope with the rapid rate of change associated with computer technology and to appreciate the new employment opportunities it presents, as well as problems it can produce. Its emphasis is problem identification and solution rather than the use of specific applications. Students will be exposed to a variety of intellectual challenges involving distinctive approaches to problem-solving while developing a range of associated practical skills. As a result, the study of this course will contribute in a significant way to the general education of students, whether or not they intend proceeding to further studies or employment in computing or information processing.

COURSE OUTLINE

The following topics are covered over the two years:

Relational Information Systems and SQL
- Through the study of database development processes the students design and develop working information systems.
- Students will learn SQL, a language that allows users to retrieve information from database management systems.
- Advanced studies this this area will include an investigation of artificial intelligence in game playing, and using search techniques to find optimal or best-path solutions.

Algorithms and Software Programming
- Algorithms are maps or plans for problem solutions. Students will use a range of strategies and communication tools to develop problem solutions.
- Software programming involves writing code and designing interfaces using a range of standard integrated development environments, including Visual Basic, Robot C and Objective-C.
- Interface design principles are used to assist students develop solutions that are harmonious with good design principles and human-computer interaction practices.

Social and Ethical Issues
- Across all topics the social impact and ethical use of technology in modern society is discussed.

ASSESSMENT

Methods of assessment will include Theory and Practical Exams, Writing Tasks, Orals and Product Development. A student’s performance in each assessment item will be judged on three criteria:
- Knowledge and Application - recall and understanding and demonstration of knowledge in familiar situations
• Analysis and Synthesis – Deconstructing information and recombining it to create new and interesting information
• Evaluation and Communication – Reflecting upon contexts, inputs, processes and products, using self-determined criteria to measure degrees of success. Communicating using a variety of contexts to a range of audiences using specific terminology accurately.

APPLICATIONS
Information Processing and Technology is recommended for those students wishing to study at a Tertiary level. It also provides a solid grounding in technology and how it may be used in the workplace and as such is relevant to students wanting an advantage in this area.

INFORMATION TECHNOLOGY SYSTEMS (ITS) – NETWORKING (OP)

Information Technology Systems (ITS) – Networking engages students in computer science theory and hands-on skills focused on working closely with computer hardware and system software. The subject also provides an excellent opportunity for students to attain qualifications that will help them get a job in the IT industry. Students can be certified under the Cisco Networking Academy Program in IT Essentials v5.

ITS provides an introduction to the computer hardware and software skills needed to help meet the growing demand for entry-level ICT professionals. The curriculum covers the fundamentals of computer hardware and software as well as advanced concepts such as security, networking, and the responsibilities of an ICT professional:
• Students develop working knowledge of how computers operate, how to assemble computers, and how to troubleshoot hardware and software issues.
• Hands-on labs and virtual learning tools help students develop critical thinking and complex problem-solving skills.
• The course emphasises the practical application of skills and procedures needed to install and upgrade hardware and software and troubleshoot systems.
• Simulation-based learning activities allow students to experiment with network designs and configurations.
• Interactive assessments provide immediate feedback to support the evaluation of acquired knowledge and skills.

PRE-REQUISITES
At least a Sound Achievement in English at Year 10 level is required. No prior experience working with internal computer hardware or systems software is required, although a Sound, High or Very High Achievement in Information Communication Technology at Year 10 level (or demonstrated competence) is indicative of students suited to ITS.

COURSE OUTLINE
Study is undertaken predominantly in an integrated delivery of lectures and computer lab activities. Self-paced learning is also engaged heavily and students will encounter a significant amount of reading material in multimedia formats. The course is based around the IT Essentials qualification, with the following units:
• Chapter 1: Introduction to the Personal Computer
• Chapter 2: Lab procedures and tool use
• Chapter 3: Computer assembly
• Chapter 4: Preventative maintenance
• Chapter 5: Operating Systems
• Chapter 6: Networks
• Chapter 7: Laptops
• Chapter 8: Mobile devices
• Chapter 9: Printers
• Chapter 10: Security
• Chapter 11: The IT professional
• Chapter 12: Advanced troubleshooting

The course also focuses on project management from the context of information systems projects.

ASSESSMENT
Assessment will comprise of a variety of techniques including, tests and examinations, projects, writing tasks, practical exercises and orals. Assessment is ongoing. The Cisco IT Essentials certification provides multiple opportunities to demonstrate knowledge and application in the chapters.

CAREER OPTIONS
Cisco Networking Academy Program IT Essentials v5
Successful completion of ITS will prepare students for programs such as CompTIA’s A+ certification (available externally) and provide students with a direct entry level opportunity in an IT job (or traineeship) in the fields of PC system support, network administration, systems analysis or technical support engineering. The qualifications and experiences offered through ITS are also well suited to students looking to move into further IT-related study or electrical engineering at the tertiary level.

FILM, TELEVISION AND NEW MEDIA (OP)
PRE-REQUISITES
At least a C+ Achievement in Year 10 English. A significant amount of written communication is required in this subject. While the study of Information Communication Technology as an elective in Year 10 is beneficial, it is not a prerequisite to study FTNM.

AIM
FTNM explores key drivers for the information age by offering theoretical and practical experience in major areas of creative industry. Film and television are already well established as primary sources of information and entertainment. New media encompasses the plethora of digital, online and emerging forms of communication. The study of these areas promotes a critical understanding of the means and practices that constitute communication today. Their significance as tools to connect with people and exchange ideas is at the core of modern life, in work and leisure.

FTNM enables students to understand and express themselves as Australian and global citizens and to be educated consumers, skilled information workers and imaginative beings. FTNM students investigate existing and emerging technologies and developments in formats, genres and ways of representing the world. They also examine the ways in which local and global communities interact with and through the media, with particular focus on issues associated with access, ownership, control and regulation.

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

- Technologies – The tools and associated processes that are used to create meaning in moving-image media production and use.
- Representations – Constructions of people, places, events, ideas, and emotions that are applied to create meaning in moving-image media production and use.
- Audiences – Individuals and groups of people for whom moving-image products are made, and who make meanings when they use these products.
- Institutions – The organisations and people whose operational processes and practices enable or constrain moving-image media production and use.
- Languages – Systems of signs and symbols organised through codes and conventions to create meaning in moving-image media production and use.

ASSESSMENT
Achievement in FTNM is judged by matching a student’s achievement in assessment tasks with the exit criteria of the subject. These criteria are: Design, Production and Critique.

Design can be assessed by: using oral and written treatments, character outlines, level descriptions (for video games), screen shots for websites or video games, character images, three-columns scripts, film script/screenplay, shooting script/shot list, storyboard.

Production can be assessed with student development of: whole or sequence of a video, animation, video game; whole or segment of camera footage, editing, soundtrack; advertisement.

Critique may be addressed through: extended writing (such as analytical essay, research assignment, report, feature article); oral presentation (such as interview, report, seminar, debate, voiceover on a production, director’s commentary); moving-image media format.

APPLICATIONS
Students who study FTNM gain experience towards skills and theories in reading, understanding, planning and producing effective communication using moving-image media. As a result, the subject is well suited to prepare students for work and further study in creative industries such as radio, video, multimedia, independent media-making, strategic communications, writing, print and web publication. FTNM lends itself to students interested in communication-focussed professions such as journalism, marketing, advertising, business analysis, education, politics, social work, research and management.

DEPARTMENT OF JAPANESE
Inquiries: Mr B Merrotsy

JAPANESE (OP)

PRE-REQUISITES
Junior Japanese is a pre-requisite for Senior Japanese. A minimum level of proficiency (i.e. Sound Achievement) in both Japanese and English is required. A genuine interest in the language and culture can also contribute to motivation and, ultimately, success in the subject.

AIM
Languages are an integral component of a general education and open up many opportunities for the learner in various social, cultural and career areas. For students of Japanese, these opportunities are made particularly prominent through Australia’s location in the Asia-Pacific region and Queensland’s strengthening economic, trade, cultural and political ties with Japan, some of which have been in existence since 1896. Japan provides Australia with its largest overseas market and Queenslanders are increasingly coming in contact with Japanese tourists, business people, students and residents. The study of Japanese broadens students’ intercultural understanding and subsequently, their understanding of their, and others’, place in the world, which contributes to social cohesiveness. Students’ knowledge and understanding of language features is also improved, not only in Japanese, but also in their first language. The ability to communicate and interact in various socio-cultural contexts therefore is, and will continue to be, a very beneficial social and professional adjunct.

COURSE OUTLINE
Senior Japanese aims at consolidating and extending the communicative skills acquired in Junior Japanese in the four macro skills of Listening, Speaking, Reading and Writing. Socio-cultural contexts influence communication and so, various realistic settings and situations are incorporated in learning experiences to provide for this appropriateness and increasing complexity of language. The topics through which students experience and use language are developed from the four themes of: Family and Community; Leisure, Recreation and Human Creativity; School and Post-School Options; Social Issues.

Script
Students should have mastered the two scripts of hiragana and katakana as well as some simple kanji in Junior Japanese. By the end of Year 12, the students will have learnt a minimum of 250 kanji for recognition and reproduction. This script of Chinese origin has an inherent appeal through its pictorial nature which contributes to easy and immediate understanding of meaning.

ASSESSMENT
Exams are conducted in each of the four macro skills. There are no assignments. The student’s Exit Level of Achievement is determined from the most recent and fullest information on achievement in all four macro skills.

OTHER ACTIVITIES
Students have the opportunity to participate in various cultural experiences through visits and excursions and in exchange programmes, either as a host to a Japanese visitor or as a visitor to Japan themselves. In addition, some Japanese educational institutions offer scholarships for study in Japan which can lead to a double degree.

APPLICATIONS
A number of Australian universities award bonus rank points towards the OP of any student satisfactorily
Completing a second language course at senior level.

Intercultural understanding and the ability to communicate in a second language such as Japanese are highly regarded by prospective employers and contribute positively to a person’s competitiveness in the job market. These achievements enhance prospects for career advancement in a wide variety of fields such as International Affairs, Politics, Law, Commerce, Education, Tourism, Media, Technology, Recruitment/Consultancy Services and Engineering.

DEPARTMENT OF MATHEMATICS

Inquiries: Mr A Simmers

MATHEMATICS A (OP)

PRE-REQUISITE
At least a Sound Achievement in Year 10 Introduction to Mathematics A is required.

AIM
This subject is offered as an alternative for students who do not require Mathematics B as a pre-requisite for further study. The emphasis in this course is on the skills needed to make decisions that affect students’ everyday lives such as:

- preparing tax returns;
- reading maps or house plans;
- estimating quantities of materials.

These skills are also called on in other subjects and provide a good general background for many areas of tertiary study.

COURSE OUTLINE
The Mathematics A course focuses on three strands of mathematics:

- Financial Mathematics (interest & investments, foreign exchange, industrial awards, taxation etc.)
- Applied Geometry (trigonometry, distances between points on the earth’s surface, area and volume, scale drawings and plans, navigation, etc.)
- Statistics and Probability (presenting data, simple probability, statistical analysis etc.)

Various topics will be studied within each strand. The topics will be arranged in an integrated spiralling sequence covering Years 11 and 12 and will not be taught as discrete semester units.

ASSESSMENT
Assessment will consist of formal tests at the end of each term and one assignment per semester.

APPLICATIONS
This subject is a useful background for many tertiary courses and for everyday living.

MATHEMATICS B (OP)

PRE-REQUISITE
At least a high Sound Achievement in Year 10 Introduction to Mathematics B is required.

AIM
Mathematics B is an interesting and challenging study in its own right, but is studied mainly as a pre-requisite for certain tertiary courses including Engineering, IT (programming), Surveying and Science. Students will be encouraged to work systematically, and logically, to communicate about and with mathematics. Mathematics B is designed to raise the level of competence in the Mathematics, to increase students’ confidence in using Mathematics to solve problems and to provide the basis for further study. Mathematics B demands considerable study time outside class and necessitates a genuinely interested and determined effort to achieve success.

COURSE OUTLINE
The Mathematics B course focuses on the following strands of mathematics:

- Calculus (instantaneous rate of change, derivatives, integration, optimisation using derivatives)
- Periodic Functions and Applications (trigonometric graphs, solving trigonometric equations)
- Exponential and Logarithmic Functions and Applications
- Financial Mathematics (simple and compound interest, amortisation of loans, budgeting etc.)
- Applied Statistical Analysis (probability, random sampling, hypothesis testing etc.)

Various topics will be studied within each strand. The topics will be arranged in an integrated spiralling sequence.
sequence covering Years 11 and 12 and will not be taught as discrete semester units.

ASSESSMENT
Assessment will consist of formal tests at the end of each term and one assignment per Semester.

APPLICATIONS
This subject is a pre-requisite for many tertiary courses and is useful for everyday living. It also forms the basis for the further study of Mathematics.

MATHEMATICS C (OP)

PRE-REQUISITES
At least a middle-High Achievement in Year 10 Introduction to Mathematics B is required. This subject must be taken in conjunction with Mathematics B.

AIM
The study of Mathematics C will give students the opportunity to develop their full mathematical potential and to extend the mathematical knowledge acquired in Mathematics B. It will provide an excellent preparation for the future study of mathematics in a wide variety of fields. The additional rigour and structure of the mathematics demanded in this subject will equip students with capable thinking skills which will serve them in more general contexts. Mathematics C is a highly desirable preparatory course for students who intend pursuing a career involving the study of Mathematics or Engineering at a tertiary level. A student must be prepared to commit considerable study time to problem solving to succeed in this course.

COURSE OUTLINE
The Mathematics C course focuses on the following strands of mathematics:

- Group Theory
- Real and Complex Number Systems
- Matrices
- Vectors
- Calculus
- Structures and Patterns
- Dynamics
- Advanced Periodic Functions

Various topics will be studied within each strand. The topics will be arranged in an integrated spiralling sequence covering Years 11 and 12 and will not be taught as discrete semester units.

ASSESSMENT
Assessment will consist of formal tests administered at the end of each term and one assignment per semester.

APPLICATIONS
This subject provides an excellent basis for further study in Mathematics, Physics or Engineering. A number of Australian universities award bonus rank points towards the OP of any student satisfactorily completing the Mathematics C course.

PREVOCATIONAL MATHEMATICS (Non-OP)

This is an Authority registered subject and therefore it does NOT contribute to an OP calculation. However, students may study this subject in conjunction with five (5) other Authority subjects and still be OP eligible.

COURSE OUTLINE
There are six core units that include:

- Basic Skills
- Measurement and Geometry
- Data Collection
- Display and Interpretation of Data
- Finance (Making Money)
- Finance (Spending Money)

VOCATIONAL OUTCOMES
As mathematics is an integral part of everyday life, this course has been developed to provide students with a relevant and practical mathematical basis for life after school. Students have the opportunity to attain vital
workplace knowledge and skills, which enhance employability. Prevocational Mathematics should enable students to make informed decisions in their many life roles. At times these decisions involve:

- Quantification by estimation and computation
- Measurement
- Reading and interpreting tabled and graphically displayed information
- Presenting information in mathematical form
- Making spatial judgements in two and three dimensions
- Spending and investing money

ASSESSMENT
A variety of assessment methods will be utilised in the course.

DEPARTMENT OF MUSIC
Inquiries: Ms C Massingham

MUSIC (OP)
PRE-REQUISITES
Students need to have a minimum of a Sound Achievement in the modules of Year 10 Music. Students who have not completed the 9/10 Music course but who have engaged in serious music study through lessons in voice or an instrument may apply by audition and interview with the Head of Music Department. Students will need to demonstrate appropriate performance skills commensurate with Grade 3 AMEB standard.

AIMS
Senior Music provides a balanced program involving performance, creativity and academic challenge. This is achieved through the three interrelated dimensions of composing, musicology and performing which all incorporate higher-order thinking skills and expressive responses.

COURSE OUTLINE
The course is developmental and sequential, covering key concepts and skills through the above three dimensions. The units of work studied over the two years span the following topics.

- Instrumental composing techniques in film and other media
- Vocal repertoire: contemporary to classic styles, with focus on manipulating the musical elements of melody, harmony and rhythm in order to communicate meaning
- Developing Jazz techniques – improvising and arranging
- Music into the Twenty First century – Contemporary trends and innovations are examined as we seek to define (or redefine) what constitutes “music”
- Music in the Theatre – combining textures, timbres and styles to express meaning, perform and entertain
- Beyond the Classroom – In Term 4 of Year 12, each student proposes and undertakes his own project study, exploring some field or genre of music of particular interest that has not previously been studied.

ASSESSMENT
As required by the QCAA, each unit of work is assessed according to how well a student achieves within the dimensions:Composition, Musicology and Performance.

Assessment items take the following forms:

- One 3 minute Performance per semester, either in a Small Ensemble or as a Soloist. Students elect to focus on voice or a specific instrument to develop improved performance skills.
- One original Composition per semester demonstrating ability to write music for voices and/or instruments in the studied musical style.
- The completion of short or extended writing tasks e.g. research task, concert review, multi-media presentation of song analysis or end of semester formal test.

APPLICATION
Students who study Music gain experience in developing communication skills through performance and other presentation media. As a result, the subject is well suited to prepare students for work and further study in creative industries such as events management, multimedia, marketing, advertising, music management, music business/law, strategic communications as well as specific areas of the music industry, such as performers, composers, conductors, musicians, educators, sound engineers.

DEPARTMENT OF SCIENCE
Inquiries: Mr B Robbins

BIOLOGY (OP)
PRE-REQUISITES
Students need to have a minimum of Sound Achievement in the Year 10 science modules.
AIMS
Biology is a senior science course concerned with the study of the living world. The study of Biology provides students with the opportunities to
- gain insight into the scientific manner of investigating problems pertaining to the living world.
- experience the processes of science, which lead to the discovery of new knowledge.
- develop a deeper understanding and an enhanced aesthetic appreciation of the living world
The course is contextually based and deals with covering areas such as physiology, anatomy, homeostasis, ecology, reproduction and development, evolution and variation.
COURSE OUTLINE
The Biology course at Iona College is designed so that students cover the desired aspects of the course through a variety of selected contexts or themes that are relevant to students’ needs and requirements and make best possible use of local resources.
Throughout the two years of the course students will focus on the following themes:
- Exercise Physiology: covers a range of areas including anatomy, physiology, cell biology and homeostasis
- Moreton Bay Ecology; making use of the enormous biodiversity and relevant issues in Moreton Bay to cover the many ecological aspects of the course. Includes a two-day field trip, a mandatory requirement of the course.
- Plant Physiology: covers the importance of plants and related topics
- Defending our Bodies: focuses on how living organisms cope with changes from their environment such as diseases.
- Continuity of Life: deals with concepts of reproduction and development.
- Out of the past and into the Future: looks at the theory of evolution and the concepts of variation and change.
ASSESSMENT
The assessment program includes a variety of assessment techniques including written exams, extended experimental investigations, field trip reports as well as oral and multimedia presentations. Levels of achievement are based on performance across three General Objectives: Understanding Biology, Investigating Biology and Evaluating Biological Issues.
APPLICATIONS
Biology is an extremely useful course for those students planning to enter medical and paramedical studies, environmental studies, general science and agriculture. It also provides good background for personal knowledge in areas such as health and an appreciation of the natural world.

CHEMISTRY (OP)
PRE-REQUISITES
It is strongly recommended that students obtain a minimum of a High Achievement in Science and a high Sound Achievement in Introduction to Mathematics B and the Year 10 Chemistry module as prerequisites to
attempting Senior Chemistry. Since the manipulation of formula and solving equations are essential skills it is recommended that Maths B be taken as a companion subject. The course is designed for the serious student and it is difficult to succeed without dedicated and consistent study.

AIMS
The purpose of the study of Chemistry at senior level is to understand the nature of matter and its interactions as well as to explain natural phenomena in terms of events at the atomic and molecular level. Chemistry is intimately involved in extractive, refining and manufacturing industries, which provide our food, clothing and many of the articles we use daily. Students should come to appreciate the impact of chemical knowledge and technology on their society.

COURSE OUTLINE
The Chemistry course at Iona covers the following contexts:

- Useful materials
- Water – The Essence of Life
- Consumer Chemistry
- Atmospheres
- Fuels for living things and machines
- Industrial chemistry
- Shipwrecks, corrosion and conservation
- Environmental issues.

As chemistry is a practical science a significant amount of the course is based on practical experiences in the laboratory.

ASSESSMENT
The students exit Level of Achievement will be a holistic judgement of their performance in the four criteria: Developing, Applying, Investigating and Using Techniques. These four criteria will be assessed through extended experimental investigations (EEI), extended response tasks (ERT) and written tests (WT).

APPLICATIONS
Chemistry is an essential subject for those students who intend to proceed with any branch of Science, Medicine and related areas including Nursing, Dentistry, Pharmacy, Optometry, Veterinary Science and Engineering.

PHYSICS (OP)
PRE-REQUISITES
Students who have not mastered the algebraic skills taught in Year 10 Introduction to Mathematics B will find this subject very difficult. Manipulation of formulae and ability to solve equations are essential skills. A sound knowledge of basic geometry and trigonometry is a great advantage. It is very strongly recommended that students obtain a minimum of a High Achievement in both Mathematics B and Science as prerequisites to attempting Senior Physics. Students must also have achieved a minimum of a high Sound Achievement in the Year 10 Physics module. Students without a High Achievement in Mathematics B and Science must consult the Head of Department before applying.

Students must accompany this course with Mathematics B. The course is designed for the serious student and it is difficult to succeed without dedicated and consistent study.

AIM
The purpose of study of Physics at senior level is to understand our attempts to comprehend and rationalise the universe, and to study the applications which continue to pressure for change within our society. Most of our students will not become physicists. A few will work in Physics-related fields but all gain the satisfaction of a deeper understanding of our changing world.

COURSE OUTLINE
During the senior course in Physics at Iona, students will investigate the following topics: Sport and Leisure, Electronics and Electromagnetism, Nuclear Technology, Light, Music, Quantum Physics and Relativity. In studying these areas the College will provide some of the following learning experiences: laboratory activities and experiments, library research, assignment work, excursions, audiovisual presentations,
computer software simulation and teacher exposition.

**ASSESSMENT**

The assessment program includes a variety of assessment techniques including written exams, extended experimental investigations, excursion reports, research reports and scientific articles. Levels of achievement are based on performance across three general objectives: Knowledge and Conceptual Understanding, Scientific Techniques and Scientific Investigation.

**APPLICATIONS**

The study of Physics can lead to study in courses at the tertiary level in all fields of endeavour. Physics is a pre-requisite for Engineering, Surveying, Dentistry, Health Surveying, Medical Laboratory Science, Veterinary Science, Radiography. It is highly recommended for other courses in technical and applied science areas and Secondary Science Teaching. It is studied in the first year of Pharmacy, Physiotherapy and Agricultural Courses.

**DEPARTMENT OF SOCIAL SCIENCES**

Inquiries: Mr B Townsend

**MODERN HISTORY (OP)**

**PRE-REQUISITES**

At least a Sound Achievement in Yr 10 English and History is required.

**AIM**

Modern History concentrates on world history beginning roughly with the French Revolution and ending with an examination of problems and issues affecting the contemporary world. History, by its nature, must be selective both in themes and content. As such, this course focuses on changing ideologies, beliefs and attitudes and their social impact and origins. All of these have significantly influenced the direction of the modern world.

History is not concerned with reliving the past but with learning from it. It is true to say that one who does not understand the past cannot make sense of the present. Therefore, Modern History provides an opportunity for students to obtain a better understanding of the complex factors that influence our everyday lives.

**COURSE OUTLINE**

The course will cover areas such as:

- The key ideas which have shaped contemporary history
- The Russian Revolution
- The Cold War and Cold War politics
- Post Cold War American History
- Colonialism and Imperialism
- Indigenous Australian history
- The Treatment of Native Americans and Race Relations in the USA
- The Nature of Authoritarian States.
- Nazi Germany
- China, before and after the Communist Revolution.
- The role of individuals in history.

**ASSESSMENT**

The students will complete the following types of assessment:

- Objective Short Response Exams.
- Document Studies.
- Response to Stimulus Papers – Essay or Short Answer.
- Written Research Tasks.
- Seminars

**EXIT CRITERIA**

Planning and using an historical research process, Forming historical knowledge through critical inquiry and Communicating historical knowledge.
APPLICATIONS
The study of Modern History helps to develop writing and critical thinking skills and would therefore be useful in a wide range of careers and tertiary study. In particular, the study of Modern History would benefit students undertaking tertiary study in the Social Sciences, the Arts and the Humanities.

LEGAL STUDIES (OP)
PRE-REQUISITES
At least a Sound Achievement in English is required.
AIM
The law affects every member of society. It regulates a wide range of activities that influence the functioning and operation of society. While the course provides a useful base for students aiming to study Law at a tertiary level, it is designed so that students, who are unlikely to receive any other formal legal training, will acquire basic legal knowledge, skills, attitudes and values. This should enhance their awareness and competence to participate as informed, supportive and active members of our democratic society.
At the same time, Legal Studies provides an excellent medium through which students develop skills in complex language, research, analytical and critical thinking, and problem solving.
COURSE OUTLINE
The course will cover areas such as:
- An Introduction to the Legal System
- An Introduction to Civil Obligations, Employment and the Law
- Criminal Law
- Criminal Law and Human Rights
- International Law and Human Rights
- Family and the Law
- Technology and the Law
- An Independent Study

ASSESSMENT
Selected assessment instruments from the list below will be used in each of the four semesters of the course. Usually three or four instruments are used each semester.
- Case Studies
- Research and Practical Assignments
- Response to Stimulus Papers
- Seminars and Oral Presentations
- Essay Tests
- Folio of Reports and Articles
- Examinations (Objective, Short Answer, Paragraphs)

EXIT CRITERIA
The selected assessment items in each semester will be marked in accordance with the appropriate exit criteria.
- Knowledge and Understanding of the Law
- Investigating Legal Issues
- Responding to the Law

APPLICATIONS
As well as being useful in day-to-day life, Legal Studies may lead to a wide variety of courses and careers including: Law, Justice Administration, the Police Service, Government, Politics, Humanities, Social Sciences, Arts and Journalism.

DEPARTMENT OF VISUAL ART
Inquiries: Ms L Pelecanos

VISUAL ARTS STUDIES (Creative Arts SAS – NON OP)
PRE-REQUISITES
None required
AIMS
For students to take on practitioners roles and gain exposure to authentic arts industry practices in which they learn to view the world from different perspectives and experiment with different ways of sharing ideas. Students who undertake this course gain practical skills through investigating “solutions” fostering their
creativity and problem solving skills. They will respond to arts works, make choices to communicate through their arts making and make connections between their learning and other environments beyond the classroom.

Students should:
• create and make arts works for particular purposes
• value themselves as artists through emerging self-worth and self-confidence
• operate in one or more of the practitioners’ roles (maker, performer/presenter, technician, manager)
• develop knowledge about particular arts, aesthetic codes and symbolic languages in a range of contexts
• understand the contribution practitioners make in communicating social and cultural practices and personal experience
• develop knowledge about, and be able to apply relevant workplace health and safety practices
• build practical skills and techniques that may lead to further engagement in the arts — industry, education, or leisure
• reflect on their arts making and how purposes are communicated
• gain enjoyment and satisfaction through artistic expression
• appreciate the importance of a positive approach to working with others in an ethical manner
• increase their confidence and skills to work independently
• acquire suitable strategies that will help them function effectively in the workplace.

COURSE OUTLINE
Students will undertake a series of units of work across a 2 year period. The core area of study is based on students experiencing the role of the artist-practitioner, focusing on real-life industrial practices, informing them of professional associations and support networks, investigating what it means to be an artist or to become a professional in an arts industry. During this time the course focuses on 2 main objectives:
Affective – where students become aware of how arts works relate to social and cultural contexts, appreciate the potential for arts making to communicate meanings, develop confidence in this communication and value art works made.
Arts Making – is looked at through three interdependent aspects of exploring, knowing and expressing. In exploring they will investigate processes and skills to communicate purposes that range from creative to functional. In knowing they will be able to recall processes, essential terminology and safe practices. In exploring they will demonstrate practical aspects of art making within a specified time frame.

ASSESSMENT
Assessment is continuous throughout the course and practical by nature, it is based on mostly oral and/or in the form of performance or presentation or demonstration. Achievement in Visual Art Studies is judged by matching a student’s achievement in the assessment tasks with the exit criteria: a) Exploring b) Knowing and c) Expressing. Assessment in Year 11 is formative, assessment in Year 12 is summative.

APPLICATION
Visual Arts Studies is beneficial for students wishing to gain experience in vocational learning for pathways into roles such as an Arts Maker, Presenter/Performer, Technician or Manager. Associated career paths with these roles can be found in the creative arts, music, entertainment, design, media, marketing, advertising, film, and technology industries.

VISUAL ART (OP)
PRE-REQUISITES
At least a Sound Achievement for Yr 10 Visual Art and English is required. While it can be an advantage to have studied Visual Art in Years 9 and 10, other students will still be considered for this subject. These students must attend an interview with the Head of Visual Art and may be asked to complete a practical task and theory exercise to gauge their suitability for entry into the subject. Students who have a high degree of creativity, strong research and investigation skills, a deep appreciation of art and curiosity about artists, art movements and artworks will find success in Visual Art.

AIMS
The world’s communication technologies are expanding. Visual information that is published, internet-transmitted and digitised is increasing. If one is to be either a critical consumer or producer of art works, it is essential to know and understand how meanings are formed and “read”. This applies in various contexts — in leisure and in work. Visual art is a powerful means by which students make and communicate aesthetic
meaning from informed perspectives, through making, appraising, resolving and displaying artworks. This allows students to understand and acknowledge the role of visual art from diverse socio-cultural and historical contexts. Creativity, inventiveness and critical analysis are fundamental to the core learning. Visual art engages students in concept and enquiry-based learning. It encourages personal exploration while developing skills in the use of various media areas and emerging technologies — encouraging divergent thinking and individual responses.

A variety of media areas with its own knowledge, materials, techniques, technologies & processes will be covered over the two year course. These may include:

- 3-D objects – sculpture, ceramics, installation, performance art, fibre art and wearable art.
- 2-D images – drawing, painting, printmaking and photographic.
- Time based media – electronic imaging, sound art, television and film & animation.
- Design – built public & environment design, costume, make-up & stage, built environment, graphic / illustration, product, curatorial and cross-arts projects/events.

COURSE OUTLINE

The course focuses on diversification (development of skills and techniques) in Year 11 and specialisation (creation of a Body of Work using media students are most proficient in) in Year 12. Students work is based around the following concepts and focus areas: Year 11: CONCEPTS 1/2/3 - INVESTIGATOR with 3 focus areas: RHYTHMS & CYCLES, TRANSFORMATIONS, and DISCORD. Year 12: CONCEPT 4 - EVOLVE Focus: Student’s Own; CONCEPT 5 - PERSPECTIVES Focus: Student’s Own.

ASSESSMENT

In Visual Art a range of assessment techniques are used to judge student achievement. Including: Making artworks, experimental folios and Bodies of Work; short and extended writing such as reports, essays, tests, reviews, critiques, orals and exhibitions. Achievement in Visual Art is judged by matching a student’s achievement in the assessment tasks with the exit criteria: a) Visual literacy b) Application and c) Appraising. Assessment in Year 11 is formative. All assessment in Year 12 is summative.

APPLICATION

Visual Art is beneficial for students requiring experience and folios of Art work for entry into Art related courses at University or TAFE, and can provide students with a creative outlet to balance their academic pursuits. Courses include: Degrees in Multimedia, Film & Television, Interior Design & Architecture, Art History, Teaching, Fine Art, Curatorial & Museum studies, Creative Industries, Advertising & Design, and Theatre & Costuming. Trade qualifications include illustration, photography, animators, screen-printing, tiling, painting, industrial printing, hairdressing, sign writing, jewelry or fashion design.
VOCATIONAL EDUCATION & TRAINING

Inquiries: Ms M Peacock

VOCATIONAL EDUCATION AND TRAINING (VET)

Vocational Education and Training (VET) is nationally recognised training offered in schools throughout Australia that provides students with the chance to complete their secondary education, acquire work skills and to gain partial or complete VET qualifications. The National VET Regulator is the Australian Skills Quality Authority (ASQA). The Queensland Curriculum and Assessment Authority (QCAA), as delegate for ASQA registers and audits Queensland school registered training organisations (RTOs).

As an RTO, Iona College has agreed to operate within the Principles and Standards of the VET Quality Framework. Details are contained in the Iona College Policy documents and the VET Student Handbook. A VET student induction will be run for those students electing to undertake a VET subject.

Teaching and assessment in the VET area differs from more traditional school subjects in that it is based on industry standards. This approach is known as ‘competency-based’ training and assessment. Under this system students are considered to be competent when they can demonstrate competency standards. These standards are an industry determined performance that outlines the skills, knowledge and attitudes required to work effectively in that industry.

Recognition of Prior Learning (RPL) recognises prior skills that may have been gained by students through informal or formal training, experience in the workplace (part-time work for students), voluntary work or other work related activities. Whole or part qualifications can be awarded to students on the basis of these skills without further study.

Iona College offers the following VET courses: CUA30413 Certificate III in Live Production & Services (on Iona College’s Scope of Registration RTO Number: 30309) and through Partnership agreements BSB30115 Certificate III in Business and SIS30513 Certificate III in Sport & Recreation (Binnacle Training RTO Number: 31319) and Certificate III in Christian Ministry and Theology (Institute of Faith Education RTO Number: 31402).

Please note all certificates incur a cost.
Students may also be able to access, in negotiation with the Dean of Learning and Teaching, courses offered by external providers.

SCHOOL-BASED APPRENTICESHIPS AND TRAINEESHIPS (SBAT)

School-based apprenticeships and traineeships bring together training and employment under a legal contract between the apprentice and trainee, the training provider (such as TAFE) and the employer. Apprentices and trainees receive a training wage. Traineeships are available in areas outside the traditional trade apprenticeship model, and include areas such as business, retail, fitness, hospitality, and information technology. Students must have the Dean of Learning and Teaching’s approval before commencing a SBAT. If interested in an apprenticeship or traineeship, students are required to find an employer to host them. Any positions offered to the school will be advertised to all students for consideration. There is usually an application process involved where a Letter of Application and Resume are sent to prospective employers to assist them in determining a successful applicant. In some cases, a short block of unpaid work experience will be required before an employer accepts an apprentice or trainee. On notification of being successful, a meeting will be held between the student, their parent or guardian, the employer, a representative from a Registered Training Organisation (RTO) eg TAFE, a representative from an Australian Apprenticeship Centre (AAC) and a representative from the school to determine a Training Plan that will suit the delivery of the course. Details such as elective course units, practical delivery, days at workplace, hours of work, pay (industry standard) etc are agreed upon.

STRUCTURED WORKPLACE LEARNING

Structured workplace learning gives students in Years 10, 11 and 12 the chance to experience work environments in a variety of industries where they can observe and (under supervision) assist with tasks. Although the industry area may be one that the student is currently studying, it also gives the student the opportunity to experience other fields in which they have interests.
During the work placement, students are classified as volunteer workers and therefore have no right to expect or receive payment in any form. Generally students are expected to work the normal hours of the business - not school hours. However, some students may have commitments (such as part time work, representative sport, or compulsory school activities) that may mean they will need to negotiate the hours of work with their employers.

In addition to gaining the knowledge to assist with informed career choices prior to leaving school, contact with employers may lead to casual employment and future job prospects, including Traineeships and Apprenticeships. As part of our legal requirements, the student must complete a compulsory Work Experience Safety Induction which includes the completion of an online workplace health and safety certificate and a work experience induction.

**TERTIARY ENTRY: YEAR 12 OP-INELIGIBLE STUDENTS**

Students who complete Year 12 and do not qualify for an OP can still gain entry to courses offered at tertiary institutions participating in QTAC. These institutions include TAFE Queensland and Queensland universities. To calculate a selection rank for an OP ineligible student, QTAC uses the achievement levels for Authority, Authority-registered and approved Vocational Educational and Training (VET) subjects reported on the Senior Statement. Only the best 20 semester units of study are used. Results in the QCS Test are also used, if the test was sat. Please note the QCS result can only be used to moderate the QTAC selection rank upwards and therefore a poor result in the QCS Test cannot have a negative effect.

Whereas OPs are based on a scale from 1 (highest) to 25 (lowest), ranks are based on a scale from 99 (highest) to 1 (lowest).

For assessment under this group of schedules, applicants must be OP ineligible, and must have at least 20 semester units of Authority, Authority-registered and/or Vocational Education and Training (VET) subjects recorded on their Queensland Certificate of Education.