



Senior School Work Education Pathway

Year 11 2017 and Year 12 2018

Faith Lutheran College, Redlands

Faith in Christ...prepared for life

LEARNING PATHWAYS AT FAITH

OP PATHWAY OP	DIPLOMA PATHWAY NON - OP	WORK EDUCATION PATHWAY
<p>University Directly after graduation</p> <p>Recommended for University courses requiring OP 1-10 (Physiotherapy, Sciences, Engineering, Medicine)</p> <p>Six OP subjects are studied for best outcomes</p> <p>English, Mathematics, RE + 4 subjects (studied over four semesters) OP based on the best five OP subjects</p> <p>Sit QCS test</p> <p>Satisfy prerequisites and assumed knowledge for University courses</p> <p>Apply through QTAC (September)</p> <p>Some courses require audition or portfolio eg Music/Art (usually August)</p> <p>OP published (early to mid-December)</p> <p>University offers (January)</p>	<p>University Directly after graduation</p> <p>Diploma of business OP 9 Equivalency (Ranking 82) Recommended for University courses requiring OP 9 - 20</p> <p>Studied over Year 11 & 12 No requirement to sit QCS test Minimum academic entry standards apply No additional cost to families Allocated lesson</p> <p>time of 2 subjects in the timetable</p> <p>English, Mathematics, RE and up to 2 subjects (studied over four semesters)</p> <p>Flexibility of a negotiated learning program</p> <p>Qualification is recognised by numerous Universities Up to 1 year of learning credit at University.</p>	<p>Employment/Worforce Focus</p> <p>Flexible and negotiated. Tailored to individual needs</p> <p>English Communication, Pre-Vocational Maths and RE as required subjects Can study Certificate II or III in Health with TAFE Trainer in Health Hub at Faith</p> <p>Can study Certificate and SAS courses at College Negotiated rotations of up to 2 weeks in the workplace and 2 weeks at College School-based Apprenticeship SBT (Certificate II) School-based Apprenticeship SBA (Certificate III) SBT and SBA are both models of paid employment</p> <p>Contributes points towards QCE, not OP</p> <p>Includes both theory and practical work</p> <p>Ranking option can provide pathway to university</p> <p>Can study off-campus at TAFE</p>



Faith offers three distinct learning pathways to suit all interests and abilities.

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This booklet aims to assist students in Year 10 to make informed choices of subjects for the final two years of their secondary education at Faith Lutheran College, Redlands. It is not exhaustive. However, if information was omitted parents or students felt to be necessary, or even helpful, please contact the College.

Faith Lutheran College, Redlands

Faith in Christ... prepared for life

Faith Values:

Love, Justice, Compassion, Forgiveness, Service, Humility, Hope, Quality, Appreciation, Courage

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 as fully as possible, providing programs for students with disabilities as well as those assessed as gifted and talented.

The College offers students and families:

- A caring and supportive Christian community
- Committed and competent Christian staff
- Innovative, new and exciting best practice in developing new facilities
- High expectations for all in the community
- A broad range of experiences and subjects including Vocational Education options across Prep to Year 12.

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.

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

Planning a Course

The College believes that education is central to improving the human condition. We believe the quality of being human resides in the capacity to reason, to have a significant capacity to choose a future, to understand our environment, to act and make judgments within the Christian framework and to see ourselves in the wider Australian and global context. These qualities are fostered by a curriculum that has in broad terms the following purpose:

Preparation for Personal Growth and Life Long Learning: developing self-respect, self-discipline and resilience, accepting the legitimate rights of others, having knowledge of cultural traditions and a range of cultural interests, developing a consistent and acceptable moral code based on Christian values, gaining skills in critical thinking, communication and problem solving.

Preparation for citizenship in a democratic society: taking an interest in local, national and international political and social issues, voting intelligently, understanding and supporting the legal system, taking responsibilities within the community.

Preparation for vocations: development of appropriate skills and attitudes, making career and associated course path choices at appropriate times.

When planning courses of study, 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 course of study has a narrow focus are not prepared adequately for life.

Selecting a Learning Pathway

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

- Religion and Ethics
- English (English Communication or Senior English)
- A Mathematics Subject (Prevocational Mathematics, Mathematics A, Mathematics B)

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

- OP Pathway designed for students requiring an OP of 1-10 or need to complete specialist subjects as prerequisites for university entry.
- Diploma Pathway designed for students as a general entry pathway requiring an OP of 9-20
- Work Education Pathway designed for students who are looking at entering the workforce or VET related options after school.

All students will participate in sports activities such as Swimming Carnival, Cross-Country and Athletics Carnival.

Experience has shown that students gain most from choosing an educational pathway that suits them and the subjects they enjoy and in which they personally anticipate greatest success. If students have career aspirations that require prerequisite subjects, they need to consider these when selecting subjects. The onus is on students to investigate such possible prerequisites themselves.

Students need to check on-line with individual tertiary institutions, or the QTAC Guide to Tertiary Courses, to ensure that the course they wish to pursue at FLC,R will meet the necessary requisites. Each Tertiary course has different requirements.

If the requirements cannot be found, please contact either the Vocational Education Coordinator or the Dean of Studies.

Types of Learning Pathways

1. OP Pathway (OP subjects)

This is the traditional course structure consisting of 6 authority subjects and Religion and Ethics. This pathway is designed for students requiring an OP from 1-10 for tertiary courses such as Medicine, Engineering or courses currently requiring an OP less than 10. Students are not expected to choose VET courses as an option as the focus is on specific university courses.

2. Diploma Pathway

This is a pathway in which students study a Diploma in Business at the College. Students will still study Mathematics, English, Religion and Ethics plus 2 other Authority subjects, if required as a prerequisite for university entrance. Students can use the diploma to enter university as it has a ranking of 82 which is an equivalence of an OP 9. Depending on the university course and university that they attend, subject credit may be applied to their university course.

3. Work Education Pathway

This is a flexible, individually tailored learning pathway designed to meet the needs of student who are interested in the following;

- Faith Health Hub, 1 day/week on campus Certificate II in Health Support Services (Yr 11) and Certificate III in Health Services Assistance (Yr 12)
- VET learning off campus eg. One day a week at TAFE.
- VET learning on campus eg Cert III Fitness
- Career focused, long term work experience.
- Commencing a School Based Traineeship.
- Commencing a School Based Apprenticeship.
- School Area Specific subjects eg, Furnishing Skills.

Students are expected to study Religion and Ethics, Mathematics, English and up to 4 other subjects depending on the individual needs of the students to create a flexible learning pathway.

Types of Subjects

There are three categories of subjects offered at Faith Lutheran College, Redlands.

1. Authority Subjects (OP subjects)

Authority subjects are subjects that can contribute to an Overall Position (OP) result for entrance into tertiary institutions. The Queensland Curriculum and Assessment Authority (QCAA) prescribes the syllabus and schools write work programs for them. QCAA reviews, accredits and monitors Authority subjects. Results in Authority Subjects appear on the Student Education Profile and the Queensland Certificate of Education (QCE).

2. Authority-Registered School Subjects (SAS or Non-OP subjects)

The Queensland Studies Authority (QCS) produces a Study Area Syllabus where schools design and write work programs and QCAA approve them. Results appear on the Queensland Certificate of Education (QCE). These subjects can contribute to a ranking for tertiary entrance, but they do not contribute to an OP result.

3 Vocational Education and Training (VET)

Students studying subjects with Vocational Education and Training competencies will receive Statements of Attainment and/or Certificates in the relevant area. These are nationally recognized qualifications and articulate directly into other Certificates and Diplomas as part of the Australian Qualifications Training Framework.

Vocational achievements of students contribute to the Queensland Certificate of Education

Queensland Certificate of Education (QCE)

The QCE is Queensland's senior school qualification that awarded to eligible students at the end of Year 12. Every young Queenslander register with the QCAA during the year before his or her compulsory participation phase begins. Generally, schools register young people in Year 10.

Awarding a QCE

Most students are awarded a QCE at the end of Year 12. Students who do not meet the QCE requirements at the end of Year 12 can continue to work towards their certificate. Students learning account remain open for 9 years.

All students who finish Year 12 receive a transcript of their learning account in the form of a Senior Statement, which is issued in December.

Tertiary Entrance

The table below shows alternatives to Tertiary Entry using OPs and Rankings.

OP - direct entry	Complete minimum of 5 OP subjects	Complete minimum of 5 OP subjects
Non OP Ranking Diploma	Successfully complete a Diploma qualification and apply to QTAC for a ranking (OP equivalent 9)	Not required to sit the QCS test.
Non OP Ranking	Less than 5 OP subjects But not enrolled in a Certificate III or higher course,	Sitting the QCS Test can contribute to the ranking
Non OP Ranking Certificate III	Successfully complete a Certificate III qualification And apply to QTAC for a ranking (OP equivalent 15)	Not required to sit the QCS test

Overall Position – OP

Eligible students receive a Tertiary Entrance Statement at the end of their Year 12 studies. The statement includes the student’s Overall Position (OP) and Field Positions (FPs). These are used to rank students for entrance to courses at universities, TAFE institutes and other tertiary institutions.

An OP is a student’s state-wide rank based on overall achievement in QCAA-approved subjects. It indicates how well the student has done in comparison to all other OP-eligible students in Queensland.

Students are placed in one of 25 OP bands from 1 (highest) to 25 (lowest). In order to achieve an OP1, a student’s achievement must be in the top 2% of OP-eligible students in Queensland.

Students who want an OP must study 20 semester units of Authority subjects, including at least three subjects for four semesters each, and must sit the Queensland Core Skills Test.

The Queensland Core Skills Test (QCS) contributes information for the calculation of Overall Positions (OP), which is used to rank students for tertiary entrance. The test is held in Term 3 of students’ Year 12. A student’s individual QCS Test result is not used on its own in the calculation of their OP - instead, group results are used as part of the statistical scaling processes. A student’s individual result on the QCS Test (from A to E) is reported on the student’s Senior Statement or Statement of Results.

Ranking:

An alternative pathway to an OP is through a ranking. Rankings are a score that is determined by either school results or completion of a Certificate III or higher qualification. It is equivalent to an OP; for example, a Certificate III gives a ranking of 68 or OP 15 equivalent. Non-OP students who attain a ranking and meet the institution’s prerequisite requirements can gain entry to a tertiary institution.

Work Education Pathway

Students will be required to study Religion and Ethics, Mathematics A/Prevocational Mathematics and English/English Communications and up to FOUR other subjects.

Students undertaking this pathway do not require an OP and intend to either enter the workforce or continue tertiary study using their vocational qualification as an entry point.

Students wishing to undertake courses within the Health Hub will be required to be undertake a selection process, including an interview.

Options available to students include, but are not limited to:

- Course work plus work experience
- Course work plus school based apprenticeship – 2 week rotation of school and work.
- Course work plus school based traineeship – 2 week rotation of school and work.
- Coursework plus off campus learning.
- Coursework plus on campus learning through Faith Health Hub.
- Coursework may include Authority (OP) subjects.

Learning/work pathways will be developed with students and parents to assist decision making pathways post-secondary.

SUBJECT	STATUS
BSB30115 Certificate III in Business:	VET
English Communication	SAS
SIS30313 Certificate III in Fitness	VET
Furnishing Skills	SAS
SIT20216 Certificate II in Hospitality	VET
Prevocational Mathematics	SAS
Religion and Ethics	SAS

Business (VET)– BSB30115 Certificate III in Business

BSB30112 Certificate III in Business is a nationally recognised qualification that provides the learner with an entry-level qualification into the field of administration, as well as an overview of business skills that they can apply to their personal life. The certificate is part of the Business Services Training Package (BS07), which includes a wide range of administration/financial qualifications. The topics covered in this subject provide students with worthwhile strategies and techniques they can use during their studies and then into the workplace.

Certificate III in Business is not an Authority Subject, so does not contribute to a student's OP score. However, if successfully completed, the student will achieve eight (8) credit points towards their Queensland Certificate of Education (QCE). Students who do not complete the whole qualification, may be award some credit points towards their QCE. The minimum is to successfully complete 3 units of competency.

The program is being offered in partnership with TAFE Queensland – enrolment and ongoing opportunity for further study.

What do students study?

During the two years, students study the following 12 units of competency.

- SBITU303 Design and produce text documents
- BSBWHS302 Workplace health and safety
- BSBITU304 Produce spreadsheets
- SBADM307 Organise schedules
- BSBCUS301 Customer service
- BSBDIV3 Work effectively with diversity
- BSBWRT301A Write simple documents
- BSBWOR301 Organise personal work priorities
- BSBITU302 Presentations
- BSITU309 Desktop publishing
- BSBCUS301 Deliver and monitor a service to customers
- BSBDIV301A Work effectively with diversity

How are student assessed?

Students are assessed by competency – their ability to be able to demonstrate that they can complete the task according to the prescribed industry standard. If they are unable to demonstrate competency in the first instance, then they have an opportunity to rectify, and then be re-assessed. Assessment takes the form of: Portfolio, Checklist, short response, case study. There are no formal exams.

Students are able to gain recognition of prior learning (RPL) or Credit Transfer (CT) by providing evidence of having completed the learning in another environment.

Students who complete all units of competency receive a certificate issued by the TAFE Queensland. For those who do not complete the course, a Statement of Attainment is issued. Certificate III in Business can be used as a stepping stone into a higher qualification, and onto university. It can also be used as an entry level qualification into employment in administration.

Who can study Certificate III in Business?

It can be selected by students who are seeking an OP (does not count towards an OP) or those who are looking to enter the workforce after Year 12.

English Communication (SAS)

Effective communication is integral to our society. New technologies, the influences of globalisation and the restructured workplace require students to be able to interpret, construct and make judgments about meanings in texts, in preparation for lifelong learning. The Study Area Syllabus in English Communication is designed to allow students to develop and use these skills in the areas of work, community and leisure. Within this context, students will need to:

- Make meanings in, and of, everyday mass media and literary texts, understanding the influence of cultural contexts and social situations
- Develop abilities in speaking, listening, reading, viewing, writing and shaping texts.
- Become confident, effective and critical users of texts and language, making judgments to accept or challenge meanings.

What do students study?

Year 11

- Self-Identity – introduction to oral presentation, organising, selecting information
- Holidays and Travel – persuasive writing, manipulating images and text to sell a product
- The Right Job for Me – research of employment opportunities
- Local, National, Global issues and the way they are shaped in the media.
- Charity Quest – research on how charities operate and report on one charity in some depth.
- Youth Culture – various options for students to explore and promote responsible attitudes.

Year 12

- Heroes and Role Models – examination of values communicated in the media
- Moving On And Moving Out – research of options available after completion of Year 12
- TeenFest - proposal for a free concert for teenagers with detailed planning and promotion
- Film Review – exploration of contemporary issues presented in the media.

How Are Students Assessed?

Students are assessed on a combination of oral and written presentations with a heavy emphasis on oral presentations to reflect workplace situations where employees will be expected to lead teams, train others and present proposals. While students have plenty of time to prepare and edit their work, high standards are expected in preparation for the high expectations in the workforce.

Who Should Study English Communication?

This course is ideal for students who do not need English as a subject for their future career paths. English Communication is an Authority-Registered School Subject - Study Area Syllabus (SAS) and therefore is not for students wishing to gain an OP. Students who receive less than a 'C' in Year 10 English should enrol in English Communication.

Fitness (VET)- SIS30313 Certificate III in Fitness:

This course intends to provide participants with the skills and knowledge that leads to pathways in the fitness industry. The course caters for the modern instructor, offering a wide variety of class formats and trainings. An outside Registered Training Organisation provides the course material, but it is taught and assessed by College teachers.

Entry Requirements

To enroll in the course participants must be enrolled in Year 11 or 12 at FLC,R. They must also demonstrate basic levels of numeracy, literacy and communication skills and have a Unique Student Identifier Number (USI).

Areas of Study: Course content includes

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

Outcomes: Upon completion of the course, participants should be able to:

- Fitness screen and assess new clients
- Provide fitness training to a single client
- Provide fitness training to a group of clients
- First aid response
- Administration duties of fitness centre or gym
- Provide advice on exercise and exercise equipment
- Monitor a client's fitness level and development

Units of Competency

Fifteen (15) units must be completed, 10 being core units and 5 electives.

Core

- HLTAID003 Provide first aid-
- SISFFIT301A Provide fitness orientation and health screening
- SISFFIT302A Provide quality service in the fitness industry
- SISFFIT303A Develop and apply an awareness of specific populations to exercise delivery
- SISFFIT305A Apply anatomy and physiology principles in a fitness context
- SISFFIT306A Provide healthy eating information to clients in accordance with recommended guidelines
- SISXFAC207 Maintain sport, fitness and recreation equipment for activities
- SISXIND101A Work effectively in sport and recreation environments
- SISXOHS101A Follow occupational health and safety policies
- SISXRSK301A Undertake risk analysis of activities

Electives

- SISFFIT304A Instruct and monitor fitness programs
- SISFFIT304A Plan and deliver group exercise sessions
- SISFFIT313A Plan and deliver exercise to apparently healthy children and adolescents
- SISFFIT307A Undertake client health assessment
- SISFFIT308A Plan and deliver gym programs

On successful completion of the qualification, students will receive their Certificate, as well as a Statement of Attainment. Students who do not successfully complete will receive only the Statement of Attainment.

A total of 8 credit points will be awarded for the Queensland Certificate of Education (QCE). A minimum of 25% of the units of competency must be successfully completed before any QCE credit points are awarded.

Furnishing Skills (SAS)

Furnishing Skills is a broad based knowledge and skills subject that will prepare students for the Furnishing industry. Students will obtain work-ready skills including an understanding of work situations, machines, tools and materials, and an awareness of safety in the industry. You will learn how to develop hand and power tool skills to help you construct basic furniture products. The furnishing industry encompasses designers, craftsman and manufactures working with materials that range from timber, plastics and moulding and metal. The focus of this subject is on furnishing manufacturing. Allied trades include wood machinist, cabinetmaker, polisher, shopfitter, upholsterer, furniture restorer, picture framer, floor finisher and glazier.

What do students study?

Over the two years, students will progressively complete the following integrated units of study:

Core Units are:

- industry practices
- production processes

Elective units are:

- Wood machining
- Cabinet making
- Polishing
- Picture framing
- Glazing

How are students assessed?

Assessment in Furnishing Skills is standards based and is designed to assist students demonstrate achievement in the dimensions and objectives of the syllabus. These are Knowledge and Understanding; Analysing and Applying, and Producing and Evaluating. Units are assessed through Project Work carried out under supervision in the workshop; Logbooks based on the construction of projects; practical demonstrations of procedures and Short response tests.

Who can study Furnishing Skills (SAS)?

Furnishing Skills (SAS) does not have any prerequisites; however, having studied Technology and Design in Year 10 is an advantage.

Hospitality VET - SIT20216 Certificate II Hospitality:

Hospitality is an area of study that provides students with a range of interpersonal skills with a general application in personal and working life, as well as with specific knowledge and skills related to employment within the hospitality industry. This qualification provides the skills and knowledge for an individual to be competent in routine tasks in the kitchen.

This study area is designed to provide understanding of the role of the Hospitality industry as well as the structure, scope and operation of related activities. The Hospitality industry provides the context and standards in which students not only learn to understand the industry's workplace culture and practices, but also develop the skills, processes and attitude crucial for making valid decisions about future career paths. The subject also enables students to investigate Hospitality as a source of leisure activities, life skills, or as an avenue for further study.

What do students study?

Hospitality is designed to provide an understanding of the industry. In the course of their studies, students will collect, analyse, organise and evaluate the quality and validity of information. They will plan and organise activities, and have opportunities to propose and implement solutions to hospitality-related issues, individually and in teams, particularly with regard to the performance of practical tasks.

During the **two years**, students will complete twelve units of competency to gain their Certificate:

- BSBWOR203 Work effectively with others
- SITXCCS2003 Interact with customers
- SITXFSA001 Use hygiene practices for food safety
- SITXWHS001 Participate in safe work practices
- SITHIND002 Source and use information on the hospitality industry
- SITHIND003 Use hospitality skills effectively
- SITXCOM002 Show social and cultural sensitivity
- SITHCCC002 Prepare simple dishes
- SITHCCC003 Prepare sandwiches
- SITHFAB002 Provide responsible serve of alcohol
- SITHFAB005 Prepare and serve espresso coffee
- SITHFAB006 Serve food and beverage

Throughout this course, students will have the opportunity to undertake structured workplace learning at Sharks Sporting Club, Victoria Point and Sirromet Winery, Mt Cotton. How are student assessed?

Students are assessed, to the industry standard, on their participation, theoretical knowledge and practical work. On successful completion, students will be awarded a Certificate II in Hospitality as well as a Statement of Attainment. From TAFE. There are no QCE credit points for partial completion of the qualification

Who can study Certificate II in Hospitality?

There are no prerequisites for Hospitality, but having studied Home Economics in Year 10 would assist student learning. Students must also be prepared to purchase a uniform and undertake off-campus structured workplace learning, which provides students the opportunity to demonstrate their competencies in the workplace. These placements form part of the assessment requirements.

Mathematics - Prevocational (SAS)

Prevocational Mathematics is designed to help students improve their numeracy by building their confidence and success in making meaning of mathematics. It allows students to develop the basic skills that are required for the workplace. It is a four-term course offered over Year 11 and 12.

The course requires students to work with independence and in groups, and accept academic rigour. Prevocational Mathematics is undertaken by those students who do not intend to study at University.

What do students study?

Students undertake five (5) units of study in the following topics.

- Number
- Data
- Location and time
- Measurement
- Finance

How are students assessed?

Students undertake four (4) assessment items per semester except for Semester 4, which only has three (3) assessment items. There are no written exams in this course.

Year 11

Semester 1	My Yard, My House Mobile Phones Data	Assignments Worksheets and Case Study Practical Task and Oral presentation
Semester 2	Probability Out and About Healthy Body, Healthy Mind	Assignment Practical Task Written Response

Year 12

Semester 1	Society Through Data Smart Money In the Kitchen	Group activity Work Sheets Practical Task
Semester 2	Plans Earning and Income Travelling Overseas	Assignment Worksheets Group work and Oral presentation

Who can study Prevocational Mathematics?

This subject is recommended for students who have achieved less than a 'C' in Year 10 Mathematics Core.

Religion and Ethics (SAS)

Religion and Ethics introduces students to the world of religion and spirituality, which are integral components of the fabric of all cultures. It aims to give the students a clear understanding and appreciation of the Christian story through an exploration of the biblical text and Christian literature.

The subject acknowledges that all students are on a lifelong journey of faith expressed in many dimensions of life, for example, relationships, community life, the environment, religious beliefs and traditions, situations of human need and suffering, ethical and justice issues. The core of the Religion and Ethics program focuses on the personal, relational and spiritual dimensions of human experience.

Students who are successful in this two-year program are credited with four (4) points toward their QCE. This subject is not included in the calculation of OP results.

What do students do?

Students will be involved in a wide range of learning activities to achieve the aims and objectives of this course and to develop their knowledge of Religion and Ethics.

Students will analyse and discuss:

- Christian and other worldviews,
- the reading and interpretation of biblical text,
- the relevance of Christianity,
- spirituality,
- sin and grace,
- problem solving and everyday experiences

How will students be assessed?

A wide range of assessment techniques are used to determine student understanding and achievement and may include:

- Short answer tests, essays,
- assignments,
- practical exercises,
- real or simulated problem solving,
- seminars
- and
- media presentations.

Who can study it?

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

Visual Arts in Practice (SAS)

Visual Arts in Practice is an Authority Registered Subject that is a practical based subject with an emphasis on problem solving and personal expression in a range of art materials. It has three areas, which are:

Knowing and Understanding Applying and Analysing Creating and Evaluating

It aims to develop in students an awareness of the role of Art in the real world by solving some real world problems.

What do students study?

Students undertake eight (8) units of study; four (4) in Year 11 and four (4) in Year 12.

Year 11

Semester 1	Aspects of Self – graphic design and posters. Totems and Forms – sculpture and artist statement
Semester 2	Embellishment – large works for a community purpose and 3-minute persuasive oral marketing their ideas Snap and shoot –photographic skills

Year 12

Semester 1	Wear It – fashion and decorating t-shirts and other clothing along with a 3-minute spoken artist statement Identity – making a short movie and writing an artist statement.
Semester 2	Scape – painting and drawing techniques Sculpting Forms – assemblage and construction

How are students assessed?

Students are assessed on the completion of a practical folio of work, as well as their written or oral tasks. They also need to keep a visual journal that shows their planning and development of ideas, as well as their media experimentation.

Who can study Visual Art Studies?

Students must be able to manage their time and persist with the completion of tasks as well as the presentation of their work for viewing. They need basic literacy skills and be able to develop individual ideas through to completion. A degree of personal organisation is required.

Faith Health Hub

Students study TAFE at school for ONE day per week in a purpose built health environment. Students will be interviewed and undergo eligibility profiling to ensure their success in the course.

In Year 11, students will study HLT21207 - Certificate II in Health Support Services and in year 12 the students have the opportunity to HLT32512 Certificate III in Health Services Assistance. During training, students may have the opportunity to apply for a traineeship in Health services through the Redland Hospital or some other local health organisation.

Students will be required to undertake a selection process, including an interview.

Training will take place in the fully-equipped health facility at Faith. Students will undertake training one day each week.

Uniform

Vocational Placement

Pathways

Certificate II – Administration assistant, ward/hospital assistant, orderly, pathology courier, support services worker

Certificate III – OP equivalency of 9, Diploma of enrolled nursing, or any of the pathways listed above for Certificate II

Two-year program:

Year 11: HLT21207 - Certificate II in Health Support Services, undertaking training in the following units of competency

- BSBWOR203 Work effectively with others
- HLTHIR301C Communicate and work effectively in health
- HLTIN301C Comply with infection control policies and procedures
- HLTWHS200A Participate in WHS processes
- HLTCSD201D Maintain high standard of client service
- HLTCSD203D Prepare and maintain beds
- HLTHSE204D Follow safe manual handling practices
- HLTCSD208D Transport clients
- HLTAP301B Recognising healthy body systems in a healthcare context
- HLFA311A Apply first aid
- HLTHIR403C Work effectively with culturally diverse clients and co-workers
- HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander People

Faith Health Hub

Year 12: HLT32512 Certificate III in Health Services Assistance, undertaking training in the following units of competency

- HLTINF001 Communicate and work in health or community services
- HLTWHS001 Comply with infection control
- HLTWHS001 Participate in workplace health and safety
- BSBMED301 Interpret and apply medical terminology appropriately
- BSBWOR301 Organise work priorities and development
- CHCCCS010 Maintain a high standard of client service
- CHCCCS002 Assist with movement
- HLTAID003 Provide first aid
- CHCDIV001 Work with diverse people
- HLtaap001 Recognise healthy body systems
- CHCCCS020 Respond effectively to behaviors of concerns
- CHCCCS015 Provide individualized support
- CHCCCS026 Transport individuals
- CHCAGE001 Facilitate the empowerment of older people
- CHCDIS007 Facilitate the empowerment of people with a disability
- 00000 Vocational placement

Additional Subjects.

Other possible subject choices to compliment learning pathway

SUBJECT	STATUS
Biology	OP
Business Communications and Technologies	OP
Chemistry	OP
Drama	OP
English	OP
English Extension (Available Year 12 only)	OP
Geography	OP
Graphics	OP
Home Economics	OP
Information Technology Systems	OP
Japanese	OP
Legal Studies	OP
Mathematics A	OP
Mathematics B	OP
Mathematics C	OP
Modern History	OP
Music	OP
Physical Education	OP
Physics	OP
Science 21	OP
Technology Studies	OP
Visual Art	OP

If you would like to discuss any on the options in this booklet please contact the Senior School Office on 3820 5520.

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