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Please Note: Information in this handbook is subject to change.
THE HEAD OF STUDIES SENIOR SCHOOL

PREPARING FOR THE SENIOR PHASE OF LEARNING

The transition from Year 10 to Year 11 offers a real challenge for students. More responsibility rests with the student and regular study is essential if success is to be achieved. The increase in the amount of time required for homework and private study is quite substantial.

Students in Years 11 and Year 12 will study either Option 1 or Option 2:

- **Option 1**: Minimum of 5 OP subjects for 4 semesters with the remaining subject an OP subject, Authority-registered subject, VET course or equivalent.
- **Option 2**: Maximum of 4 OP subjects with the remainder made up of Authority-registered subjects, VET courses or equivalent.
- Religious Education and Values (selected units only if Study of Religion is selected).
- Recreational Physical Education.

The six subjects, comprising Option 1 or 2, will be chosen from the list offered in this book. Included in that list are subjects designed to cater for the full range of students’ interests and abilities, including subjects which are more practical and are designed for those students who intend to enter directly into employment and/or training. They offer the opportunity to develop important job and life skills. It is compulsory to study one English subject and at least one Mathematics subject at St Paul’s School. In selecting subjects, students should be aware that subjects fall into the following categories:

**Authority Subjects**

These are those subjects for which the School’s work program is based on a syllabus common to schools throughout Queensland. Results in these subjects are subject to the Queensland Curriculum & Assessment Authority’s (QCAA)’s procedures for moderation. Authority subjects are the only ones which are taken into account in the calculation of the Overall Position (OP) score. Students requiring an OP score for entrance to tertiary institutions will need to study 20 semester units of Authority Subjects, including at least three subjects, each of which is studied continuously for four semesters. A pass on exit (Sound Achievement or better) in an Authority subject contributes up to four credits towards a Queensland Certificate of Education (QCE).

**Authority-registered Subjects**

An Authority-registered subject is either a subject derived from a Study Area Specification (SAS) for which a school’s study plan is approved or a subject developed by a school, for which a school’s work program is approved. Study Area Specifications will appear on students’ Senior Statements, will contribute four credits to the QCE, if a pass is gained, but do not count towards an OP score.

**Vocational Education and Training (VET)**

VET courses can lead to nationally recognised Australian Quality Framework (AQF) qualifications, either Certificates or Statements of Attainment. It provides students with workplace experience and skills whilst still at school. Qualifications will appear on the Senior Statement and contribute to the QCE, but do not count towards an OP Score.
Students choosing vocational subjects where they will be seeking to achieve nationally endorsed competency standards need to check whether structured work placement or industry placement is a requirement. This will need to be taken into account as students will not be at school during these times and this may impact upon their learning in other subjects. Students are expected to negotiate alternate arrangements with relevant teachers.

THE SELECTION PROCESS

The following sequence of events will take place:

1. Students gather information from:
   a. Teaching Staff
   b. Curriculum Leaders
   c. Heads of Houses
   d. School Counsellors
   e. Head of Studies Senior School
   f. Prospective Employers
   g. Tertiary Institutions

2. Students and Parents meet with School Staff to complete a SET Plan and choose courses of study, choosing eight subjects in order of preference. Students must complete a draft proposal and bring it to this meeting, using the form which is reproduced on page 13 of this booklet. Please note that the usual course of study comprises six subjects. The last two subjects are reserve preferences in case all subject combinations cannot be accommodated.

3. This subject selection proposal is entered on the Web Preferences website as per instructions which are supplied at the interview. A printout of this must then be signed and returned to the House Tutor. The SET Plan is also completed on the appropriate form supplied by the staff during the interview.

4. The School then creates a Curriculum Timetable based where possible on the first six choices for each student. During Term 4, students are advised of the subject combination that has been timetabled for them. Further negotiation between school and home may be possible, but any changes will have to fit in to the timetable grid as established in this process.

5. In late Semester 2 final choices are confirmed for students.

Special Notes:

- Students are advised that a subject, or combination of subjects, may not be available if there are insufficient numbers.
- Subjects which require special facilities such as Industrial Technology Skills, Hospitality Studies, Music Technical Production, English Extension and Music Extension may have to be timetabled outside normal school hours, e.g. 7.00am to 8.30am or 3.20pm to 5.00pm. These lessons will be compulsory for students who select these subjects. Full attendance is required and will take priority over other activities such as music/sports practice.
- The School reserves the right to refuse entry to a subject. Further, the School may require a student to change subjects if performance is inadequate.
QUEENSLAND CERTIFICATE OF EDUCATION (QCE)

The Queensland Certificate of Education is Queensland's senior school qualification, which is awarded to eligible students usually at the end of Year 12. The QCE confirms achievement in contributing studies of a significant amount of learning at a set standard and pattern, while meeting literacy and numeracy requirements.

Queensland law requires young people to be earning or learning until they turn 17, or until they achieve a QCE or a vocational qualification at Level III or higher.

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 the certificate, as their learning account remains open, regardless of their age (credits expire after 9 years).

How does the QCE work?

The QCE recognises broad learning options and offers flexibility in what is learnt, as well as where and when learning occurs. A wide range of learning can contribute towards the QCE, including senior school subjects, vocational education and training (VET), workplace learning recognised by the QCAA and university subjects undertaken while at school. Achievements in different types of learning attract different credit values. A credit is the minimum amount of learning at the set standard that can contribute towards the QCE. Students must have at least 20 credits in the required pattern, and fulfil other requirements to be awarded a QCE.

Planning for a QCE

The Senior Education and Training Plan (SET Plan) helps each student structure their senior learning around their abilities, interests and ambitions. The SET Plan then maps out what, where and how a student will study during their senior phase of learning. SET Plans are completed, together with Year 11 subject selections, during Term 3, Year 10. The plan is agreed between the student, their parents/carers and the School. SET Plans are reviewed regularly during Year 11 and 12 and can be updated at any time.

Banking of Credits

When a student is registered with the Queensland Curriculum & Assessment Authority by St Paul's School, an individual learning account is opened for them and a Learner Unique Identifier (LUI) is allocated to each student. Students will be issued with their LUI and access details during Year 11 subject selection interviews. The learning account records all eligible learning undertaken during the senior phase of learning, as well as where and when the learning takes place and the results achieved upon completion.

Students may use their learning account to track their progress towards:

- A Senior Statement of Results
- A QCE – Queensland Certificate of Education
- An OP – Overall Position (used for Tertiary entrance)
- A QCIA – Queensland Certificate of Individual Achievement

Students can access their learning accounts and view stored information through the Student Connect website at www.studentconnect.qcaa.qld.edu.au.
Flexibility

A wide range of learning can contribute towards the QCE, including senior school subjects, vocational education and training, workplace learning recognised by the QCA and university subjects undertaken while at school. Achievements in different types of learning attract different credit values. A credit is the minimum amount of learning at the set standard that can contribute towards the QCE. Students must have at least 20 credits in the required pattern, and fulfil other requirements to be awarded a QCE.

Eligibility

To be eligible for a QCE, students must achieve at least 20 credits of learning over their Year 11 and 12 studies. Courses of study are organised into 4 categories:

- Core
- Preparatory
- Enrichment
- Advanced

A minimum of 12 credits must come from completed Core courses of study. A Sound Achievement or higher must be achieved to be entitled to receive credit. The remaining 8 credits can come from a combination of Core, Preparatory, Enrichment or Advanced courses, with Preparatory studies contributing a maximum of 6 credits. Partial completion of a Core course of study may also contribute some credit. Students must also meet the QCE literacy and numeracy requirements.

These are outlined on the QCA website [http://www.qca.qld.edu.au/3171.html](http://www.qca.qld.edu.au/3171.html).

At the end of each year, information sessions regarding the QCE are held at the School. Please refer to the School calendar for upcoming events. For more information:

- Visit the QCA website at [www.qca.qld.edu.au](http://www.qca.qld.edu.au)
- Visit the Student Connect Website at [www.studentconnect.qca.qld.edu.au](http://www.studentconnect.qca.qld.edu.au)
- Visit the VET Coordinator for information about VET courses, School-based Apprenticeships/Traineeships
Required Standard of Achievement

Set standards for courses of study

<table>
<thead>
<tr>
<th>Course of study</th>
<th>Set standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authority subjects and Authority-registered subjects</td>
<td>At least a Sound Level of Achievement. Exception: Up to two semesters of incomplete Authority and Authority-registered subjects exited after the first or second semester at Limited Level of Achievement can be conceded towards the award of a QCE, if needed.</td>
</tr>
<tr>
<td>Vocational education and training certificates</td>
<td>Certificate I — Certificate awarded. Certificates 2, 3, 4 — Credit awarded in increments of 25% of total competencies or modules completed</td>
</tr>
<tr>
<td>University subjects achieved while at school</td>
<td>At least a Pass as defined by the course</td>
</tr>
<tr>
<td>Recognised international learning courses of study</td>
<td>At least a Pass as defined by the course</td>
</tr>
<tr>
<td>Recognised awards and certificates</td>
<td>Awarded</td>
</tr>
<tr>
<td>Workplace, community and self-directed learning projects</td>
<td>Completion at a set standard as defined by the approved project</td>
</tr>
</tbody>
</table>

TYPES OF LEARNING AND REQUIREMENTS

Core courses of study

To be eligible for a QCE, students must achieve a minimum of 12 credits from completed Core courses of study. Partly completed core courses contribute credit towards a QCE, but do not count towards completed Core requirements.

The following table summarises the options available. Please see below for further details.

<table>
<thead>
<tr>
<th>Course</th>
<th>Set standard</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authority subjects or Authority-registered subjects derived from a Study Area Specification</td>
<td>At least a Sound Level of Achievement</td>
<td>4</td>
</tr>
<tr>
<td>Study Area Specifications, Approach B:</td>
<td>• Four semesters of Authority-registered subjects contribute up to 4 credits to Core (and completed Core courses).</td>
<td>4</td>
</tr>
<tr>
<td>Study Area Specifications, Approach C:</td>
<td>• Two semesters of an Authority-registered subject contribute up to 2 credits to Core (but not completed Core courses).</td>
<td>2</td>
</tr>
<tr>
<td>• Note: The two semesters of VET Certificate I contribute 2 or 3 credits to preparatory learning.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**A subject that is assessed by a Senior External Examination**

For information and eligibility guidelines for Senior External Examination candidates, see the QCAA website https://www.qcaa.qld.edu.au/588.html

<table>
<thead>
<tr>
<th>At least a Sound Level of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4</strong></td>
</tr>
</tbody>
</table>

**Nationally recognised Vocational Education and Training (VET) qualifications that lead to the award of a Certificate II, III or IV (including traineeships and Study Area Specifications, Approach A)**

Partial completion may apply (25%, 50%, 75%)

Credits assigned to VET Certificates III and IV can be checked through the Student Connect website www.studentconnect.qcaa.qld.edu.au.

<table>
<thead>
<tr>
<th>Certificate II awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Certificate III or IV awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5, 6, 7 or 8</strong></td>
</tr>
</tbody>
</table>

**A school-based apprenticeship (SBA)**

Completion of at least 25% of the competencies associated with the VET qualification (i.e. the off-the-job component) contributes 2 credits. (All Certificate III qualifications associated with apprenticeships contribute 8 credits towards a QCE when completed.)

The 4 possible credits from the on-the-job component are allocated at the rate of 1 credit per 20 days of satisfactory participation, which is 48* days per calendar year or 96* days over a two-year period.

*the apprenticeship/traineeship on-the-job component could increase.

<table>
<thead>
<tr>
<th>Requirements met</th>
</tr>
</thead>
<tbody>
<tr>
<td>VET component (incomplete Core) — <strong>2</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>On-the-job component (completed Core) — <strong>4</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>A QCAA-approved tailored training program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed</td>
</tr>
<tr>
<td><strong>4</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A recognised international learning program</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least a Pass grade for each subject</td>
</tr>
<tr>
<td>For each completed course — <strong>4</strong></td>
</tr>
</tbody>
</table>

**Authority subjects/Authority-registered subjects**

These are the subjects undertaken by most students in Years 11 and 12.

Each subject exited after 4 semesters at a Sound Level of achievement or higher contributes 4 credits towards a QCE.

Subjects exited before the completion of 4 semesters may receive credits for the semesters that have been completed only if the student exits the subject at a Sound Level of achievement or higher.

**VET Certificates II, III and IV**

Awarded Vocational Education and Training (VET) Certificate II qualifications contribute 4 credits towards a QCE. Awarded Certificate III and IV qualifications generally contribute 8 credits, although some contribute less.

Partly completed VET qualifications may contribute credits towards the QCE. The number of credits depends on the proportion of competencies completed and is awarded to partial completion in increments of 25%.
School-based traineeships and apprenticeships

These programs allow students to work and train towards a recognised qualification while completing their school studies.

- **School-based traineeships** are VET Certificate II or III qualifications that include on-the-job training. Completed traineeships contribute 4 credits for Certificate II and up to 8 credits for Certificate III qualifications.

  Partly completed VET Certificates undertaken as part of a traineeship may contribute credits to the QCE.

- **School-based apprenticeships** include a VET Certificate III qualification. It is anticipated that students will complete 30% of competencies while enrolled at school. These competencies can contribute up to 2 credits towards the QCE, but do not count towards completed core requirements. In addition, an on-the-job component of 96 days over a 2-year period may contribute 4 credits towards core requirements for a QCE. An incomplete on-the-job component of a school-based apprenticeship contributes 1 credit per 20 days of participation.

Preparatory Courses of Study

Preparatory courses of study are generally courses that are used as stepping stones to further study.

A maximum of 6 credits from Preparatory courses can count towards the QCE.

<table>
<thead>
<tr>
<th>Course</th>
<th>Set standard</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nationally recognised VET qualifications, accredited under the Vocational Education, Training and Employment (VETE) Act 2000, that lead to the award of a Certificate I vocational qualification</td>
<td>Certificate awarded</td>
<td>For each qualification of 200 nominal hours or more - 3 For each qualification of 199 nominal hours or less - 2 A maximum of 2 qualifications can contribute towards a QCE.</td>
</tr>
<tr>
<td>Employment skills development programs approved under the VETE Act 2000</td>
<td>Course completed and requirements met</td>
<td>For each program - 2 A maximum of 1 program can contribute towards a QCE.</td>
</tr>
<tr>
<td>Recognised re-engagement programs</td>
<td>Course completed and requirements met</td>
<td>For each program - 2 A maximum of 1 program can contribute towards a QCE.</td>
</tr>
<tr>
<td>Literacy: A short course senior syllabus (2010)</td>
<td>At least a Sound Achievement</td>
<td>Per course - 1</td>
</tr>
<tr>
<td>Numeracy: A short course senior syllabus (2010)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Vocational Education and Training (VET) Certificates I

Awarded Vocational Education and Training (VET) Certificate I qualifications may contribute 2 or 3 credits towards a QCE. The required standard of achievement is awarded. A maximum of 2 Certificate I level courses can count towards a QCE.

Enrichment Courses of Study

Enrichment courses of study are generally, although not exclusively, offered by organisations other than those offering Core or Preparatory courses of study.

A maximum of 8 credits from Enrichment courses can contribute towards the QCE.

<table>
<thead>
<tr>
<th>Course</th>
<th>Set standard</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>A recognised certificate or award in areas such as music, dance, drama, sport and community development. Some recognised certificates and awards will contribute more than 1 credit. Some may be classified as Preparatory and some as Advanced. For the most up-to-date list see the QCAA website <a href="http://www.qcaa.qld.edu.au/3177.html">www.qcaa.qld.edu.au/3177.html</a>.</td>
<td>Awarded</td>
<td>As recognised by the QCAA. The provider of the certificate/award is responsible for recording qualifications for QCE and Senior Statement through the QCAA website.</td>
</tr>
<tr>
<td>Recognised structured workplace or community-based learning programs</td>
<td>Agreed standard</td>
<td>Credit predetermined by agreement</td>
</tr>
<tr>
<td>Learning projects: Workplace, Community, Self-directed</td>
<td>Satisfactory</td>
<td>1</td>
</tr>
<tr>
<td>Accredited VET courses</td>
<td>Pass</td>
<td>Credit predetermined by agreement</td>
</tr>
<tr>
<td>Authority extension subjects, such as English Extension</td>
<td>At least a Sound Level of Achievement</td>
<td>2</td>
</tr>
<tr>
<td>School-based courses (non-QCAA)</td>
<td>A passing grade as defined by the recognised course</td>
<td>As recognised by the QCAA</td>
</tr>
<tr>
<td>Career Development: A short course senior syllabus 2010</td>
<td>At least a Sound Level of Achievement</td>
<td>1</td>
</tr>
</tbody>
</table>

Advanced Courses of Study

Advanced courses of study go beyond the scope and depth of what is considered senior schooling. They must be undertaken while the student is enrolled at a school to contribute towards the award of a QCE.

<table>
<thead>
<tr>
<th>Course</th>
<th>Set standard</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>One or two semester university subjects completed by a young person as part of a school program</td>
<td>Pass grade</td>
<td>2 or 4 credits respectively</td>
</tr>
<tr>
<td>Diplomas or advanced diploma courses undertaken by a person while enrolled at a school</td>
<td>Competencies demonstrated</td>
<td>Up to 8 credits, on the basis of 1 credit per completed competency</td>
</tr>
<tr>
<td>Recognised structured workplace or community-based learning programs</td>
<td>Agreed standard</td>
<td>Credit determined by agreement</td>
</tr>
</tbody>
</table>
University subjects

University subjects completed by school students can contribute credits towards a QCE. One-semester courses count for 2 credits, and 2-semester courses count for 4 credits. The required standard of achievement is a grade of 4 on a 7-point scale, or a Pass grade.

These subjects are generally separate subjects to Authority and Authority-registered subjects. They commonly go beyond what would normally be considered the Senior Phase of Learning. A university subject taken in conjunction with an Authority or Authority-registered subject for credit towards a QCE should involve additional learning to the 55 hours per semester timetabled for QCAA subjects.

VET diplomas or advanced diplomas

Study towards a diploma or advanced diploma while enrolled at a school may contribute up to 8 credits towards a QCE.

Recognised certificates and awards

Some certificates and awards in areas such as music, dance, drama, sport and community development can count as advanced courses of study towards the QCE. The provider of the certificate/award is responsible for recording qualifications for QCE and Senior Statement.

Literacy and Numeracy Requirements

A QCE is awarded to a person who, in addition to achieving 20 credits in the required pattern of learning, has met the requirements for literacy and numeracy. The table below lists options for meeting those requirements.

<table>
<thead>
<tr>
<th>Literacy</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least a Sound Level of Achievement in one semester of one of these subjects:</td>
<td>At least a Sound Level of Achievement in one semester of one of these subjects:</td>
</tr>
<tr>
<td>– English</td>
<td>– Mathematics A</td>
</tr>
<tr>
<td>– English Extension</td>
<td>– Mathematics B</td>
</tr>
<tr>
<td>– English Communication</td>
<td>– Mathematics C</td>
</tr>
<tr>
<td>– English for ESL Learners</td>
<td>– Prevocational Mathematics</td>
</tr>
<tr>
<td></td>
<td>– Short Course in Numeracy</td>
</tr>
<tr>
<td>A student may:</td>
<td>A student may:</td>
</tr>
<tr>
<td>• exit the subject after four semesters with a Sound Level of Achievement or higher</td>
<td>• exit the subject after four semesters with a Sound Level of Achievement or higher</td>
</tr>
<tr>
<td>• exit the subject after one, two or three semesters with at least a Sound Level of Achievement</td>
<td>• exit the subject after one, two or three semesters with at least a Sound Level of Achievement</td>
</tr>
<tr>
<td>• exit the subject with a Limited or Very Limited Level of Achievement, having achieved a notional Sound in a single semester</td>
<td>• exit the subject with a Limited or Very Limited Level of Achievement, having achieved a notional Sound in a single semester</td>
</tr>
<tr>
<td>At least a Sound Level of Achievement in English assessed by a Senior External Examination</td>
<td>At least a Sound Level of Achievement in Mathematics A or Mathematics B assessed by a Senior External Examination</td>
</tr>
<tr>
<td>At least a Sound Level of Achievement in the short course in literacy developed by the QCAA</td>
<td>At least a Sound Level of Achievement in the short course in numeracy developed by the QCAA</td>
</tr>
<tr>
<td>A Pass grade in a literacy course recognised by the QCAA</td>
<td>A Pass grade in a numeracy course recognised by the QCAA</td>
</tr>
<tr>
<td>At least a C on the Queensland Core Skills Test</td>
<td>At least a C on the Queensland Core Skills Test</td>
</tr>
<tr>
<td>At least a 4 for an International Baccalaureate (IB) examination in Language A1 HL (English) or Language A1 SL (English)</td>
<td>At least a 4 for an International Baccalaureate (IB) examination in Mathematics HL or Mathematics SL</td>
</tr>
</tbody>
</table>
# SUBJECT PLANNING FORM FOR YEAR 11, 2017

**Name:** .........................................................................................  
**House:** ............................................................................................

### PATHWAY 1

**OP Eligible:** minimum of 5 OP subjects

<table>
<thead>
<tr>
<th>1:</th>
<th>2:</th>
<th>3:</th>
<th>4:</th>
<th>5:</th>
<th>6:</th>
<th>Reserve 7:</th>
<th>Reserve 8:</th>
</tr>
</thead>
</table>

### PATHWAY 2

**Alternative Pathway:** maximum of 4 OP subjects

<table>
<thead>
<tr>
<th>1:</th>
<th>2:</th>
<th>3:</th>
<th>4:</th>
<th>5:</th>
<th>6:</th>
<th>Reserve 7:</th>
<th>Reserve 8:</th>
</tr>
</thead>
</table>

**OR**

### Important to consider when choosing subjects

- One **Mathematics** subject is compulsory (only 2 Mathematics courses in total may be selected)
- One **English** subject is compulsory
- Students are to list **eight** (two compulsory, four preferred and two reserve) subjects in order of preference from the list below. Every effort will be made to accommodate each student’s individual needs.
- RAVE & Recreational PE are a mandatory part of the program and will be studied in addition to your subject choices. (If Study of Religion is selected, students are NOT required to study all aspects of RAVE and an alternative program will be taken)

### OP SUBJECTS

- Accounting
- Ancient History
- Biology
- Chemistry
- Chinese
- Dance
- Drama
- Economics
- English
- English for ESL Learners
- Geography
- Graphics
- Health Education
- Hospitality Studies
- Information Processing & Technology
- Information Technology Systems
- Japanese
- Legal Studies
- Mathematics A
- Mathematics B
- Mathematics C
- Modern History
- Music
- Physical Education
- Physics
- Science21
- Study of Religion
- Technology Studies
- Visual Art

### NON-OP SUBJECTS

- **SAS Subjects**
  - English Communication
  - Industrial Technology Skills
  - Pre-Vocational Mathematics

- **Certificate**
  - Fitness Studies - Cert III
  - Manufacturing & Engineering Technology (Cert I Manufacturing & Cert I Engineering)
  - Music - Cert III Technical Production

---

Are you interested in exploring the option of a School Based Traineeship or Apprenticeship as part of your Alternate Pathway?

A variety of ‘off campus’ courses is available in consultation with the Head of Studies Senior School.
Queensland Core Skills Test (QCS Test)

All students in Year 12 who are studying five or more Authority subjects and who wish to receive an OP must sit the QCS Test. Students not eligible for an OP are advised to sit for the QCS Test as the student’s result has a significant impact on the rank used for TAFE and possible university entry.

The QCS Test consists of four papers:

- Writing Task
- Short Response
- Multiple Choice I
- Multiple Choice II

Results from these four papers are combined to give each student one of five grades from A (highest) to E (lowest). This grade will be recorded on the Senior Statement and it will be one of the measures used to calculate either the OP (if eligible) or the rank for tertiary entrance (for those not taking twenty semester units of Authority subjects).

The items chosen in the four papers of the QCS Test will examine the skills found in the 49 Common Curriculum Elements (CCE’s) which have been identified in the Queensland Senior Curriculum. These CCE’s are embedded into all QCAA syllabuses and are identified on all task sheets in the outline of the task and in the assessment criteria on the back.

Senior Education Training Plan (SET Plan)

All students in Year 10, 11 and 12 must have a Senior Education Training Plan which outlines the proposed course of study that will be undertaken to achieve their career goals.

When developing a SET Plan and making subject selections, students should take into consideration the whole of their Senior Phase of Learning Plan. This includes:

- Determining your long term career goals (where do you see yourself in 5 year’s time?).
- Selecting the option (university, TAFE or work) which will assist you to achieve your chosen career.
- Choosing subjects which feed into this career and fulfil requirements of OP, QCE and/or VET (whichever program of study that is required to achieve this career).
- Checking that prerequisites for tertiary or TAFE or VET courses have been considered.
- Plus remembering that you should always choose subjects which you are interested in and those you have strength in.

To accomplish this, all students will create a SET Plan in Year 10 which takes into account their future career goals, builds on their strengths in certain areas, and is a course which will keep them happy and engaged. The SET Plan is reviewed regularly to ensure that the students’ career pathway is being followed. Students should also note that any subject change requires a SET Plan Review.

Mr Glen Smith
Head of Studies Senior School
FROM THE SCHOOL COUNSELLORS

Making Subject/Career Decisions

Use the following steps to help you explore your subject/career options.

Step 1
Understand the basic concepts

- Career decision-making is not magic.
- Subjects you like lead to careers you enjoy.
- No one else can make the decision for you.
- Find out as much as you can about subject options.
- It is never too late to start researching.
- There is not one ‘ideal’ occupation for you. There may be several occupations that will give you the satisfaction you want from work.
- In all likelihood you will have several occupations during your working lifetime. The career decision you are making now is not necessarily a lifetime decision.

Step 2
Look inwards – develop a profile of yourself

What do you do best? What are your strengths? Are they in:
- Humanities, mathematics, science, etc.?
- Working with ideas, words, things, etc.?
- Working with people?
- Working with your hands?
- Working with computers or machines?
- Creating things with food or materials.

What other things influence your decision? Perhaps:
- The opinions of family and friends?
- The availability of employment?
- Your age?
- Staying in the local area?
- A physical or medical condition?

What occupational ideas have you already thought of? You can add to these ideas by completing a career questionnaire from one of the following websites.

- MyFuture
  www.myfuture.edu.au/myprofile/profilehome/interestsummary/interestsmodeselection?
  activityid=21
- Student Connect website  www.studentconnect.qcaa.qld.edu.au
Step 3
Look outwards – gather information

Read about the jobs in your occupational ideas list. These resources will help you.

- myfuture – The facts [www.myfuture.edu.au](http://www.myfuture.edu.au)
- Job Guide book available in the library

Good decisions are based on good information

Evaluate the information you are reading. Does it fit with the profile you have developed of yourself in Step 2? Your eventual aim is to come up with 3 or 4 possible occupations that will give you satisfaction and will use your strengths.

Next you need to talk to people who are already employed in the occupations on your list. Do not be afraid to do this as most people are prepared to help you with your career research if you are polite, prepared with questions, and do not waste their time. Use your own networks (parents’ friends, your friends’ parents, neighbours, etc.) and Google Pages to contact people in jobs you are interested in. Develop questions to ask them. Some possible questions are:

- What do you do in a typical work day?
- What do you like about the job?
- What do you dislike about the job?
- What is the recommended training to prepare for the job?
- Are there alternative training pathways?
- Are there people in the same occupation who do different things from you?
- Is there someone else you think I should speak to?
- Where do you go from here in this job?

It is helpful to discuss your findings with a friend or relative who knows you well and you feel comfortable talking with. Other peoples’ insights can sometimes help in clarifying our thinking.

Step 4
Prioritise your selection

Establish a hierarchy of subject choice beyond the six required and compare each starting from the bottom of the list according to what you like and are good at. Start this process asking yourself do I have enough information about the choice first?

Step 5
Make a selection

Step 6
Check the results

Check the selection against the prerequisites of the course needed for your selected career.
Further information can be obtained from:

- **QCAA Student Connect**  
  154 Melbourne Street, South Brisbane Qld  
  Phone: 1800 804 991  
  Email: [studentconnect@qcaa.qld.edu.au](mailto:studentconnect@qcaa.qld.edu.au)

- **QTAC LTD**  
  Level 4, 154 Melbourne Street, South Brisbane Qld 4101  
  Phone: 1300 467 822  
  Web: [www.qtac.edu.au](http://www.qtac.edu.au)

**Queensland Universities and TAFE Queensland**

- Australian Catholic University [www.acu.edu.au](http://www.acu.edu.au)  
- Bond University [www.bond.edu.au](http://www.bond.edu.au)  
- Central Queensland University [www.cqu.edu.au](http://www.cqu.edu.au)  
- Griffith University [www.griffith.edu.au](http://www.griffith.edu.au)  
- James Cook University [www.jcu.edu.au](http://www.jcu.edu.au)  
- Queensland University of Technology [www.qut.edu.au](http://www.qut.edu.au)  
- TAFE Queensland [www.tafe.net](http://www.tafe.net)  
- The University of Queensland [www.uq.edu.au](http://www.uq.edu.au)  
- University of Southern Queensland [www.usq.edu.au](http://www.usq.edu.au)  
- University of the Sunshine Coast [www.usc.edu.au](http://www.usc.edu.au)

**Seek assistance from the School Counsellors if you need help with this process.**

Ms K Semple and Mr K McDonald  
School Counsellors
ACCOUNTING

Business and eCurriculum Leader: Mr Bryson Stansfield

AIM

This course is designed, not only to provide a foundation in the discipline of accounting, but also to prepare students for further education, training and employment. The skills and attitudes gained in this course will prepare students for a variety of entry points to employment, including continuing study at tertiary level, as well as employee and employer roles. Students are provided with opportunities to develop skills in managing financial resources that they can apply at a personal level, and in the business environment. They are encouraged to think logically, to apply accounting principles in a consistent and effective manner, and to become independent learners.

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

RECOMMENDATIONS

Accounting requires ability with written expression, mathematical skills and analytic and interpretive skills.

Students should achieve a “C” level in Year 10 Mathematics. In the past, Students who are successful in Mathematics A and or B also generally achieve well in Accounting.

Students achieving less than a “C” in English will find the theory components of the course very difficult.

Students should be aware that Year 10 Business for Life is NOT a pre-requisite subject.

SUBJECT MATTER

The students gain a fundamental understanding of Recording and Controlling of accounting information and the Reporting and Decision making for business organisations. The course involves both theory and practical applications. Students will use computers in all aspects of the course. This includes extensive use of spread sheeting, the use of accounting packages and access to word processing and PowerPoint for theory modules.
The following units are included in the course:

<table>
<thead>
<tr>
<th>Core Studies</th>
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</thead>
<tbody>
<tr>
<td>• Introductory recording of accounting information from Transaction to Trial</td>
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<tr>
<td>balance including GST accounting</td>
<td></td>
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<tr>
<td>• Routine Accrual accounting for reporting and financial analysis</td>
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<tr>
<td>• Integrated Computerized Accounting Package</td>
<td></td>
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<tr>
<td>• Cash Budgets and Spread sheeting</td>
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<tr>
<td>• Accounting for cash</td>
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<tr>
<td>• Accrual accounting</td>
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<tr>
<td>• Accounting for inventories</td>
<td></td>
</tr>
<tr>
<td>• Internal accounting controls and Electronic business</td>
<td></td>
</tr>
<tr>
<td>• Financial reporting and analysis</td>
<td></td>
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<tr>
<td>• Managerial decision making</td>
<td></td>
</tr>
<tr>
<td>• Cash flow statements</td>
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</tbody>
</table>

APPLICATIONS

The subject provides good preparation for students who intend to study Commerce, Commerce/Law, and Accountancy and Business-related courses; however it is not a pre-requisite for most tertiary courses. Many tertiary business courses have compulsory Accounting subjects in the first year and students will benefit greatly from having studied Accounting to Year 12 level. Students achieving at least at B level in Year 11 are given the opportunity to participate in a link program with QUT during Year 12, where they will complete a first-year university subject in Accounting.

ASSESSMENT

The assessment consists mainly of practical exams, computer-based assignments, extended written responses and non-written presentations. There will also be at least one research project.

EXIT LEVELS OF ACHIEVEMENT

The criteria by which a student will be judged on completion of the Accounting course are:

(a) Knowledge and Practical Procedures.
(b) Interpretation and Evaluation.
(c) Applied Practical Processes.

The exit level of achievement is based upon achievement in semesters three and four. The course is sequential and becomes more complex in each semester. Students are required to achieve consistently well in both theory and practical aspects if they are to maximise results at exit.

GENERAL

The course demands consistent levels of work, including homework on a regular basis. Late entrance into this subject is extremely difficult and should occur within the first 5 weeks of term one.
ADDITIONAL INFORMATION

- The Work Program in the Library.
- Online solutions to most text questions.
- Mr William Dray or Ms Lisa Dekkers.
- Mr Bryson Stansfield, Business and eCurriculum Leader.
ANCIENT HISTORY

Curriculum Leader (History & Geography): Mrs Kerry Daud

AIM

History teaches students about the world, but it also provides them with a set of skills that are broadly transferable to a wide variety of careers. History students learn how to identify key issues, find relevant data, conduct detailed research, develop persuasive arguments and present their ideas in a logical and clear fashion. Many tertiary courses, even if they do not deal with Ancient History explicitly, require students to write academically, read critically, and have a substantial general knowledge of the social and cultural world in which they exist. This is especially valued in tertiary courses such as: Law, Journalism, Communications, Business, Education, Psychology and Science.

Ancient History assists students to analyse past decisions and to reflect on the consequences of those decisions. Through this reflection, students will be empowered to make decisions about possible and preferred futures. One of the most interesting aspects of Ancient History will involve the exploration of issues relating to reconstruction, ownership and custodianship of the past. The methods used by archaeologists to investigate the past have changed greatly over time, with new research and technologies there has been an immense impact upon traditionally held historical interpretations.

Young historians will engage in the above process by considering the themes of: Studies of Archaeology, Studies of Political Structures, Studies of Pharaonic Power in Egypt, Personalities in History, A Study of Political Centrism in Rome and Studies of Europe in Transition. Within these themes, students will encounter such concepts of change, continuity, cause and effect, motive, ethics and interconnectedness.

RECOMMENDATION

Minimum “C” standard in English and Humanities.

SUBJECT MATTER - SPECIFIC CONTENT OBJECTIVES

The two year course of study will consider what humankind has learned from the past. After introducing students to historical processes and allowing them to gain an understanding of how historians obtain information about ancient civilisations, the course of study generally follows a chronological approach to the history of the Ancient World.

Students will commit to the historical process of inquiry. They will learn to ask meaningful questions, collect evidence, analyse and evaluate it, to produce satisfactory answers to past, present and future problems. Thus the focus of learning experiences in this course is student inquiry. This student inquiry process forms the foundation of each topic studied.

Through this inquiry process students will investigate five major aspects of any inquiry topic:

- Definitions.
- Sources.
- Backgrounds, changes and continuities, motives and causes.
- Effects, interests and arguments.
- Reflections and responses.
**Year 11**

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>THEME 1: STUDIES OF ARCHAEOLOGY</strong></td>
</tr>
<tr>
<td><strong>Course Introduction: ‘Doing History’</strong></td>
</tr>
<tr>
<td>A general introduction will be provided to the underlying themes of the course and the process of critical inquiry. Particular consideration will be given to evaluation of sources.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INQUIRY 1: Archaeology</th>
</tr>
</thead>
<tbody>
<tr>
<td>This theme underpins the entire course, introducing students to the techniques employed in ‘digging up the past’ as well as how the finds can be dated and interpreted to reveal the lives of our ancestors. Examination of archaeological evidence of aboriginal culture will be included in this study as well as case studies such as “The Iceman”.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Bridging Topic – What does the evidence tell us?</th>
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</thead>
<tbody>
<tr>
<td>Students will give broad consideration to how archaeology informs the study of Egypt. Specific examples of excavations will be studied to allow students to consider the methods used and the evidence that was obtained from these sites.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 12: A STUDY OF PHARAONIC POWER IN EGYPT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introductory Study: Egyptian History, Culture and Civilisation</strong></td>
</tr>
<tr>
<td><strong>INQUIRY 2: Pharaonic Power</strong></td>
</tr>
<tr>
<td>This theme begins with an introductory study of Egyptian proto-history and gives students a broad overview of Egyptian culture and civilisation, enabling students to understand the framework which allowed for the longest surviving of all Western ancient societies. After investigating the general nature of pharaonic power and influence in the Old and New Kingdom, students will choose one pharaoh for closer examination.</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>SEMESTER 2</th>
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</thead>
<tbody>
<tr>
<td><strong>THEME 3: STUDIES OF EVERYDAY LIVES OF PEOPLE IN ANCIENT SOCIETIES</strong></td>
</tr>
<tr>
<td><strong>INQUIRY 3: Comparative study on life in Athens and Sparta</strong></td>
</tr>
<tr>
<td>This inquiry topic aims to examine the way the people of Athens and Sparta organised their daily lives within the sometimes rigid social structures in the ancient world. Students will examine the differences in family relationships, gender roles and education in these societies. It is through this study that students will define what is meant by ‘everyday life’. In addition, students will identify the societal expectations placed upon people in antiquity. Problems with the availability, reliability, and gender representation in sources will be examined. Students will draw conclusions relating to the manner in which people’s daily lives were impacted upon by the socio-political climate of the ancient world.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 4: PERSONALITIES IN HISTORY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INQUIRY 5: Alexander the Great</strong></td>
</tr>
<tr>
<td>In this inquiry topic, students will narrow their study down to look at the impact a single individual can have upon the shape and direction of history. Students will conduct a study of Alexander the Great and his impact upon both the world in which he lived as well as his influence upon later generations and cultures. They will investigate his military feats, relationships, statesmanship and claims of divinity, amongst other things. The lasting historical significance of Alexander will be assessed as will the ways in which historical interpretation and propaganda has been employed to promote the mythology surrounding his legend.</td>
</tr>
</tbody>
</table>
SEMESTER 3

THEME 15: STUDIES OF POLITICAL CENTRISM IN ROME

INQUIRY 6: The emergence of people who challenged the Republican System and the breakdown of this system

Moving on from the monarchic nature of Alexander’s Macedonian rule, this inquiry topic focuses on figures from the Gracchi to Julius Caesar and the challenges they represented to the Republican System. The emergence of Republican institutions will be examined as will the factors that served to undermine its effectiveness. Students will reach conclusions about the weaknesses inherent in the Republican system and the ways in which individuals could exploit these. They will reflect on how historians have debated the nature of Roman political institutions.

INQUIRY 7: The re-centralisation of power under the Augustan system

Drawing on the conclusions reached about the challenges to the Republican System, students will examine how power was gradually re-centralised under the rule of Augustus. In this inquiry topic, students will identify the elements of the Republican system that continued under imperial rule as well as analysing whose interests were served by the centralisation of control in the beginning of the Empire. They will reflect upon the debated nature of the Roman political institutions.

INQUIRY 8: The increasing autocracy of the imperial system

Students will further examine the increasing autocratic nature of Roman politics through a study of the Julio-Claudian emperors. In this inquiry topic, they will investigate the changes that occurred with the centralisation of power under the immediate successors of Augustus. The major social, economic and political effects of autocratic rule will be evaluated as will disadvantages suffered by various individuals and groups within the Empire. Students will reflect upon the historical significance of ancient Rome and the problematic nature of historical evidence (primary sources).

SEMESTER 4

THEME 9: STUDIES OF EUROPE IN TRANSITION

INQUIRY 9: The Middle Ages

Students will examine the period of time known as the Middle Ages. The study will be used to analyse the transition from the ancient world of the Greeks and Romans to the modern world in which we live. The primary focus of the course will be the Catholic Church and the influence they exerted over the people of the Medieval period. Students will also examine other factors such as the Crusades and also the Black Death to see the major changes brought about by these two pivotal events.

ASSESSMENT

A system of continuous assessment, recorded on a student profile sheet, will apply throughout the two years of the course. Three criteria are used to make judgments on student achievement for exit levels of achievement:

1. Planning and using an historical research process;
2. Forming historical knowledge through critical inquiry;
3. Communicating historical knowledge.

ADDITIONAL INFORMATION

- Mrs Kerry Daud, Curriculum Leader (History & Geography).
BIOLOGY

Curriculum Leader (Science): Mrs Claire Collins

AIM

A study of Biological Science should help the student develop:

- A scientific understanding of the living world.
- Manipulative skills and mental processes appropriate to the acquisition, use and communication of biological understanding; and
- An ability to apply biological understanding, skills and mental processes to appropriate problems.

RECOMMENDATION

Students need a strong background in English, as they will be required to have a very high level of written communication and formal report writing skills in order to cope with the demands of the assessment. As such, it is highly recommended that students achieve at least a “B” level in English.

APPLICATIONS

Although this subject is a pre-requisite for only some tertiary courses, it is extremely useful for those hoping to enter medical and paramedical studies, environmental studies, general science and agriculture, as well as providing a good background for everyday life.

SUBJECT MATTER

There are 8 core topics studied over four semesters. An integral part of the course is student directed independent study. There is one major Extended Experimental Investigation per year.

<table>
<thead>
<tr>
<th>Core Topics Year 11</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Living in an Environment:</strong> Examines the ecosystems found in Australia which are diverse. Students look at the adaptation of the organisms living in them, and the interdependence of all aspects of ecosystems which makes them interesting and challenging places to study.</td>
</tr>
<tr>
<td><strong>2. Human Impact on Ecosystems:</strong> An investigation of human impacts on environments: habitat destruction, introduced species, marina and canal development, and water or air pollution, including a compulsory 3 day field trip to Hastings Point.</td>
</tr>
<tr>
<td><strong>3. Units of Life:</strong> Students examine the basic building blocks of life, structure and function of cells, membrane structure and function, comparison of cellular respiration and photosynthesis.</td>
</tr>
<tr>
<td><strong>4. A Functioning Cell:</strong> Examines the systems for digestion, respiration excretion and circulation. Compares food intake with energy output. Investigates the structure and function of the nervous system.</td>
</tr>
</tbody>
</table>
Core Topics Year 12

5. **Reproduction**: A study of both plant and animal reproduction with a focus on mammal reproduction and the role of technology.

6. **Diseases/Fight against disease**: This topic has a focus on newly emerging diseases, antibiotic resistance and defence mechanisms of the human body.

7. **Genetics**: An in depth study of the genetics of fruit flies and an understanding of meiosis, laws of inheritance, structure and function of DNA and protein synthesis and biotechnology.

8. **Evolution**: Students will go walking with the cavemen and analyse the evidence for evolution and observe natural selection at work.

**ASSESSMENT**

Students will be given the opportunity to display achievement on the course objectives via a variety of formative and summative assessment instruments. These will include:

- Supervised written tests.
- Oral presentations.
- Extended research tasks.
- Extended experimental investigations.
- Compulsory fieldwork provides the opportunity for the student to apply the principles studied in the classroom in real life situations.

Information will be gathered through a process of continuous assessment devised to provide the fullest and latest information on a student’s achievement in the course of study.

**ADDITIONAL INFORMATION**

- Speak with one of the teachers of the subject; Mrs Sue Hodgkinson.
- Mrs Claire Collins, Curriculum Leader (Science).
CHEMISTRY

Curriculum Leader (Science): Mrs Claire Collins

AIM

A study of Chemistry focuses on developing and applying the skills needed to describe chemical reactions and processes.

This course comprises a series of life-like contexts which are underpinned by conceptual knowledge and understanding. Through a variety of tasks and written tests students hone their skills to learn experimental design, manipulative skills, risk assessment, research, data collection, management and planning.

RECOMMENDATION

Not only do students need a strong background in Mathematics, they will also be required to have a very high level of written communication and formal report writing skills in order to cope with the demands of the assessment. As such, it is highly recommended that students achieve at least a “B” level in both Mathematics and English. Students should undertake Mathematics B in the senior years as well.

APPLICATIONS

The subject is a pre-requisite for some tertiary courses, and Chemistry is recommended for students who wish to undertake further studies in Science, Medicine (or related fields), Engineering, Environmental Studies or Biotechnology. It is also an excellent course in which to develop the scientific way of thinking or for those who want to be scientifically literate and have a genuine interest in the content of the course.

SUBJECT MATTER

There are eight core topics covered over four semesters.

<table>
<thead>
<tr>
<th>Core Topics Yr 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Introduction to Chemistry</strong>: This is a theoretical unit in which the language of chemistry is established. This symbolism and way of describing reactions and processes will be used extensively throughout all other topics.</td>
</tr>
<tr>
<td>2. <strong>Gases</strong>: The physical properties of gases including changes in volume caused by pressure and temperature are explored.</td>
</tr>
<tr>
<td>3. <strong>Water - A Unique Material</strong>: The topic has a focus on water quality and usage.</td>
</tr>
<tr>
<td>4. <strong>Organic Chemistry 1</strong>: This looks at compounds of carbon and various chemical groups.</td>
</tr>
<tr>
<td>5. <strong>Energy Changes and Rates of Reaction</strong>: Energy and rates in chemical reactions are explored along with their applications.</td>
</tr>
</tbody>
</table>
Core Topics Yr 12

6. Wine Making and Analysis: Students work in small groups to produce a batch of drinkable fruit wine. Students learn about equilibria, acids and bases and titrations. The planning, research and management of an Extended Experimental Investigation are teacher guided throughout this first major task.

7. Redox Chemistry: Batteries and corrosion are covered and the features associated with metals and mining are treated.

8. Organic Chemistry 2: Plastics, polymers, fibres and food molecules are treated.

ASSESSMENT

Students will be given the opportunity to display achievement on the course objectives via a variety of formative and summative assessment instruments. These will include:

- Supervised written tests.
- Practical and manipulative skills tests.
- Oral presentations.
- Extended research tasks.
- Extended experimental investigations.

EXIT LEVELS OF ACHIEVEMENT

The exit levels of achievement are derived from student achievement in all mandatory and significant aspects of the course. The course exit criteria are a balance between:

- The development and application of knowledge and conceptual understanding.
- An ability to undertake scientific investigations.
- An ability to demonstrate scientific techniques.

ADDITIONAL INFORMATION

- Speak with one of the teachers of the subject; Mr Des Hylton.
- Mrs Claire Collins, Curriculum Leader (Science).
DANCE

Curriculum Leader (HPE): Mr Aaron Setterfield

AIM

The Senior School subject, Dance, provides opportunities for students to critically examine their experiences and understandings of dance and dance forms, exploring the interrelationship between practical and theoretical components of dance. Dance develops complex analytical, interpretive and evaluative written and verbal skills. Students demonstrate complex written work which has curriculum advantages. As they study and participate in various dance contexts, genres and styles, students develop as critical and creative complex thinkers, effective communicators, reflective and independent learners and participants in an interdependent world. Students learn to choreograph, perform and appreciate dance works.

Through the physicality of dance and the use of their bodies as a means of artistic expression, students experience a genuine sense of enjoyment and personal achievement. Students develop important transferable social, emotional, physical and intellectual skills. Students’ self-confidence and the necessary social skills to work effectively, individually, and in teams are developed within the study of dance. Dance heightens awareness of, and develops respect for, the body and increases the quality of personal and physical wellbeing. Furthermore, Dance can serve as the vehicle for students who wish to harness their creative minds and therefore compliments other fields of study.

The study of Senior Dance encourages students to develop insights about the world in which they live, and promotes an understanding of their own culture as well as sensitivity to other cultures.

SUBJECT MATTER

<table>
<thead>
<tr>
<th>UNIT NAME</th>
<th>SAMPLE ASSESSMENT TECHNIQUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian Perspective</td>
<td>Practical performance of a selected dance style (teacher devised).</td>
</tr>
<tr>
<td></td>
<td>Written Analysis/Appreciation Task of a ritual, social or art dance. Bangarra Dance Company Ochres.</td>
</tr>
<tr>
<td>Musical Theatre</td>
<td>Choreography in the style of musical theatre utilising props.</td>
</tr>
<tr>
<td>Ballet</td>
<td>Written analysis/Appreciation task based on classical ballet piece.</td>
</tr>
<tr>
<td>Contemporary Dance</td>
<td>Performance of a set contemporary dance taught by teacher.</td>
</tr>
<tr>
<td></td>
<td>Contemporary Choreography using motif and conveying an idea/emotion from a stimulus.</td>
</tr>
<tr>
<td>Popular Dance</td>
<td>Performance of adapted popular dance repertoire.</td>
</tr>
<tr>
<td></td>
<td>Choreography of popular dance work.</td>
</tr>
<tr>
<td>Exploring Contemporary</td>
<td>Performance of teacher-directed contemporary dance piece utilising movement motifs from Aliley as stimulus.</td>
</tr>
<tr>
<td></td>
<td>Research and extended written analysis or multimedia presentation investigating how choreographers use dance components to communicate a narrative or convey a message.</td>
</tr>
<tr>
<td>Personal Influences</td>
<td>Solo Choreography – theme based around a personal issue reflecting own dance style.</td>
</tr>
<tr>
<td>Having a voice</td>
<td>Extended written analysis on a Choreographer who choreographs dance works displaying own dance style that is derived from personal experiences, beliefs, social view or faith etc.</td>
</tr>
<tr>
<td>Own Choice</td>
<td>Own Choice of Choreography, Performing or Appreciation task.</td>
</tr>
</tbody>
</table>
ASSESSMENT

Choreography
A choreography assessment is an authentic response to the demands of choreographic processes in Dance. It requires the student to create a dance piece or segment using dance components and skills in a particular context, genre or style. It may be in groups, pairs or individual.

Performance
Students learn, rehearse and perform set dance works. They must develop technical and expressive skills particular to the context, genre and style.

Appreciation
An appreciation assessment is an extended student response to known and provided materials. It requires the sustained application of cognitive abilities through analysis, synthesis and evaluation of data and information in the development of a response. Assessment may appear in the form of persuasive essay, critique, review, comparative analysis, interview, seminar or speech.

Who should select Dance as a subject?
Dance counts towards a student’s OP as well as the QCE in the same way as other senior subjects. Any students who love to dance or are talented dancers should select dance. This subject develops a range of transferable skills.

In 2002 the Business Council of Australia, Australian Chamber of Commerce and Department of Education, Science and Training carried out research supported by the Government and other peak employer bodies on ‘Employability Skills for the future’ and published a paper in 2006.

There were 8 important employability skills identified and all of these skills are developed and fostered in the context of Dance. These skills are then transferable into the work force.

<table>
<thead>
<tr>
<th><strong>COMMUNICATION</strong></th>
<th>Throughout the duration of the Dance Program students enhance communication skills through the analytical, instructional and interpretational processes needed for Appreciation and Choreography. The study of different cultures, history and current affairs develops empathy in students.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PROBLEM SOLVING</strong></td>
<td>During the complex Creative processes used across all dimensions of dance students are constantly problem solving.</td>
</tr>
<tr>
<td><strong>INITIATIVE &amp; ENTERPRISE</strong></td>
<td>In the study of dance students have to translate ideas into action. They have to be creative and innovative and think outside of the square. They have to analyse options and select the most effective. Students have to identify new ideas that are not always obvious to others.</td>
</tr>
<tr>
<td><strong>PLANNING AND ORGANISING</strong></td>
<td>Dance is project based, students become competent in project management, they have to be organised and manage their time. Within the content of the subject students are constantly planning, refining, manipulating and reorganising their ideas, developing visions and proactive plans to make their vision a reality.</td>
</tr>
<tr>
<td><strong>SELF MANAGEMENT</strong></td>
<td>In dance students build confidence and self-concept through performance. They become effective at articulating their own visions and ideas. Evaluating, reflecting upon and modifying behaviours is inherent in students of dance.</td>
</tr>
<tr>
<td><strong>LEARNING</strong></td>
<td>In dance students learn through a range of mediums. Students learn new language and terminology that is specific to this subject and have to apply it in a range of contexts.</td>
</tr>
<tr>
<td><strong>TEAM WORK</strong></td>
<td>In choreography tasks student are expected to work as an individual in a team. They develop as leaders and directors in a group setting but also have to take directions and instructions. They have to work together and resolve problems to produce an end result.</td>
</tr>
<tr>
<td><strong>TECHNOLOGY</strong></td>
<td>In Dance students use IT to organise data, they apply IT to a range of contexts. It is used practically and creatively.</td>
</tr>
</tbody>
</table>

ADDITIONAL INFORMATION

- Mrs C Wise, Dance Teacher or Mr Aaron Setterfield, Curriculum Leader (HPE).
DRAMA

Curriculum Leader (Drama): Ms Siobhan Gillespie

“I don’t want my child to be a musician, artist or dancer.”

“What sort of job are they going to get studying one of those subjects?”

These are just a sample of statements or questions put to arts educators by parents considering subject selection.

The time has come for us to re-evaluate what it means to have an education worth having in the 21st century. No longer can we appraise the opportunities presented to students based on the previous generations’ preconceptions of an education system that prepared them for participation in a very different work force.

The age of what UCLA economist William Yu, refers to as the Industrial Economy is over. Some recent studies predict that up to 50% of current jobs will be superseded by artificial intelligence by 2023. Future opportunities for employment will be found in the new creative economy, where innovative people with new ideas, artistic views and mindsets will be needed more than ever.

Presently business leaders are reporting that students enter the work force without mastery of what they refer to as highly valued soft skills: People who can work collaboratively, problem solve, synthesize information, communicate effectively, innovate and have the ability to turn setbacks into wins.

The subject of Drama by its very nature fosters these skills as part of our process. Google's Brin, Page, and Schmidt clearly articulate the emerging importance of creative brain power over the recall of information in this new creative economy.

Despite wide spread misunderstanding, the study of the Drama is a rigorous academic undertaking. It is not only the training grounds for future artists, although they will assist those students as well. Previous students have taken the 21st century skills gained into a variety of fields including medicine, law, computer science, psychology, political science, education and business to name but a few.

An education worth having in the 21st needs to see creativity as a core or basic skill, along with other skills such as numeracy and literacy. The pursuit of study in an arts discipline such as Drama should be seen as crucial to offering students the opportunity to explicitly develop the highly desirable and employable skills of creativity, critical thinking, collaboration and communication, thereby not only allowing them to survive but to thrive in this new emerging creative economy.

What is Drama all about?

Drama explores dramatic forms and styles, and the ways they are used to express and communicate human experience in different cultures, times and places.

You will use and develop your creativity, thinking skills and technical understandings about drama to imagine and explore behaviour, relationships, emotions and beliefs in different situations and contexts.
What will you learn?

Drama has three important aspects: creating drama, presenting drama as an actor, and critiquing drama performances.

To build your knowledge, understandings and skills across each of these aspects, you will learn about elements of drama, skills of drama and the conventions of a variety of dramatic forms and styles, including Realism.

You will use the knowledge, understanding and skills you have learnt to:

- Create drama in different forms and styles to communicate your ideas.
- Present drama performances to live audiences.
- Critique performances by professional companies.

How will you learn?

In Drama you will work in groups and as an individual to learn and apply your knowledge, understandings and skills in different types of activities.

These activities include practical tasks, such as acting and directing, that allow you to demonstrate your ideas to your teacher and/or peers, and other non-practical tasks that allow you to present your ideas as written or spoken/signed work.

- Practical work is the focus when presenting drama as an actor, and demonstrating drama you have formed and created.
- Non-practical work is the focus when critiquing drama performances, and producing written and spoken/signed presentations of drama you have formed and created.

How will you be assessed?

- Assessment in Drama gives you opportunities to demonstrate your knowledge, understandings and skills in creating drama, performing as an actor, and critiquing professionally produced drama performances in a variety of forms and styles.
- In Year 12, you will be expected to complete two assessments for each aspect of the course, some of which will require extended writing.

How can parents/carers help?

Your parents/carers may help you by:

- Discussing different views of current Drama issues with you.
- Encouraging and helping you find suitable websites, documentaries, journals and other resources.
- Encouraging you to take part in school-based activities, including field trips, and extracurricular activities.
- Offering their services as guest speakers if they are involved in this area of study or related industry.
- Encouraging safe and ethical behaviour.
- Contacting your school to establish communication with your teachers to help understand the work undertaken at senior level, and to become familiar with assessment requirements.
**Where can Drama take you?**

This subject contributes four credits towards the Queensland Certificate of Education (QCE). A course of study in Drama can establish a basis for further education and employment in theatre, the broader arts industry and education. Previous students have taken the 21st century skills gained into a variety of fields including medicine, law, computer science, psychology, political science, education and business to name but a few.

| Semester One | Unit no. 1 | Focus: In this unit students will develop an understanding of Drama and the dramatic languages through exploration of the style of Realism and its variation of Verbatim theatre. After engaging with a range of historical play scripts which challenge and empower, students will present to an audience of their peers. They will form and respond to Drama that is Verbatim in style, within the context of the personal, cultural or sociological to chronicle, celebrate and inform. | Practical: Performance-Stage Acting (Published Play script) Non-Practical: Extended Response (Written) Non-Practical: Scriptwriting (Playscript) | Group (2-3 minutes per student) Individual (800-1000 words) Individual 800-1000 words (2-3 mins dramatic action) |
| --- | --- | --- | --- |
| Semester Two | Unit no. 2 | Focus: This unit explores the tragic form and uses classic texts from Ancient Greek/Elizabethan styles and contemporary texts to explore historical, cultural and sociological contexts. Students will simultaneously learn the style of Physical Theatre and Viewpoints in performance for a particular purpose such as to educate or chronicle. Students use this knowledge to critique live theatre. The unit then moves onto constructing dramatic action and meaning to devise themed works (with little or no spoken text) or narrative based physical works that are dramatic, cultural and/or sociological. | Practical: Performance Stage Acting (Published Playscript/Student Devised) Non-Practical: Extended Response (Written) Practical: Demonstrating a Devised Concept | Group (2-3 minutes per student) Individual (800-1000 words) Individual (3-4 minutes for demonstrating the devised concept) |
### Semester Three

**Unit no. 3**  
**Focus:** Students explore the style of Post Modern Theatre through examination of dramatic texts written, adapted and/or devised by contemporary Australian writers and theatre makers to challenge, educate, empower and/or inform.

Students present, critique and devise dramatic action using the conventions of the convergent style of Post Modern Theatre in order to reflect upon action and meaning. The Australian Identity is explored through geographical, personal, cultural and sociological contexts.

<table>
<thead>
<tr>
<th>Practical:</th>
<th>Non-Practical:</th>
</tr>
</thead>
</table>
| Performance  
Stage Acting  
(Published Playscript/ Student Devised) | Extended Response  
(Written) |
| Demonstrating a Devised Concept |

### Semester Four

**Unit no. 4**  
**Focus:** This unit explores the potential of theatre to empower, challenge, educate and inform through social and political contexts. Students will examine political theatre practises (both inherited and contemporary) in order to present and critique.

The unit then moves into students constructing dramatic action and meaning through the writing of a one person show designed to explore a contemporary socio-political issue.

<table>
<thead>
<tr>
<th>Practical:</th>
<th>Non-Practical:</th>
</tr>
</thead>
</table>
| Performance  
Stage Acting  
(Published Playscript) | Extended Response  
(Written) |
| Script Writing  
(One-Person Show) |

### ADDITIONAL INFORMATION

- The Work Program in the Library.
- Ms Siobhan Gillespie, Curriculum Leader (Drama).
ECONOMICS

Business and eCurriculum Leader: Mr Bryson Stansfield

AIM

The aim of the course is to achieve a basic level of economic literacy which is essential if students are to meet their responsibilities as citizens and as participants in a basically private enterprise economy. As citizens, all persons have to make decisions on a wide variety of economic problems of local, state, national and international significance.

Students will develop an understanding of the economic role of government and the complexity of economic issues with which it deals.

RECOMMENDATION

Students should have at least a "C" standard in English.

Students should be aware that Business and Entrepreneurial Studies is NOT a pre-requisite subject.

SUBJECT MATTER

The syllabus consists of four core units, one of which must be studied each semester:

Core Units:

2. Contemporary Micro-Economic Issues.
3. Contemporary Macro-Economic Issues.

The students must also study the following Elective Units:

1. Personal Finance.
2. Environmental Economics.
4. Globalisation and Trade.

ASSESSMENT

There are four main methods of assessment:

1. Short Response Items: (definitions, short answers, practical exercises, graphs, tables etc., response to stimulus).
2. Written Response to Inquiry (A): (letters to the editor, essays of various genres, feature articles etc.)
3. Extended Written Response to Inquiry (B): (case studies, reports, field reports etc.)
4. Non-Written Response to Inquiry: (seminar presentation, debates, oral reports, creation of video or computer software of an interpretive and interactive nature, computer simulations, creation of relevant song/music with an economic flavour, Economics art work.

EXIT LEVELS OF ACHIEVEMENT

The criteria by which a student will be judged on completion of the Economics course are:

(a) Knowledge and Understanding.
(b) Investigation.
(c) Synthesis and Evaluation.

GENERAL

The development of sound economic knowledge and skills requires learning at home as well as at school and in the community. While parents cannot learn for their children, they can help by:

- Keeping abreast of current events, issues and news items and talking about them.
- Building up a store of home reference materials and encouraging students to make use of community. Providing resources (parents can assist their children by providing newspapers and magazines).
- Encouraging the students to read books to improve their all-round skills (reading list available from the Learning Manager).

ADDITIONAL INFORMATION

- The Work Program in the Library.
- Ms Lisa Dekkers, Economics Teacher.
- Mr Bryson Stansfield, Business and eCurriculum Leader.
ENGLISH

Curriculum Leader (English): Mr Darren Carnell

The study of English, English Communication or English for ESL Learners is compulsory for all students at St Paul’s School.

AIM

The aim of the English course is to enable each student to use language, at minimum, with basic competency; and to develop a critical appreciation of language as it is used in purposeful social, functional and cultural contexts as well as in a wide range of literature.

This course extends the Year 10 English course, which is built on the QCAA Year 10 Guidelines/National Curriculum.

SUBJECT MATTER

English is Australia’s national language and a language of international significance. In studying English, students focus on developing understandings about Standard Australian English and how to use it appropriately, effectively and accurately for a variety of purposes. English helps students enjoy language and empowers them as creative and imaginative, purposeful and critical language users who know how texts convey and transform personal and cultural perspectives. English is the study of language and this is achieved through the medium of texts.

In English at St Paul’s School, students learn how language use varies according to context, purpose, audience and content, and modes and mediums, at differing and varied levels across the sub-Schools. The study of language helps students appreciate the social, imaginative and aesthetic uses of language and to understand how language is used selectively. Students also develop their abilities to talk about language and to reflect on and critique its use in responding to and constructing texts, both literary and non-literary.

English at St Paul’s School has adopted a range of approaches to teaching and learning to foster:

- Cultural heritage and a sense of the historical and cultural traditions that lead to particular works and authors being highly valued.

- The skills that enable use and control of language across a range of genres and technologies.

- Awareness of how students’ personal attitudes and beliefs relate to those operating in their society, using this understanding to explore their selves and their relationship to the world through text studies.

- Understanding of how texts reflect or challenge ways of thinking culturally and socially, and why texts sometimes generate different understandings.
Teachers plan semester work outlines collaboratively to cater for the needs of students, to provide a balance of learning experiences and appropriate depth of study of the language to meet the stated guidelines in the School Program. Within each class, the student will be involved in tasks which develop research skills. The use of computers, particularly word-processing, is of course encouraged to develop quality presentation of extended tasks to establish appropriate standards for later study and work.

Students use language purposefully to make meaning of experiences of real and imagined worlds, to interact with others and to construct coherent and cohesive texts. This subject allows for a range of approaches to the study of English providing students with opportunities to enjoy, appreciate, relate to and engage with texts. Teachers as professionals will determine approaches that are most suitable for their cohort, considering the texts that will be used together with the required learning, which would also include determinations about the pedagogy and the associated assessment.

**ASSESSMENT**

Assessment involves written and spoken tasks across a range of genres. Students are required to complete tasks under supervised conditions and for assignments, have access to human and material resources.

Year 11 is a year where assessment is formative, in that tasks from Year 11 are not required to be included in the final results for Year 12. That is, the folios of students’ tasks which decide their final results are assessed on “the latest and fullest” information, making judgments about the Student’s profile of results in Year 12.

The tasks included in the folios for Years 11 and Year 12 reflect the range of language experiences in the course. Thus, tasks will reflect, in increasing levels of difficulty, the student’s ability to use language for various purposes in a range of contexts, which could include the construction of:

- expository texts (such as: analytical exposition, seminar presentation)
- persuasive (such as: persuasive speech, feature article)
- reflective (such as: personal reflection exposition)
- imaginative (such as: short story, dramatic monologue)

**EXIT LEVELS OF ACHIEVEMENT**

The exit level is based on the student’s folio of summative tasks at the end of Year 12.

**Minimum “C”**: Students are reminded that, as stipulated by the syllabus, they must achieve minimum “C” performance in both writing and speaking, in order to achieve a minimum “C” on exit. Moreover, students are bound to comply with the QCAA directive regarding the submission of mandatory assessment. A folio which does not contain all of the mandatory course elements cannot be graded.

Students who cannot achieve a “C” rating in Year 10 are advised to enroll in English Communication.

**ADDITIONAL INFORMATION**

- Mr Darren Carnell, Curriculum Leader (English).
ENGLISH COMMUNICATION
Curriculum Leader (English): Mr Darren Carnell

AIM

The aim of the English Communication course is to provide a valid alternative for those students whose future ambitions include completion of technical, trade or leisure-based industry courses, and who require the skills to construct straightforward, clear texts. The course does not give qualifications in mainstream English. As alternative pathways to Tertiary Education open up, more and more students are finding that English Communication fully satisfies their career requirements.

Most of the students studying English Communication are enrolled in VET or TAFE courses, so the course has been designed to have real-world learning experiences, in order to assist them in their transition from the School to the workplace. The course is designed to develop their spoken and written communication skills, so that they can enter their chosen field beyond St Paul’s School, as proficient individuals.

The course has been designed to be flexible, so that topics explored can be determined by students’ and teachers’ interests and abilities. This also allows for the course to be contemporary and relevant, as it is continually developed and updated as new resources become available.

ADDITIONAL INFORMATION

- Mr Darren Carnell, Curriculum Leader (English).
ENGLISH FOR ESL LEARNERS

Curriculum Leader (English): Mr Darren Carnell

AIM

The English for ESL Learners course is specifically designed for students at St Paul’s School for whom English is a second or additional language. The course aims to develop students’ proficiency in written and spoken English to enable them to share in and contribute to English-speaking communities and cultures, participate in international contexts that use English and engage in tertiary and further study in English.

It aims to assist students by developing their ability to understand and produce written and spoken Standard Australian English and extend their critical understanding and control of the English language, so that they can use it in a variety of contexts and situations and for a variety of purposes.

COURSE INFORMATION

The English for ESL Learners course provides students with:

- A tailored English language course which meets the structural and grammatical requirements for the academic English required in tertiary studies.
- The knowledge and skills required for English language learners to become competent users of written and spoken English in social and academic contexts.
- High order functional competence in English language and communication situations.
- Access to success in further study and/or living in English language contexts.
- Access to cultural thought processes in Western language and literature which have influenced text construction.

English for ESL Learners provides opportunities for the substantial development of a wide range of key competencies. The course encourages detailed development and demonstration of key competencies in contexts that arise naturally from the general objectives and learning experiences of the subject. In their studies, students will:

- Communicate ideas, information, opinions, arguments and conclusions, in a variety of formats and for a variety of audiences.
- Collect, analyse, synthesise and organise information gained from a variety of sources, and presented in a range of forms and genres.
- Evaluate both the quality and validity of information collected.
- Plan and organise activities, including both written and oral research and investigative tasks and assignments.
Individually and in groups, and as part of their learning and classroom experiences, students will have opportunities to use and apply a range of technologies.

The course extends over Years 11 and 12 with both the language and cultural content progressing in complexity throughout the two years.

**ASSESSMENT**

Assessment is an integral part of every course of study. English for ESL Learners comprises a total of twelve pieces of assessment throughout the two-year course.

The assessment items span three broad areas of study: Language for Academic Learning, Language of Literature and the Language of the Media. These elements are assessed through a diversity of tasks which may include written academic essays, researched reports, reviews, feature articles, oral presentations, speeches, imaginative and creative writing and performance.

**ADDITIONAL INFORMATION**

Throughout the English for ESL Learners course, students are guided in the development of a range of study skills and strategies. These include internet search strategies, using references successfully, time management, group discussion participation, using accepted referencing styles, accessing electronic sources of information and working with new technologies.

- Mr Darren Carnell, Curriculum Leader (English).
ENGLISH EXTENSION

Curriculum Leader (English): Mr Darren Carnell

English Extension offers Year 12 students at St Paul’s School an exciting and challenging two-semester extension of English. The subject offers more challenge than English, including expectations of accelerated independence, increased cognitive demands and assessment task requirements.

Rationale

English Extension builds on the literature study students undertake in senior English, enabling them to specialise in the theorised study of literature for two semesters. In the St Paul’s Work Program, literature refers to texts with enduring or artistic value. These come from different cultural contexts and times and are valued for their form and style. Literature includes a broad range of forms, such as novel, poetry, short stories, plays, films and a variety of non-fiction works. In this subject, students must have opportunities to read with, across, and against these literary forms.

Students will have opportunities to explore the personal, social and cultural roles literature by:

- Appreciating the potential that literature has to enrich their lives and expand the scope of their experiences.
- Understanding and appreciating the social, cultural and historical contexts for a variety of literary texts.
- Learning about how language, form and style can be used to create particular emotional, intellectual, artistic or philosophical effects.
- Learning about different ways readers can interpret literary texts.

English Extension introduces students at St Paul’s School to a variety of theoretical approaches used to analyse and evaluate literary texts. They have opportunities to learn about and apply a number of theoretical approaches to literary texts they study. In their written and spoken responses, students draw on different theoretical approaches to analyse and evaluate a variety of literary texts and different ways readers might interpret these texts. The subject demands that students synthesise different interpretations and relevant theoretical approaches to produce written, spoken/signed extended analytical texts.

Entrance Requirements

English Extension is designed for students in Year 12 who have a special interest in literature and literary analysis. The nature of learning and assessment in English Extension demands that students are able to work independently on intellectually challenging tasks.

To study this subject, students must:

- Have completed two semesters of Senior English or equivalent.
- Be concurrently studying a further two semesters of Senior English in Year 12.

It is recommended only those students who have received at least a “B” rating in Senior English in Year 11 for both writing and speaking should consider English Extension.
Nature of Study

English Extension provides opportunities for creative and flexible student work. Students might work in small groups, individually and/or in conference with the teacher or with other students, on or off campus, for example with students from other schools via electronic methods.

Units of Study

A course in English Extension is organised around three sequential and developmental units of study:

1. Readings and Defences (a defence is an analysis of a reading)
2. Complex Transformation and Defence
3. Exploration and evaluation

Unit 1: Readings and Defences

This unit focuses on building students’ knowledge and understanding of different theoretical approaches and the application of these approaches to literary texts to produce individual readings. Students also learn to produce a defence to support their readings. In a defence, students analyse the reading they have produced explain how the theoretical approach used has allowed them to make meaning of the text in particular ways.

Unit 2: Complex Transformation and Defence

This unit builds on students' learning in Unit 1 by exploring the relationship between writing practices and reading positions. This involves investigating the invited readings of text that students might want to challenge and constructing alternative meanings by intervening in those texts.

Unit 3: Exploration and Evaluation

This unit is the culmination of students’ learning in the course, bringing together their knowledge, understanding and experiences with literary texts and theoretical approaches. From their learning in Unit 1 and Unit 2, students can now challenge a variety of texts and ideas in theoretically defensible ways. For this reason, a key focus for Unit 3 is increasing student independence both in selecting texts and theoretical approaches.

Assessment

The nature of learning and assessment in English Extension demands that students are able to work independent on intellectually challenging tasks.

All student assessment is in the form of extended responses. Word lengths and time requirements vary from Senior English to allow students to demonstrate the more complex challenges of working with literary texts and theoretical approaches.

In English Extension, extended responses may be presented in a variety of modes. Students are required to analyse, synthesise, manipulate and evaluate information and ideas to create their own texts for a specific purpose and audience.
Extended Responses:

**Readings and defences**

- Written: 1000-1500 words

**Complex transformation and its defence**

- Complex transformation (written or multi-modal)
- Written: 100-800 words
- Multimodal: 3-5 minutes
- Defence (spoken/signed)
- Spoken/signed: 8-10 minutes

**Exploration and evaluation**

- Written: 2000-2500 words

**ADDITIONAL INFORMATION**

- Mr Darren Carnell, Curriculum Leader (English).
FITNESS STUDIES – Certificate III
Curriculum Leader (HPE): Mr Aaron Setterfield

This will be a stand-alone VET subject which will encompass Certificate III in Fitness in Year 11 and Year 12. Certificate III in Fitness upon successful completion will be awarded by an external Registered Training Organisation (RTO).

COURSE INFORMATION

The Certificate III in Fitness course is designed to equip you with the knowledge and skills to perform the duties of a gym, group or aqua instructor at a commercial gym. The course provides you with an extensive knowledge of exercise principles which enable you to fully understand the effect of exercise on the body and therefore to write and adapt programs to suit the specific needs of individuals, groups or teams. You will be able to adapt programs to suit various environments as well as provide technical advice on equipment and exercise techniques.

Work in a gym, leisure centre, on a cruise ship, PT studio, outdoors, at a holiday resort or health spa or even run your own business! Your career pathways are endless.

COURSE CONTENT

- Exercise Science
- Exercise Programming
- Computing
- Workplace Skills
- Risk Management
- Nutrition
- Exercise Instruction
- Client Screening
- Motivational Psychology
- Clients with special requirements
- Body Composition
- Children's Training
- Fitness Testing
- First Aid
- Resistance Training
- Equipment Use and Maintenance
- Awareness of Specific Populations
- Advanced Programming
- Functional Core Training
- Athlete Strength and Conditioning
- Older Adult Training
- Postural Analysis
- Personal Training
- Body Composition

Benefits of the subject

In addition to gaining the appropriate VET Certificates, there are the below QCE benefits of this subject offering:

- Certificate III in Fitness attracts 8 credit points.

Additional Benefits

- One nationally recognised qualification necessary for industry recognition and Fitness Australia membership:
  - The Certificate III of Fitness (Fitness Instructor)
- Senior First Aid Certificate.
- Valuable work experience during the two years in this industry.
- Registration as a Fitness Instructor is valid Australian wide.
Companion Subject

Senior Physical Education - Fitness Studies is seen as complementary to Physical Education with much of the material common to both subjects.

Student Activities

- Teacher exposition of theoretical concepts.
- Full class discussion.
- Training program development and analysis.
- Analysis of case studies/scenarios.
- Small group work.
- Please be aware that this subject involves a theoretical component (50%). The practical component involves work in the gym to screen clients and build programs for them, as well as individual fitness participation (50%).

ASSESSMENT

Assessment for the course is both theory and practically based. Theoretical components of the course will involve short and long answer responses and multiple choice responses. Practical components will be assessed using scenario based situations, role plays, client screening, planning and conducting fitness tests and fitness sessions.

This is a competency-based course. This means that students work to develop the competencies, skills and knowledge described in each Unit of Competency. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in the appropriate industry. There is no mark awarded in competency-based assessment. Students are assessed as either 'competent' or 'not yet competent'. Students will be progressively assessed in individual Units of Competency. When a student achieves a Unit of Competency it is signed off by the assessor in a Student Profile Sheet.

ADDITIONAL INFORMATION

- Mr Aaron Setterfield, Curriculum Leader (HPE).
GEOGRAPHY

Curriculum Leader (History & Geography): Mrs Kerry Daud

AIM

Geographers study how societies interact with their world. In doing this their studies have the following components, they are:

- Multidisciplinary – the integration of social and natural sciences with a locational focus.
- Spatial – the distribution of features, events, and peoples on the earth’s surface.
- Regional – patterns of shared characteristics at various scales among people and places.
- Environmental – interaction between natural resources and societal/cultural systems.

In the 21st Century Geography is essential for understanding current international events. In particular, from their studies in Geography, the students gain some understanding of the underlying forces that influence current international relations. These include:

- Population growth and distribution.
- Natural resource exploitation, depletion, and degradation (disparity in “wealth of nations”).
- Competition among ethnic groups – frustration and violence.
- Territorial nationalism – transnational terrorism.
- Globalisation vs. localisation.
- Democratisation – effective governance.
- Global climate change.
- Sustainability.

It is difficult to address global issues effectively without understanding the geographic factors that drive them.

Studies in Geography can either be at the local level (eg Brisbane and South-east Queensland), with the students looking beyond the local to the national and international to suggest solutions/possible ways forward, or they can be at the national or international level.

RECOMMENDATION

Students require at least a “C” standard in Geography (if completing Geography in Year 10) and at least a “C” standard in English in Year 10. Students completing English Communication in Years 11 and 12 may find some of the communication criterion requirements in Geography difficult.
Course information:

<table>
<thead>
<tr>
<th>Senior Geography Themes (2008 Syllabus)</th>
<th>Units and typical case studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managing the Natural Environment</td>
<td>Managing catchments: Local catchment – Kedron Brook [field work based]; National – Murray Darling. Responding to natural hazards: volcanoes and tropical cyclones.</td>
</tr>
<tr>
<td>Resources and Environment</td>
<td>Living with climate change: Global perspectives and the impact on the Great Barrier Reef tourism. Sustaining Biodiversity: focus on the Toohey State Forest for field work</td>
</tr>
<tr>
<td>People and Development</td>
<td>Exploring the geography of disease: A pandemic disease eg. The geography of HIV AIDS. Feeding the world’s people: globalisation and the world’s food production. [including local field work to Brisbane City farm etc]</td>
</tr>
<tr>
<td>Social Environments</td>
<td>Sustaining communities – Brisbane 2026 – a way forward to a sustainable city? [including local field work around Brisbane] Connecting People and Places: Brisbane’s transport decisions. In both these topics overseas case studies will be examined and drawn upon.</td>
</tr>
</tbody>
</table>

Learning in Geography takes place in a variety of settings, including the classroom, the library, the School grounds, the local community, and in distant environments (during excursions). Fieldwork is especially important in Geography because it enables students to find out about people and environments at first hand.

Generally, geographers ask and seek to answer the following key questions about whatever they are studying:

- What and where is it? (This involves observation, perception, validation, definition, description and comprehension).
- How and why is it there? (Analytical processes).
- What impact does it have on people and the environment? (Analytical processes).
- How should it be considered in the future? (Decision-making processes).

Most of the current Core Curriculum Elements (CCEs) are covered in this course (38/49) which will prove useful in preparation for the QCS Test in Year 12.
Students complete a variety of tasks so that a record of achievements is built up on a student profile. The tasks are based on various learning experiences and include practical exercises, reports that are primarily primary data based, short response tests, and stimulus response essays. Four criteria are assessed, using a scale A - E.

**EXIT LEVELS OF ACHIEVEMENT**

During the two-year course in Geography a profile will be developed for each student indicating performance in the four exit criteria:

(a) Knowledge.
(b) Analytical Processes.
(c) Decision-making Processes.
(d) Research and Communication Skills.

As the judgment of global achievement must be based on the “fullest and latest” information about student achievement, all of Year 11 will be used as formative assessment.

The profile for each student will then be used in determining the Exit Level of Achievement at the end of Year 12.

**GENERAL**

Field studies are an essential part of this course and students are required to participate. They are usually of one day’s duration.

In Year 12 the students may be required to undertake their own field work and data gathering.

Practical tests involve graphic and cartographic skills.

The course involves considerable reading and research both in class and out-of-class time. In addition to work set, it is expected that students will average 1.5 to 3 hours per week of their own time on homework.

**ADDITIONAL INFORMATION**

- Mrs Kerry Daud, Curriculum Leader (History & Geography).
GRAPHICS

Curriculum Leader (Design Technology): Mr Andrew Wilson

WHY GRAPHICS?

Graphics engages students in solving design problems and presenting their ideas and solutions as graphical products. Students explore design problems through the lens of a design process where they identify and explore a need or opportunity of a target audience; research, generate and develop ideas; produce and evaluate solutions. Students communicate solutions in the form of graphical representations using industry conventions where applicable.

Graphics contributes to the development of technological literacy and develops the communication, analytical and problem-solving skills required for a large number of educational and vocational aspirations, including the fields of graphic design, industrial design, built environment design (architecture, landscape architecture and interior design), engineering, urban and regional planning, surveying and spatial sciences, and building paraprofessionals.

APPLICATION

Senior Graphics is not a prerequisite for any tertiary course. However, students with vocational interests in the areas of Engineering, Surveying, Architecture, Science, Drafting and Trade apprenticeships or traineeships will find the knowledge and skills gained from the Graphics course very beneficial.

PRE REQUISITES

It is strongly recommended that the students have studied Introductory Engineering Technology and/or Design Technology Studies and have an understanding of some drawing software packages. This may include Autodesk (AutoCAD, Inventor, Revit), SketchUp, CorelDraw and Adobe Creative Suite (Photoshop, Illustrator, InDesign).

COURSE STRUCTURE

Graphics provides learning experiences in 2D and 3D graphical communication. The course of study deals with elements and principles of graphical communication and elements of presentation.

The delivery of the course of study is through the application of the implementation model in three contextual units:

- Production graphics.
- Business graphics.
- Built environment.

Contextual units are designed to integrate, expand upon and apply the elements and principles of 2D and 3D graphical communication in situations that are as close to industry practice as possible in school delivery situations.
COURSE OVERVIEW

Students will engage in four to eight units of work that use core subject matter arising from:

**Design processes:**
In solving design problems graphically students use a design process. It is iterative, emphasising the recursive and reflective nature of design. As a minimum, students should understand and use this design process when solving design problems.

**Design factors:**
These are used to frame and explore design problems, to inform solutions, and as criteria against which the effectiveness of graphical solutions can be judged. They include – User centred design, Elements and principles of design, Technologies, Legal responsibilities, Design strategies, Project management, Sustainability, Materials.

**Graphical representations:**
Students will experience a range of 2-D and 3-D sketches and drawings, including orthographic projections and pictorials. This is how students will document their ideas and solutions to design problems. Students may encounter a range of graphical representations, for example, diagrams, section views, assemblies and animations.

ASSESSMENT

Over the four semesters (Year 11 and 12) students engage in Units of Work that are developed through design problems that are as authentic and real-world as possible. A design problem is situated in a particular design area. Those design areas are:

- Industrial Design (products we use).
- Built Environment Design (architecture, landscape architecture and interior design).
- Graphic Design (visual communication).

GENERAL

Students must be prepared to do a fair proportion of their assignment work outside class time. It is recommended that students have access to the before-mentioned CADD packages which would assist the students in these Assignment requirements. Most of this software is available free through their websites. Further assistance on this will be given in class through the student’s direct teacher.

ADDITIONAL INFORMATION

- Mr Andrew Wilson, Curriculum Leader (Design Technology).
HEALTH EDUCATION

Acting Curriculum Leader (HLT): Mr Aaron Setterfield

Help identify resources within the community
Execute and develop mass media campaigns
Assemble coalitions
Learn about and assess individual and community needs
Take initiative to organise/mobilise communities for action
Help to write grant proposals

Why Study Health Education?

Health Education leads into rewarding and exciting professions. Students will study a holistic model of health and explore contemporary health promotion at individual, group, community and population levels. It involves helping people increase control over their own health and learning the determinants of health. Health Education is a subject that would interest students who are concerned about social justice issues such as health inequities, and have a strong commitment towards community and service.

Health Education encourages students to:

- Manage their own well-being; make health-enhancing choices, plan, and action goals.
- Support the health of others; learn how to communicate effectively and see issues from different perspectives.
- Understand the attitudes and values that impact on health, such as respect, care and concern for others, and social justice.
- Contribute meaningfully and responsibly to the health, of communities; look critically at issues affecting communities, plan and take collective action.
- Challenges about what is fair and just.

Students learn to analyse, evaluate, and where appropriate, take action to enhance the health of individuals, communities and society. Students are challenged to think critically about a range of personal and societal health-related perceptions and practices.

Builds Resilience and Explores Issues

Students explore current issues relevant to adolescents, such as body image and relationships, drugs, alcohol and sexual health, and how to build resilience in order to manage change and stressful situations.

Creates Learning Pathways

Health Education provides the foundation for pathways to the social and health sciences (education, psychology, sociology, philosophy, politics, law, economics, medicine, health, justice, and social services).

Develops Skills for Health Promotion

By looking critically at issues that affect individual and community health, students learn to processes information and develop skills that can be used to take health-promoting action.
Health Educators provide information and knowledge on health issues and concerns to the public. They may also participate in research projects throughout the health care industry. The goal of health educators/promoters is to prevent disease and promote health through knowledge and behaviour change.

**Health Education is for you if you:**

- Appreciate the interactions between personal health, community health and state of the environment.
- Value the maintenance of a healthy lifestyle.
- Appreciate that all members of the community can contribute to improving their health, health standards in the community and the state of the environment.
- Value the rights of all people to improve the health of individuals, groups and communities.

**Career Paths**

This course will be highly beneficial for students who are interested in any of the following career paths:

<table>
<thead>
<tr>
<th>Non- Clinical Career</th>
<th>Clinical Career (Treating or Testing Patients)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Services Management</td>
<td>Dietician</td>
</tr>
<tr>
<td>Research Assistant</td>
<td>Pathology Technician</td>
</tr>
<tr>
<td>Nutritionist</td>
<td>Medical Sciences</td>
</tr>
<tr>
<td>Health Promotion Officer</td>
<td>Public Health Medicine</td>
</tr>
<tr>
<td>Allied Health Worker</td>
<td>Occupational Therapist</td>
</tr>
<tr>
<td>Laboratory Technician</td>
<td>Nursing</td>
</tr>
<tr>
<td>Industry Representative</td>
<td>Public Health medicine</td>
</tr>
</tbody>
</table>

Tertiary Education Pathways

<table>
<thead>
<tr>
<th>The University of Queensland</th>
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</thead>
<tbody>
<tr>
<td>- Bachelor of Health Sciences (BHlthSc)</td>
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</table>

<table>
<thead>
<tr>
<th>Griffith University</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Bachelor of Health Science (1093)</td>
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</table>

<table>
<thead>
<tr>
<th>Queensland University of Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Bachelor of Public Health (PU42)</td>
</tr>
<tr>
<td>- Bachelor of Human Services (SW03)</td>
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<tr>
<td>- Bachelor of Nursing (NS40)</td>
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<tr>
<td>- Bachelor of Health Information Management (PU51)</td>
</tr>
</tbody>
</table>

**RECOMMENDATION**

It is recommended that students wishing to study this subject have attained a minimum “C” standard in Year 10 English.

**COURSE CONTENT**

After an introductory module that provides students with a conceptual model of health education, a progression through four sequential units will occur. Personal Health, Peer and Family Health, Community Health and Health of Specific Populations are the semester-long units which allow for diverse studies in the health promotion and health education areas.
Possible semester units of work include:

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Semester One</th>
<th>Semester Two</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal Health</strong></td>
<td><strong>Peer and Family Health</strong></td>
<td></td>
</tr>
<tr>
<td>- Introductory Unit</td>
<td>- Peer Health - Risk Taking Amongst Adolescents</td>
<td></td>
</tr>
<tr>
<td>- Personal Health - Body Image and Mass Media's Impact on Health</td>
<td>- Family Health - Domestic Violence and Prevention</td>
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<tr>
<td>- Mental Health - Stress and Anxiety</td>
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</table>

<table>
<thead>
<tr>
<th>Year 12</th>
<th>Semester One</th>
<th>Semester Two</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Community Health</strong></td>
<td><strong>Health of Specific Populations</strong></td>
<td></td>
</tr>
<tr>
<td>- Driving Behaviours and Distractions</td>
<td>- Diabetes – the Silent Pandemic amongst the Millennial Generation</td>
<td></td>
</tr>
<tr>
<td>- Road Safety and Trauma</td>
<td>- Indigenous Australians and Type 2 Diabetes</td>
<td></td>
</tr>
<tr>
<td>- Schoolies: Keep your Mate Safe - Drugs, Alcohol, Violence and Sexual Health</td>
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</tbody>
</table>

**ASSESSMENT**

Research is the focus of assessment in Health Education. Research techniques common and applicable to this subject include action plans and research projects, oral and visual presentations, research reports, analytical expositions, interviews and journals. Most assessment will be assignment based where students will be required to complete independent and group research.

Assessment of a student’s achievement will be continuous using a system of selective updating.

**The students are accessed using the following dimensions:**

**Dimension 1: Knowledge and Understanding**

By the conclusion of the course, students should:

- Locate and recall information including primary and secondary data on health issues.
- Understand health promotion theories, concepts and strategies.
- Use textual features in the convenience of communication.

**Dimension 2: Application and Analysis**

By the conclusion of the course, students should:

- Select and analyse data and information on health issues.
- Analyse health issues by applying health theories, concepts and strategies to ascertain the barriers and facilitators that influence health outcomes.
- Apply genre conventions.

**Dimension 3: Synthesis and Evaluation**

By the conclusion of the course, students should:
• Synthesise information on health issues to make decisions, formulate actions and solutions.
• Evaluate data and justify recommendations, conclusions, strategies and actions.
• Make decisions about strategies to communicate ideas.

ADDITIONAL INFORMATION
• Mr Aaron Setterfield, Acting Curriculum Leader (HLT).
HOSPITALITY STUDIES

Acting Curriculum Leader (HLT): Mr Aaron Setterfield

Why study Hospitality Studies?

Hospitality Studies gives students a foundation that, with further development of their skills and understandings of hospitality, could lead to professional careers in food and beverage service, airline passenger service, restaurant and catering service, accommodation, entertainment, resorts and tourist attractions, casinos and gaming establishments, conference and events venues.

Alternatively, students could pursue tertiary studies in hospitality, specialising in hotel, event and tourism or business management.

Benefits of a Career in Hospitality

It is a Creative Industry - As well as being a people-oriented industry, hospitality is a creative industry. Food, beverage and experiences are constantly being created - new ideas are always welcomed, making your job more rewarding for you.

Unlimited Opportunities - Every country in the world has a Hospitality Industry and skills students will learn are transferable. Those who continue from Hospitality Studies have a whole range of opportunities when it comes to choosing a job. They can join an airline or a cruise ship, a hotel or a casino with ease. A career in hospitality can give you the opportunity to discover new countries, new cultures and new people.

Flexible Working Hours - The Hospitality Industry operates 24/7. Employees have the option of deciding on their working hours. There is a lot of flexibility in terms of working hours including nights/weekdays/weekends.

AIM

Hospitality Studies develops critical awareness of the social, cultural, environmental and economic factors that affect the hospitality industry, while promoting efficient, creative and entrepreneurial skills and a commitment to service. It is a subject that supports the learning of skills associated with any occupation that requires good communication, teamwork and attention to detail.

The subject introduces students to hospitality sectors and environments, issues, management practices and skills as they engage in operational and theoretical frameworks relevant to the industry. They create, implement and reflect on hospitality events, and examine and evaluate hospitality industry issues, exploring the possibilities for a sustainable future for the industry.

RECOMMENDATION

It is recommended that students wishing to study this subject have attained a minimum “C” standard in Year 10 English.
SUBJECT MATTER

The three topics of study include:

1) **Kitchen Production** – focus areas are:
   - kitchen operations and the interrelationships with other departments
   - staffing positions and duties
   - food trends and cuisine styles
   - principles and methods of cookery
   - quality and presentation of food
   - cost control
   - influences of health issues in the hospitality industry
   - implications of workplace health and safety legislation on food production
   - economic factors influencing food production in the hospitality industry
   - sustainability issues for food production; for example, waste management, organic products

2) **Beverage Production and Services** – focus areas are:
   - range of beverage operations and interrelationships with other hospitality departments
   - staffing positions and duties of beverage service staff
   - beverage product knowledge, non-alcoholic beverages
   - beverage product knowledge, alcoholic beverages
   - liquor legislation
   - implications of WHS legislation on beverage production and service
   - food and beverage service
   - coffee/tea facts
   - using the espresso machine
   - production of range of coffee and teas
   - producing a selection of non-alcoholic beverages, e.g. frappes, smoothies, mocktails and beverage menu for events
   - glassware, ingredients, garnishing for beverages
   - standardising recipes to meet client needs
   - cost analysis/control

3) **Food and Beverage Services** – focus areas are:
   - examine a range of food and beverage service outlets and operations
   - restaurant operations and interrelationships with other hospitality departments
   - staffing positions and duties of food and beverage service staff
   - knowledge of set-up for events — table positioning, waiter stations, décor, napkin folds, reservations, seating plans, etc.
   - menu planning
   - knowledge, preparation and hygienic handling of serving-ware
   - WHS legislation on food and beverage service,
   - social diversity in the hospitality environment
   - sustainability issues
   - service procedures
   - careers in food and beverage service
Learning by participating consolidates understanding in Hospitality Studies. Students work individually and in teams. They develop good communication skills and make decisions to create and implement a number of different hospitality events across the course of study. By creating and implementing hospitality events, students develop understandings and skills in analysis, justification, planning, implementation, evaluation and reflection.

As well, an inquiry approach underpins the learning of this subject; students explore, examine and evaluate issues and study the opportunities for a sustainable future for the industry.

When investigating hospitality issues, students reflect on and expound a viewpoint, synthesise arguments with supporting evidence and draw conclusions relevant to the hospitality industry.

**ASSESSMENT**

Assessment of a student’s achievement will be continuous using a system of selective updating.

Formative and summative assessment techniques can include:

- Supervised written tests.
- Multi modal tasks.
- Extended written responses.
- Practical work.
- Response to stimulus.
- Oral presentations.
- Inquiry based research assignments.

Assessment in Hospitality Studies enables students to demonstrate achievement in the three dimensions of *Inquiring, Planning,* and *Performing.*

**Dimension 1: Inquiring**

The dimension *Inquiring* focuses on examining issues that impact on the hospitality industry, for example sustainability, workplace health and safety, legislation, client/guest needs, using an inquiry approach. Through researching and examining issues, students identify cause and effect, trends and developments or relationships, reflect upon and expound viewpoints, synthesise information to support arguments and draw conclusions.

Students communicate inquiry findings by using accepted genre structures and associated conventions, for example referencing and quoting in reports; and language conventions, including paragraphing, sentence structure, vocabulary, grammar, spelling and punctuation.

**Dimension 2: Planning**

The dimension *Planning* focuses on planning and evaluating hospitality events.

Through analysing contextual factors, principles and procedures, students create a document that details plans and justifies decisions required to implement events.

Students reflect on and evaluate the implementation of events by identifying and suggesting areas for improvements.
Dimension 3: Performing

The dimension *Performing* focuses on the implementation of an event planned for in Dimension 2.

Through creating products and/or providing services, following plans and procedures and adhering to workplace health and safety practices, students implement an event. While implementing the event, students manage resources — human and non-human.

**TIME ALLOCATION**

The minimum number of hours of timetabled school time, including assessment, for a course of study developed from Hospitality Studies is 55 hours per semester.

**GENERAL**

When food and beverages are to be consumed by the students or taken home, these requirements must be provided by the student.

**Career and Study Pathways**

<table>
<thead>
<tr>
<th>Event Manager</th>
<th>Nutritionist/Dietician</th>
</tr>
</thead>
<tbody>
<tr>
<td>Functions Manager</td>
<td>Chef</td>
</tr>
<tr>
<td>Hotel Manager</td>
<td>Flight Steward</td>
</tr>
<tr>
<td>Guest Relations Officer</td>
<td>Beverage Attendant</td>
</tr>
<tr>
<td>Human Resource Manager</td>
<td>Workplace Health and Safety Officer</td>
</tr>
<tr>
<td>Front Office Receptionist</td>
<td>Recreation Officer</td>
</tr>
<tr>
<td>Marketing</td>
<td>Accountant</td>
</tr>
<tr>
<td>Cookery Demonstrator</td>
<td>Tour Guide/Officer</td>
</tr>
<tr>
<td>Purchasing Officer</td>
<td>Tourism Industry</td>
</tr>
<tr>
<td>Teacher</td>
<td></td>
</tr>
</tbody>
</table>

**Possible Hospitality Studies Tertiary Pathways**

**University of Queensland:**
Bachelor of International Hotel and Tourism Management.
Bachelor of Arts (Hospitality Management)
Bachelor of Exercise & Nutrition Sciences
Bachelor of Food Technology

**Griffith University:**
Bachelor of Business
Bachelor of International Hotel and Tourism Management.

**QUT:**
Bachelor of Business
Bachelor of Nutrition & Dietetics
Bachelor of Nutrition Science
Bachelor of Human Services
**Possible Health Education Tertiary Pathways**

**QUT**
Bachelor of Nutrition & Dietetics  
Bachelor of Nutrition Science  
Bachelor of Human Services  
Bachelor of Nursing  
Bachelor of Public Health

**University of Queensland:**
Bachelor of Exercise & Nutrition Sciences  
Bachelor of Health Sciences (Multiple Allied Health programs and Medicine)

**ADDITIONAL INFORMATION**
- Mr Aaron Setterfield, Acting Curriculum Leader (HLT).
INDUSTRIAL TECHNOLOGY STUDIES
Curriculum Leader (Design Technology): Mr Andrew Wilson

Course Rationale

We live in a society characterised by dynamic technological change, and schools seek to prepare students for an active role within this society. Industrial Technology Studies develops life skills that directly apply to a technical or industrial field and that help students adjust to the changing demands of society.

Industrial Technology Studies is relevant to all students who seek to develop:

- An understanding of industrial technology and its application to industry.
- Preparation for vocational employment.
- A capacity to cope with and contribute to life in a technological society.
- A sense of personal worth and self-esteem.
- Problem-solving abilities.

Industrial Technology Studies offers a flexible structure that allows programs to be modified in response to local, economic, social or technological changes and to use available resources, equipment and teacher expertise efficiently.

In general, all students should be able to use their creativity and derive satisfaction from working with materials, tools and machines, while they gain the skills they need to prepare themselves for future employment as well as recreation and leisure.

Benefits

Industrial Technology Studies aims to meet the needs of students in the senior phase of learning. In particular, a course derived from this study area specification aims to:

- Provide students with a general knowledge and appreciation of materials, equipment, processes and procedures that can be built upon to keep pace with changing technologies.
- Help students think critically about their material environment with particular emphasis on innovation and problem solving.
- Equip students with broadly based practical skills that can be further developed, directed or transferred to other technical situations thus enhancing their capacities to adjust to technological change.
- Develop students’ technical vocabulary to a level which will help them understand information and communicate in the workplace.
- Help students appreciate the importance of good communication and cooperation with team members in a work situation.
- Foster personal development, self-reliance and a sense of personal worth and esteem within the framework of social responsibility.
- Promote the development of safety awareness and safe working practices.
- Create an environment which fosters continued successful learning.
- Develop an appreciation of the role of industrial technology in society.
- Promote the need for and a commitment to quality control of products and organisation of work.
- Develop attitudes appropriate to students’ future participation in society and their understanding of career pathways for the world of work.
- Develop skills in the application of technology by using information and applying mathematical computation.
Course Organisation

Industrial Technology Studies comprises:

- A mandatory study area core, integrated throughout the course.
- A specified number of units of study, as prescribed by the particular strand/s chosen.

The subject has been designed as a project-based or activity-based course that emphasises using current industry practice and safe technological processes to solve problems or complete tasks in a workshop or simulated workplace environment.

Year 11 & 12, Semester 1-4 (Counts towards 4 QCE points)

CORE

The study area ‘core’ is mandatory and is integrated throughout the course. It aims to introduce students to workshop practice and to achieve a basic understanding of the skills and attitudes that underpin employment in an industrial sector.

It consists of the core principles of manufacturing, safety and technological processes. It encompasses a problem-solving approach to project development and provides a basis for acquiring the underpinning skills, understandings and concepts of the subject that will support further student learning.

This study area is designed to equip students with a basic understanding of the following skills and practices:

- *Occupational health and safety*, which must be incorporated into the general delivery of projects; specific aspects are elaborated upon within each strand.
- *Communication skills* — the ability to communicate using the language of the workplace and the ability to adapt the form of communication to the expected audience; this includes knowledge and understanding of technical vocabulary, safety rules, safety regulations, identification of materials, hand tools, equipment, machines, available resources and methods of construction of practical projects.
- *Mathematical skills* — the ability to perform fundamental measurements and use techniques of estimation and approximation for practical workshop purposes.
- *Manipulative skills* — the ability to apply technology and combine physical and sensory skills to operate hand and power tools and other equipment.
- *Organisational skills* — the ability to prioritise and monitor one's own performance and available resources.
- *Collaborative skills* — the capacity to interact with other people and work effectively as a member of a team.
- *Problem-solving skills* — the ability to clarify desired outcomes, maintain focus and respond to faults and difficulties as they arise.

The following strands will be available for students to study over four semesters in Years 11 and 12. Students undertake a variety of projects that relate to each of these strands.
<table>
<thead>
<tr>
<th>STRAND</th>
<th>KEY ELEMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building and Construction Studies</td>
<td>• Introduction to the building and construction industry</td>
</tr>
<tr>
<td></td>
<td>• Safety in the construction workplace</td>
</tr>
<tr>
<td></td>
<td>• Drawing, interpretation and site set-out</td>
</tr>
<tr>
<td></td>
<td>• Selection and application of hand and power tools</td>
</tr>
<tr>
<td></td>
<td>• Selection of materials and construction applications</td>
</tr>
<tr>
<td></td>
<td>• Fabrication and assembly of construction-based projects</td>
</tr>
<tr>
<td>Furnishing Studies</td>
<td>• Introduction to the furnishing industry</td>
</tr>
<tr>
<td></td>
<td>• Safety in the furnishing workplace</td>
</tr>
<tr>
<td></td>
<td>• Drawing interpretation and setting out</td>
</tr>
<tr>
<td></td>
<td>• Selection and application of hand and power tools</td>
</tr>
<tr>
<td></td>
<td>• Selection and application of static machinery</td>
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<tr>
<td></td>
<td>• Materials selection, construction and assembly of a product</td>
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<td></td>
<td>• Surface preparation and finishing</td>
</tr>
<tr>
<td>Plastics Studies</td>
<td>• Introduction to the plastics industry</td>
</tr>
<tr>
<td></td>
<td>• Safety in the plastics workplace</td>
</tr>
<tr>
<td></td>
<td>• Drawing and information interpretation</td>
</tr>
<tr>
<td></td>
<td>• Materials selection and processing</td>
</tr>
<tr>
<td></td>
<td>• Selection and application of hand and power tools</td>
</tr>
<tr>
<td></td>
<td>• Selection and application of machinery/equipment</td>
</tr>
</tbody>
</table>

**LEARNING EXPERIENCES**

Industrial Technology Studies is an applied study, and practical activities in a workshop environment constitute an essential component of student learning.

Occupational Health and Safety is an integral part of all workshop activities and will be taught and modelled by the teacher in a way that helps students transfer their knowledge to future employment, recreation and leisure activities, and the home.

Industrial Technology Studies is delivered through a hands-on approach in which students are actively involved in project work. Many learning experiences are planned to help students acquire knowledge about industrial technology and its impact on society, and to develop their inquiry and practical skills. These include learning by:
• Researching available resources.
• Following teacher demonstration.
• Undertaking practical exercises.
• Partaking in decision-making experiences.
• Listening to and watching audio-visual materials.
• Listening to and taking part in classroom discussion.
• Analysing and clarifying the nature of technological problems.
• Identifying, consulting and using reference sources.
• Discriminating between relevant and irrelevant information.
• Organising and recording information.
• Applying relevant knowledge to the resolution of technological problems.
• Working with individuals and in groups to solve technological problems.
• Deciding on appropriate solutions to problems.
• Planning and monitoring progress.
• Applying safe practices.

PRE REQUISITES

Students must have studied Design Technology at some stage within the Middle School and/or Year 10 Design Technology Studies and/or Introductory Engineering Technology. Students must have a good knowledge and understanding of safety within a workshop environment.

ADDITIONAL INFORMATION

• Mr Andrew Wilson, Curriculum Leader (Design Technology).
INFORMATION PROCESSING AND TECHNOLOGY
Business and eCurriculum Leader: Mr Bryson Stansfield

AIM

Information Technology refers to the creating, 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 (IPT) is a course of study that provides students with the ability to build IT solutions to problems. It emphasises problem identification and solution rather than the use of specific applications and involves a study of information systems, algorithms, software programming, human-computer interaction, and the social and ethical issues associated with the use of Information Technology.

"Learning to write programs stretches your mind, and helps you think better, creates a way of thinking about things that I think is helpful in all domains."

Bill Gates

This approach to solving problems goes well beyond writing software. Fields as diverse as mechanical engineering, fluid mechanics, physics, biology, archaeology and music are applying computational thinking. Students will be exposed to a variety of challenges involving distinctive approaches to problem solving, communication and a range of associated practical skills. As a result, the study of the subject will contribute in a significant way to the general education of students whether or not they intend to proceed to further studies or employment in the field of Information Technology.

As Steve Jobs said: "I think everyone should learn how to program a computer, because it teaches you how to think. I view computer science as a liberal art, something everyone should learn to do."

Information Processing and Technology is an OP eligible subject.

RECOMMENDATION

It is recommended that students have received at least a “C” standard in Year 10 Introductory Mathematics and English.

Students who undertook Computers Studies and achieved at least a “C” should consider undertaking this subject.

Students should be aware that Year 10 Computer Studies is NOT a pre-requisite subject.
SUBJECT MATTER

Year 11 Topics

**Fundamentals of Databases:** Introduces a formal query language, Structured Query Language (SQL) for the manipulation of data within a database.

*Assessment: Written Exam*

**Relational Databases:** Introduces a formal model for describing the architecture of information systems and presents methods for development these systems.

*Assessment: Written Exam*

**Year 11 Project:** Allows students to use the skills they have developed over the year to produce an optimally designed database, a user interface to this and to undertake usability prototyping and testing.

*Assessment: Group Project*

**Social and Ethical Implications:** Issues such as data integrity, security and privacy will be explored. This topic is integrated into the other topics above.

*Assessment: Extended written task*

**Database Programming on the Internet:** An investigation into alternative database technologies used for web based databases and the languages used to support them.

*Assessment: Multi-modal presentation*

Year 12 Topics

**Fundamentals of algorithms:** Introduces structured algorithm design and program development for solutions to **simple** problems using the Visual Basic programming language.

*Assessment: Extended Written Response [Folio]*

**Software Programming:** Builds upon what was covered in Fundamentals of algorithms, providing the opportunity for students to design and develop solutions to **complex** problems using the Visual Basic programming language. Issues such as copyright, hacking and software piracy will be explored.

*Assessment: Practical Task and Written Exam*

**Major Yr12 Project:** Allows students to use the skills they have developed over the year to design and develop their own software product.

*Assessment: Project*

**Computer Systems:** This unit investigates IT systems, their components and their inter-relationships and dependencies.

*Assessment: Multi-modal presentation*

ASSESSMENT

Assessment will include supervised tests, extended response items, multi-modal presentations and projects.

In Year 11 all assessment will be formative, while Year 12 will be composed entirely of summative items.
ADDITIONAL INFORMATION

- Mr Bryson Stansfield – Business and eCurriculum Leader

See [http://www.youtube.com/watch?v=nKIu9yen5nc](http://www.youtube.com/watch?v=nKIu9yen5nc) for why students should learn computer programming!
INFORMATION TECHNOLOGY SYSTEMS
Business and eCurriculum Leader: Mr Bryson Stansfield

AIM

Information Technology Systems (ITS) is a subject aimed at solving problems and creating opportunities through information technology (IT). Whether the problems are keeping in contact with friends (solved with Facebook), making it easy to sponsor African children (solved through the World Vision website) or trying to make a road safety message memorable (done with video, graphics or an animation), solutions have to be developed and IT makes it possible.

Problems to be solved and opportunities continue to evolve as technology becomes more pervasive. Who would have thought we need that many apps for a phone! ITS is a creative, practical subject which seeks to prepare students to meet these demands and be responsive to emerging technologies and trends. It provides students with the knowledge, skills, processes and understandings to manage a project to solve the problems of clients.

The project-based nature of ITS provides opportunities for the development of a wide range of thinking skills in substantial depth. In their studies students will collect, analyse and organise information in various forms, and plan and organise research and investigations. Individually and in groups, students will solve problems associated with a variety of IT contexts. The course is clearly focussed on solving problems using a project development model and this structured problem solving methodology will be universally applicable to students in many disciplines. Overall, this course will prove relevant to students in the way it prepares students to define, plan and then implement solutions to problems in a variety of different multimedia-based contexts, allowing students to showcase their creativity.

*Information Technology Systems is an OP eligible subject.*

RECOMMENDATION

It is recommended that students have received at least a “C” standard in Year 10 English.

Students who undertook Computers Studies and achieved at least a “C” should consider undertaking this subject.

*Students should be aware that Year 10 Computer Studies is NOT a pre-requisite subject.*

APPLICATION

Whether students are aspiring for careers in graphic design, web development, project management, multimedia or creative industries, game design or are simply wanting to learn to manage the various types of media that exists for their own personal or business use, ITS provides a relevant field of study.

In today’s world there are professions in ICT that were not even imagined 20 years ago. Also, there is an ICT skills shortage across government and by 2020 more than 25% of the current ICT workforce is due to retire. The following websites provide information about careers in ICT:
www.qgio.qld.gov.au – ICT job descriptions from animators, to game makers, to network engineers and graduate placements within the Queensland Government.

SUBJECT MATTER

Students study the following interwoven elements throughout their 2 year course of study:

- The problem solving process.
- Project management.
- Theory and techniques.
- Client relationships.
- Social and ethical issues.

These 5 threads are taught within a context to give them meaning and purpose. This course will use a variety of contexts, such as:

- Graphic design and development.
- Website design and development.
- Animation design and development.
- Business graphics.
- Video production.

ASSESSMENT

Assessment will include supervised written tasks, extended response tasks, practical tasks and projects.

For a student studying the course for Year 11 and 12, Year 11 assessment will normally be formative, while Year 12 will be composed entirely of summative items.

ADDITIONAL INFORMATION

- Mr Bryson Stansfield – Business and eCurriculum Leader.
LANGUAGES

Acting Curriculum Leader (Languages): Ms Amanda van Rosmalen

AIM

Learning Japanese and Modern Standard Chinese languages prepare individual students for a role in an increasingly internationalised world. The study of these languages focuses on developing literacy and communicative learning as well developing analytical thinking and social skills. Students learn to think differently and to see and read different perspectives when they work across and between languages and cultures. Knowing about ways different social systems have been and are organised through spoken, written and visual texts is very useful for learners. Based around languages, they can tap into rich human experience based around languages.

Additional language study will better equip the learner to adapt to changing patterns of life in Australia and the world for the following reasons:

- It leads to a better understanding of the students’ first language, and of how language(s) play a role in their own lives.
- It makes students aware of the ideas of other individuals and other peoples; they thus acquire insights which should remain with them into their adult lives.
- It promotes the understanding of problems faced by persons who do not speak English, but are faced with life in an English-speaking environment.
- It helps students to understand cultural references in stories they hear and read, in films they see, and in songs they sing and hear.
- It helps to enrich students’ experiences by giving them an understanding of cultural diversity and making them aware of cultural plurality.
- It helps students to become more appreciative and more understanding of members of other linguistic groups within our own Australian community, and their contribution to its development.
- It produces an enhanced understanding of other people and their way of life.
- It fosters interaction of a positive kind with local ethnic communities in an increasing international community.
- It gives students direct access to the literature, history, science and art of other cultures.
- It allows Australians a greater facility in participating in international commerce, much of which is transacted in languages other than English.

APPLICATIONS

The course offers students strategies and skills for life-long learning through a range of experiences. Languages as a study will also help students in a wide range of post-secondary career pursuits.
LEARNING EXPERIENCES

- Student Exchanges to sister-schools in target language countries.
- Participation in in-Country Learning Experience programs.
- Speaking and writing competitions.
- On-line communication with target language learners.
- Interaction with target language speakers in the school community, particularly interacting with international students and visiting study tour groups.
- Participation in university open days.

RECOMMENDATION

It is preferable that students, who choose Chinese or Japanese at Year 11 level, have at least achieved a "C" in most of the macro skills in the relevant language in Year 10.

Many Australian universities offer between **2 to 4 BONUS Points** for graduating Year 12 students when they enter university. Graduating Year 12 languages students can gain immediate entry into a Second Year target language course at many Australian universities.

SUBJECT MATTER

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Semester 3</th>
<th>Semester 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CHINESE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family life, home</td>
<td>Current affairs, environment, prejudice, equity</td>
<td>Tourism and Hospitality</td>
<td>Radio, TV, Films, Newspapers, Magazines</td>
</tr>
<tr>
<td>Domestic routine</td>
<td>The family unit</td>
<td>Roles in Society</td>
<td>Services-Banking, Restaurant, Post</td>
</tr>
<tr>
<td>Festivals, celebrations and appropriate behaviour</td>
<td>Tourism and hospitality</td>
<td>Health</td>
<td>Consumerism, Advertising</td>
</tr>
<tr>
<td>History, people and events</td>
<td>Part-time work, work experience, business and industry</td>
<td>Personal Description, Personality, relationships</td>
<td>Future Plans, Further Study</td>
</tr>
<tr>
<td>Holiday planning, accommodation and tourist offices</td>
<td></td>
<td>Adolescence</td>
<td></td>
</tr>
<tr>
<td>Sports, hobbies, interests</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>JAPANESE</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Introduction</td>
<td>Hobbies</td>
<td>Travel and tourism</td>
<td>Tour guides and sight seeing</td>
</tr>
<tr>
<td>Communication</td>
<td>Sport and fitness</td>
<td>Accommodation</td>
<td>The sales assistant</td>
</tr>
<tr>
<td>Rules at home and at school</td>
<td>Entertainment</td>
<td>Directions/Transport</td>
<td>Part time work in a restaurant</td>
</tr>
<tr>
<td>Embarrassing Events</td>
<td>Environment</td>
<td>Last year of school driving</td>
<td>Finding work in Japan</td>
</tr>
<tr>
<td>Japanese Festivals and celebrations</td>
<td>Bullying</td>
<td>Coming of Age celebrations</td>
<td>Life in Japan</td>
</tr>
<tr>
<td>Australian Festivals and celebrations</td>
<td>Saving water</td>
<td>Dreams of the future</td>
<td></td>
</tr>
</tbody>
</table>

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ASSESSMENT

The dimensions of learning, Knowing and Understanding and Reasoning and Responding are assessed. Each of the four macro skills of reading, writing, listening and speaking is tested at least once per semester. The four skills are weighted equally. Assessment instruments include: letter writing, essays, interviews, debates, dialogues, role plays and comprehension of unseen written/printed matter/video recordings.

The themes and topics outlined above may be encountered in a different sequence from that shown in the table.

Only work produced in Year 12 contributes directly to final Levels of Achievements for students who study an additional language for the whole four semesters.

These levels are based on the “latest and fullest” assessment which in practice means tests in Semester 3 and Semester 4.

More comprehensive information on procedures used to award Exit Level of Achievement may be found in St Paul’s School Chinese and Japanese Language work programs.

CHINESE EXTENSION

Chinese Extension is an extension of the senior syllabus in Chinese for Year 12 second language learners or for students who have advanced proficiency in Chinese. The language to be studied and assessed is Modern Standard Chinese. For the purpose of the syllabus, Modern Standard Chinese is taken to be Putonghua in the spoken form and simplified characters in the written form. However, this does not preclude the use of written texts in full-form or traditional characters, as students should be aware that some characters may have a traditional form.

AIM

The aim of the Chinese Extension course is to enable each student to be more critically aware of Chinese language and culture. Students require a number of skills in preparation for life and work in the 21st century. Chinese Extension offers students social issues to explore and explain from an intercultural approach and through an inquiry process. Students are engaged with texts in purposeful social, functional and cultural contexts as well as in a wide range of literature.

APPLICATIONS

Advanced study in an additional language better equips students to participate in and engage with an increasingly globalised world through artistic, commercial, diplomatic and industrial enterprises. In business, government, industry, trade and commerce, there is a growing need for people with advanced language skills and intercultural understanding; students with the ability to communicate and interact effectively within and across languages and cultures can help meet these needs.
RECOMMENDATION

Students in this course of study have either already completed, or are in the final year of, the Authority subject Chinese, or its equivalent. ‘Equivalent’ refers to compatible interstate or overseas school Chinese syllabuses or qualifications. Students should already have well-developed communicative skills in Chinese to enable them to undertake the language work required in this subject. Students undertaking Chinese Extension will be determined by St Paul’s School. The group may include students who:

- Have completed immersion courses in Years 8 to 10.
- Have participated in exchange schemes
- Have formally studied Chinese for a significant period of time
- Are background or heritage speakers

SUBJECT MATTER

Students study two core units, one of which must be studied each semester in year 12:

- Literature.
- Social sciences e.g. history, politics and religion.
- Media studies such as documentaries, advertising, journalism, comparison of film and literature.
- Science and technology and/or the environment.
- Business and commerce.
- Special interest.

LEARNING EXPERIENCES

- Interviewing Chinese speakers from the local school community.
- Interviewing sister-school community members via on-line communication.
- Viewing Chinese film and discussing its social and/ or historical setting.
- Rewriting an Australian story in Chinese.
- Using Chinese poems as a stimulus for creative writing.
- Analysing the language and images used in Chinese media.
- Conducting a class debate on a controversial issue.
- Researching Australian-Chinese relations today.
- Attending a play performed by a Chinese theatre group and analysing it in class.

ASSESSMENT

The achievement level awarded to each student on exit from the course will be based on the fullest and latest information about the student’s achievement of the exit standards of the course. The dimensions of learning, Knowing, Understanding and Using; Reasoning and Responding; and Creating Meaning are assessed.

More comprehensive information on procedures used to award Exit Level of Achievement may be found in St Paul’s Chinese Extension work programs.

ADDITIONAL INFORMATION

- Ms Amanda van Rosmalen, Acting Curriculum Leader (Languages).
LEGAL STUDIES

Business and eCurriculum Leader: Mr Bryson Stansfield

2015 saw Legal Studies students participate in a number of exciting Legal Studies’ opportunities. These wonderful hands-on experiences included watching criminal court trials at the Supreme Court, a Youth Parliament Day which took place in the Legislative chambers at Parliament House in order to debate a Bill; a role play where students formed a legal team of two barristers and a solicitor in order to argue a High Court appeal case around negligence, and a Constitutional Convention debating a proposed change to our Constitution to involve Aboriginal and Torres Strait Islander acknowledgements. For the second year running, a St Paul’s student won a place on the Queensland delegation to attend the National Constitutional Convention in Canberra.

WHAT IS LEGAL STUDIES?

Legal Studies is about developing an understanding of the Australian legal system and how it affects your basic rights, obligations and responsibilities. You will explore how to become an active and informed citizen and learn how to constructively question and contribute to the improvement of laws and legal processes.

By examining factors that have led society to create a legal system, you will develop knowledge and understanding of the frameworks which regulate and shape our society.

You will develop confidence in approaching and accessing the Australian legal system and will develop a better appreciation of the relationship between social and legal structures.

RECOMMENDATION

It is recommended that students should have attained at least a “C” in Year 10 English.

_Students should be aware that Business and Entrepreneurial Studies is NOT a pre-requisite subject._

WHAT ARE THE BENEFITS?

A course of study in Legal Studies can contribute 4 credits towards the Queensland Certificate of Education (QCE) and open a door to further education and employment in the fields of law, law enforcement, criminology, justice studies, social work, government, corrective services, business, education, economics and politics.

Through the investigation of legal issues you will develop high order thinking skills, including analysing, evaluating and justifying. You will also improve your research skills and communication skills.

WHAT DO STUDENTS LEARN?

The Legal Studies course enables you to learn through the investigation of legal issues, exploring four core areas of study:

- Criminal Law – Discussion of and examination of cases relating to a range of criminal offences and defences. Examination of social issues relating to crime e.g. Indefinite Sentencing.
- Introduction to Civil Obligations– Law Suits, Duty of Care, Negligence, Defamation, Nuisance and Agreements – Laws of Contract.
• Human Rights.
• In addition, you will investigate several elective areas of study:
  Family and the law – Divorce Law, Family Law, Wills and Testaments, Marriage Laws
• Sport and the law.
• Employment and the Law or Housing and the Law.

HOW DO STUDENTS LEARN?

Students need to be involved in a wide range of learning activities to achieve the aims and objectives of this course. Together with many of the more traditional teaching and learning activities, students will be involved in activities that include case studies, mock trials, debates and discussions, interviews and polls, community investigations, internet research, statistical analyses, simulation activities, guest speakers and audiovisual presentations. These will often relate to particular issues and situations in local communities involving ‘real life’ learning.

HOW ARE STUDENTS ASSESSED?

Assessment in Legal Studies gives you opportunities to apply your legal knowledge and understanding in a variety of situations. You will be given opportunities to communicate this information to audiences through written and spoken modes.

In Legal Studies, assessment instruments include extended responses (including an independent inquiry) and examinations. An independent inquiry involves undertaking an independent, self-directed, in-depth investigation of a topical legal issue facing Australian society. Extended response includes responses to research or stimulus items, legislation, or cases. Examinations may be extended response tests or short response tests.

ADDITIONAL INFORMATION

• The QCAA website which contains the Legal Studies Senior Syllabus 2013.
• Ms Kirsten Barratt, Ms Lisa Dekkers or Ms Crystal Thompson, Legal Studies teachers.
• Mr Bryson Stansfield, Business and eCurriculum Leader.
MANUFACTURING & ENGINEERING TECHNOLOGY  
Curriculum Leader (Design Technology): Mr Andrew Wilson

Course Rationale

We live in a society characterized by dynamic technological change, and schools seek to prepare students for an active role within such a society. Manufacturing & Engineering Technology is designed to develop life skills and competencies which have direct applications to a technical or industrial field, and which also help students to adjust to the changing demands of society.

Manufacturing & Engineering Technology is relevant to all students as they seek to develop:

- An understanding of industrial technology and its application to industry
- Preparation for vocational employment
- A capacity to cope with and contribute to life in a technological society
- A sense of personal worth and self esteem
- Problem-solving abilities

Manufacturing & Engineering Technology offers students an opportunity to complete a Certificate I in Engineering (3 QCE points - Preparatory Learning) and Certificate I in Manufacturing Pathways (2 QCE points - Preparatory Learning) over a two year period.

NB: The number of credits allowed from Preparatory Learning has been increased to six, but only two completed Certificates I may contribute to the QCE.

Manufacturing & Engineering Technology helps to develop understanding of those aspects of the Australian industry covered by each Certificate offered. In general, all students should be able to use their creativity and derive satisfaction from working with materials, tools and machines, while they acquire the competencies required to prepare them for future employment as well as recreation and leisure activities.

Benefits

Manufacturing & Engineering Technology aims to meet the needs of students in the senior years of schooling. In particular, a program of study derived both these training areas (Engineering and Manufacturing pathways) aims to:

- Provide students with a general knowledge and an appreciation of materials, equipment, processes and procedures that can be built upon to keep pace with changing technologies.
- Help students think critically about their material environment, with particular, emphasis on innovation and problem solving.
- Equip students with broadly based practical skills that can be further developed, directed or transferred to other technical situations, enhancing their capacities to adjust to technological change.
- Develop students' technical vocabulary to a level which will help them understand information and communicate in the workplace.
- Help students appreciate the importance of good communication and cooperation with team members in a work situation.
- Foster personal development, self-reliance and a sense of personal worth and esteem within the framework of social responsibility.
- Promote the development of safety awareness and safe working practices.
• Provide students with the foundation to achieve in a wide range of future vocational competencies.
• Create an environment which fosters continued successful learning.
• Develop an appreciation of the role of industrial technology in society.
• Promote the need for and a commitment to quality control of products and organisation of work.
• Develop attitudes appropriate to students’ future participation in society and their understanding of career pathways for the work.
• Develop skills in the application of technology through the use of information and applying mathematical computation.

Course Organisation

MSA10107 Certificate I in Manufacturing (Pathways)
To achieve the qualification, students must achieve competence in nine units of competency. Those units must be:

• All three core Pathways units.
• One industry/technical unit.
• Five elective units.

**Core Pathways units**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSAPCI101A</td>
<td>Adapt to work requirements in industry</td>
</tr>
<tr>
<td>MSAPCI102A</td>
<td>Apply effective work practices</td>
</tr>
<tr>
<td>MSAPCI103A</td>
<td>Demonstrate care and apply safe practices at work</td>
</tr>
</tbody>
</table>

**Core industry/Technical units**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSAPCII298A</td>
<td>Make an object from metal</td>
</tr>
</tbody>
</table>

**Elective Units**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEM03001B</td>
<td>Perform manual production assembly</td>
</tr>
<tr>
<td>MEM05007C</td>
<td>Perform manual heating and thermal cutting</td>
</tr>
<tr>
<td>MEM05012C</td>
<td>Perform routine manual arc welding</td>
</tr>
<tr>
<td>MEM18001C</td>
<td>Use hand tools</td>
</tr>
<tr>
<td>MEM18002B</td>
<td>Use power tools/hand held operations</td>
</tr>
</tbody>
</table>

Certificate I in Engineering

MEM10105 Certificate I in Engineering is based on units of competency selected from paths described in the Metal and Engineering training package (MEM05).
To achieve the qualification, students must achieve competence in the four mandatory units of competency, as well as specialisation units listed below.

**Mandatory units of competency**

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEM13014A</td>
<td>Apply principles of occupational health and safety in the work environment</td>
</tr>
<tr>
<td>MEM14004A</td>
<td>Plan to undertake a routine task</td>
</tr>
<tr>
<td>MEM15024A</td>
<td>Apply quality procedures</td>
</tr>
</tbody>
</table>
MEM16007A | Work with others in a manufacturing, engineering or related environment

**Specialisation units of competency**

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEM05004C</td>
<td>Perform routine oxy acetylene welding</td>
</tr>
<tr>
<td>MEM05005B</td>
<td>Carry out mechanical cutting</td>
</tr>
<tr>
<td>MEM05007C</td>
<td>Perform manual heating and thermal cutting</td>
</tr>
<tr>
<td>MEM05012C</td>
<td>Perform routine manual metal arc welding</td>
</tr>
<tr>
<td>MEM07032B</td>
<td>Use workshop machines for basic operations</td>
</tr>
<tr>
<td>MEM11011B</td>
<td>Undertake manual handling</td>
</tr>
<tr>
<td>MEM12023A</td>
<td>Perform engineering measurements</td>
</tr>
<tr>
<td>MEM12024A</td>
<td>Perform computations</td>
</tr>
<tr>
<td>MEM16008A</td>
<td>Interact with computing technology</td>
</tr>
<tr>
<td>MEM18001C</td>
<td>Use hand tools</td>
</tr>
<tr>
<td>MEM18002B</td>
<td>Use power tools/hand held operations</td>
</tr>
</tbody>
</table>

**PRE REQUISITES**

Students must have studied Design Technology at some stage within the Middle School and/or Year 10 Design Engineering Studies and/or Manufacturing Studies. Students must have a good knowledge and understanding of safety within a workshop environment.

**ADDITIONAL INFORMATION**

- Mr Andrew Wilson, Curriculum Leader (Design Technology).
MATHEMATICS

Acting Curriculum Leader (Mathematics): Mrs Catherine Smith

All students at St Paul’s School must select one of the following courses as their Mathematics study:

- Mathematics A
- Mathematics B
- Mathematics A and B
- Mathematics B and C

If a Mathematics A and B combination is the option chosen, students are asked to indicate on the Subject Selection Form which is their “First Choice” and which is their “Additional Choice”. This does not affect their study in any way, but will be helpful in timetabling. NB: Mathematics C may only be studied if Mathematics B is being studied at the same time.

MATHEMATICS A

AIM

A complex world requires people to have practical mathematical skills and knowledge. Mathematics A has a theme of practicality woven through it at the same time as being rigorous and intellectually challenging.

RECOMMENDATION

Students who study Mathematics A should have studied Mathematics to the end of year 10 or completed the Short Course in Numeracy in the second semester of year 10.

SUBJECT MATTER

Mathematics A has been organised into several general topics:

- Financial Mathematics
- Applied Geometry
- Statistics and Probability.

This subject will look at each of these areas at least once every semester and so the learning experiences will be spiral in nature. Each subsequent semester will revise and continue the topics studied in the previous semester.

ASSESSMENT

Assessment will comprise of formal tests and assignments each semester. Generally the assessment in the early part of the course will be formative and become proportionally more summative as the course develops. There will be an emphasis throughout the assessment on the ability of students to communicate their mathematical knowledge clearly through not only mathematical symbols but also written English.

ADDITIONAL INFORMATION

- The Work program in the Library.
- The Senior Mathematics A Syllabus.
- Mrs C Smith, Acting Curriculum Leader (Mathematics).
MATHEMATICS B

AIM

Mathematics is regarded as an important area of study for many reasons. There is a need for students to have knowledge and skills necessary to cope in a complex world. Mathematics B has particular value in that it provides a framework for logical thinking which is essential for problem solving. Techniques taught in this subject are also necessary for the further study of Mathematics and other subjects in tertiary institutions.

RECOMMENDATION

For the successful study of Mathematics B students need to have competence in rules and procedures previously studied. For this reason a result of at least a “C” standard in Mathematics at Year 10 is recommended.

SUBJECT MATTER

Mathematics B has been organised into several general topics:

- Applied Geometry
- Functions
- Rates of Change
- Trigonometry
- Exponential and Logarithmic Functions
- Optimisation
- Financial mathematics
- Integration
- Statistics.

The subject matter is organised into a spiral program so that these topics are dealt with several times during the two-year period.

ASSESSMENT

Assessment will consist of formal tests and assignments throughout the two-year period. Generally the early tests in year 11 will be formative and become proportionally more summative as the course develops.

ADDITIONAL INFORMATION

- Senior Mathematics B Syllabus.
- The Work Program in the Library.
- Mrs Catherine Smith, Acting Curriculum Leader (Mathematics).
MATHEMATICS C

AIM

Mathematics is regarded as an important area of study for many reasons. Mathematics C has an emphasis on theory and how this is applied in Science, Commerce and Industry.

RECOMMENDATION

Mathematics C students are required to be able to think abstractly and yet apply this thinking to practical problems. Hence students should have previously demonstrated this capability.

A “B” or “A” standard in Year 10 Mathematics Advanced course is recommended for a student to study Mathematics C, although students may elect to study this subject if they have achieved an “A” standard in the Year 10 Mathematics course. In addition students must study Mathematics B concurrently.

SUBJECT MATTER

The course is organised into several general topics:

- Real and Complex Number Systems
- Vectors and Applications
- Matrices and Applications
- Calculus
- Group Theory
- Structures and Patterns
- Dynamics
- Conic Sections

The sequencing of the topics is such that many of them are revisited several times so that reinforcement and then extension are possible.

ASSESSMENT

Assessment will be primarily through formal tests although some written projects/assignments will be required. As topics are revisited several times the majority of the summative exit assessment will occur in Year 12. There will be an emphasis on communication, not only through mathematical symbols, but also through verbal and written English.

ADDITIONAL INFORMATION

- The Work program in the Library.
- The Senior Mathematics C Syllabus.
- Mrs Catherine Smith, Acting Curriculum Leader (Mathematics).
MODERN HISTORY

Curriculum Leader (History & Geography): Mrs Kerry Daud

AIM

History teaches students about the world, but it also provides them with a set of skills that are broadly transferable to a wide variety of careers. Modern History students learn how to identify key issues, find relevant data, conduct detailed research, develop persuasive arguments and present their ideas in a logical and clear fashion. Whatever profession they wish to pursue, students of Modern History will find that employers value the skills historical training provides.

Through the study of history, we can understand why our modern world is the way it is. We can understand the processes of change and continuity that have shaped today’s world, their 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 issues, people and events. We develop these understandings through processes of critical inquiry, debate and reflection, and through empathetic engagement with the standpoint of others.

There is a special focus on values. In historical studies, we encounter different values, investigate their origins and study their impact on human affairs. We begin to decide which values might guide us in building a more democratic, just and ecologically sustainable world for all people.

All of the above are skills for living. In our everyday lives, including in our work, we need to understand situations, place them in a long-term perspective, identify causes of change and continuity, acknowledge the perspectives of others, develop personal values, make judgments and reflect on our decisions. We also need the communication skills that are developed and practised in all phases of historical study.

Through studying history, we should be more ready to cope with the present and to influence our futures.

RECOMMENDATION

Minimum “C” standard in English and History.

SUBJECT MATTER - SPECIFIC CONTENT OBJECTIVES

The two year course of study will demonstrate how modern understandings of power and politics have been shaped by the Enlightenment and the decline of monarchical rule. It will evaluate how the power of Europe, in decline since World War Two, and the effects of its ideas and beliefs have stimulated emulation and resistance globally through the rise of Nationalism, Capitalism, Communism and Terrorism. Modern historical developments have resulted, thus largely defining the modern world.

The focused investigations outlined below will allow students to form historical knowledge of these developments through the process of critical inquiry. Using this approach, students identify historical issues for investigation, develop research questions to investigate issues and reach conclusions or make judgements about them. Through the inquiry processes students will investigate five major aspects of the inquiry topics:
• definitions;
• sources;
• backgrounds, changes and continuities (motives and causes)
• effects, interests and arguments;
• reflections and responses.

Background and linking studies have been included for course coherence.

**Year 11**

**Semester 1**

**Theme 3: The History of Ideas and Beliefs**

**INQUIRY 1: The French Revolution**

Through historical studies in this theme students will understand how ideas and beliefs have had an influence on history. The inquiry will begin with a critical assessment of the Enlightenment’s contribution to the underlying unrest that culminated in the French Revolution. Widely perceived as a revolution instigated by class conflict, students will explore a combination of casual factors that culminated in: the transformation of French culture, the desacralisation of the monarchy, a developed understanding of the self and civic duty, and a belief in the ability of intelligent individuals to seize the apparatus of state and reformulate it.

**THEME 6: Studies in Power**

**Background Study:** Youth, power and resistance

Students will investigate the nature and meaning of: youth, power and resistance in a range of historical contexts.

**INQUIRY 2: Nazi Germany and its impact on youth**

In this inquiry will investigate how the Third Reich exercised power over youth with a focus on the importance the Nazi party placed on capturing the support of German youth and the strategies they employed to do this (propaganda, education and youth organisations). The opinions of stakeholders about the Nazi focus on youth will also be explored. Students will further investigate the response to this focus by exploring how this power was resisted through youth groups such as: White Rose, Edelweiss Pirates and Swing Youth. The features and characteristics of these youth groups will be analysed including: motives, actions and perceptions (self-perception and perceptions of others).

**Semester 2**

**Background Study: The effects of New Imperialism**

The effects of New Imperialism on the subject people and the world’s balance of power provided opportunities for the rise of a new ideological power base, Communism. Students will briefly explore the rise of Stalin and Mao Zedong, comparing and contrasting the ways they used Communism to exercise power and their contributions to the balance of power in the Cold War Era.
INQUIRY 5: Conflicts of Ideology – The Cold War

Superpower rivalry in the ideological context for the hearts and minds of the world changed by the second World War and the accelerating liberalisation of the colonies, has largely determined the geopolitical scenario of the 21st Century. This unit will look at specific events and personalities in the years between 1945 and 1989. Included, may be critical analysis of the accuracy of some fictional accounts of these.

Year 12

Semester 3

Theme 12: National History

INQUIRY 2: Australian Foreign Policy – “Spheres of Influence”

Students will be required to contrast the development of Australia’s foreign policy in relation to its military and political involvement during the Vietnam War and the Independence of East Timor. The development of post-World War 2 Foreign Policy will be studied, considering reasons for Australia rethinking the bases of policy and defence initiatives after 1945. Of particular interest will be the Conservative government’s policy on foreign affairs (1949-1972). This will include consideration of Australia’s defence policy in the contexts of the Cold War (especially SEATO) and our resulting involvement in Vietnam and the vastly different role Australia played in the later independence of East Timor.

Semester 4

Theme 13: Studies of Change


The rise of Terrorism during the course of the second half of the 20th Century will be investigated. Through an analysis of spheres of influence, the role of social and religious ideologies, the foundations of terrorism and how they differ across different regions, students will assess the international politics and policies that have influenced the rising prevalence of terrorism in the modern world.

ASSESSMENT

A system of continuous assessment, recorded on a student profile sheet, will apply throughout the two years of the course. Three criteria are used to make judgments on student achievement for exit levels of achievement:

1. Planning and using an historical research process;
2. Forming historical knowledge through critical inquiry;
3. Communicating historical knowledge.
Students will encounter five types of assessment instruments in each semester. These include:

(a) Short Response Tests  
(b) Response to Stimulus Tests  
(c) Essay Tests  
(d) Research based Written Assignments  
(e) Multi-Modal Researched Presentations

**EXIT LEVELS OF ACHIEVEMENT**

The exit level is calculated on the basis of the following items of summative, Year 12 assessment:

(a) Response to Stimulus Test, from Semester 3  
(b) Multi-modal Researched Presentation, from Semester 3  
(c) Short Response Test, from Semester 3  
(d) Written Research based assignment, from Semester 4  
(e) Essay Test, from Semester 4  
(f) Response to Stimulus Test, from Semester 4.

Year 11 assessment is formative, providing valuable feedback to students. The principle of "latest and fullest" is applied to determine each student’s final level of achievement and, as can be seen from the above information, much greater weighting is given to achievements gained in Year 12 when students generally display greater maturity and judgment and their work can thus be said to be most truly reflective of their actual competence in Modern History.

**ADDITIONAL INFORMATION**

- Mrs K Daud, Curriculum Leader (History & Geography).
MUSIC

Head of Music: Mrs Kellee Green

The aim of the Music course in Year 11 and 12 is for students to understand the place of music in society and to give them the skills to use music as a vehicle for self-expression and connection with others. Creative and expressive communication is at the centre of the Arts, and through this, students learn to solve problems and create and convey meaning. The study of music combines the development of cognitive, psychomotor and affective domains through music making. The development of musicianship through making and responding is at the centre of the study of music.

In an age of change, music has the means to prepare students for a future of unimagined possibilities, with highly transferable skills and the capacity for flexible thinking and doing. Multiple literacies are essential skills for both musician and audience, and learning in Music prepares students to engage in a multimodal world.

A study of music provides students with opportunities to develop their intellect and personal growth and for making a contribution to the culture of their community. Students develop the capacity for working independently and collaboratively, reflecting authentic practices of music performers, composers and audiences. Learning in music provides the basis for rich, lifelong learning.

PRE-REQUISITES

- Ability to play an instrument or sing to a competent level. An indicator would be performing at least Grade 3 AMEB standard or equivalent (see Head of Music for clarification of personal competency).
- Completion of Year 10 Music course with at least a “C” standard or a pass awarded for Grade 3 AMEB theory, or where a student can demonstrate the desire and diligence to study music.

SUBJECT MATTER

Units that are proposed to be studied over the two year course are listed below, but due to the flexible nature of this new course, are not limited to:

Year 11

Term 1 and 2: Look What They’ve Done to My Song

Term 3 and 4: Film Music

Year 12

Terms 1-2: An Instrument and Its Repertoire

Terms 2-3: Music in the Theatre (a study of music on the stage from Baroque through to 20th Century)

Terms 3-4: Wide Horizons
ASSESSMENT

The system of progressive assessment will apply throughout the two years of study. There are three areas of assessment.

MUSICOLOGY

Musicology requires students to use visual and/or aural analysis skills to determine musical relationships. This involves evaluating music by deconstructing a broad range of repertoire and determining the manipulation of and relationships between, musical elements and compositional devices. Students learn to communicate their substantiated judgements about how these relate to context and genre while expressing style.

COMPOSING

Composing involves the creation of music in a variety of genres and styles by manipulating musical elements and compositional devices to create cohesive music that is within a particular context, genre and expresses musical style. Students are encouraged to move towards developing their own creative styles. The combination of musical elements and compositional devices, not the manner of presentation (recorded sound or scores), is the focus of composition. Students can present their compositions as a score (traditional, graphic or contemporary) and/or as a sound recording. Recordings could be in DVD, CD or mp3 format, while scores (that may be in graphic, traditional or contemporary notation depending on style) could be computer-generated or handwritten. The constantly updated music technology resources available at school allow these new methods of presentations and provide students with the ability to tailor assessment according to their needs.

PERFORMING

Performing involves students developing the skills to play, sing or conduct music for an audience (real or virtual), demonstrating an ability to communicate a convincing and cohesive performance within a context and genre while expressing style.

EXIT LEVELS OF ACHIEVEMENT

Year 11 progress is treated as formative while Year 12 achievements are summative. In determining the final Level of Achievement the principle of “latest and fullest” is applied as all three learning objectives are skill based and require synthesis of ideas, concepts and understanding.

CAREER OPPORTUNITIES IN MUSIC

Music Education – private schools, public schools, colleges and universities, studio teaching, consulting, early childhood music.

Performance – solo performance, conducting, accompanist, chamber music, orchestras, concert bands, dance bands, choirs, opera, opera chorus, musical theatre, theatre music, theatre directing, dance and choreography, popular bands, rock bands, jazz bands, back-up musician ("sideman"), community music.

Composer – music and media industries.

Church Music – singer, choir director, accompanist.
Music Librarianship – music libraries, broadcast libraries, archives, research.

Music Therapy – hospitals, professional clinics, corrective institutions, special education, nursing homes, consultant, music medicine (treating profession-specific ailments).

Music Business – instrument building, instrument repair and maintenance, piano tuning, publishing and editing (music, history books, textbooks, technical books), typesetting and engraving scores, composer, arranger, music technology, computers (music hardware and software), acoustic engineering, lighting, production services (arranging extra parts, printing scores and parts, managing repairs and maintenance, etc), retail and distribution (music books, recordings, musical instruments), translation of lyrics, dance companies (arranging, accompanist), advertising, publicity, recorded music supplier (background music for special purposes, restaurants, offices, clinics, etc.), copyright and performing rights management, lawyer-contracts, copyright and performing rights, ticket agent, booking agent.

Recording and Broadcasting – recording engineer, equipment design, studio design, audio-visual technician, producer, composer, arranger, music editing, sound and video editing, accompanist, distributor, advertising.

Arts Management – concert hall manager, studio manager, broadcasting executive, recording company executive, ensemble manager (orchestra and other ensembles, opera, theatre, etc., road manager), development director, studio management, career management, booking agent, promotion, advertising, musician’s union, audience research, fundraising.

Service Careers – Military and Police bands (including jazz and stage bands).

ADDITIONAL INFORMATION

- Mrs K Green, Head of Music.
MUSIC EXTENSION (Year 12)  
Head of Music: Mrs Kellee Green

RATIONALE

In Music Extension, students draw on their knowledge of performing, composing and analysing repertoire, gained from their Senior Music courses. Their detailed study of one of the three specialisations in the Music Extension syllabus provides opportunities for students to develop a deeper level of understanding of repertoire and an increased control of the skills and techniques specific to their specialisation. They also develop aspects of personal style.

In accordance with policy on extension subjects, Music Extension is designed to offer different challenges than Senior Music. The challenge of the subject includes expectations of accelerated independence, increased cognitive, expressive and musical demands and assessment task requirements. The course is studied for the two semesters of Year 12, concurrently with the parent syllabus. The Year 12 Music Extension syllabus caters for students with specific abilities in music. It is designed for students interested in exploring in greater depth one of three specialisations: Composition, Musicology or Performance. Students will undertake detailed studies in one of these specialisations.

The musical insights and technical expertise gained through this study may act as a catalyst for further involvement with music beyond the school environment. The course challenges students to extend their abilities in music both for their own fulfilment and to contribute to the cultural enrichment of Australian society. It provides students with a developmental path to a more exacting level of performance and leads to the acquisition of significant expertise in this field. Students will generally be required to substitute this subject for another subject at the end of Year 11. Lessons are usually timetabled outside the normal School day.

ENTRANCE REQUIREMENTS

Compulsory

Will complete 4 semesters of Senior Music by the end of Year 12:

The requirements for entry into the Music Extension subject are twofold: the student must have studied 2 semesters of Year 11 Senior Music, or the equivalent; the student must have concurrent enrolment in Year 12 Senior Music.

Recommended

The student has achieved at least a "B" rating in all dimensions of the Senior Music course in Year 11. There is no prescribed minimum performance level required if elective the performance dimension. Students will be neither advantaged nor disadvantaged by choosing works of lower or higher level because the standards associated with exit criteria relate to performance technique and interpretation rather than to the difficulty level of the works performed.

COURSE ORGANISATION

An integral part of the course structure is the realisation that self-directed learning and individual task management is an essential component of Music Extension. Students are also strongly encouraged to have individual lessons pertaining to their area of specialisation including composition and musicology. 60 minutes contact time a week is required for this course. These classes will be timetabled outside the normal curricular school day.
**Timetabling**

<table>
<thead>
<tr>
<th>No. of periods</th>
<th>Responsibility</th>
<th>Dimension</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 per cycle</td>
<td>Class music teacher:</td>
<td>Performance</td>
</tr>
<tr>
<td></td>
<td>General class meeting</td>
<td>Composition</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Musicology</td>
</tr>
<tr>
<td>3 per cycle</td>
<td>Individual: practice/study/</td>
<td>Performance</td>
</tr>
<tr>
<td></td>
<td>composition</td>
<td>Composition</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Musicology</td>
</tr>
<tr>
<td>2 per cycle</td>
<td>Private tuition:</td>
<td>Performance</td>
</tr>
<tr>
<td>(strongly</td>
<td>Private music teacher</td>
<td>Composition</td>
</tr>
<tr>
<td>recommended)</td>
<td></td>
<td>Musicology</td>
</tr>
</tbody>
</table>

**ASSESSMENT PLAN**

**Monitoring and verification folio requirements**

In Music Extension, judgments made about student achievement in the two assessable general objectives of *investigating* and *realising* contribute to the exit level of achievement. Three exit criteria have been developed from the two general objectives, as described in Section 3.

**Criterion 1: Investigating**

In *Investigating*, the student explores, analyses and synthesises evidence from music sources relevant to their specialisation to develop their music ideas. This criterion derives from the general objective *investigating*.

**Criterion 2: Realising: developing**

In *Developing*, the student applies an understanding of musical elements and demonstrates skills and techniques relevant to the selected specialisation in preparing the work. This criterion derives from the general objective *realising*.

**Criterion 3: Realising: expressing**

In *Expressing*, the student communicates music ideas in presenting the work. This criterion derives from the general objective *realising*.

Each student will complete individual plan which will fulfil folio requirements. All tasks in Music Extension are summative.

<table>
<thead>
<tr>
<th>Required by Monitoring</th>
<th>Investigating Task</th>
<th>Realising Task 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required by Verification</td>
<td><em>Investigating Task</em></td>
<td>Realising Task 1 and Realising Task 2</td>
</tr>
</tbody>
</table>

*This task may be the same task and student response submitted at monitoring. This may be the same task, or a different task and student response completed post monitoring, following the principles of selective updating.*
All students will complete an Investigating Task following the conditions below (required at monitoring and verification):

<table>
<thead>
<tr>
<th>Possible assessment techniques</th>
<th>Conditions of assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Extended written response</strong> such as essay, journal, report, critique</td>
<td>1200–1500 words</td>
</tr>
<tr>
<td><strong>Multimedia presentations</strong> including either live, recorded or written commentary such as webpage, CD-ROM, data show presentation</td>
<td>5 minutes presented or navigated by student (minimum)</td>
</tr>
<tr>
<td><strong>Oral presentations</strong> such as interview, viva voce, debate, seminar</td>
<td>5 minutes (minimum)</td>
</tr>
</tbody>
</table>

**Realising**

The following tables and explanations outline the tasks required for the three various specialisations:

**Two responses to realising tasks**

Documentation:
- if composition, two compositions which may be presented as recorded sound and/or as a score
- if musicology, two musicological presentations which may be presented as extended written oral or multimedia forms
- if performance, two performances to be audio visually recorded

**Composing**

**Assessment conditions for Composition**

<table>
<thead>
<tr>
<th>Monitoring</th>
<th>Verification</th>
</tr>
</thead>
<tbody>
<tr>
<td>A minimum of 1 minute</td>
<td>A minimum of 3 minutes</td>
</tr>
</tbody>
</table>

*All compositions to be presented as recorded sound and/or as a score.*

**Musicology**

**Assessment techniques and conditions for Musicology**

<table>
<thead>
<tr>
<th>Possible assessment techniques</th>
<th>Monitoring</th>
<th>Verification</th>
</tr>
</thead>
<tbody>
<tr>
<td>extended written task</td>
<td>approx. 1000 words</td>
<td>approx. 2500 words</td>
</tr>
<tr>
<td>oral</td>
<td>5-8 minutes approx.</td>
<td>10 minutes approx.</td>
</tr>
<tr>
<td>multimedia</td>
<td>minimum 5 minutes presented or navigated by student</td>
<td>minimum 10 minutes presented or navigated by student</td>
</tr>
</tbody>
</table>
Performance

Assessment techniques and conditions for Performance

<table>
<thead>
<tr>
<th>Monitoring</th>
<th>Verification</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least 3 minutes in length</td>
<td>Approximately 15 minutes</td>
</tr>
</tbody>
</table>

Performance (in any style) such as: all performances to be audio visually recorded

**solo performance**
- using a melodic/harmonic instrument (including voice), drum kit or multi-percussion does not require preparation or performing from a score
- may be accompanied or unaccompanied to suit the style
- must be different repertoire from that performed in the Senior Music (2004) course
- may be from the co-curricular vocal or instrumental program

**small ensemble**
- using a melodic/harmonic instrument (including voice), drum kit or multi-percussion
- up to eight performers, with one person per part
- do not require preparation or performing from a score
- may be accompanied or unaccompanied to suit the style
- must be different repertoire from that performed in the Senior Music (2004) course
- may be from the co-curricular vocal or instrumental program

**performance of student compositions**
- if solo, then all of the above conditions apply
- if ensemble, then all of above conditions apply
- teacher should ensure that the quality of the composition does not disadvantage the quality of the performance

**improvisation**
- may be solo or ensemble performance and adhere to above conditions
- must be different repertoire from that performed in the Senior Music (2004) course
- may be prepared or unprepared

**Conducting**
- a live performance of an ensemble piece (any size or number of people per part)
- two or more parts
- prepared from a score but score may or may not be used for the performance
- may be from the co-curricular vocal or instrumental program
- must be different repertoire from that performed in the Senior Music (2004) course

**accompaniment**
- using a melodic/harmonic instrument (including voice), drum kit or multi-percussion
- may be an obligato
- does not require preparation or performing from a score
- does not follow the 8 persons requirement and may be of a solo or ensemble performance
- maybe from the co-curricular vocal or instrumental program
- must be different repertoire from that performed in the Senior Music course

**Costs**

The Music Department will cover costs of the following:

- Rehearsal time with an accompanist prior to each recital,
- Those incurred in staging the recitals.
- Some ensemble music if conducting is chosen as a performance option.
- The Music Department will not cover the costs for the following:
  - individual instruction on the principal instrument or with a private teacher, and
  - music (sheet and media) required for the preparation of individual performances.

**ADDITIONAL INFORMATION**

- Mrs K Green, Head of Music.
MUSIC – CERTIFICATE III TECHNICAL PRODUCTION  
Head of Music: Mrs Kellee Green

CUS30209 Certificate III in Technical Production

This is a stand-alone VET subject, studied over a 2 year period, commencing in Year 11. Upon successful completion, a nationally accredited Certificate III will be awarded by an external Registered Training Organisation (RTO) or a Statement of Attainment will be issued if only partial completion of the course is achieved.

FOR WHOM IS THE COURSE INTENDED?

The Certificate III in Technical Production prepares students for entry into a range of music related courses and with the necessary minimum qualifications to work directly in this field if so desired. Graduates would be able to seek mutual recognition in other courses incorporating the same or equivalent units or competence. The course is for any student with an interest in all forms of music technology including electronic music, sound mixing, recording studios, computer music, midi and music recording in film and television and other media applications.

This subject does not contribute to OP eligibility. However, students who present a completed AQF Certificate III qualification to QTAC will be allocated a separate QTAC selection rank according to the appropriate schedule. In 2009 the selection rank for a completed AQF Certificate III was a 68 (as a rough guide it is comparable to approximately OP 16). The OP comparisons vary from year to year and cannot be used as a definitive guide.

This qualification will attract 5 credit points towards a student’s Queensland Certificate of Education on full completion of the qualification.

WHAT WILL I STUDY IN THE COURSE?

- Analogue and Digital audio engineering, focusing on recording techniques and operation of Digital Audio Workstations.
- Sound editing techniques.
- Effective use of Pro-Tools recording software in the music studio and other associated music software.
- Managing live audio projects.
- How to use MIDI devices and/or software to perform music.
- How to manage your own work and learning.

WHAT SORT OF SKILLS WILL I NEED TO COPE WITH THE COURSE?

- A broad understanding of Multi-Media applications.
- Independent motivation and the ability to work under self-direction.
- Basic foundations in Music Theory, equating to a pass in Year 9 Music or equivalent.
- An interest in Music and Sound Technology.
- Willingness to participate in extra-curricular events.
- An ability to play and read music can be useful, but not essential.
COURSE STRUCTURE

As a guide the following Core Units will be studied in this qualification:

These units are mandatory:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWOR203A</td>
<td>Work effectively with others</td>
</tr>
<tr>
<td>CUECOR01C</td>
<td>Manage own work and learning</td>
</tr>
<tr>
<td>CEUIND01C</td>
<td>Source and apply entertainment industry procedures</td>
</tr>
<tr>
<td>CUSOHS301A</td>
<td>Follow occupational health and safety procedures</td>
</tr>
</tbody>
</table>

The following elective units have been selected to provide specialist training in sound engineering:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUESOU08B</td>
<td>Select and manage microphone and other audio input sources</td>
</tr>
<tr>
<td>CUFSOU204A</td>
<td>Perform Basic Sound editing</td>
</tr>
<tr>
<td>CUSSOU301A</td>
<td>Provide Sound Reinforcement</td>
</tr>
<tr>
<td>CUESOU07B</td>
<td>Apply a general knowledge of audio to work activities</td>
</tr>
<tr>
<td>CUSSOU305A</td>
<td>Analyse sound tracks</td>
</tr>
<tr>
<td>CUSSOU302A</td>
<td>Record and mix a basic music demo</td>
</tr>
<tr>
<td>CUSSOU304A</td>
<td>Restore audio tracks</td>
</tr>
</tbody>
</table>

ASSESSMENT

This is a competency-based course. This means that students work to develop the competencies, skills and knowledge described in each Unit of Competency. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in the appropriate industry. There is no level awarded in competency-based assessment. Students are assessed as either 'competent' or 'not yet competent'. Students will be progressively assessed in individual Units of Competency. When a student achieves a Unit of Competency it is signed off by the assessor on a Student Profile Sheet.

Assessment of the units of competency/modules is competency-based and must be conducted in accordance with the national assessment principles. Competency-based assessment is the process of collecting evidence and making judgments on whether or not a student can consistently demonstrate knowledge and skill, and the application of that knowledge and skill to the standard of performance required in the workplace. Elements of competency do not have to be assessed individually. Holistic assessment techniques can be used, and integrated assessment is encouraged. Where the nature of the competency is such that it is not possible to assess it using demonstration/observation, forms of assessment such as simulations, tests, work-based projects or assignments may be utilised.

Assessment methods encompass a range of techniques, which include, but are not limited to, the use of: direct observation of performance, simulations of workplace activities, oral questioning, practical exercises, projects/assignment, work portfolios etc.
POSSIBLE PATHWAYS AND APPLICATIONS

This course articulates in the following Certificate courses:

- Certificate IV in Sound Production
- Diploma of Sound Production
- Diploma of Music Business.
- Advanced Diploma of Music Business.
- Advanced Diploma of Sound Production.
- Bachelor Degrees in Music Technology (Griffith Conservatorium) – Portfolio & Interview.
- Bachelor of Fine Arts – Sound Design (QUT) – Portfolio and Interview.

ADDITIONAL INFORMATION

- Mrs K Green, Head of Music.
PHYSICAL EDUCATION

Curriculum Leader (HPE): Mr Aaron Setterfield

AIM

In Physical Education learning is based on engagement in physical activity with students involved in closely integrated written, oral, physical and other learning experiences explored through the study of selected physical activities. Physical Education focuses on the complex interrelationships between psychological, biomechanical, physiological and sociological factors in these physical activities.

Through the interrelated concepts of learning in, about and through physical activity students become intelligent performers and physically educated. Students develop skills and understandings that allow them to contribute in an informed and critical way to varied physical activity contexts and roles. Learning is developed in complexity and sophistication over the course, with the development of student abilities across the general objectives that reflect the depth of their skill acquisitions as well as developing psychological, biomechanical, physiological and sociological concepts within and across physical activities. As students study increasingly complex and sophisticated subject matter they are encouraged to further develop as self-directed, interdependent and independent learners.

RECOMMENDATION

Students with the best chances of success are those who have a wide range of physical skills and are prepared to put extra work into practice, outside class time. Extended written tasks are required.

SUBJECT MATTER

A different physical activity provides the focus for study in each term in year 11, and is revisited in year 12.

Year 11

<table>
<thead>
<tr>
<th>Term</th>
<th>Physical Activity</th>
<th>Associated Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>Basketball</td>
<td>Motor learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Characteristics of the learner</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Characteristics of the task</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Stages of learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Information processing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Feedback</td>
</tr>
<tr>
<td>Term 2</td>
<td>Touch Football</td>
<td>Exercise Physiology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Types of fitness</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Components of types of fitness</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Training principles</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Training methods</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The three energy systems</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Evaluating training programs</td>
</tr>
<tr>
<td>Term 3</td>
<td>Track and Field (one field event)</td>
<td>Biomechanics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Force and motion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Momentum and inertia</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Biomechanical analysis of physical activity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Equilibrium and balance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Functional anatomy</td>
</tr>
</tbody>
</table>
Term 4

Volleyball (6-6 rotation, 4-2 front court setter rotation)

<table>
<thead>
<tr>
<th>Physical Activity</th>
<th>Associated Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Figueroa’s Framework</strong></td>
<td></td>
</tr>
<tr>
<td>• Influence of family, schools, clubs, religions and politics on access to physical activity</td>
<td></td>
</tr>
<tr>
<td>• Government and media influence on sporting resources and rewards</td>
<td></td>
</tr>
<tr>
<td>• Impact of inequitable distribution of sporting resources and rewards</td>
<td></td>
</tr>
<tr>
<td>• Body image, social construction of gender</td>
<td></td>
</tr>
<tr>
<td>• Sport as a microcosm of society</td>
<td></td>
</tr>
<tr>
<td>• Naturalistic and constructionist views of body image</td>
<td></td>
</tr>
</tbody>
</table>

Year 12

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Basketball (zone defence)</th>
<th>Psychology</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Motivation, arousal and performance</td>
<td></td>
<td></td>
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<tr>
<td>• Information processing team dynamics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Goal setting</td>
<td></td>
<td></td>
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<tr>
<td>• Anxiety</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Imagery and visualisation</td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 2</th>
<th>Touch Football</th>
<th>Figueroa’s Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Genetic predisposition, satisfaction of personal preferences and human needs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• The role of self-concept, personal beliefs, values and attitudes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Role of parents, peers, coaches, teachers, media</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Social construction of gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Sport as a microcosm of society</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Naturalistic and constructionist views of body image</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Social construction of gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Common assumptions about sport</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 3</th>
<th>Track and Field (track or field event specialisation)</th>
<th>Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The three energy systems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Energy system limitations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Percentage use of energy systems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Training principles</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Training methods</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Planning and designing a training program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Evaluating training programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Immediate and long-term effects of training</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 4</th>
<th>Volleyball (4-2 back court setter rotation, 5-1 rotation, Libero)</th>
<th>Training Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Evaluation and modification of training programs and programming for special and individual needs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Analysis of Volleyball performance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Effects of training</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Figueroa’s Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>• National pride and international sport</td>
</tr>
<tr>
<td>• Common assumptions about sport in Australia</td>
</tr>
<tr>
<td>• Media influence on a sport or sport in general</td>
</tr>
<tr>
<td>• Breaking down institutional barriers to improve performance</td>
</tr>
</tbody>
</table>
APPLICATION

Physical Education would interest students who are physically active, enjoy a range of sports, participate in sport as a coach, or who would like to further their knowledge of the physical culture of Australia. It provides a foundation for students who wish to pursue further study in human movement related fields such as sport development, management, marketing and sales, sport and physical activity policy development, sport journalism, sport psychology and coaching, athlete conditioning and management, personal training, sponsorship and fundraising, and primary, middle and senior school teaching.

ASSESSMENT

Physical Education involves students as intelligent performers, learning in, about and through physical activity. Intelligent performance is characterised by high levels of cognitive functioning, using both rational and creative thought. Students are decision makers engaged in the active construction of meaning through processing information related to their personal experience and to the study of physical activity.

Performance tests will be structured in a variety of situations. In performance areas, assessment will be continuous throughout the term, and will assess student performance across the three criteria. A range of content assessment techniques such as essay exams, research reports and multimodal presentations will be used. Assessment in Year 11 is formative, but summative in Year 12 unless students leave the course early.

Students engage in learning experiences that cover the assessable dimensions of acquiring, applying and evaluating rather than focusing on each in isolation. Aspects of each dimension occur concurrently and are developed in conjunction with each other as interdependent entities.

Acquiring

The dimension of acquiring involves the retrieval and comprehension of information and the reproduction of learned physical responses.

By the conclusion of the course, students should:

- Reproduce physical responses, meeting the requirements of physical performance contexts.
- Demonstrate through physical responses an understanding of safety, rules, learned and rehearsed skills, tactics and strategies.
- Identify, describe, recall and comprehend facts, definitions, terminology and principles as they relate to various contexts through the study, observation of, and engagement in, physical activity.
- Use textual features in the conventions of communication.

Applying

The dimension of applying involves the application of acquired information and learned physical responses.

By the conclusion of the course, students should:

- Apply and integrate information in the performance of physical responses.
- Analyse and apply performance strategies as individuals, and in groups and teams.
• Select, interpret, analyse and manipulate information related to the focus areas and performance in physical activities.
• Apply genre conventions.

Evaluating

The dimension of evaluating uses information, understandings and skills previously gained in acquiring and applying to make decisions, reach conclusions, solve problems and justify solutions and actions.

By the conclusion of the course, students should:

• Modify physical responses based on informed reflective decision making in varying physical performance environments.
• Initiate change and demonstrate solutions in team and group physical performance.
• Evaluate, predict and justify probable and possible outcomes of actions, plans and decisions.
• Make decisions about strategies to communicate ideas.

A principle of summative written assessment in this subject is that, where possible, it will be marked objectively, that is, without the knowledge of the name of the student who wrote it. Most practical assessment will be filmed, for both Authority and School use.

ADDITIONAL INFORMATION

• The Work Program in the Library.
• Mr Aaron Setterfield, Curriculum Leader (HPE).
PHYSICS

Curriculum Leader (Science): Ms Claire Collins

AIM

Humans have a desire to explain the world in which we live – the path of stars across the heavens, the way objects fall to the ground and why the sky is blue. Physics (from the Greek: phusikos) literally translates as “the science of nature”. This subject developed its own particular methods and procedures, where precise measurement and highly reproducible experiments were valued and a powerful and fruitful partnership with mathematics was established.

Senior Physics is a subject that appeals to those students who have enjoyed the motion, energy, electricity, light, sound and astronomy sections of Science in previous years. The Senior Physics course will build on a student's knowledge of each of these areas and begin to analyse each quantitatively.

RECOMMENDATION

Not only do students need a strong background in Mathematics, they will also be required to have a very high level of written communication and formal report writing skills in order to cope with the demands of the assessment. As such, it is highly recommended that students achieve at least a “B” level in both Mathematics and English.

APPLICATIONS

Senior Physics is a pre-requisite or a desirable choice for students who intend to enter the following fields of study: engineering, science, surveying, forestry, medicine, dentistry, podiatry, radiography, optometry, aeronautics/flying, veterinary science, physiotherapy, pharmacy and secondary science teaching.

An interest in Senior Physics would be beneficial for students looking at various technical jobs or science related trades.

SUBJECT MATTER

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measurement</td>
<td>Astrophysics</td>
</tr>
<tr>
<td>Light &amp; optics</td>
<td>Thermodynamics</td>
</tr>
<tr>
<td>Mechanics</td>
<td>Hydrodynamics</td>
</tr>
<tr>
<td>Powering our world</td>
<td>Medical physics</td>
</tr>
<tr>
<td></td>
<td>Inner &amp; Outer universe</td>
</tr>
</tbody>
</table>

ASSESSMENT

Tasks will be used to gather information about students’ achievement and these tasks will be of the following type:

- Written test.
- Extended research task.
- Extended experimental investigation.
Information will be gathered through a process of continuous assessment devised to provide the fullest and latest information on a student’s achievement in the course of study.

**ADDITIONAL INFORMATION**

- Speak with one of the teachers of the subject; Mr David Burrows, Mrs Jenny Harris, Mr Chris Sheahan.
- Ms Claire Collins, Curriculum Leader (Science).
RECREATIONAL PHYSICAL EDUCATION
Curriculum Leader (HPE): Mr Aaron Setterfield

The study of Recreational Physical Education is compulsory for all students at St Paul’s School.

AIM

Recreational Physical Education (RPE) provides an opportunity for physical activity beyond that enjoyed by many through their School and other extra-curricular activities. More than half of our students appear not to be involved in physical activity at School in these vitally formative years, without this single lesson per week.

SUBJECT MATTER

Students are invited to select from a range of activities that are recreational in nature and able to be catered for using the resources the School already has. Over the two years of 11 & 12 it is expected that students will participate in as wide a range of available activities as possible. Current activities include:

<table>
<thead>
<tr>
<th>Activities</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Badminton</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Basketball</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Canoeing</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Circus Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CrossFit</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Golf</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Minor games</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Netball</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Pool Games</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Tennis</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Touch Football</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Running/Walking</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Volleyball</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Weight Training</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Zumba</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

Staff who run these activities are Physical Education specialists and others who have expertise and/or qualifications to coach or run them. Activities offered each term are dependent on staff expertise and facility availability.

Students are expected to be changed into PE uniform, including a hat for each lesson, unless told otherwise. If a student is present at School but unable to participate in RPE, parents need to provide documentation explaining the reason, usually medical.

ASSESSMENT

RPE will be reported on in the end of semester report in terms of effort and participation, while not specifying the activity the student has been doing, with a general comment.

ADDITIONAL INFORMATION

- Mr Aaron Setterfield, Curriculum Leader (HPE).
RELIGION AND VALUES EDUCATION

Head of RAVE: Mrs Monica Keating

It is part of the St Paul’s School charter to promote, educate and share our Anglican faith with our community. Accordingly, the Religion and Values Education (RAVE) course is compulsory.

**Year 11 RAVE** course includes both the Religious Education course and the Life Skills Program. Ethics is taught for the first semester in Religious Education. This program explores ethical systems and theories, ethical behaviour and several current ethical and moral issues. Students study, discuss, reflect upon and debate the following topics during the course of the year:

- Individualism
- Subjectivism and objectivism
- The theories of Epicurus
- The ethical views of the Greek philosophers Aristotle and Plato
- Ethics in sport
- The carbon crisis
- Assisted reproductive technology
- Death and dying

The **Life Skills Program** gives students the opportunity to study different learning styles, leadership characteristics, risk taking and the decision making process. This program prepares students well for senior leadership positions at St Paul’s School.

Teaching methods will obviously vary from class to class. However, typically lessons consist of reading and reflecting about ethical issues, watching a selection of relevant and interesting DVDs, discussions, debates and set activities. An in-class assignment is provided to indicate or gauge the degree of engagement and understanding of the topics taught in class. Reporting is provided throughout the year.

**Year 12 RAVE** course begins to explore parts of the book of Genesis. This study allows students to make comparisons in their understanding of reality, and to evaluate the Genesis claim and its relevance for life today.

The eight modules are presented in lecture format. After each lecture students discuss each topic further in the classroom. The eight topics studied are:

- Feeling the Pain: Genesis 4.

The **Life Skills** program focuses on personal development, leadership, relationships and the growth of the Christian faith.
ADDITIONAL INFORMATION

- Mrs Monica Keating, Head of RAVE
- Reverend Mark Leam
- Mr David Adams
SCIENCE21

Curriculum Leader (Science): Ms Claire Collins

AIM

Science21 is an interdisciplinary science course that encourages students to develop a broad understanding of science relevant to the young adult. The interdisciplinary nature of Science21 enables students to become knowledgeable and active participants in a scientifically rich society.

A course of study in Science21 may also complement student learning in the established science disciplines such as Physics, Chemistry, Biological Science and Earth Science.

RECOMMENDATION

Students need a sound background in English, as they will be required to have a high level of written communication and formal report writing skills in order to cope with the assessment.

APPLICATIONS

Although this subject is a pre-requisite for only some tertiary courses, it is extremely useful for those hoping to enter Psychology and Nursing, as well as providing a good background for everyday life.

Please note the SAME type of assessment is used as in the other Senior Science subjects (Biology, chemistry, Physics).

A result of at least a “C” standard in Year 10 Science is recommended. Students doing English Communication should not select Science21.

SUBJECT MATTER

There are

<table>
<thead>
<tr>
<th>Core topics Yr 11</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Disease and Quarantine:</strong> Students will investigate how science impacts on the detection and treatment of skin cancer (non-infectious) and transmission and prevention/control of bacterial, viral and pathogen borne diseases (infectious). In terms of wellbeing, students will learn how science directs attention to preventative measures such as quarantine to control the spread of global disease and pests</td>
</tr>
<tr>
<td><strong>2. Food and Nutrition:</strong> Students will investigate the impact of science on the production of foods. In terms of wellbeing, science directs attention to preventative measures and provides solutions to health and lifestyle challenges, such as nutrition. The impacts of science on health and wellbeing have accelerated in the last century Students will make camembert cheese as part of this unit.</td>
</tr>
<tr>
<td><strong>3. Military Communication and Technology:</strong> In this unit students will develop an understanding of the various forms of communication and technology used by the Military and the impact of the flow on of this technology into our everyday lives</td>
</tr>
<tr>
<td><strong>4. Energy for Tomorrow:</strong> In this unit students will develop an understanding of the nature, generation/ conversion and use of various forms of energy that are currently used and planned for the future, they will examine why we may need to change our energy sources and what the real cost of future energy sources will be</td>
</tr>
</tbody>
</table>
## Core Topics Yr 12

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>5. Reef – biology &amp; geology:</strong> In this unit students will develop an understanding of the formation and identification of various types of reef. They will identify and explain the various types of relationships that exist in a reef ecosystem, both living and non-living. They will analyse the impact of climate change on the reef.</td>
<td></td>
</tr>
<tr>
<td><strong>6. Robotics:</strong> Students will apply technology and science to the production of a product (Technology), and develop an understanding that unique circumstances often precipitate rapid progress in science. (Catalyst for Discovery)</td>
<td></td>
</tr>
<tr>
<td><strong>7. Forensic science</strong> Students will be made aware that scientific development is critically dependent on the development of scientific technologies for forensic investigation, such as ballistics, DNA analysis, and crash investigations. Some technologies are developed specifically for furthering forensic science.</td>
<td></td>
</tr>
<tr>
<td><strong>8. Serendipity and scientific discovery:</strong> The culminating unit for Science 21 provides an opportunity for students to demonstrate how their scientific literacy has developed. It is an open investigation with all students researching different examples of serendipity and then presenting their understanding how scientific discovery occurs.</td>
<td></td>
</tr>
</tbody>
</table>

### ASSESSMENT

Students will be given the opportunity to display achievement on the course objectives via a variety of formative and summative assessment instruments.

These will include:

- Supervised written tests.
- Extended practical investigation.
- Non-experimental investigations.
- Collection of work.

Information will be gathered through a process of continuous assessment devised to provide the fullest and latest information on a student’s achievement in the course of study.

### ADDITIONAL INFORMATION

- Speak with one of the teachers of the subject; Ms Sue Hodgkinson, Mr David Burrows.
- Ms Claire Collins, Curriculum Leader (Science).
STUDY OF RELIGION

Head of RAVE: Mrs Monica Keating

AIM

The Study of Religion course is an excellent tool to assist students to make sense of the world in which they live and become more skilled in identifying different ways of describing and responding to experiences. Students do not require an adherence to a particular religious tradition in order to study this course.

The educational approach to the Study of Religion is based on the two following assumptions:

Different forms of Religion: Within religions, there are diverse beliefs and practices. While all of these religious traditions are available for critical study, each is viewed in a way which respects its particular identity.

Beliefs, Understandings and Values: There is no assumption that the teacher and student share a common set of beliefs, understandings and traditions. This encourages dialogue between religious perspectives. The syllabus recognises the indigenous people of Australia, providing opportunities for the study of Aboriginal and Torres Strait Islander spiritualities.

The knowledge, skills and values of the Study of Religion syllabus offer continuity with Years 1-10 Studies of Society and Environment (SOSE) syllabus.

Specifically the Study of Religion course assists students to:

- Understand and appreciate the purpose, meaning and significance of religion in the lives of individuals and communities.
- Investigate patterns of belief and religious traditions, and the ways in which these contribute to shaping and interpreting people's lives and experiences.
- Respect and appreciate the beliefs, attitudes and values of others while retaining their own beliefs and values.
- Understand that religions are dynamic and living, with the power to change the lives of their followers.
- Value the study of world religions, and evaluate critically religions and religious traditions.

RECOMMENDATION

Minimum “C” standard required in English.

SUBJECT MATTER - SPECIFIC CONTENT OBJECTIVES

Study of Religion is a two year course of study. The four general objectives which will be covered in the course are:

1. Knowledge and understanding.
2. Evaluative process.
4. Affective process (attitude feelings and values).
The first three elements are assessable objectives while the fourth is not assessed as it explores attitudes, values and feelings.

The Course

There are three core components in the course. These are Australian Religious Perspectives, World Religions and the Nature and Significance of Religion.

The Australian Religious Perspectives will include some study on the following:

- Aboriginal spiritualties and Torres Strait Islander religions.
- Religion in the local community.
- Religious diversity in Australia.

World Religions

- Study of four of the following religions: Hinduism, Judaism, Buddhism, Islam and Christianity.
- Other religion may be included in units of work

The Nature and Significance of Religion focuses on religion as a cultural and historical phenomenon common to most societies.

Each topic requires an in-depth study of a specific phenomenon related to religion. A minimum of four topics must be studied over a four semester course.

Course outline

<table>
<thead>
<tr>
<th>Year 11 Semester One</th>
<th>Year 12 Semester Three</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic:</strong> Ritual</td>
<td><strong>Topic:</strong> Religion, Values and Ethics</td>
</tr>
<tr>
<td><strong>Areas of Inquiry:</strong></td>
<td><strong>Areas of Inquiry:</strong></td>
</tr>
<tr>
<td>1. Rituals in world religion</td>
<td>1. Ethics and the common good</td>
</tr>
<tr>
<td>2. Rituals, symbols and power</td>
<td>2. Contemporary ethical issues</td>
</tr>
<tr>
<td>3. Ritual tourism and pilgrimages</td>
<td>3. Feminist ethics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 11 Semester Two</th>
<th>Year 12 Semester Four</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic:</strong> Sacred Texts</td>
<td><strong>Topic:</strong> Religion and State Relationships</td>
</tr>
<tr>
<td><strong>Areas of Inquiry:</strong></td>
<td><strong>Areas of Inquiry:</strong></td>
</tr>
<tr>
<td>1. Sacred text as a foundation for belief and doctrine</td>
<td>1. Nationalism and religion</td>
</tr>
<tr>
<td>2. Readings and interpretations of text</td>
<td>2. Religious freedom and the state</td>
</tr>
<tr>
<td>3. Primary and secondary texts</td>
<td>3. Colonialism, and Aboriginal and Torres Strait Islander spiritualties and religions</td>
</tr>
</tbody>
</table>

ASSESSMENT

A system of continuous assessment, recorded on a student profile sheet, will apply throughout the two years of the course. Three criteria are used to make judgments on student achievement for exit levels of achievement:

1. Knowledge and understanding.
2. Evaluative process.
3. Research and communication.
Students will encounter several types of assessment instruments throughout the four semesters. These will include:

a) Extended written responses.
b) Multimodal presentations.
c) Responses to stimulus material.
d) Short responses to unseen questions under supervised exam conditions.

ADDITIONAL INFORMATION

- Mrs Monica Keating, Head of RAVE.
INDUSTRIAL TECHNOLOGY SKILLS
Curriculum Leader (Design Technology): Mr Andrew Wilson

Why Industrial Technology Skills?

Technology has been an integral part of society for as long as humans have had the desire to create products to improve their quality of life. In an increasingly technological and complex world, it is important to develop the knowledge, understanding and skills associated with traditional and contemporary tools and materials used by Australian manufacturing industries to create products.

A course of study in Industrial Technology Skills can establish a basis for further education and employment in manufacturing industries, and help students understand the different careers available. With additional training and experience, potential employment opportunities may be found in the industry areas of aeroskills, automotive, building and construction, engineering, furnishing, industrial graphics and plastics.

Course Overview

The subject includes two core topics — 'Industry practices' and 'Production processes'. Industry practices are used by manufacturing enterprises to manage the manufacturing of products from raw materials. Production processes combine the production skills and procedures required to create products. Students explore the knowledge, understanding and skills of the core topics through selected industry-based electives in response to local needs, available resources and teacher expertise.

Course Organisation

Industrial Technology Skills is a four semester course of study (2 Semesters Year 11 and 2 Semesters in Year 12).

Semesters 1 and 2 of the course are designed to allow students to begin their engagement with the course content, i.e. the knowledge, understanding and skills of the subject. Course content, learning experiences and assessment increase in complexity across the four semesters as students develop greater independence as learners.

Semesters 3 and 4 consolidate student learning.

Year 11 & 12, Semester 1-4 (Counts towards 4 QCE points)

The course encompasses a range of teaching and learning that explores the relationship between:

- Core topic 1: Industry Practices
- Core topic 2: Production Processes
- Electives (Industry Areas that include – Building and Construction, Furnishing and Plastics)
- Units of Work (Assessment, that includes - Projects, Practical Demonstrations and Examinations)
### Core Topic 1 – Industry Practices

- Manufacturing enterprises
- Workplace health and safety
- Personal and interpersonal skills
- Product quality

### Core Topic 2 – Production Processes

- Specifications
- Tools
- Materials

### Elective 1 – Building and Construction (may include)

- Bricklaying
- Carpentry
- Concreting
- Landscaping
- Plastering and painting
- Tiling

### Elective 2 – Furnishing (may include)

- Cabinet-making
- Furniture finishing
- Furniture-making
- Glazing and framing
- Upholstery

### Elective 3 – Plastics (may include)

- Thermoplastics fabrication
- Thermosetting fabrication

### Assessment:

- **Project**: A project occurs over a set period of time. Students may use class time and their own time to develop a response.

- **Practical Demonstration**: Practical application of a specific set of teacher-identified production skills and procedures. Responses are completed individually in a set timeframe.

- **Examination**: Application of a range of cognition to provided questions, scenarios and/or problems. Responses are completed individually, under supervised conditions and in a set timeframe.

### PRE REQUISITES

Students must have studied Design Technology at some stage within the Middle School and/or Year 10 Design Engineering and/or Manufacturing Studies. Students must have a good knowledge and understanding of safety within a workshop environment.

### ADDITIONAL INFORMATION

- Mr Andrew Wilson, Curriculum Leader (Design Technology).
TECHNOLOGY STUDIES
Curriculum Leader (Design Technology): Mr Andrew Wilson

WHY TECHNOLOGY STUDIES?
Technology Studies empowers students to explore the relationships between technology and society in order to be informed, responsible and responsive users and creators of technology. Technology encompasses the purposeful application of knowledge, resources, materials and processes to develop solutions. Solutions are the ideas and products developed in response to design problems.

In Technology Studies, students develop an understanding of real-world product design and production processes. Technology Studies provides opportunities for students to develop skills in strategic and creative thinking, practical problem solving, information analysis, and project management, and challenges them to understand and appreciate technological innovation and its impact on society.

A course of study in Technology Studies can establish a basis for further education and employment in the fields of industrial design, product design, civil engineering, mechanical engineering, electrical engineering, architecture, project management and many more.

COURSE OVERVIEW
Technology Studies is designed to enable schools to develop a course with a diverse range of teaching and learning experiences. The core subject matter in Technology Studies is a design process and design factors. All core subject matter is included in Year 11 and then revisited and further developed in Year 12.

Design Process: Design processes are ways of thinking and working that are used to define a design problem and develop viable and innovative solutions that are produced and evaluated against design criteria. Design is a process that helps students develop creativity and innovation.

As students experience the stages of a design process they engage in a range of cognitive, communication, creative, research and technical skills. These are:

- Exploring a design problem.
- Developing ideas.
- Producing products.

Design Factors: Design factors describe the knowledge used when making decisions to solve real-world design problems. The design factors are integral to a design process and are outlined to students as the following:

- User centred design.
- Legal responsibilities.
- Sustainable design.
- Elements and principles of design.
- Design strategies.
- Communication.
- Manufacturing technologies.
- Materials.
• Project management skills.

ASSESSMENT

Throughout Year 11 and 12 students will engage in six to eight units of work which will provide students opportunities to:

• Investigate a range of design problems.
• Apply the design factors.
• Apply the design process.

This is achieved through:

• Design Folios (proposal, appraisal and practical submitted in the one folio).
• Reports.

PRE REQUISITES

Students must have studied Design Technology at some stage within the Middle School and/or Year 10 Design Technology Studies and/or Introductory Engineering Technology. Students should have a solid knowledge and understanding of safety within a workshop environment.

ADDITIONAL INFORMATION

• Mr Andrew Wilson, Curriculum Leader (Design Technology).
VISUAL ART (Visual Culture Learning Area)
Curriculum Leader (Visual Culture): Mr Philip Glover

"The Arts are fundamental resources through which the world is viewed, meaning is created and the mind is developed”
Elliot W. Eisner, Professor of Education and Art, Stanford University, 1997

AIM

Visual Art is a powerful and pervasive means of communication. It is the means of personal expression by which students make visible ideas, thoughts, feelings and observations of their world through display and exhibition of made images and objects.

Through the study of Visual Art and the wider Visual Culture, students learn to be visually literate. This, in turn, expands student’s capacity to create, question and problem solve, enhancing the higher order thinking skills necessary for interpreting and evaluating real world concepts and the experiences of a 21st century working environment.

RECOMMENDATION

For students who have studied Visual Culture throughout Year 10, a minimum overall standard of a “C” grade across two of the three Visual Culture subject criteria is recommended. In addition to this, an overall "C" standard in Year 10 English is recommended to cope with the theory component of the course.

For students who have not studied 2 semesters of Year 10 Visual Culture, it needs to be noted that Visual Art texts often use specific language, which presumes a student’s fluency in visual art concepts and techniques. For this reason, students considering electing Visual Art, having not studied the required Semesters, should display a confidence in their use of language and written expression (minimum overall “C” for English), a comfort with ambiguity and working independently. Students should also demonstrate a level of competency within a range of visual art techniques and processes.

Entry Points
Semester One (in exceptional circumstances it may be possible for a student to enter later).

APPLICATIONS

For those students wishing to pursue tertiary study in any of the following fields, Senior Visual Art Folios may be necessary criteria for submission into the tertiary campuses that offer these courses: Practical Arts, ie Fashion Design, Fine Art, Photography, Graphics, Illustration, Film, Animation, Curatorial Studies, Gold & Silver-Smithing & Sculpture, Textile Art, Interior & Industrial Design/Concepts; Theatre Set Production/Commercial Art, ie Video Production, Packaging, Advertisements & Corporate Work.
SUBJECT MATTER

The Senior Visual Art Course is divided into 4 units across 4 semesters, each underpinned by a conceptual framework. Each conceptual framework incorporates the general objectives of researching, developing, resolving and reflecting used by students to make and appraise artworks.

During Semesters 1 and 2 of Year 11, students are introduced and guided through the application of a variety of media, skills, processes, techniques and technologies with the intent of leading them toward the necessary independent decision making required for Year 12 units.

SAMPLE COURSE OVERVIEW

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Diversification (Year 11)</strong></td>
<td><strong>Multiples, Collections and Groupings</strong></td>
</tr>
<tr>
<td>Time</td>
<td>19 Weeks</td>
</tr>
<tr>
<td><strong>Concept</strong></td>
<td><strong>The Physical World</strong>&lt;br&gt;This unit focuses on explorations of external natural and man-made objects and physical surfaces then moves on to explore the skeletal or internal form inherent to the structure of shapes, objects and substances.</td>
</tr>
<tr>
<td><strong>Focus</strong></td>
<td><strong>This concept could be explored through a range of focuses including explorations of the physical world through mimicry and manipulation of exterior surface appearances and intrinsic elemental/skeletal structures as a means to convey descriptive and expressive meaning.</strong>&lt;br&gt;Inspiration to be drawn from:&lt;br&gt;- Object&lt;br&gt;- Form&lt;br&gt;- Structure&lt;br&gt;- Facade</td>
</tr>
</tbody>
</table>
# Senior Phase of Learning Handbook

## Year 11, 2017 and Year 12, 2018

### Context

Exploration of representations of physical environment within a range of social, cultural and historical contexts.

**Historical:** as a means of mapping, documenting and recording unfamiliar environments.

**Cultural:** Art forms and artists whose works are intrinsically linked to space/place. The spectrum could include rock art, graffiti art and the environmental art.

**Social:** Art forms and artists whose works and styles are a reflection or a response to extrinsic influences.

### Media

In response to the concept and focuses, students explore and experiment with materials, techniques and processes related to:

- Drawing/Painting/Printmaking/Photographic Art/Ceramics/Installation/Performance Art/Sculpture/Electronic Imaging/Sound Art/Fibre Art/Wearable Art & Body Adornment/Costume & Stage Design.

### Making & Appraising responses

**Making:** Unit 1: Exploring the Physical World Experimental folio of preliminary studies

**Making:** Unit 2: Manipulating the Physical World - Resolved (formative) folio of work

**Appraising:**
- Written Visual Analysis (800 words approx.)
- Written Critique (1000 words approx)

**Making:** Unit 3: Collections, groupings and multiples - Experimental folio of preliminary studies

**Making:** Unit 4: Collections, groupings and Multiples - Resolved (formative) folio of work

**Appraising:**
- Comparative Essay (1000 Words approx)

### Exploration of representations and expressions within a range of social, cultural and personal contexts.

**Cultural and Social:** Objects, Symbols and icons that serve to unite or define social subtexts, past and present belief systems, of those which can or have been used as a means of commercial/social persuasion.

**Personal:** Explorations of objects, icons and symbols that have personal significance and the placement of these within varying conceptual frameworks.
<table>
<thead>
<tr>
<th>Semester 3</th>
<th>Semester 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Specialisation (Year 12)</strong></td>
<td><strong>Personal extension</strong></td>
</tr>
<tr>
<td><strong>Time</strong></td>
<td>13 Weeks</td>
</tr>
<tr>
<td><strong>Concept</strong></td>
<td>Return to origins</td>
</tr>
<tr>
<td></td>
<td>This unit focuses on a return to the source and primal locations of life, memory, to the body of self and Earth to birth, growth stages, decay, death and rebirth in a ceaseless cycle – as arenas for the processes, forms and mysteries of existence.</td>
</tr>
<tr>
<td><strong>Focus</strong></td>
<td>Students determine their own focus but may explore the nature of:</td>
</tr>
<tr>
<td></td>
<td>- Self-reflection: the origins of self</td>
</tr>
<tr>
<td></td>
<td>- Belief systems, traditions and evolutionary change.</td>
</tr>
<tr>
<td></td>
<td>- Memory and Imprint</td>
</tr>
<tr>
<td></td>
<td>- Action/Reaction</td>
</tr>
<tr>
<td><strong>Context</strong></td>
<td>Students select their own contextual references. Exploration of representations and expressions within the spiritual, philosophical, historical or psychological contexts that may reflect issues, attitudes, perceptions and values about the nature and complexity of theories relating to origin.</td>
</tr>
<tr>
<td><strong>Media</strong></td>
<td>Student choice. Media is negotiable with the teacher but could include: Drawing/Painting/Printmaking/Photographic Art/Ceramics/Installation/Performance Art/Sculpture/Electronic Imaging/Sound Art/Fibre Art/Wearable Art &amp; Body Adornment/Costume &amp; Stage Design.</td>
</tr>
<tr>
<td>Making &amp; Appraising responses</td>
<td><strong>Body of work 1</strong> inclusive of: Making: inquiry of the concept/focus</td>
</tr>
<tr>
<td>------------------------------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Appraising: Comparative Essay (1000–1200 words)</td>
</tr>
</tbody>
</table>

**ADDITIONAL INFORMATION**

- The Work Program in the Library.
- Mr Philip Glover, Curriculum Leader (Visual Culture).
VOCATIONAL EDUCATION AND TRAINING (VET)
Head of Studies Senior School: Mr Glen Smith

VET in Schools programs

‘VET in Schools’ refers to Vocational Education and Training (VET) in Schools programs undertaken as part of a senior secondary certificate. VET in Schools programs allow you to earn credit towards a nationally recognised qualification, while you complete the general education curriculum for your Queensland Certificate of Education (QCE). VET qualifications will also contribute credit points to your QCE.

Please Note: Unfortunately, Full-Fee Paying Overseas Students (FFPOS) are unable to undertake a TAFE course off the School campus.

With VET in Schools, you can:

- combine a vocational pathway with your general education curriculum
- work towards a Certificate I, II or III, or sometimes even a Certificate IV qualification
- keep your options open to pursue further vocational education (such as courses at a Technical and Further Education (TAFE) institute, or move into higher education (such as undertaking courses at university)
- gain work experience

Before commencement of a VET course, students will receive the following information:

- VET student handbook
- VET consent form
- Course content and assessment requirements

What does our School offer in VET in Schools programs?

1. Stand Alone VET Subjects
   - Manufacturing and Engineering Studies - MEM10105 Certificate I in Engineering
   - Industrial and Furnishing Technology - MSA10107 Certificate I in Manufacturing (Pathways)

Courses that are conducted and awarded by an external Registered Training Organisation (RTO).

- Music Technology - CUS30209 Certificate III in Technical Production
- Fitness Studies - SIS30310 Certificate III in Fitness
  - SIS40210 Certificate IV in Fitness

(Refer to the Course Outlines which appear in the subject’s selection earlier in this book)

2. School Based Australian Apprenticeship /Traineeships

3. VET in Schools Programs (Nationally Accredited Programs in Industry Areas)
   Internal or External Modes of Study.

School Counsellors can advise students who may be considering a career path for which a VET course is appropriate.
VET in School Programs and School Based Traineeship/Apprenticeships are generally scheduled to coincide with school hours, and students need to sign a declaration that lesson content missed from the timetable will need to be made up in the allocated VET Study lessons.

**How do I nominate VET in my Subject Selection Form?**

 Students choose 6 subjects on the subject selection form initially – once enrolment in a VET course has been confirmed the 6th subject can be dropped to allocate a study period. It is during this study time that students complete work towards their VET course.

**Do I need to drop a subject?**

Yes, students are required to drop their 6th subject to enrol into a VET course not offered by St Paul’s School. Students may not drop Mathematics or English.

**What are Australian Apprenticeships?**

Australian Apprenticeships (often referred to as traineeships and apprenticeships) are a great career option. They combine practical work with structured training to give you a nationally recognised qualification and the experience you need to get the job you want. Training is flexible and can be on-the-job, off-the-job or a combination of both. Australian Apprenticeships are available at a variety of qualification levels in most occupations, as well as in traditional trades and a wide range of emerging industry sectors.

You do not have to wait until you leave school to get started. Australian School Based Apprenticeships are now offered by St Paul’s School giving students the option of starting while still at school. Students also have the benefit of being paid for their on-the-job component each week.

To start an Australian Apprenticeship (either Traineeship or Apprenticeship) students must have their own employer contact.

**How do I get started finding a school-based traineeship/apprenticeship?**

1. Consult one of the School Counsellors to discuss your career plans and interests;
2. Find work experience to see if you like the area;
3. Find an employer;
4. The School Counsellors may refer you to the School VET Administrator to assist with your application.

**Can I still receive an OP if I take up a VET option?**

A student undertaking five Authority subjects and one VET subject is still eligible for an Overall Position (OP); however, it should be noted that all of the student’s five Authority subjects will be used in the OP calculation.

**Cost of VET programs**

<table>
<thead>
<tr>
<th>VET embedded into the curriculum</th>
<th>no extra parent contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>VET courses offered by VET in Schools Program via TAFE</td>
<td>depending on selection of course, fees may vary. There are courses on offer that attract no extra parent contribution</td>
</tr>
<tr>
<td>VET courses offered by Private Training Organisation</td>
<td>extra parent contribution*</td>
</tr>
<tr>
<td>School-based Australian Apprenticeships</td>
<td>no extra parent contribution</td>
</tr>
</tbody>
</table>
What time does my VET external/internal VET course start?

VET in School Programs and School Based Traineeship/Apprenticeships are generally scheduled to coincide with school hours, therefore it is likely that time missed from a student’s timetable will need to be made up in his/her VET Study lessons. As students drop their 6th subject they will be allocated 7 study periods per 10 day cycle.

What are the possible QCE points available for my VET course?

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Possible QCE Points</th>
<th>Possible Partial Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate I</td>
<td>2 points</td>
<td>Nil</td>
</tr>
<tr>
<td>Certificate II</td>
<td>4 points</td>
<td>25% = 1; 50% = 2, 75% = 3</td>
</tr>
<tr>
<td>Certificate III/IV</td>
<td>5, 6, 7 or 8 points</td>
<td>Refer below for more information</td>
</tr>
<tr>
<td>Traineeship with embedded Certificate II</td>
<td>4 points</td>
<td>25% = 2; 50% = 3, 75% = 4</td>
</tr>
<tr>
<td>Traineeship with embedded Certificate III/IV</td>
<td>5, 6, 7 or 8 points</td>
<td>Refer below for more information</td>
</tr>
<tr>
<td>School-based Apprenticeship</td>
<td>6 points</td>
<td>4 points for 96 Work placement days and 2 points for 25% of completed qualification</td>
</tr>
</tbody>
</table>

*NOTE: QCAA Student Connect will confirm exact QCE points on courses*

Can I receive partial credit for VET courses towards the QCE?

Yes, on Certificate II/III and IV courses. Partially completed VET Certificate II qualifications are based on 25%, 50% or 75% of the competencies attained, attracting 1, 2 or 3 credits respectively. Partial completion of VET Certificate III or IV qualifications worth up to 8 credits will be based on the percentage of competencies (25%, 50% or 75%) attained. Note that some VET Certificate III and IV qualifications attract fewer than 8 credits for completion. This will be automatically determined by the QCAA according to the proportion of total competencies completed and reported by the provider.

Please see the School Counsellors for individual partial credit information for qualifications.

What is a QTAC Selection Rank?

Year 12 students who present a completed AQF Certificate III/IV qualification or a completed Traineeship to QTAC will be allocated a separate QTAC selection rank according to the appropriate schedule. In 2008 the selection rank for a completed AQF Certificate III was a 68 (as a rough guide it is comparable to approximately OP 16), a completed AQF Certificate IV was a 74 (comparable to approximately OP 14) and a completed Traineeship was a 71 (comparable to approximately OP 15). The OP comparisons vary from year to year and cannot be used as a definitive guide.

Please note for OP ineligible students your OP ineligible rank can be printed from your online application. For other QTAC Selection Ranks please inquire with QTAC directly after the major offer round in January.
ADDITIONAL INFORMATION

- School Counsellors
- Mr Glen Smith, Head of Studies Senior School