Mission Statement
At Freshwater Christian College, we believe in the unique gifting of each individual within our community and exist to provide a safe and empowered learning environment that promotes caring relationships and authentic Christian Values.

Jeremiah 32:38-39
“And they shall be my people, and I will be their God. I will give them one heart and one way, that they may fear me forever, for their own good and the good of their children after them.”

2 Samuel 22:33
“This God is my strong refuge and has made my way blameless.”

Year 11 and 12 Subject Information
Students in Year 10 need to make some decisions regarding their senior schooling. This booklet, in combination with the Open Night presentation, is designed to provide parents and students with information that will lead to informed choices.

During Year 10, students at Freshwater Christian College have been involved in a Careers program. The aim of this is to give the students information and skills on which to base career decisions. During Term 4, Freshwater Christian College students will complete a SET Plan (Senior Education and Training Plan) with the Principal. (New students in Years 11 and 12 will complete this as part of their enrolment). An example of a SET Plan form is included in this booklet. This is a possible plan of action which is to be followed in their senior schooling and beyond, that takes into account interests, abilities and skills. At Freshwater Christian College, these plans will be reviewed individually with each student and parents will be invited to be part of this process.

SET Plans are flexible and do not lock a student into a pathway should they change their mind. Both the Vocational Education sector and the University sector nowadays have considerable options and pathways that allow for flexibility including things such as bridging courses for subjects not studied at school.

The introduction of the Queensland Certificate of Education (QCE) has added a new dimension in Queensland education. Students will still receive a Senior Statement identifying what has been studied during their senior years of schooling, but only students who satisfy the requirements of the QCE will receive this certificate.

Finally, in reference to the following scripture, it is important to always keep in mind that once we have done our planning and preparation, there is a promise that God will direct our paths as we trust in Him.

Trust in the Lord with all of your heart Lean not on your own understanding;
In all your ways acknowledge Him, and He will direct your paths straight.
Proverbs 3:5-6
Informed Choices

What is the purpose of this booklet? This booklet aims to introduce students to the many factors to be considered in planning education after Year 10. It also introduces the subjects that Freshwater Christian College is offering students in Year 11 and 12.

Year 10's have some important decisions to make as they face such crucial questions as:

- Will I continue on at school?
- What are the alternatives?
- If I stay on, what subjects will I study?
- How am I going with my career decisions?

Students should discuss these matters with their parents, their class teachers, and any friends who have experienced school life after Year 10. Some will take longer than others in making decisions in these areas but you must not step back from thinking about them. You will find the thought and effort that goes into these decisions most rewarding.

This booklet will thus be important in the choosing of Senior subjects. What course should I follow after Year 10? In answering this question the following issues need to be considered.

**Ability of Student and Past Achievement:**
Choice of subjects in Senior will be determined to a considerable extent by the marks that the student has already achieved. For instance, if a student has struggled in Science during the Junior years, subjects such as Physics and Chemistry will be difficult in Year 11 and 12.

It is important in Senior schooling for students to focus on subjects in which they can then achieve to the maximum potential.

**Student Goals:**
What are possible future employment options?
What are the educational requirements for such employment?
What subjects are needed as prerequisites for tertiary study? If there is any doubt on these, students should seek counselling to decide on the most appropriate option.

**What choice is there?**
Queensland Government policy requires that students after completing Year 10 follow one of the following options:

i. remain at school until turning 17 or finish Year 12;

ii. be engaged in other education or training at least to Certificate III level;

iii. be involved in employment of at least 25 hours per week.
The Senior System

Overall Position (OP)
This is calculated by taking a student’s performance in the equivalent of his/her best 5 Authority subjects in Years 11 and 12. They must study at least 3 Authority subjects for the complete two years, and the remainder can be made up of other subjects. All subjects count equally when calculating this position, and a student’s results will be compared with other students, using the Queensland Core Skills (QCS) Test as a scaling device. The results of this score will be reported in 25 bands, with the highest being 1.

Queensland Core Skills (QCS) Test
The QCS Test is compulsory for all students who want a complete Student Education Profile for tertiary entrance. The QCS Test is closely related to the skills taught in the senior curriculum. It is used to provide students with an individual test result and also to derive scaling parameters that are used to ensure a fair comparison of students taking different subjects in different schools. Conducted in Year 12 over 2 days in week 8 of Term 3, the QCS Test is comprised of 4 tests:
- Short Response Test
- Multiple Choice #1
- Writing Task
- Multiple Choice #2

Selection Rank
This is an alternative to the OP and can be gained by students who do not qualify for an O.P. This can be gained by a combination of Authority and Non Authority Subjects in addition to Vocational Education Units of Competence.

Field Positions
Different subjects contribute to different fields by their weightings. A student needs to study subjects counting at least 60 units to qualify for a F.P. in a particular field.

The five fields are:
A. EXTENDED WRITTEN EXPRESSION involving complex analysis and synthesis of ideas.
B. SHORT, WRITTEN COMMUNICATION involving reading comprehension and expression in English or a Foreign Language.
C. BASIC NUMERACY involving simple calculations and graphical and tabular interpretation.
D. SOLVING COMPLEX PROBLEMS involving mathematical symbols and abstractions.
E. SUBSTANTIAL PRACTICAL PERFORMANCE involving physical or creative arts or expressive skills.
**Certification**
Students completing senior schooling in Queensland have the opportunity to complete three certificates by the end of Year 12.

1) **Queensland Certificate of Education**
Requires the satisfactory completion of 20 units of achievement from a range of sources, such as Authority and Authority Registered subjects, vocational achievements and placement or achievements in the arts such as A.M.E.B. Music qualifications.

Guidelines determine the number of each qualification/subjects that can be included on a certificate.

A numeracy and literacy minimum standard must be achieved to qualify for the Certificate. For most students achieving sound achievement (C Level) in 5 senior subjects, including English and Maths will qualify them for a Q.C.E.

2) **Tertiary Entrance Statement**
This will be issued to those students who qualify for an Overall Position (OP). This is done by:
   (i) Undertaking of a minimum of 20 semester units of Authority subjects.
   (ii) Complete at least 3 subjects taken for four semesters.
   (iii) Sit for Queensland Core Skills Test.
   (iv) Remain at school until the prescribed date.

3) **Senior Statement**
In addition students will be issued with a Senior statement listing all of the school based studies of Year 11 and 12.

**School based Apprenticeships and Traineeships**
School based Apprenticeships and Traineeships involves paid part time employment at least 1 day per week. Students will be training at Certificate II or III level at T.A.F.E. or another provider (often completed during holidays). This may result in student taking only 4 subjects. Once achieved the qualification is recorded on Senior Certificate, may go towards alternative rank score (for university entrance) and will contribute towards the Q.C.E.

The benefits include students leaving school with job experience and training. Some traineeships gravitate (give credit) to other qualifications. Students can begin a traditional apprenticeship and complete the first year by the end of Year 12. Employers can benefit as they do not have to contribute towards the cost of training whilst an employee is on a school-based apprenticeship/traineeship.

How do I obtain a Traineeship? Students should make your interest known to the career advisor. Employers often ring schools looking for school-based trainees. Also you should canvass family contacts – you may know somebody who may be interested. Ask them to ring the school for more details. Group Training Companies such as Skill360 source schools for applications from students for school-based traineeships.
Types of Subjects

**Authority Subjects**
These subjects will appear on the Q.C.E. and be used in the calculations for Tertiary Entrance. They are subjects for which a school work program is based on a Queensland Curriculum and Assessment Authority Syllabus.

These programs have been accredited by the Authority. Levels of achievement in these subjects are reviewed and confirmed by the Authority.

**Non-Authority Subjects and Vocational Certificates**
At the present time the College does not have any non-authority subjects.

There are two Vocational Certificate’s available within the College. A Certificate III in Early Childhood Education and Care and a Certificate III in Fitness.

Other Certificates can be accessed from TAFE through the College.

**The Do’s of making a subject choice**
- Do subjects you enjoy.
- Do subjects you are interested in.
- Do subjects in which you have already achieved good grades.
- Do subjects that will give you valuable life skills.
- Do subjects that can lead to the training choice you want.
- Do subjects that allow you to fulfil prerequisites for tertiary courses.

**The Don’ts of making a subject choice**
- Don’t let your friends decide for you.
- Don’t avoid a subject because of the teacher.
- Don’t let your sibling’s experience decide for you.
- Don’t take a subject because you think it might be easy.
- Don’t choose subjects because you think it might give you a better OP score.

If you are not sure of your future career directions, it is advisable to do a range of subjects to keep your options open.
English
The aim of English at Freshwater Christian College is to prepare students to understand and appreciate language and its ability both to shape us but also to become a powerful tool to communicate the gospel of Christ. It is also to discern, use and exploit language and texts in society. A critical literacy perspective is used where students are required to analyse discourses, identify gaps and silences, discuss different representations of groups and understand the power of texts to influence both traditional and contemporary audiences. Texts will be studied to allow students to increase their knowledge and appreciation of English.

Prerequisites: Year 10 English

Topics:
- Myth as a shadow of reality
- Othello—A legal speech in prosecution or defence of Iago
- The Quest for Truth
- Truth and the Media
- The importance and relevance of the modern novel
- Reflection—the art of the Autobiography.

Assessment:
- Argumentative/persuasive essays
- Report writing
- Imaginative writing
- Drama
- Persuasive speaking
- Reflective writing
- Analytical writing
- Expositional writing and speaking.

Criteria:
- Knowledge and understanding of texts in their contexts
- Knowledge and understanding of textual features
- Knowledge and application of the constructed-ness of texts.

Career Opportunities:
Most courses at University and TAFE require a Sound Achievement in English.
Mathematics A
The Mathematics A course endeavours to relate mathematical theories and equations to real life events, thus enabling students to participate in and better understand a rapidly changing society.

Prerequisites: Year 10 Mathematics

Topics:
There are four semester units in which the following topics are covered:

- Managing money
- Elements of applied geometry
- Linking two and three dimensions
- Land measurement
- Data collection and presentation
- Exploring and understanding data
- Operations research networks and queuing

Assessment:
Written examinations are completed following each term of work and assignments are completed twice a year.

Criteria:
Assessments are based on:
- Knowledge and procedure
- Modelling and problem solving
- Communication and justification

Career Opportunities:
- Teaching
- Apprenticeships/Trade
- Business
- Accounts clerk
- Tax agent
- Manager
- Nursing
- Health and Recreation
Mathematics B

The intent of Mathematics B is to encourage students to develop positive attitudes towards Mathematics by approaches involving exploration, investigation, application of knowledge and skills, problem solving and communication. Students will be encouraged to mathematically model, to work systematically and logically, to conjecture and reflect and to justify and communicate with and about mathematics. This course deals with pure and applied Mathematics and prepares students for maths based tertiary studies such as Engineering or Sciences, for which it is a prerequisite. Access to technology such as computers is provided and used to enhance students understanding of mathematical processes.

Prerequisites: B standard in Year 10 Mathematics

Topics:
- Introduction to function
- Periodic function and applications
- Exponential and logarithmic functions
- Applied Statistical Analysis
- Rates of change
- Calculus
- Optimisation using derivatives
- Introduction to integration
- Trigonometry
- Polynomials
- Probability including Binomial probability.

Assessment:
- One exam per term
- One assignment per semester.

Criteria:
- Knowledge and procedures
- Modelling and problem solving
- Communication and justification.

Career Opportunities:
- Engineering
- Mathematics
- Business
- Medicine
- Accounting
- Scientist
- Teacher
- Statistician.

Equipment: Graphics calculator phone app.
Legal Studies
Legal Studies in Year 11 and 12 is not designed as a subject only applicable to those considering a legal career. It deals with issues which are of practical value in everyday life (eg. renting and buying a house, consumer transactions and contracts) as well as providing for the development of higher order academic skills such as analysis and evaluation. Legal Studies therefore has a broad appeal to students irrespective of academic ability. Although not a prerequisite for University legal courses, the subject provides a useful knowledge base for a wide range of university studies.

Prerequisites: Nil

Topics:
Semester 1
• Introduction to Australian Legal System
• Criminal law
Semester 2
• Civil Law – negligence and defamation
• Contract Law
Semester 3
• Renting and buying
• Family Law
Semester 4
• Independent study
• Legal overview.

Assessment:
• Short response and case studies test
• Extended response essay test (seen and unseen)
• Written Assignments for various genre
• Non-Written.

Assignment Criteria:
• Knowledge and understanding
• Investigation of Legal issues
• Evaluation of Legal issues
• Research and Communication.

Career Opportunities:
• Lawyer
• Police Officer
• Prison Warden
• Parole Officer
• Para Legal/Legal Secretary
• Legal Administrative Officer
• Useful as a general life skill
Physical Education

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 among psychological, biomechanical, physiological and sociological factors which influence individual and team physical performances, and wider social attitudes to physical activity. (Queensland Senior Physical Education Syllabus 2004).

Prerequisites: C standard in Year 10 Health and Physical Education and have a willingness to engage in both the required physical and theoretical classes.

Topics:
Students learn about the following dimensions below through key physical activities such as Volleyball, Touch Football, Basketball and Golf.

Learning Physical Skills:
- Skill acquisition
- Psychology of learning
- Biomechanical bases for learning physical skills

Biological bases of training and exercise:
- Energy for physical performance
- Training, exercise and physical performance
- Acquiring and evaluating physical performance capacities

Physical activity in Australian society:
- Body, culture and physical activity
- Lifestyle, leisure, recreation and physical activity
- Money, media, power and physical activity

Assessment:
- Essay under exam conditions
- Research assignment
- Research report
- Journal
- Objective and/or short answer exam
- Oral seminar/interview
- Performance of activities

Criteria:
- Acquiring
- Applying
- Evaluating

Career Opportunities:
- Coach
- Sportsperson
- Fitness Centre Manager
- Defence Forces
- Registered Nurse
- Teacher
- Sports administrator
- Journalism
- Emergency Services
- Physiotherapist
- Occupational Therapy
Chemistry
Both fascinating and challenging, Chemistry is the study of the composition of substance, and the changes they undergo. Our everyday activities impact on the material world continuously and so there must be a concern for the nature of the materials involved, i.e. their chemistry. The public is often presented with conflicting information
- Should we mine uranium?
- Does aluminium play a part in Alzheimer’s disease?
- Should we spray our crops? or
- Is ‘organic’ the best?

Chemistry should help students understand their natural world, to take a more responsible and critical approach to many issues, and to think logically and scientifically.

Prerequisites: B standard in Year 10 Science and a B standard in Algebra

Topics:
There are four semester units in which the following topics are covered:
- Atomic structure
- Electro chemistry
- Behaviour and gases
- Organic chemistry
- Acids and Bases
- Stoichiometry
- Periodic Table

Assessment:
Five Assessment items per year, including exams, extended experimental reports and assignments.

Criteria:
- Knowledge and conceptual understanding
- Investigative processes
- Evaluation and concluding.

Career Opportunities - Chemistry is of particular relevance for students interested in:
- Medicine
- Chemical
- Engineering
- Laboratory Techniques
- Teaching
- Pathology
- Vet Science
- Pharmacy
- Nursing
Biology
Biology is a study of aspects of God's world from a scientific and biological perspective. Biological Science examines the building blocks and process of the life of plants, animals and humanity. Students studying biology through investigation, research and observation develop informed scientific opinions about life and the environment, illuminated by the gospel.

Prerequisites: C standard for Year 10 Science and a C standard in Algebra.

Topics:
- Ecosystem and the Environment
- Diversity of Plants and Animals
- Plants and Animal Physiology
- Reproduction, Inheritance and Change in Organism
- Cellular Processes
- Coordination and Control
- Disease and Immunology.

Assessment:
Five assessment items per year, including exams, extended experimental reports and assignments.

Criteria:
- Understanding Biology- recall and use of knowledge
- Investigating Biology – application of Biological principle
- Evaluating biological Issues – critical analysis of issues which affect our world.

Career Opportunities - Biology is a particular relevance to students contemplating a career in:
- Nursing
- Physiotherapy
- Environmental Issues
- Teaching
- Marine Biology
- Park Ranger
Business Communications and Technology (BCT)

Throughout the world people engage in business activities to design, produce, market, deliver and support goods and services. BCT equips students to contribute to the dynamic and constantly changing business environment, and to make informed and reasoned decisions about their role in it.

Business Communication and Technologies offers students opportunities to engage in and understand a range of administrative practices through real-life situations and business simulations. Students examine the broader social, cultural and environmental implications of business activities with a focus on the essential skills of communication and the use of business-specific technologies. This course of study engages students in learning activities that require higher-order thinking skills to analyse, evaluate and propose recommendations from multiple perspectives across a range of business contexts. These activities build skills to enhance their confidence and ability to participate effectively as members of the business world and as citizens dealing with issues in the business world.

Prerequisites: C standard in Year 10 English and a proficient level of IT skills.

Topics:
Two year course topics:
- Business Environments
- Organisation and work teams
- Financial Administration
- Managing People
- Events Administration
- Social Media
- International business.

Assessment:
- Supervised written exams
- Research (essays, case studies and analytical responses)
- Extended Written Responses
- Projects
- Multimodal presentations.

Dimensions and objectives:
- Knowledge and understanding business
- Investigating business issues
- Evaluating business decisions.

Career Opportunities:
- Entrepreneurship • Business Management • Personnel Management • Secretarial Studies • Private and Public Administration • Tourism and/or Hospitality Industry • Business Administration • Front Office and/or Reception
Modern History
Through a Biblically based study of Modern History we can understand man’s role in the world and why our world is the way it is. By analysing primary and secondary sources we can understand the processes of change and continuity that have shaped today’s world, as well as the causes and the roles people have played in those processes. We can understand that there are relationships between our needs and interests and a range of historical processes. We can also come to a greater understanding of what the response of the Christian should be to a world in need of God’s guidance.

Prerequisites: C standard in Year 10 English

Topics:
- The Individual in History
- Local History
- Studies in Power
- History of Ideas and Beliefs
- History and Change.

Assessment:
- Objective tests
- Written research assignments
- Response to stimulus tests
- Essays
- Oral research assignment
- Unprepared essay
- Multi-modal presentations.

Criteria:
- Planning and using historical research process
- Forming historical knowledge through critical inquiry
- Communicating historical knowledge.

Career Opportunities:
- Historian
- Social Scientist
- Communication
- Journalist
- Lawyer.
Visual Art
God is a God of beauty and He created a world that is aesthetically pleasing. Through God’s gift of art, we can analyse, interpret and express ourselves in Senior Art. There are two main components: Making, where you are expected to resolve a defined problem through research and artistic experimentation, and Appraising, where you research and analyse artworks and genres. Research and documentation are essential to the development of knowledge and skills in Senior Art. Visual Art is a powerful and pervasive means of communication. Visual Art is an exciting and challenging subject which encourages you to ‘think outside the square’.

Prerequisites: Previous study in Art, however not essential.

Topics:
Year 11
- Utopia—The Ideal World
- Utopia—Perfection Likeable/Recyclable
- Reaction Social Experimentation.
Year 12
- States of change
- Journeys
- Personal Extension.

Assessment:
- Each unit comprises both practical (making) and written (appraising) tasks
- Year 11 tasks are formative and Year 12 tasks are summative.

Criteria:
- Making – where you are expected to resolve and document a defined problem through research and artistic experimentation.
- Appraising – where you research and analyse artists and their artworks. The development of researching and documenting are essential skills in Senior Art. Many of these tasks are in essay format.

Career Opportunities:
- Graphic design
- Art teaching
- Curator
- Advertising
- Marketing
- Interactive media
- Fashion Designer
- Architect
- Sign writer
- Photographer
- Landscaper/Gardener.
Physics
Physics involves students as rational and creative thinkers, engaged in the acquisition of knowledge and the development of understanding of physical aspects of their world through processes of scientific investigation in real world contexts. As students engage with the general objectives of the program in conjunction with each other, they also hone their abilities in working scientifically. They become critically aware of the complexity and interconnectedness of Physics and human influences on God’s universe and planet. Students develop an understanding of the historical influences of Physics, current developments and implications for Physics in the future and the relationship to creation and its ever changing and developing aspects of our world.

Prerequisites: A or B standard in Year 10 Science and A or B achievement in Year 10 Maths.
Co-requisite: Maths B

Topics:
- Physical Quantities and Measurement
- Force and Motion
- Energy and Momentum
- Thermal Physics
- Optics
- Electricity and Electronics
- Magnetism and Electromagnetism
- Wave motion
- Atomic and Nuclear Physics.

Assessment:
- Written examination each term
- Research assignment per semester extended investigation
- Practical Reports
- Skill tests.

Criteria:
- Knowledge and conceptual understanding
- Investigative Processes, Evaluating and Concluding.

Career Opportunities:
- Forensic Science
- Engineering
- Construction
- Aeronautics
- Electronics
- Teaching
- Medical Science
- Health Sciences.
Economics
Economics allows students to understand the workings of the economy and how the economy impacts society. Appreciating economic principles gives insight into the workings of government, business, labour, financial institutions and individuals.

A healthy understanding of the economic world equips students with skills in decision-making and economic forecasting. Studying Economics in Senior school is useful if students choose to study at university in Business or Commerce courses.

Core topics over the 2 year course:
- The Circular Flow and Price Mechanism
- The Economics of Labour
- Contemporary Economic Management
- International Economics.

Elective Topics - 3 to be done each year:
- Stock Market
- Population
- Finance
- The Economics of Government
- Personal Economics
- Distribution of Income and Wealth
- Economics of Trade.

Assessment - students are assessed across Year 11 and 12 using:
- Knowledge (short response) exams
- Supervised extended written response to economic stimulus
- Non-written response to inquiry
- Written response to inquiry.

Criteria:
- Knowledge and Understanding
- Investigation
- Synthesis and Evaluation.

Career Opportunities:
There are career opportunities in a range of business, commercial, economics and governmental areas.
**Technology Studies**

Technology involves envisioning and developing products to meet human needs and wants, that capitalise on opportunities and extend human capabilities. Products of technology include artefacts, processes, systems, services and environment. These products make up the designed world. Products of technology have impacts and consequences on individuals, local and global communities and environments.

Prerequisites: C standard in Year 10 Design and Technology (Construction) and a good level of I.T. skill.

Topics:
- Re-engineering (eg; handles)
- Electronics in design (eg; combine electronics with an existing product)
- Sustainable design (eg; portable lighting)
- Generate design concepts (eg; sketching/modelling new versions of a communication device)
- Investigate and produce (eg; product life of an iPod)
- Redesign an existing product.

Assessment:
- Project realization (design)
- Project proposal and development
- Investigate analysis
- Project appraisal.

Criteria:
- Knowledge and Application
- Reasoning Process
- Production.

Career Opportunities:
- Graphic design
- Builder
- Electrician
- Carpenter
- Tradesman
- Apprenticeship
**Drama**

In Drama students will devise and create drama sketches, write scripts as well as present their own and published works to a wide variety of audiences. They will study the history of theatre, movement and dance, script writing and stagecraft. They will have the opportunity to take part in a major production in Year 12.

Apart from being a practical subject, students will need to be competent in English written comprehension in order to critically analyse scripts and to reproduce original scripts.

**Prerequisites:** Recommended Drama previously studied, but not essential.

**Topics:**

The study of Drama takes place within two dramatic perspectives:

- heritage (before 1980) and
- contemporary (after 1980).

Students study dramatic languages, elements of drama, skills of performance, styles and their conventions within their two historical perspectives.

**Assessment:**

- Creative Script Writing
- Extended Writing—Analytical Essays
- Performance — Major and Short Presentations.

**Criteria:**

- Forming
- Presenting
- Responding

**Career Opportunities:**

- Transferable Skills to a wide range of employment where creativity and public speaking are involved.
- Directly within the dramatic arts field.
Music
Music is an integral part of everyday life serving self-expressive, celebratory, social, cultural, political and educational roles. A study of music helps students understand and heighten the enjoyment of the arts in their lives and the music heritage of a range of cultures.

Studying Music fosters students’ confident expression of their creativity and individuality through composing and performing music to communicate feelings, thoughts and ideas, whether at home or in the wider community.

Students become adaptable and innovative problem-solvers, making informed decisions and, as inquirers, develop their ability to deconstruct and critically evaluate. They are also encouraged to become adept in using various music-related technologies.

Prerequisites: C standard in Year 9 and 10 Music; skilled in at least one instrument (can include voice). It is highly recommended that students be having private tuition on an instrument.

Topics:
Rock Music, Music of the Stage and Screen, Scripture in Song, Global Views, The Australian Scene, Revolution, Links with the Community.

Assessment and Criteria:
- Composition tasks
  - Students compose music related to the topic. Music software programs can be used.
- Performance tasks
  - Students perform solo and in groups, music related to the topic.
- Musicology
  - Students analyse music involving written exams and extended writing tasks.

Career Opportunities:
- Music Education, e.g. Teacher
- Music Business, e.g. Songwriter, Recording Studio, Music Journalist
- Performance, e.g. Local or Touring Groups
- Arts Management, e.g. Studio Manager, Events Coordinator
- Service Career, e.g. Navy or Army Band
- Church Music, e.g. Full-time Ministry – Worship Team or Arts Ministry
- Music Therapy, e.g. Hospitals, Schools
- Music Technology, e.g. Sound Producer/Engineer
- Music Recording, e.g. Sound and Video Editing
- Music Broadcasting, e.g. Film Scoring, Radio Music Producer
Certificate III in Early Childhood Education and Care

**Course Code: CHC30712**

This course is delivered by the Registered Training Organisation (RTO) Cairns Training Academy, in conjunction with Freshwater Christian Kindergarten. Educating and caring for young children in a variety of early childhood settings including day care, childcare centres, family day care, kindergartens and preschools that all fall under the courses and qualifications in the childcare spectrum. On successful completion of modules listed, an industry qualification is gained by the end of Year 12.

**Prerequisites:** C standard in Year 10 English.

**Competencies:**

<table>
<thead>
<tr>
<th>11 COMPULSORY UNITS:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCCHILD401B</td>
<td>Identify and respond to children and young people at risk</td>
</tr>
<tr>
<td>CHCCN301C</td>
<td>Ensure the health and safety of children</td>
</tr>
<tr>
<td>CHCCN302B</td>
<td>Provide care for children</td>
</tr>
<tr>
<td>CHCCN303A</td>
<td>Contribute to provision of nutritionally balanced food in a safe and hygienic manner</td>
</tr>
<tr>
<td>CHCCS400C</td>
<td>Work within a relevant legal and ethical framework</td>
</tr>
<tr>
<td>CHCFC301A</td>
<td>Support the development of children</td>
</tr>
<tr>
<td>CHCIC301E</td>
<td>Interact effectively with children</td>
</tr>
<tr>
<td>CHCPR301C</td>
<td>Provide experiences to support children’s play and learning</td>
</tr>
<tr>
<td>CHCPR303D</td>
<td>Develop understanding of children’s interests and developmental needs</td>
</tr>
<tr>
<td>HLTWHS300A</td>
<td>Contribute to WHS processes</td>
</tr>
<tr>
<td>HLTFAC311A</td>
<td>Apply first aid</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4 ELECTIVE UNITS:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCCN305B</td>
<td>Provide care for babies</td>
</tr>
<tr>
<td>CHCORR303C</td>
<td>Participate effectively in the work environment</td>
</tr>
<tr>
<td>CHCREF301E</td>
<td>Work effectively with families to care for the child</td>
</tr>
<tr>
<td>HLTHR403C</td>
<td>Work effectively with culturally diverse clients and co-workers</td>
</tr>
</tbody>
</table>

Why Choose Childcare? Early Childhood Education can be very rewarding to persons choosing this career pathway. With this qualification you will become one of the highly skilled educators who can deliver play-based learning and contribute to each child’s developments by adapting experiences to their individual needs.

**Assessment:**
- Written research assignment
- Respond to stimulus tests
- Oral assignments
- Practical hours in our on-campus Kindergarten and off-campus hours in a Childcare Centre.

**Criteria:**
- Communication • Self-Motivation • Time Management Skills

**Career Opportunities:**
- Childcare Assistant or Childcare Worker • Playgroup Supervisor • Family Day Care Worker • Nanny Students will need this qualification as a pathway to CHC50113 Diploma of Early Childhood Education and Care.
Certificate III in Fitness
Course Code: SIS30310
This course is delivered by the Registered Training Organisation (RTO) Cairns Training Academy, in conjunction with Freshwater Christian College. This qualification provides the skills and knowledge for an individual to be competent in a range of activities and functions requiring autonomous work within a defined range of exercise instruction situations and activities. On successful completion of modules listed, an Industry qualification is gained by the end of Year 12.

Prerequisites: C standard in Year 10 Health and Physical Education.

Competencies:

<table>
<thead>
<tr>
<th>10 COMPULSORY UNITS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTAFA311A Apply first aid</td>
</tr>
<tr>
<td>SISFIT301A Provide fitness orientation and health screening</td>
</tr>
<tr>
<td>SISFIT302A Provide quality service in the fitness industry</td>
</tr>
<tr>
<td>SISFIT303A Develop and apply an awareness of specific populations to exercise delivery</td>
</tr>
<tr>
<td>SISFIT305A Apply anatomy and physiology principles in a fitness context</td>
</tr>
<tr>
<td>SISFIT306A Provide healthy eating information to clients in accordance with recommended guidelines</td>
</tr>
<tr>
<td>SISXFAC201A Maintain sport and recreation equipment for activities</td>
</tr>
<tr>
<td>SISXIND101A Work effectively in sport and recreation environments</td>
</tr>
<tr>
<td>SISXOHS101A Follow occupational health and safety policies</td>
</tr>
<tr>
<td>SISXRSK301A Undertake risk analysis of activities</td>
</tr>
</tbody>
</table>

PLUS CHOOSE 5 ELECTIVE UNITS CONSISTING OF ALL UNITS IN EITHER GROUP B OR C, PLUS GENERAL ELECTIVES:

GROUP B—Exercise Instructor

<table>
<thead>
<tr>
<th>SISFIT304A Instruct and monitor fitness programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>SISFIT309A Plan and deliver group exercise sessions</td>
</tr>
</tbody>
</table>

GROUP C—Gym Instructor

<table>
<thead>
<tr>
<th>SISFIT304A Instruct and monitor fitness program</th>
</tr>
</thead>
<tbody>
<tr>
<td>SISFIT307A Undertake client health assessment</td>
</tr>
<tr>
<td>SISFIT308A Plan and deliver gym programs</td>
</tr>
</tbody>
</table>

General Electives:

<table>
<thead>
<tr>
<th>SISFIT311A Deliver approved community fitness program</th>
</tr>
</thead>
<tbody>
<tr>
<td>SISFIT312A Plan and deliver an endurance training program</td>
</tr>
<tr>
<td>SISFIT313A Plan and deliver exercise to apparently healthy children and adolescents</td>
</tr>
<tr>
<td>SISFIT314A Plan and deliver exercise to older clients with managed conditions</td>
</tr>
</tbody>
</table>

Assessment:
- Written and oral assignments
- Practical hours in the fitness sector.

Career Opportunities:
- Group fitness instructor
- Personal trainer
- Sport performance
- Massage
- Nutrition
- Product sales
- Rehabilitation.
Information Processing Technology (IPT) by Distance Education

Information technology refers to the creation, manipulation, storage, retrieval and communication of information and to the range of technological devices and systems used to perform these functions. Information Processing and Technology touches many aspects of human life, draws on and is applied to diverse fields of study such as mining, engineering, education or business.

As a result, the study of this subject will contribute in a significant way to the general education of students, whether or not they intend proceeding to employment specific to information technology.

Prerequisites: Invitation only and C standard in Year 10 Advanced Maths.

Topics studied:
- Algorithms
- Relational Information Systems
- Software Programming
- Structured Query Language
- Social and Ethical Issues
- Human Computer Interaction.

Additional Material:
- Intelligent Systems
- Computer Systems.

Assessment:
- Written assessment
- Extended response assessment
- Product assessment.

Career Opportunities:
- Information Technology (Technician and Engineer)
- Engineering (Electrical)
- Avionics Technician.
Tertiary Entrance

Tertiary Entrance Statement
This will be issued to those students who qualify for an Overall Position (OP). This is done by:

- Undertaking of a minimum of 20 semester units of Authority subjects.
- Complete at least 3 subjects taken for four semesters.
- Sit for Queensland Core Skills Test.
- Remain at school until the prescribed date.

Offers for Tertiary places are determined by:
1. Overall Position or Alternative Rank
2. Then Field Position
3. Prerequisites subjects
4. Other special conditions e.g. interviews or auditions.

A number of terms that are frequently used include:

QCAA - Queensland Curriculum and Assessment Authority controls the subjects taught and the manner in which they are taught in Queensland.

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

- Agricultural Colleges of Queensland
- Australian Catholic University
- Endeavour College of Natural Medicine
- Australian Maritime College
- Central Queensland University
- Christian Heritage College
- Griffith University
- Bond University
- James Cook University
- Southern Cross University

- The University of New England
- The University of Queensland
- The University of Southern Queensland
- University of the Sunshine Coast
- TAFE – Queensland Colleges(full-time Diplomas and Associate Diplomas only)
- Qantm College
- Queensland Institute of Business and Technology
- Queensland University of Technology

Useful Internet Sites:
- Queensland Curriculum and Assessment Authority www.qcaa.qld.edu.au
- QTAC – Queensland Tertiary Admissions Centre www.qtac.edu.au
- TAFE Queensland www.tafe.qld.edu.au
Year 11 and 12 2016 Subject Choices Form

Student's Name: ___________________________ Year: ____________

- Students to select one subject from each of lines 1–5.
- Consider whether OP eligibility is necessary for you and choose accordingly
- To become OP eligible you must choose five Authority subjects. Three of those must be done for four semesters.
- If selecting TAFE, please nominate your course from the list.

<table>
<thead>
<tr>
<th>Line 1</th>
<th>Line 2</th>
<th>Line 3</th>
<th>Line 4</th>
<th>Line 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Mathematics A</td>
<td>Legal Studies</td>
<td>Drama</td>
<td>Visual Art</td>
</tr>
<tr>
<td>Mathematics B</td>
<td>Chemistry</td>
<td>Biology</td>
<td>Physics</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>Economics</td>
<td>Modern History</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Technology Studies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TAFESEC (Vocational Education)</td>
<td>Cert II in Automotive Vocational Prep</td>
<td>Cert I in Construction</td>
<td>Cert II in Engineering Pathways</td>
<td>Cert II in Furniture Making</td>
</tr>
</tbody>
</table>

Subjects available within the school by flexible timetable or by Distance Education:

- Mathematics C
- Information Processing Technology (IPT)
- Japanese

Other subjects may be available if students show an aptitude for the subject and have demonstrated to a high degree an ability to study independently.

Non-assessable subjects
All students will also participate in:
- Chapel - weekly praise and worship service with the school worship band
- PGP - 2 lessons of physical activity, sport and/or enrichment activities
- Christian Living - 2 lessons per week
- QCS practice
- Community service
- Careers and skills

I have made informed choices about my subject selections, considering my ability, interests and SET plan. Should I wish to change from these selections, I will seek parental and school advice. By signing this form, I agree to all of the policies and procedures related to VET that are outlined in all school documentation pertaining to VET.

Student Signature: ___________________________ Date: ____________

Parent Signature: ___________________________ Date: ____________

Advisor's Signature: ___________________________ Date: ____________

OP Eligible

☐ YES

☐ NO
Senior Education and Training (SET) Plan

First Name: ___________________________  Surname: ___________________________

Home Address: ________________________________________________________________

Phone: ___________________________  Date of Birth: ___________________________

LUI Number: ___________________________  Year Level: ___________________________

Gender:  Male ☐  Female ☐  School/Code: Freshwater Christian College - 575

Are you of Aboriginal or Torres Strait Islander origin?

No ☐  Yes, Aboriginal ☐  Yes, Torres Strait Islander ☐

(For persons of both Aboriginal and Torres Strait Islander origin, tick both)

1.  Career goals

Specific: ______________________________________________________

_____________________________________________________________________

_____________________________________________________________________

General: ______________________________________________________

_____________________________________________________________________

2.  Pathway to achieve goals

☐  Work
☐  Apprenticeship
☐  TAFE
☐  University
☐  Defence Force
☐  Other

3.  Courses of study required to achieve career goals

(eg: Bachelor of Science)

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

4.  Pre-requisite subjects

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

27
5. **School Program**
   I am aiming for:
   - Queensland Certificate of Education (QCE)
   - Senior Statement
   - Certificate I
   - Certificate II
   - Certificate III
   - Certificate IV
   - School-based traineeship/apprenticeship
   - VET Statement of Attainment
   - Certificate of Post-Compulsory School Education
   - Overall Position (O.P.) score
   - Field Position A
   - Field Position B
   - Field Position C
   - Field Position D
   - Field Position D
   - Other

Subjects selected for Year 11 and 12

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. **Are there any special circumstances that may affect the student’s ability to achieve his/her goals?** (ie; assistance needed)

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

7. **Additional information**

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

   __________________________________________________________

   **Student signature**
   **Parent signature**

   **Principal**
   **Date**