Faith Lutheran College, Redlands

Subject Selection HANDBOOK

YEAR 11 & 12
2027-2028

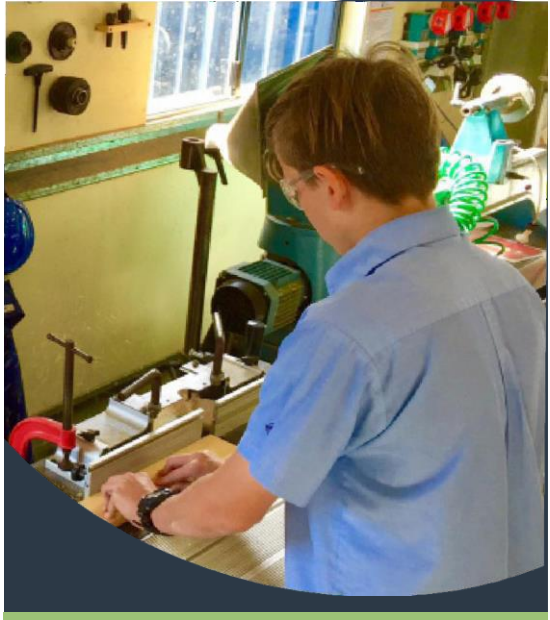
Faith Lutheran College, Redlands

Faith in Christ ... prepared for life.

Faith Values

Love, Justice, Compassion, Forgiveness,

Service, Humility, Hope, Quality, Appreciation, Courage



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Our Aims

Faith Lutheran College, Redlands, aims to provide quality education in which the Gospel of Jesus Christ informs all learning and teaching, all human relationships and all activities.

The College's Mission is to provide quality-learning opportunities while nurturing the development of all students in a Christ-centred community.

To support this Mission the School aims to:

- provide for each child instruction in God's Word and its place in our lives;
- provide a setting where children can respond to God's Word through worship and the development of Christian values, attitudes and relationships;
- provide for each child a wide range of experiences and activities which will stimulate interest in, and desire for learning;
- provide an atmosphere where each child is encouraged to recognise and develop their individual God-given talents as fully as possible;
- give each child quality instruction in learning areas across the curriculum as a foundation for future learning;
- stimulate interest in, and to provide opportunities for, growth in creative and cultural pursuits;
- provide opportunity for the total mental, physical, emotional, social and spiritual growth of each child in a single setting;
- command an atmosphere in which learning is valued, excellence is encouraged and honest effort is recognised and praised regardless of academic capabilities;
- provide each child with an integrated vision and understanding of the whole of creation and all of life under the Lordship of Christ.

Central to the College's Mission and Ministry, Faith seeks to nurture students to be guided by core values and reflect the characteristics of God – especially: love, justice, compassion, forgiveness, service, humility, hope, quality, appreciation and courage.

The College also seeks to foster in students a desire to serve their communities by being:

- self-directed, insightful investigators and learners
- discerning, resourceful problem solvers and implementers
- adept, creative producers and contributors
- open, responsive communicators and facilitators
- principled, resilient leaders and collaborators
- caring, steadfast supporters and advocates

Faith Lutheran College, Redlands sees each student as unique and offers an education program that will allow each student to develop their God-given abilities.

Our Belief

Our educational philosophy revolves around the belief that every child has the right to reach his or her optimum levels of functioning and performance in terms of the intellectual, physical, social, emotional and spiritual dimensions of life and, that these attainments, skills and attitudes be used in developing and strengthening positive relationships with others in society.

Students are regarded as unique individuals who have specific needs. The school therefore aims to cater for the needs of students along the entire spectrum of learning ability.

FLCR recognises and adheres to the Melbourne Declaration of Educational Goals.
Goal 1: Australian schooling promotes equity and excellence
Goal 2: All young Australians become:– successful learners – confident and creative individuals– active and informed citizens.

Planning a Learning Pathway

When planning a learning pathway, students are encouraged to follow programs that are consistent with the following learning beliefs:

- Learning goes beyond the academic; it includes the spiritual, physical, emotional and social.
- Learning is life-long.
- Learning follows developmental stages; it is a process not an event.
- Learning occurs when the individual needs of the student are met.

We also believe that students whose learning pathway has a narrow focus are not prepared adequately for life.

In Years 11 and 12 every student at Faith Lutheran College, Redlands ***must study***:

- Religion and Ethics
- English (English, English Literature or English Essential)

In addition, students choose a ***Learning Pathway*** from the following options:

1. **ATAR** pathway designed for students who want to study a standard learning course consisting of General (ATAR) subjects

2. **ATAR + Diploma** pathway designed for students who want to study General subjects and complete a Diploma of Business.

3. **ATAR + Certificate III / IV VET** designed for students who want to study General subjects and complete a Certificate III or IV Vocational Education & Training qualification.

4. **Work Education** pathway designed for students who are looking for flexibility of learning and entering the workforce or VET related options after school.

NB. ALL ATAR PATHWAYS ALLOW FOR DIRECT UNIVERSITY ENTRY.

5.

2027 Senior School Learning Pathways

PATHWAYS TO ACHIEVE:

1. QCE – 20 Credit Points (all General and Applied subjects worth 4 credit points)
2. 7 subjects studied with 3 Core Subjects – Religion and Ethics, English, Mathematics (4 Semesters)

STANDARD ATAR PATHWAY

- Status Quo - minimum 5 GENERAL subjects
- Sciences/Medical/Physio
- Option of 1 study line

WORK EXPERIENCE is OPTIONAL in HOLIDAYS.

ATAR + DIPLOMA OF BUSINESS

- 5 GENERAL subjects + Diploma of Business
- Diploma of Business (QCE value is 8 credit points and ATAR equivalency)
- Option of 1 study line

WORK EXPERIENCE is OPTIONAL in HOLIDAYS.

ATAR + 1 Certificate III / IV Qualifications and / or Applied

- 4 GENERAL subjects + 1 Certificate III / IV qualification
- 4 GENERAL SUBJECTS + 1 Applied Subject

Option of 1 study line

WORK EXPERIENCE is Optional.

WORK EDUCATION PATHWAY (Non-ATAR)

Personalised Program (FLCR/TAFE/Workplaces)

- MAXIMUM of 3 General Subjects to be studied + VET (Cert III or IV qualification) or Applied Subjects
- Options -
  1. School-Based Apprenticeship.
  2. TAFE study
  3. Certificate programs on campus or other RTO

WORK EXPERIENCE is Optional

Categories of Subjects

Senior subjects are grouped into three categories:

1. GENERAL— a subject for which a syllabus has been developed by the QCAA with the following characteristics: results from courses developed from General syllabuses contribute to the QCE; General subjects have an external assessment component; results may contribute to ATAR calculations.

2. APPLIED — a subject whose primary pathway is work and vocational education; it emphasises applied learning and community connections; a subject for which a syllabus has been developed by the QCAA with the following characteristics: results from courses developed from Applied syllabuses contribute to the QCE; results may contribute to ATAR calculations.

3. ADDITIONAL LEARNING OPTIONS — the flexibility of the Queensland Certificate of Education allows students to embrace a number of different pathways to education and training while still attending school. For example, students can: undertake a school-based traineeship or apprenticeship, undertake a Diploma or Certificate level course offered at school, attend TAFE to begin or complete a Certificate I – IV or Diploma course, be invited to enrol in subjects at university.

ADDITIONAL LEARNING OPTIONS explained:

School-based Certificate and Diploma courses on Campus
Several Certificate courses are offered directly through our faculties here at school as a part of the regular learning program. The benefits of selecting a certificate course offered through the school include:

- Students can access a practical course that relates directly to their future career.
- Students can gain valuable points towards their Queensland Certificate of Education (completed Certificate III Courses generally contribute 8 points towards the 20 points required for a QCE).
- Students will not be required to travel off-site to complete the qualification, as they are undertaken at school as a part of the regular learning program.

Vocational Education and Training (VET) through a Registered Training Organisation (RTO) off Campus
If the certificate courses we offer through the school do not fit with your future plans, you can also undertake a Certificate qualification through a RTO provider. Vocational Education offers students the opportunity to complete full qualifications alongside their secondary schooling and is a great study option for students seeking work, TAFE or university entrance beyond Year 12. Benefits of undertaking a Certificate or Diploma level course through a RTO one day per week include those listed above, and in addition:

- Students will be better prepared for further study, having experienced the requirements of adult learning.
- Students will receive a foundation of study that is both experiential and practical.
- Students will be provided with a qualification that will allow direct entry into the workforce.
- Students may be able to reduce the time taken to complete a university degree.

Vocational Education qualifications can provide an excellent foundation of knowledge for further university study and are often considered favourably by many tertiary organisations. Students electing to complete a vocational qualification will still complete up to an additional six subjects to study at FLCR as a part of their senior secondary curriculum.

For further information on available Vocational Education qualifications, please see the Vocational Education Coordinator.

How do I choose my subjects?

To maximise your performance and reach your goals, you should study the subjects that you enjoy and in which you excel. It is a good idea to keep your options open by taking prerequisite subjects required for tertiary studies, however, if you choose subjects that you find too difficult, or that are not suited to you, you may actually reduce your results. This can impact on the ATAR you achieve. If a university or TAFE course you are interested in has a prerequisite subject you find too difficult at school, you should think about how you will be able to achieve what is required by that course at university level.

Important questions to consider when choosing a pathway and selecting subjects:

- What subjects do I enjoy?
- In which subjects do I perform well?
- What are the possible pathways I am considering for the future?
- What are the possible university courses I am interested in pursuing?
- Am I interested in pursuing a trade or apprenticeship?
- Subjects that you need as tertiary prerequisites

DO NOT choose your subjects for the following reasons:

1. "My friend is taking that subject." Just because your friends are in the subject doesn't mean that you will enjoy the subject.
2. "I do/don't really like the teacher." There is no guarantee that you will have any particular teacher.
3. "Someone told me that the subject is fun (or easy, or interesting)." It may be enjoyable/easy/interesting for someone but not necessarily for you. Make up your own mind based on what you enjoy.
4. "Someone told me that the subject is boring." See point 3.
5. "Someone told me that I do/don't need that subject for the course I want to take at university." Check tertiary prerequisites or see the Dean of Studies.

If you haven't already, discuss the answers to these questions with your parents, the Deputy of Secondary - Learning, VET Coordinator or your PCG teacher. You may wish to write down your answers for reference when making your subject selections.

Additional information:

Year 11 and 12 students;

- CAN study up to 7 subjects in both Year 11 and Year 12 with one being 'Religion and Ethics'
- MUST study either English, Literature OR Essential English; students can do both English and Literature if desired
- STUDENTS electing to undertake Essential English should have a vocational pathway
- STUDENTS wanting to study Specialist Mathematics must also study Mathematical Methods
- STUDENTS wanting to study Physics should study Mathematical Methods

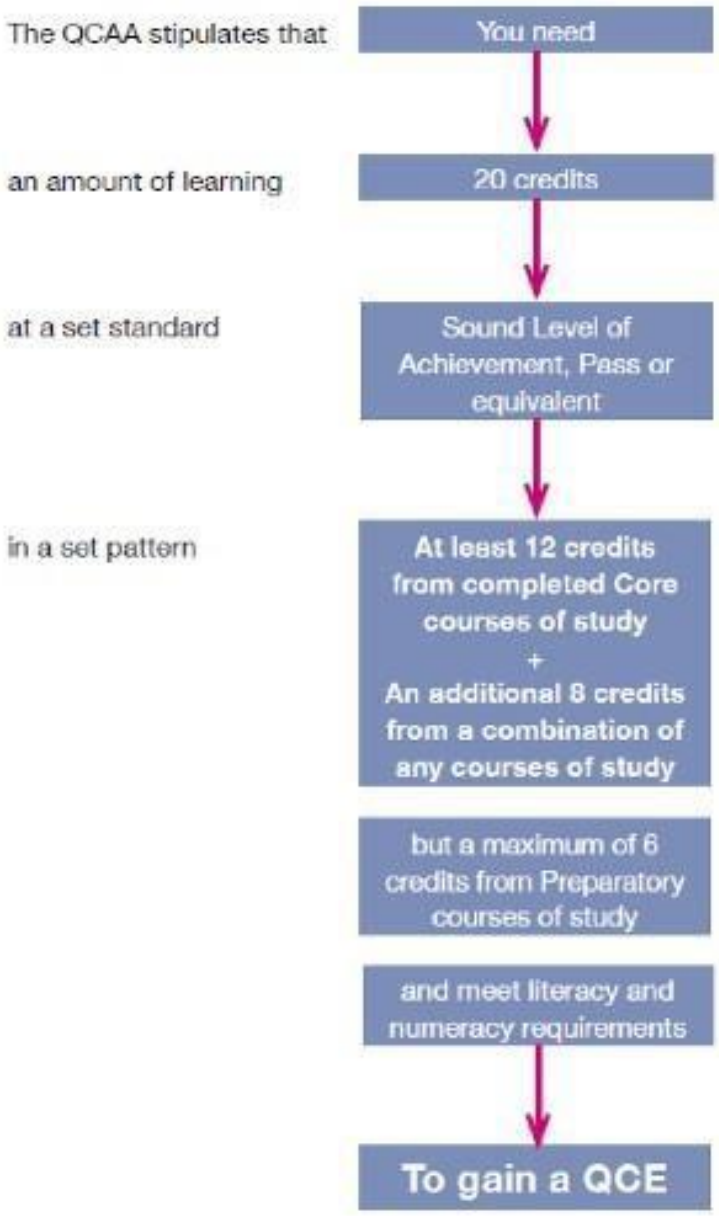
Every effort will be made to ensure that student preferences are accommodated, subject to student numbers and timetable constraints.

Queensland Certificate of Education (QCE)

Faith Lutheran College Redlands expects all students completing Year 12 to attain a QCE as a minimum qualification standard.

The Queensland Certificate of Education (QCE) qualification will be awarded to eligible students by the Queensland Curriculum and Assessment Authority (QCAA).

The QCE offers flexibility in what, where and when students learn. This means that not all learning needs to take place at school. The QCE recognises broad learning options – academic, vocational education, workplace learning and university subjects. Different types of learning attract different numbers of credits.



Students in Queensland are issued with a Senior Education Profile upon completion of Year 12. For more detailed information regarding QCAA requirements including the Senior Statement, you can download the QCE Handbook from the QCAA website.

QCE

Australian Tertiary Admission Rank (ATAR)

What is an ATAR?

The ATAR is a fine-grained rank order of students. It's a number between 0.00 and 99.95 with increments of 0.05. The ATAR is commonly used in other states and territories of Australia for Tertiary Entrance.

Calculating ATARs

The Queensland Tertiary Admissions Centre (QTAC) is responsible for calculating students' ATARs. QTAC will calculate ATARs based on either:

- a student's best five General (currently Authority) subject results, or
- a student's best results in a combination of four General subject results, plus an applied learning subject result;

or

If a student is eligible for an ATAR in both categories, QTAC will use their highest ATAR.

Best five QCAA General Subjects	Best four QCAA General Subjects + The best result in a: QCAA Applied Subject or Certificate III or Certificate IV or Diploma or Advanced Diploma

- English as a requirement for ATAR eligibility.
- In the new system of tertiary entrance, eligibility for an ATAR will require satisfactory completion of a QCAA English subject.
- Satisfactory completion will require students to attain a result that is equivalent to a Sound Level of Achievement in an English subject.
- While students must meet this standard to be eligible to receive an ATAR, it won't be mandatory for a student's English result to be included in the calculation of their ATAR.

Example Year 11 and 12 Programs

STUDENT A

Year 11	Year 12	Level of Achievement	QCE Credits	Eligibility
English (General)	English (General)	Pass (C- or better)	4	**ATAR eligible:** Student studied and completed a minimum of 5 General subjects
Maths Methods (General)	Maths Methods (General)	Pass (C- or better)	4	
Religion and Ethics (Applied)	Religion and Ethics (Applied)	Pass (C- or better)	4	
Legal Studies (General)	Legal Studies (General)	Pass (C- or better)	4	
Design (General)	Design (General)	Pass (C- or better)	4	**QCE eligible:** Received 28 credits (minimum of 20 required)
Business (General)	Business (General)	Pass (C- or better)	4	
Biology (General)	Biology (General)	Pass (C- or better)	4	

STUDENT B

Year 11	Year 12	Level of Achievement	QCE Credits	Eligibility
English (General)	English (General)	Pass (C- or better)	4	**ATAR eligible:** Student studied and completed a minimum of 4 General subjects + 1 VET subject
Maths Methods (General)	Maths Essential (Applied)	Maths Methods result D Pass (C- or better)	0 2	
Religion and Ethics (Applied)	Religion and Ethics (Applied)	Pass (C- or better)	4	
Legal Studies (General)	Legal Studies (General)	Pass (C- or better)	4	
Design (General)	Design (General)	Pass (C- or better)	4	**QCE eligible:** Received 30 credits (minimum of 20 required)
Cert III Fitness (VET)	Cert III Fitness (VET)	Competent	8	
Biology (General)	Biology (General)	Pass (C- or better)	4	

STUDENT C

Year 11	Year 12	Level of Achievement	QCE Credits	Eligibility
English (General)	English (General)	Pass (C- or better)	4	**ATAR eligible:** Student studied and completed a minimum of 4 General subjects + 1 Applied or VET subject
Maths Methods (General)	Maths Essential (Applied)	Non-Pass in Year 12	2	
Religion and Ethics (Applied)	Religion and Ethics (Applied)	Pass (C- or better)	4	
Legal Studies (General)	Legal Studies (General)	Non-Pass	0	
Design (General)	Design (General)	Non-Pass	0	**QCE eligible:** Received 22 credits (minimum of 20 required)
Cert III Fitness (VET)	Cert III Fitness (VET)	Competent	8	
Music in Practice (Applied)	Music in Practice (Applied)	Pass (C- or better)	4	

STUDENT D

Year 11	Year 12	Level of Achievement	QCE Credits	Eligibility
English (General)	English Essential (Applied)	English Year 11 D English Essential Pass (C- or better)	0 2	**ATAR ineligible:** Student studied and completed 2 General subjects (Minimum of 4 + 1 Applied or VET subject required)
Maths Methods (General)	Maths Essential (Applied)	Maths Methods D Maths Essential Pass (C- or better)	0 2	
Religion and Ethics (Applied)	Religion and Ethics (Applied)	Pass (C- or better)	4	
Furnishing (Applied)	Furnishing (Applied)	Pass (C- or better)	4	
Design (General)	Design (General)	D	0	**QCE eligible:** Received 24 credits (minimum of 20 required)
Cert III Fitness (VET)	Cert III Fitness (VET)	Competent	8	
Biology (General)	Biology (General)	Pass (C- or better)	4	

Subject Offerings

GENERAL SUBJECTS

English

Recommended:
A minimum of a 'Demonstrating' standard in Level 3 English. English is suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work.

Comments:
English offers students opportunities to enjoy language and be empowered as functional, purposeful, creative and critical language users who understand how texts can convey and transform personal and cultural perspectives.

Topics covered:
- Unit 1: Perspectives and texts
- Unit 2: Texts and culture
- Unit 3: Textual connections
- Unit 4: Close study of literary texts

QCAA subject guide:
https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_english_25_syll.pdf

Literature

Recommended:
A minimum of an 'Advancing' standard in Level 3 English. Literature is suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work.

Comments:
The subject Literature focuses on the study of literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied literary texts.

In Year 11, students MUST study two complete texts and two additional texts that are either complete, or a selection of extracts from a range of texts. Texts studied must include:
- one novel
- one play or screenplay
- a collection of poetry (at least five poems)
- one film or episode of a television series
- one text must be Australian.

In Year 12, students MUST study three complete texts and three additional texts that are either complete, or a selection of extracts from a range of texts. Texts studied must include:
- one novel
- one play or screenplay
- a collection of poetry (at least ten poems)
- one film or episode of a television series
- one text must be Australian.

Topics covered:
- Unit 1: Introduction to literary studies
- Unit 2: Intertextuality
- Unit 3: Literature and identity
- Unit 4: Independent explorations

QCAA subject guide:
https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_literature_25_syll.pdf

General Mathematics

Recommended:
A minimum of a 'Demonstrating' standard in Level 3 Mathematics General Preparation

Comments:
General Mathematics is suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in General Mathematics can establish a basis for further education and employment in the fields of business, commerce, education, finance, IT, social science and the arts. The course incorporates a practical approach that equips learners for their needs as future citizens. Students will learn to ask appropriate questions, map out solutions, reason about complex solutions, set up models and communicate in different forms.

Topics covered:
- Unit 1: Money, measurement, algebra and linear equations .
- Unit 2: Applications of linear equations and trigonometry, matrices and univariate data analysis
- Unit 3: Bivariate data and time series analysis, sequences and Earth geometry
- Unit 4: Investing and Networking

QCAA subject guide:
https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_maths_general_25_syll.pdf

Mathematical Methods

Recommended:
A minimum of an 'Advancing' standard in Level 3 Mathematics Methods Preparation

Comments:
Experience in solving equations and being able to use algebra with proficiency would be advantageous. Assessment tasks will require students to be able to communicate their mathematics in a manner that is easily understood. This course is developed for those students who are wanting to study Science/Engineering/ Mathematics at university.

Topics covered:
Building on the elements and skills of Mathematics, students will learn:
- Unit 1: Surds, algebra, functions and probability .
- Unit 2: Calculus and further functions
- Unit 3: Further calculus and introduction to statistics
- Unit 4: Further calculus, trigonometry and statistics

QCAA subject guide:
https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_maths_methods_25_syll.pdf

Specialist Mathematics

Recommended:
A minimum of an 'Advancing' standard in Level 3 Mathematics Methods Preparation. Mathematical Methods must also be studied in conjunction with Specialist Mathematics.

Comments:
Experience in solving equations and being able to use algebra with proficiency would be advantageous. Assessment tasks will require students to be able to communicate their mathematics in a manner that is easily understood. This course is developed for those students who are wanting to study Computer Science/ Engineering/ Mathematic/ Electronics at university.

Topics covered:
Building on the elements and skills of Mathematics, students will learn:

- Unit 1: Combinatorics, proof, vectors and matrices
- Unit 2: Complex numbers, further proof, trigonometry, functions and transformations
- Unit 3: Further complex numbers, proof, vectors and matrices
- Unit 4: Further calculus and statistical inference

QCAA subject guide:
https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_maths_specialist_25_syll.pdf

Biology

Recommended:
Minimum of 'Demonstrating' standard in Level 3 English; and one of the following Fearfully & Wonderfully Made, or Genetics, or Magic, Alchemy & Chemistry; or Push, Pull, Spark & a Bang

Comments:
Biology is suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Biology can establish a basis for further education and employment in the fields of medicine, forensics, veterinary, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation and sustainability.

Topics covered:
Biology provides opportunities for students to study living systems.

- Unit 1: Cells and multicellular organisms
- Unit 2: Maintaining the internal environment.
- Unit 3: Biodiversity and the interconnectedness of life
- Unit 4: Heredity and continuity of life.

QCAA subject guide:
https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_biology_25_syll.pdf

Chemistry

Recommended:
Minimum of a 'Demonstrating' standard in each of the following Level 3 subjects: English; Magic, Alchemy & Chemistry; and Mathematics General Preparation.

Comments:
Chemistry is a general subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Chemistry can establish a basis for further education and employment in the fields of forensic science, environmental science, engineering, medicine, pharmacy and sports science.

Topics covered:

- Unit 1: Chemical fundamentals – structure, properties and reactions
- Unit 2: Molecular interactions and reactions
- Unit 3: Equilibrium, acids and redox reactions
- Unit 4: Structure, synthesis and design

QCAA subject guide:
https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_chemistry_25_syll.pdf

Physics

Recommended:
Minimum of an 'Advancing' standard in Level 3 Mathematics General Preparation and a minimum of a 'Demonstrating' standard in both Level 3 English and Push, Pull Spark & a Bang.

Comments:
It is a requirement that students should study Mathematics Methods concurrently with Physics. Physics is suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Physics can establish a basis for further education and employment in the fields of science, engineering, medicine and technology.

Topics covered:
The four units of study are:

- Unit 1: Thermal, nuclear and electrical physics
- Unit 2: Linear motion and waves
- Unit 3: Gravity and electromagnetism .
- Unit 4: Revolutions in modern physics .

QCAA subject guide:
https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_physics_25_syll.pdf

Marine Science

Recommended:
Minimum of a 'Demonstrating' standard in each of the following Level 3 subjects: English; Mathematics General Preparation and Magnificent Moreton Bay.

Comments:
Marine Science is suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. Marine Science provides opportunities for students to study an interdisciplinary science focusing on marine environments and the consequences of human influences on ocean resources. A course of study in Marine Science can establish a basis for further education and employment in the fields of marine sciences, biotechnology, aquaculture, environmental rehabilitation, biosecurity, quarantine, conservation and sustainability.

Topics covered:
Marine studies provides opportunities for students to study oceanography.

- Unit 1 : Oceanography .
- Unit 2 : Marine biology .
- Unit 3 : Marine systems — connections and change
- Unit 4: Ocean issues and resource management.

QCAA subject guide:
https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_marine_science_25_syll.pdf

Geography

Recommended:
Minimum of a 'Demonstrating' standard in a Level 3 English; **and** Climate Change **or** Humans at War **or** Modern Day Slavery.

Comments:
In Geography, students engage in a range of learning experiences that develop their geographical skills and thinking through the exploration of geographical challenges and their effects on people, places and the environment. Fieldwork is central to the study of Geography providing authentic opportunities for students to engage in real-world applications of geographical skills and thinking, including the collection and representation of data. Studying Geography can lead to tertiary studies, vocational education or work in fields requiring spatial technologies including urban and environmental design, sciences; conservation and land management; emergency response surveying, engineering, and architecture.

Topics covered:
The following topics and subtopics are covered over the two year Geography course:

- Unit 1: Responding to Risk and Vulnerability in Hazard Zones
- Unit 2: Planning Sustainable Places
- Unit 3: Responding to Land Cover Transformations
- Unit 4: Managing Population Change

QCAA subject guide:
https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_geography_25_syll.pdf

Modern History

Recommended:
Minimum of a 'Demonstrating' standard in Level 3 English **and** Humans of War, **or** Modern Slavery **or** Climate Change.

Comments:
Modern History enables students to examine traces of humanity's recent past so they may form their own views about the Modern World. It enables students to learn that the past is contestable and tentative, made up of various perspectives and interpretations. Students develop the ability to empathise with others and make meaningful connections between the past, present and possible futures. Modern History is suited to students who are interested in tertiary studies, vocational education or work, in the fields of history, education, psychology, sociology, law, business, economics, politics, and journalism.

Topics covered:
Modern History covers four major topics, with two subtopics chosen each semester. The four major topics are:

- Unit 1: Ideas in the Modern World
- Unit 2: Movements in the Modern World
- Unit 3: National Experiences in the Modern World
- Unit 4: International Experiences in the Modern World

QCAA subject guide:
https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_modern_history_25_syll.pdf

Legal Studies

Recommended:
Minimum of a 'Demonstrating' standard in Level 3 English, **and** Beyond Reasonable Doubt.

Comments:
Legal Studies explores the role and development of law in response to current issues. It enables students to appreciate how the legal system is relevant to them and their communities. It enhances a student's ability to contribute in an informed and considered way to legal challenges and change, both in Australia and globally. It is suited to students pursuing tertiary studies, vocational education or work in fields of law, law enforcement, criminology, justice studies and politics.

Topics covered:
Students study four main units, which incorporate a number of sub-topics. These are:

- Unit 1: Beyond Reasonable Doubt
- Unit 2: Balance of Probabilities
- Unit 3: Law, Governance and Change
- Unit 4: Human Rights in Legal Contexts

QCAA subject guide:
https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_legal_25_syll.pdf

Business

Recommended:
Minimum of a 'Demonstrating' standard in Level 3 English, **and** How to Build a Business.

Comments:
Business exposes students to authentic and real-life practices whilst learning a range of concepts, theories, processes and strategies relevant to leadership, management and entrepreneurship. Students explore business environments and investigate the influence on and implications for strategic development in the functional areas of finance, human resources, marketing and operations. It is a subject that is suitable for students moving into tertiary studies, vocational education or work, in public, private and not-for-profit sectors.

Topics covered:
The following topics will be covered over the two year course within the context of the stages of the business life cycle and supported by real business cases.

- Unit 1: Business Creation
- Unit 2: Business Growth
- Unit 3: Business Diversification
- Unit 4: Business Evolution

QCAA subject guide:
https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_business_25_syll.pdf

Design

Recommended:
Minimum of 'Demonstrating' standard in Level 3 English **and** Geneal Preparation Mathematics, **and** Idea Generation to Design Creation. Solid sketching skills would be an advantage.

Comments:
The Design subject focuses on the application of design thinking to envisage creative products, services and environments in response to human needs, wants and opportunities. It is an excellent course for anyone considering a future in architecture, engineering, product or mechanical design. Students will use the design process and both divergent and convergent thinking to produce responses to a variety of design contexts.

Topics covered:

- Unit 1: Stakeholder-centred design
- Unit 2: Commercial design influences
- Unit 3: Human-centred design
- Unit 4: Sustainable design influences

QCAA subject guide:
https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_design_25_syll.pdf

Psychology

Recommended:
Minimum of a 'Demonstrating' standard in Level 3 English, **and** Positive Psychology.

Comments:
Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions.

Topics covered:
Students study four main units, which incorporate a number of sub-topics. These are:

- Unit 1: Individual development
- Unit 2: Individual behaviour.
- Unit 3: Individual thinking
- Unit 4: The influence of others

QCAA subject guide:
https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_psychology_25_syll.pdf

Music

Recommended:
Minimum of 'Demonstrating' standard in Level 3 English **and** Can Music Change the World? Students who have studied Music externally will be at an advantage.

Comments:
Music is a unique art form that uses sound and silence as a means of personal expression. It allows for the expression of the intellect, imagination and emotion and the exploration of values. Music occupies a significant place in everyday life of all cultures and societies, serving social, cultural, celebratory, political and educational roles.
The study of music combines the development of cognitive, psychomotor and affective domains through making and responding to music. The development of musicianship through making (composition and performance) and responding (musicology) is at the centre of the study of music.

Topics covered:
- Unit 1: Designs
  - Explore music elements and concepts to understand the way music is designed.
- Unit 2: Identities
  - Make and respond to music that expresses cultural, political and social identities.
  - Explore own musical identity.
- Unit 3: Innovations
  - Make and respond to music that demonstrates innovative use of music elements and concepts.
- Unit 4: Narratives
  - Develop understanding about the expressive powers of music to convey narrative.

QCAA subject guide:
https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_music_25_syll.pdf

Music Extension (Year 12 Only)

Recommended:
Students must be studying Year 11 and 12 Music to be eligible for this 1 year course.

Comments:
In Music Extension, students follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation.

Topics covered:
In the Composition specialisation (making), students create and resolve new music works. They demonstrate use of music concepts and manipulate music concepts to express meaning and/or emotion to an audience through resolved compositions. In the Musicology specialisation (responding), students investigate and analyse music works and ideas. They synthesise analytical information about music, and document sources and references about music to support research. In the Performance specialisation (making), students realise music works, demonstrating technical skills and understanding. They make decisions about music, interpret music elements and concepts, and express music ideas to realise their performances.

QCAA subject guide:
https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_music_ext_26_comp_syll.pdf

https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_music_ext_26_music_syll.pdf

https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_music_ext_26_perf_syll.pdf

Drama

Recommended:
Minimum of 'Demonstrating' standard in Level 3 English **and** Comedy Club.

Comments:
Experience in Year 10 Drama could be advantageous. Assessment tasks require students to develop skills in acting, script writing and critiquing theatre. The Year 11 and 12 study program involves a balance of performance base and written work. Students will need to be committed to rehearsals both in and outside of class time, including small group work for some tasks. This course is developed for students who intend to study performing arts at university or who enjoy the theatre.

Topics covered:
- Unit 1: Share - shared understanding of human experience.
- Unit 2: Reflect - drama reflects human experience.
- Unit 3: Challenge - our understanding of humanity.
- Unit 4: Transform - transform dramatic practice.

QCAA subject guide:
https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_drama_25_syll.pdf

Visual Art

Recommended:
Minimum of 'Demonstrating' standard in Level 3 English **and** Pop Art.

Comments:
Visual Art is suited to students who wish to express themselves visually using a variety of creative materials, techniques, processes and technologies. Equipped with visual literacy skills and an understanding of the creative process, students will be confident to pursue tertiary education and employment in a wide range of creative industries that require students or employees to be innovative, critical thinkers and effective problem solvers.

Topics covered:
- Unit 1: Art as Lens - perceptions of the material world through a personal and contemporary context.
- Unit 2: Art as Code - interpretations of art as a coded visual language.
- Unit 3: Art as Knowledge - develop highly personalised responses relevant to the concept.
- Unit 4: Art as Alternate.

QCAA subject guide:
https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_visual_art_25_syll.pdf

Physical Education

Recommended:
Minimum of 'Demonstrating' standard in Level 3 English **and** Our Sporting Community **or** Peak Performance.

Comments:
A course of study in Physical Education can establish a basis for further education and employment in the fields of exercise science, biomechanics, the allied health professions, psychology, teaching, sport journalism, sport marketing and management, sport promotion, sport development and coaching. The senior HPE syllabus focusses on integrating the theory concepts with the practical in order to develop a deeper understanding.

Topics covered:
- Unit 1: Motor learning, functional anatomy,
- biomechanics and physical activity.
- Unit 2: Sport psychology, equity and physical activity
- Unit 3: Tactical awareness, ethics and integrity and physical activity
- Unit 4: Energy, fitness and training and physical activity

QCAA subject guide:
https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_pe_25_syll.pdf

Japanese

Recommended:
Minimum Level 3 Let's Go to Japan, **or** the ability to read and write Hiragana and Katakana.

Comments:
The study of an additional language such as Japanese is an important 21st century skill. Students develop knowledge, understanding and skills that enable participation in a global society. Additional language acquisition contributes to and enriches intellectual, educational, linguistic, metacognitive, personal, social and cultural development. Acquiring an additional language expands students horizons and provides opportunity to use the language in a meaningful way through the exchange of information, ideas and perspectives relevant to their life experiences.

Topics covered:
- Unit 1: My World
- Unit 2: Exploring our World
- Unit 3: Our Society
- Unit 4: My Present; My Future

QCAA subject guide:
https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_japanese_25_syll.pdf

APPLIED SUBJECTS

Religion and Ethics

Religion and Ethics is a compulsory subject - all students in Year 11 and Year 12 are required to study Religion and Ethics.

Comments:
A sense of purpose and personal integrity are essential for participative and contributing members of society. Religion & Ethics allows students to explore values and life choices and the ways in which these are related to beliefs and practices as they learn about religion, spirituality and ethics. In addition, it enables students to learn about and reflect on the richness of religious, spiritual and ethical worldviews.

Topics covered:
- Unit 1: World Religions and Spiritualities
- Unit 2: Sacred Stories
- Unit 3: Social Justice
- Unit 4: Meaning, Purpose and Expression

QCAA subject guide:
https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_religion_24_app_syll.pdf

Essential English

Recommended:
Minimum of a 'Demonstrating' in Level 3 English. Essential English is an Applied subject suited to students who are interested in pathways beyond Year 12 that lead to vocational education and employment.

Comments:
The subject *Essential English* develops and refines students' understanding of language, literature and literacy to enable them to interact confidently and effectively with others in everyday, community and social contexts. The subject encourages students to recognise language and texts as relevant in their lives now and in the future and enables them to understand, accept or challenge the values and attitudes in these texts.

Topics covered:
- Unit 1: Language that works
- Unit 2: Texts and human experiences
- Unit 3: Language that influences
- Unit 4: Representations and popular culture

QCAA subject guide:
https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_ess_english_25_app_syll.pdf

Essential Mathematics

Recommended:
A minimum of a 'Demonstrating" standard in Level 3 Mathematics General Preparation.

Comments:
Essential Mathematics is an Applied subject suited to students who are interested in pathways beyond Year 12 that lead to tertiary studies, vocational education or work. A course of study in Essential Mathematics can establish a basis for further education and employment in the fields of trade, industry, business and community services. Students will learn within a practical context related to general employment and successful participation in society, drawing on the mathematics used by various professional and industry groups. Results from Unit 3 and 4 can contribute toward ATAR calculations.

Topics covered:
- Unit 1: Number, data and money
- Unit 2: Data and travel
- Unit 3: Measurement, Scales and Chance
- Unit 4: Graphs, data and loans.

QCAA subject guide:
https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_ess_maths_25_app_syll.pdf

Visual Arts in Practice

Recommended:
Minimum of a 'Demonstrating' standard in Level 3 English **and** Pop Art

Comments:
In the course Visual Arts in Practice, students are exposed to two or more art-making modes, selecting from 2D, 3D, digital (static) and time-based and using these in isolation or combination, as well as innovating new ways of working. Students respond to real-world stimulus in order to see or make new links between art-making purposes and contexts. They develop competency with an independent selection of media, technologies and skills as they make experimental and resolved artworks, synthesising ideas developed throughout the responding phase.

Topics Covered:
- Unit 1: Looking inwards (self)
- Unit 2: Looking outwards (others)
- Unit 3: Clients
- Unit 4: Transform & extend

QCAA subject guide:
https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_visual_art_prac_24_app_syll.pdf

Drama in Practice

Recommended:
Minimum of a 'Demonstrating' standard in Level 3 English **and** Comedy Club

Comments:
Drama in Practice gives students opportunities to plan, create, adapt, produce, perform, appreciate and evaluate a range of dramatic works or events in a variety of settings.

Topics covered:
- Unit 1: Collaboration.
- Unit 2: Collaboration
- Unit 3: Contemporary
- Unit 4: Commentary

https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_drama_prac_24_app_syll.pdf

Fashion

Recommended:
Minimum of a 'Demonstrating' standard in Level 3 Fashion is an advantage, but not essential.

Comments:
Fashion is economically important to consumers and producers in both local and international contexts. It is a dynamic industry that supports a wide variety of vocations, including fashion design, fashion technology, fashion merchandising and fashion sales. Fashion is an integral part of everyday life, with individuals making choices about what clothing and accessories to wear. Identity often shapes and is shaped by fashion choices.

Topics covered:
The subject Fashion explores what underpins fashion culture, technology and design. It incorporates the study of four units.
Unit 1: Collections
Unit 2: Adornment
Unit 3: Slow fashion
Unit 4: Historical fashion influences

QCAA subject guide:
https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_fashion_24_app_syll.pdf

Music in Practice

Recommended:
Minimum of a 'Demonstrating' standard Level 3 English **and** Can Music Change the World?

Comments:
In Music in Practice, students are involved in making (composing and performing) and responding by exploring and engaging with music practices in class, school and community. Through music activities, students have opportunities to engage individually and in groups to express music ideas that serve purposes and contexts, Students lean about workplace health and safety issues relevant to the music industry and effective work practices that foster a positive work ethic, the authentic music practices that reflect the real-world practices of composers, performers and audiences.

Topics covered:
The subject Music in Practice explores and engages with the core of music principles and practices as students create, perform, produce and respond to their own and others' music in class, school and community settings.

Unit 1: Music of Today: students perform.
Unit 2: The Cutting Edge: Students use music technology.
Unit 3: Builing Your Brand: Students perform a cover.
Unit 4: 'Live' on Stage!

QCAA subject guide:
https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_music_prac_24_app_syll.pdf

Media Arts in Practice

Recommended:
Minimum of a 'Demonstrating' standard in Level 3 English **and** Lights, Camera, Action.

Comments:
Media arts refers to art-making and artworks composed and transmitted through film, television, radio, print, gaming and web-based media. Students explore the role of the media in reflecting and shaping society's values, attitudes and beliefs. They learn to be ethical and responsible users and creators of digital technologies and to be aware of the social, environmental and legal impacts of their actions and practices.

Topics covered:
Students consider context and purpose when making and responding to media artworks. By investigating how other media artists communicate ideas about societal issues, they discover ways of using media languages, technologies and techniques.
Unit 1: Personal viewpoints.
Unit 2: Representations
Unit 3: Community
Unit 4: Persuasion

QCAA subject guide:
https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_media_art_prac_24_app_syll.pdf

VOCATIONAL EDUCATION TRAINING QUALIFICATIONS

PLEASE NOTE: There are a number of vocational qualification opportunities for students as part of their learning pathway. However, you need to be aware that there may be costs involved – in particular around the Certificate II qualification. The government provides funding for ONE Certificate II qualification, either as a stand alone (Certificate I in Construction) or embedded with a Certificate III (eg Certificate II and Certificate III in Tourisn).

Students can undertake a second Certificate II qualification, but it will be a user-pays model, which can be expensive depending on the qualification.

Examples _ Certificate I Construction and entry to Trade Taster later in year 10; Certificate I Construction and Certificate II Engineering.

Diploma of Business (BSB50120)

(Shafston International College RTO 45694)

Prerequisites:
A Language, Literacy and Numeracy (LLN) screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content and to identify support measures as required..

Recommended
Academic - Minimum of an 'Advancing' standard in Level 3 English to demonstrate sufficient spoken and written comprehension to successfully complete all study and assessment requirements.
Attitude – students need to be able to work independently and have good time management skills

Please note: *There is a cost associated with this course. Please contact the Head of Secondary for further information*

Comments:
A Diploma is at a level of learning designed to assist the learner with entry into a Bachelor program at university, rather than entry into employment. It is undertaken in an adult learning environment, so participants are required to be independent workers. The topics included in the Diploma are those that will assist in developing knowledge and skills that can be applied in the learner's personal life, further study and employment. Depending on the university program chosen, there may be opportunity for credit transfer towards first year studies.

Topics covered:
There are 12 units of competency (5 core and 7 elective units) Topics for the core units are: leading communication in the workplace; sustainability in the workplace; evaluating marketing opportunities; managing budgets and financial plans; managing business resources; developing critical thinking. Topics for the elective units cover a broader range of workplace skills. They include: making presentations; personal and professional development; meetings; project work; business risks; continuous improvement. Assessment is in the form of short responses - knowledge questions, and project-style tasks.

Subject guide:
https://training.gov.au/training/details/bsb50215

Certificate IV in Justice Studies (10971NAT)

(Professional College of Investigators Australasia RTO 40789)

Prerequisites:
A Language, Literacy and Numeracy (LLN) screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content and to identify support measures as required.

Recommended
Academic – Minimum of a 'Demonstrating' standard in Level 3 English to demonstrate sufficient spoken and written comprehension to successfully complete all study and assessment requirements.
Attitude – students need to be able to work independently and have good time management skills.

Please Note:
There is a cost associated with this course. Please contact the Head of Secondary for further information

Comments:
Certificate IV in Justice Studies is an accredited course. It is designed by justice professionals for people who would like to achieve employment in the criminal justice system and wish to develop a deeper understanding of the justice system. The *Certificate IV in Justice Studies* course is designed to

- provide students with a broad understanding of the justice system
- develop the personal skills and knowledge which underpin employment in the justice system.

Topics covered:
- Identify and apply the legal framework
- Communicate with clients on justice related issues
- Prepare documentation for court proceedings
- Analyse social justice issues
- Analyse and present research information
- Apply regulatory powers
- Apply the principles of the law of torts
- Promote team effectiveness
- Develop work priorities
- Prepare a brief of evidence

Subject guide:
https://training.gov.au/Training/Details/10283NAT

Certificate III Christian Ministry and Theology (11236NAT)

Prerequisite:
A language, Literacy and Numeracy (LLN) screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content and to identify support measures as required.

Recommended:
Academic – a minimum of a 'Demonstrating' standard in Level 3 English to demonstrate sufficient spoken and written comprehension to successfully complete all study and assessment requirements and a minimum of 'Demonstrating' standard in Level 3 World Religions to demonstrate sufficient knowledge of fundamentals of Christianity
Attitude
Students need to be able to work independently and have good time management skills

Comments:
This qualification is a launch pad for careers such as ministry, youthwork, missions, education, social enterprise.It is designed to prepare individuals for a range of entry-level Christian ministry roles. It is also designed to equip employees in Christian organisations, not-for-profit or service contexts with an understanding of the beliefs and values that guide Christian education, health, social services, childcare or aged care so that they are able to work effectively in these sectors. Workers in these contexts are required to align their work with the vision, values and expected practices of the organisation and to operate within an ethical and moral framework.

Topics:
There are 13 units of competency to be completed over the two years. These units provide participants with basic knowledge of core Christian beliefs and practices; an understanding of the relevance and application of these beliefs and practices to a specific context; skills to interpret, apply and communicate Christian beliefs and practices at an introductory level;

There maybe a co-contribution cost involved for families

Subject Guide:
https://training.gov.au/training/details/11236NAT/completion

Certificate III in Hospitality (SIT30616)

Prerequisites:
A Language, Literacy and Numeracy (LLN) screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content and to identify support measures as required.

Recommended:
Academic - Minimum of a 'Demonstrating' standard in Level 3 English to demonstrate sufficient spoken and written comprehension to successfully complete all study and assessment requirements.

Attitude – students need to be able to work independently and have good time management skills

Comments:
The Certificate III course is a combination of both theory & practical work that requires students to participate in a structured workplace learning (36 shifts over the 2 years). If the student has employment in the hospitality sector, then those shifts can be counted towards their Certificate III. The qualification provides students with a range of interpersonal skills for both personal and workings life, as well as specific knowledge and skills related to the hospitality industry. Students are required to purchase a hospitality industry uniform at a minimal cost for both front and back of house operations.

Topics:
There are 15 units of competency to be completed be completed in total over the two years (7 core units and 8 elective). The core units include: Work effectively with others, source and use information on the hospitality, industry, work effectively in hospitality service, provide service to customers, show social & cultural sensitivity, Coach others in job skills
This is a great subject to gain some extra knowledge and skills to gain a part time or full-time job whilst travelling or studying post school

Subject guide:
https://training.gov.au/Training/Details/SIT30616

Certificate III in Fitness (SIS30321)

Binnacle Training (RTO31319)

Certificate III in Fitness (SIS30321) + Certificate II in Sport and Recreation (SIS20122). (Certificate III in Fitness is a standalone qualification at Faith) Binnacle Training (RTO31319).

Faith Lutheran College, Redland has entered a Third Party Agreement and will be recruiting prospective VET students, providing student support services and conducting training and assessment on behalf of Binnacle Training.

Prerequisites:

A Language, Literacy and Numeracy & Digital Literacy (LLND) screening process is undertaken as part of the pre-enrolment to provide advice to students on the suitability of the training product

Recommended

Academic - Minimum of a 'Demonstrating' standard in Level 3 English to demonstrate sufficient spoken and written comprehension to successfully complete all study and assessment requirements.

Attitude – students need to be able to work independently and have good time management skills

Comments:

This course is being offered for students to complete on campus through Binnacle Training. The standalone Certiicate III Fitness contains 15 units of competency (11 core and 4 electives). Course work is an even balance of theoretical learning and practical activities and experiences. This course is developed for students interested in health, fitness and exercise.

Topics covered:

There are a total of 19 units of competency (4 core and 15 electives). Topics include screening and assessing clients, exercise programming and goal setting, anatomy and physiology and group and individual exercise while working in real and simulated exercise environments. Assessment involves a combination of online quizzes, assignments and practical demonstrations

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 facilitation of training assessment services). To access Binnacle's PDS, visit: https://www.binnacletraining.com.au and select 'RTO Files

Please note that any additional units completed by students outside the requirements of the Certificate III in Fitness guidelines, a Statement of Attainment will be issued to those students.

Certificate II in Health Support Services (SIS23215)

Axiom College (RTO 40489)

Prerequisites:

A Language, Literacy and Numeracy (LLN) screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content and to identify support measures as required.

Recommended

Academic -. A minimum 'Demonstrating' standard in Level 3 English to demonstrate sufficient spoken and written comprehension to successfully complete all study and assessment requirements.

Attitude – students need to be able to work independently and have good time management skills.

Comments:

This qualification provides learners with the knowledge and skills to effectively provide support in health services sector. Students undertake training one day per week in the purpose-built facility on campus (Health Hub). Completion of the Certificate II in Health Support Services, can be used as a stepping stone into the Certificate III Individual Support Services. This qualification will provide credit points towards the Queensland Certificate of Education, but does not assist with ATAR.

Topics covered:

There are 12 units of competency in this qualification (4 Core and 8 Electives). Topics for the core units are: Communication, Diversity in the workplace, Infection prevention and control, workplace health and safety. The elective units cover a range of options, including: patient support, food preparation, daily work routines, preparation and maintenance of beds, transport of patients, team effectiveness, deliver mail.

Subject guide:

https://training.gov.au/training/details/HLT23215

Certificate III Sport and Recreation (SIS30122)

Binnacle Training (RTO31319)

Certificate III in Sport, Aquatics and Recreation (SIS30122) + Certificate II in Sport and Recreation (SIS20122) (The Certificate III Sport, Aquate and Recreation SIS30122 is offered as a Standalone qualification) - Binnacle Training (RTO31319)

Faith Lutheran College, Redland has entered a Third Party Agreement and will be recruiting prospective VET students, providing student support services and conducting training and assessment on behalf of Binnacle Training.

Prerequisites:

A Language, Literacy and Numeracy & Digital Literacy (LLND) screening process is undertaken at as part of the pre-enrolment in order to provide advice to students on the suitability of the training product.

Recommended

Academic -. A minimum of a 'Demonstrating' standard in Level 3 English to demonstrate sufficient spoken and written comprehension to successfully complete all study and assessment requirements

Attitude – Students need to be able to work independently and have good time management skills

Comments:

The Certificate III in Sports, Aquatics and Recreation is designed for those looking to enter the sport and recreation sector (community coach, sports coach, volunteer, activity assistant). Assessment will include both theory and practicial tasks which will be in a school sport environment that will provide evidence of the students ability to demonstrate the relevant knowledge and skills.

Topics covered:

There are 18 units to be completed (7 core and 11 elective). Topics for core units are: workplace health and safety; providing quality service; responding to emergency situations; first aid; plan and conduct programs; personal work priorities; use of social media tolls for collaboration and engagement. Topics for elective units are: facilitate groups; use of business technology; organising schedules; sports coaching sessions; self awareness; working effectively with others.

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 facilitation of training assessment services). To access Binnacle's PDS, visit: https://www.binnacletraining.com.au and select 'RTO Files'.

Please note that any additional units completed by students outside the requirements of the Certificate III in Sports, guidelines, a Statement of Attainment will be issued to those students.

Certificate III in Health Service Assistance (HLT33115)

Axiom College (RTO 40489)

Prerequisites:

A Language, Literacy and Numeracy (LLN) screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content and to identify support measures as required.

Recommended:

Academic - It is recommended that students have completed the Certificate II in Health Support Services as this will reduce the number of units of competency as some of the units completed in Certificate II in Health Support Services provide Credit Transfer into Certificate III. Completing the Certificate II also reduces course fees.

Attitude - Students need to be able to work independently and have good time management skills

Please Note:

There is a cost associated with this course. Please contact the Head of Secondary for further information

Comments:

Completion of the Certificate III Individual Support Services will equip the learner with knowledge and skill to undertake a role in personal care. It can be used for further learning into a Diploma, or for ATAR Students to attend training one day each week for 12 months. Classes are held in the purpose- built facility on campus (Health Hub). As part of the qualification students must complete work experience in an Aged Care/Disability facility.

Topics:

There are 15 units of competency in this program (7 core and 8 elective units) Topics covered in the core units are health body systems; diversity; communication; infection prevention; workplace health and safety; apply medical terminology, personal work priorities

Certificate II Engineering Pathways (Mem20413)

Adapt Education (RTO 32452)

Prerequisites:
A Language, Literacy and Numeracy (LLN) screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content and to identify support measures as required.

Recommended
Academic - Minimum of 'Demonstrating' standard in Level 3 English, **and** Mathematics General Preparation
Attitude - Students need to be able to work independently and have good time management skills

Comments:
Certificate 11 in Engineering is a two-year program offered in years 11 and 12. This qualification provides an introduction to the engineering industry, its culture, occupations, job roles and workplace expectations. The course has both practical and theory elements. Students will be required to use tools and equipment to construct a project throughout the course.

Topics:
There are 12 units of competency in this program (all are core units) Topics covered include apply principles of occupational health and safety in the work environment; develop a career plan for the engineering and manufacturing industry; undertake a basic engineering project; participate in environmentally sustainable work; organise and communicate information; use hand-tools; use power tools/hand-held operations; use engineering workshop machines; use electric welding machines; use oxy- acetylane and soldering equipment; use fabrication equipment; work in a team. Assessment will be a combination of both theory and practical tasks in all topics.

Subject guide:
https://training.gov.au/TrainingComponentFiles/MEM05/ MEM20413_R1.pdf

Certificate III in Information Technology (ICT30120)

IVET Institute (RTO 40548)

Prerequisite
A Language, Literacy and Numeracy (LLN) screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content and to identify support measures as required.

Recommended
Academic - Minimum of 'Demonstrating' standard in Level 3 English
Attitude - Students need to be able to work independently and have good time management skills

Comments
Certificate III Information Technology is delivered over 2 years in years 11 and 12. This qualification reflects the role of individuals who are competent in a range of Information and Communications Technology (ICT) roles, including animation, basic cloud computing, basic cyber awareness, digital media skills, generalist IT support services, networking, programming, systems and web development. Individuals who work in these fields apply broad sets of skills, including foundational knowledge in critical thinking and customer service skills, to support a range of technologies, processes, procedures, policies, people and clients in a variety of work contexts.

Topics
There are 12 units of competency completed over the 2 years – 6 Core and 6 Electives.

Topics in the Core units include:

Team work;
- Critical and Creative Thinking;
- Provide ICT advice to clients; Introductory programming techniques;
- Identify IP, ethics and privacy policies in ICT environments.

Elective units include:
- Use computer operating systems and hardware; application software packages;
- maintain computer hardware;
- run standard diagnostic texts;
- web presence using social media;
- protect personal online profile from cyber security threats.

https://training.gov.au/TrainingComponentFiles/ICT/ICT30120_R3.pdf

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