St Ursula’s College

Senior Subject Selection Handbook 2017

“Perfice Gressus Meos”
- Perfect My Steps
MISSION STATEMENT

We declare that the mission of St Ursula's College is to continue the mission of Jesus, living and proclaiming the Gospel values to all people, especially in our school community, with fidelity, joy and enthusiasm.

Our mission demands that we create an environment where the Gospel values - both in daily living and in the learning situation - can be critically examined, clearly understood and responsibly acted upon.

This demands serious and courageous involvement in the field of education and in the practice of justice in our efforts to transform the world.
Principles of Presentation Education

Presentation education nurtures and challenges to a spirituality, which is focussed in a relationship with Jesus Christ and the human concerns of our world.

Presentation education strives to bring students to an awareness of God’s unconditional love so that they will find meaning in life and hope for the future.

Presentation education provides opportunities for prayer and for meaningful participation in liturgy.

Presentation education takes place in a pastoral care context to enable all students to achieve growth through love, trust, responsible freedom and mutual respect.

Presentation education provides an environment in which faith is nurtured and in which priority is given to the Religious Education curriculum.

Presentation education encourages genuine acceptance and appreciation of all people regardless of gender, social status, ethnic origin or financial means.

Presentation education promotes the full potential of each person in the school community and sense of personal worth.

Presentation education encourages students to develop critical thinking, self-motivation and a sense of personal responsibility.

Presentation education strives to develop the aesthetic sense through the active encouragement of the creative spirit in art, music, drama and literature.

Presentation education aims to provide school structures that promote justice and personal responsibility.

Presentation education provides students with the opportunity to develop skills and knowledge to live creatively in a rapidly changing world.

Presentation education encourages the critical assessment of and creative response to culture and lifestyle in the light of Christian values.

Presentation education provides experiences of co-operative teamwork to develop the skills and attitudes necessary to work with others to achieve a common goal.

Presentation education helps students to develop an understanding of their society, and especially an awareness of injustice and oppression, and a concern to transform the attitudes and structures that cause them.

Presentation education provides opportunities for the development of leadership skills.

These values and principles are the foundation of education in Presentation schools and are particularly relevant in today’s world where the dignity of the human person is frequently at risk and where Christians are challenged to promote the reign of God in an environment where structures and policies are often unjust. If our schools are faithful to these values and principles, they will lead students out of the darkness of selfishness, despair and confusion into new horizons of hope and commitment to God, others and to a belief in themselves.
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**Please Note:**

For future reference, students are asked to keep this book until the completion of Year 12.

Students wishing to undertake courses not listed in this booklet (TAFE, SUN program) must indicate so on the subject selection form under **OTHER COURSES**.
Principal: Mrs Catherine Dunbar
Deputy Principal Teaching/Learning: Mrs Di Moyle
Deputy Principal Spiritual/Pastoral: Mrs Kathy Curran

HEADS OF DEPARTMENTS

Head of Senior School: Miss Sue Harris
Head of Middle School: Mrs Jeni Dunn
Religious Education: Ms Nicole Jamieson (Acting)
English & LOTE: Ms Belinda Connolly
Mathematics & Numeracy: Mr Kevin Wallis
Science & Technology: Mr Ben Flanders
Social Science & Business: Mrs Laura Kann (Acting)
Creative Arts: Mrs Nicole Francis-Leah
Physical Education & Sport: Mr Damien McLuskie
Practical Arts: Mrs April Acworth

Other personnel who might be able to provide support include:

Literacy Co-ordinator: Ms Kristin Hannaford
Learning Enhancement Co-ordinator: Ms Tracey Quinnell
Vocational Education Co-ordinator/Careers Advisor: Ms Natasha Oldham
THE LANGUAGE OF SENIOR EDUCATION

GLOSSARY

**Prerequisite subjects** are those, which must be taken in order to gain entry to some higher level courses or to future careers.

**Overall Position (OP)** is the name given to the rating used for tertiary entrance. In general, students wishing to gain entry to a degree course at a University at the end of Year 12 would need to obtain an OP. Only Authority Subjects are used for this score. OP’s range from 1 (highest) to 25 (lowest).

**Tertiary Selection Rank (TSR)** is the name given to another type of Tertiary Entrance Score 99 (highest) to 1 (lowest). It uses the achievement levels in all education and training undertaken, including Authority and Authority Registered subjects and competencies achieved for VET courses.

**Field Position (FP)** refers to special “fields” such as *Basic Numeracy, Extended Written Expression* and is derived from the Authority Subjects studied. It is only relevant to OP eligible students.

**Queensland Certificate of Education (QCE)** replaces the Senior Certificate. Students must achieve a set amount of learning at a specific standard (20 credits) and meet basic requirements for literacy and numeracy.

**Senior Statement** is a transcript of the official record of learning. It records all the learning achievements in a student’s Learning Account.

**QCS Test** is a common test conducted over 2 days in the third term for Year 12 students. To be eligible for an OP and FPs you must sit the QCS test. Non OP students may also sit the tests to improve their selection rank.

**VET Quality Framework (VQF)** is the set of nationally agreed quality assurance arrangements for training and assessment services delivered by Registered Training Organisations (RTO’s).

**School–based traineeships and apprenticeships** can be undertaken between Years 10 and 12 for 1-2 years. Students are usually out of school one day a week as they must undertake a minimum of 50 days annually in the workplace. To accommodate this, students have a study line.
Welcome to the next phase in your educational journey. This handbook aims to assist students and parents with the selection of subjects for the next phase of Senior schooling (Years 11 and 12). The decisions that are made at this stage are extremely important for the future. Therefore final choices should only be made after a lot of careful consideration.

HOW DO I MAKE MY CHOICES?

You are advised to:

* consider subjects in which you have shown ability
* consider what you are interested in and are going to enjoy
* choose subjects that will help you in your future pathways, i.e. prerequisites for University or TAFE courses
* choose subjects that will help you reach your employment and career goals
* talk to your Teachers, Careers Advisor and have a few careers in mind.
* research different career pathways.

Authority subjects if:
- You wish to obtain an OP;
- You wish to gain entry to a University course within 2 years of completing Year 12.

VET Certificate Courses if:
- You wish to enter the workforce
- You wish to enter a higher level of vocational education and training
- You wish to gain entry into university using an alternate pathway

Authority Registered (Non OP):
- You do not require an OP;
- You wish to go to TAFE or other higher education courses that does not require an OP.
WHAT CHOICES DO I HAVE? (LEARNING AREAS)

St Ursula’s College offers a wide range of Senior subjects in order to satisfy the needs of students with different abilities and interests. Students entering Year 11 may select a course that is:

(a) An arrangement of the authority subjects (OP subjects) which can qualify them for tertiary education,

OR.....

(b) A complete Vocational Education and Training (VET) pathway,

OR.....

(c) A blend of authority and/or authority registered subjects and VET competencies offering a more practical pathway specifically targeted to employment avenues.

SUBJECT CHOICES

AUTHORITY SUBJECTS – OP

Authority Subjects have the following characteristics:

- The syllabus for the subject has been approved by the Queensland Curriculum & Assessment Authority (QCAA)
- The College Work Program for that subject has been accredited by the QCAA
- The assessment program for the student achievement has been certified by the QCAA
- Authority subjects lead to an OP or a rank. These subjects present an academic challenge so a sound in a related subject in Year 10 is advisable.
- The subjects appear on the Queensland Certificate of Education and are worth 4 credits.

AUTHORITY REGISTERED SUBJECTS – NON OP

Authority Registered Subjects some of which incorporate Vocational Education and Training have the following characteristics:

- These have QCAA approved work programs and assessment plans.
- They are recorded on the Queensland Certificate of Education and are worth 4 credits.
- They are not used in the calculation of an OP but may be used in the calculation of Tertiary Entrance Score.
- Some Authority Registered subjects have Vocational Education and training components.
VOCATIONAL EDUCATION OR CERTIFICATE COURSES

Stand Alone Vocational Education and Training Certificate Courses (VET) have the following characteristics:

- Nationally Recognised Vocational Education and Training courses and qualifications under the VET Quality Framework (VQF).
- These courses may be included within Traineeships and Apprenticeships.
- They are recorded on the Queensland Certificate of Education (credits 2 – 9).
- They provide direct articulation to further studies.
- They may be used in the calculation of Tertiary Entrance Scores.

WHAT QUALIFICATIONS DO I GET?

THE SENIOR STATEMENT

Every student will receive a Senior Statement at the end of Year 12. This is a transcript of the student’s learning and includes the following:

- The school/college which assessed the student’s achievement.
- The subjects studied in Year 11 and 12.
- The number of semester units in each subject.
- The student’s result on the Queensland Core Skills Test. (if applicable).
- Competencies and modules completed in VET or Certificate courses.
- Other awards eg. Australian Music Examination Board (AMEB).

THE QUEENSLAND CERTIFICATE OF EDUCATION (QCE)

The QCE will be awarded to a student when they complete their senior years of schooling and have met the minimum requirements for:

- A significant amount of learning
- At a set standard of achievement
- Defined literacy and numeracy standards

These requirements are identified as credit points with a total of 20 credit points fulfilling the minimum requirements. These credit points are set out on the table on the following page. Students have up to 9 years after the completion of Year 12 to gain their QCE.
The Assessment Journey in Year 10, 11 and 12

**QCS TEST:** ASSESSMENT OF ABILITIES SHOWN IN THE QCS TEST ARE GIVEN AS A QCS GRADE (A to E).

**SUBJECT ASSESSMENT:** ASSESSMENT OF LEARNING IN EACH SUBJECT IS UNDERTAKEN AND GIVEN AS A LEVEL OF ACHIEVEMENT (LOA).

The test is based on the Common Curriculum Elements - CCE’s.

The CCE’s are embedded in these subjects.

**OVERALL POSITION**

This leads to the awarding of an **OVERALL POSITION (OP)**. The term *overall* refers to overall subjects, that is the student’s average performance across subjects studied. It also refers to overall students, that is, comparing all students in the State.

*Position* emphasises that the OP score is a rank order. OPs provide a statewide rank order of students on their achievement in Authority subjects taken for the Queensland Certificate of Education. There are 25 overall positions: OP 1 (highest position) to OP 25 (lowest position).

**How can a student get an OP score?** Students must study **5 Authority subjects for 4 semesters.** Year 11 is counted as Semester 1 and 2 and Year 12 is counted as Semester 3 and 4. You must study 20 semester units of credit in Authority subjects with at least 3 subjects for 4 semesters. The student must also sit the QCS test.

**Why do I need an OP?** If you are intending to attend university up to two years after you complete year 12 you will need to compete on an OP score: therefore, tertiary institutions will use an OP score for selecting students for a course when there are more eligible applicants than places on the course. Field Positions are also used to determine a student’s strengths in particular areas of study. Universities and TAFE Institutes use Field Positions to select students for particular courses. Some courses use different criteria, eg auditions, portfolios. It is possible to enter some tertiary courses, eg Voc. Ed. Courses without an OP.

**Field Positions**

In choosing subjects, a student should choose **those most suited to her ability and interest**, keeping in mind also, the Fields available at Tertiary level. Choosing subjects which provide eligibility in only one Field could disadvantage students, as most are not certain of a specific career direction during their Secondary schooling. On the other hand, choosing subjects for eligibility in all five Fields could mean too wide a spread. Three Fields give a good balance.
The Fields are:

A. Written Expression
B. Reading Comprehension and Language Expression
C. Basic Numeracy
D. Complex Mathematical Problem Solving
E. Creative and Performing Arts

**TERTIARY ENTRANCE STATEMENT**

The Tertiary Entrance Statement reports an Overall Position (OP) and Field Positions (FP’s) which are used to rank students for entrance to tertiary level courses at universities and TAFE institutes. That is, the Statement provides information on how well students have done in relation to other students in their academic studies in Year 11 and 12.

**THE QCS TEST**

The Queensland Core Skills Test (QCS Test) is held at the end of Term 3 for Year 12 students. The test is set by the QCAA and is a cross curriculum test that assesses achievement in 49 Common Curriculum Elements that have been identified in subjects studied by senior students. It is not a subject based test but tests skills you have acquired in studying the senior curriculum.

To be eligible for an OP or FP’s you must sit the QCS Test unless you have been given special permission from the QCAA to be absent from the test for reasons of illness or other approved grounds.

Your individual QCS Test result is not used to calculate your OP. The test uses group data; it is used as a scaling devise that provides information about the strength of the competition across subject and school groups across the state.

If you are not OP–eligible you may still sit the test but your results will not be used for group data for scaling purposes. The QCS test uses group data of OP–eligible students only.

**QCS is:**

- A common statewide test for Queensland Year 12 students.
- An achievement test; **not an intelligence test, not an aptitude test**.
- Grounded in the Queensland Senior curriculum.
- Accessible to all Year 12 students regardless of individual differences in subject patterns.

**COMMON CURRICULUM ELEMENTS (CCES)**

There are 49 CCEs (listed over) are grouped into 5 main skill areas or baskets.

- Comprehend and collect
- Structure and sequence
- Analyse, assess and conclude
- Create and present
- Apply techniques and procedures

These CCEs are embedded in all Authority subjects and are tested in the QCS test. Grades for the QCS are given as A – E.
## Common Curriculum Elements in Baskets

### Comprehend and collect
- Recognising letters, words and other symbols
- Finding material in an indexed collection
- Recalling/remembering
- Interpreting the meaning of words or other symbols
- Interpreting the meaning of pictures/illustrations
- Interpreting the meaning of tables or diagrams or maps or graphs
- Translating from one form to another
- Compiling lists/statistics
- Recording/noting data
- Empathising
- Identifying shapes in two and three dimensions
- Searching and locating items/information
- Observing systematically
- Gesturing
- Manipulation/operating/using equipment

### Structure and sequence
- Structuring/organising extended written text
- Structuring/organising a mathematical argument
- Comparing, contrasting
- Classifying
- Interrelating ideas/themes/issues
- Applying strategies to trial and test ideas and procedures
- Generalising from information
- Perceiving patterns
- Visualising

### Analyse, assess and conclude
- Reaching a conclusion which is necessarily true provided a given set of assumptions is true (Deducing)
- Reaching a conclusion which is consistent with a given set of assumptions (Inferring)
- Interpolating
- Extrapolation
- Hypothesising
- Criticising
- Analysing
- Synthesising
- Judging/evaluating
- Justifying

### Create and present
- Using correct spelling, punctuation
- Using vocabulary appropriate to a context
- Summarising/condensing written text
- Compiling results in a tabular form
- Graphing
- Setting out/presenting/arranging/displaying
- Explaining to others
- Expounding a viewpoint
- Creating/composing/devising
- Sketching/drawing

### Apply techniques and procedures
- Calculating with or without calculators
- Estimating numerical magnitude
- Approximating a numerical value
- Substituting in formulae
- Applying a progression of steps to achieve the required answer
TERTIARY ENTRANCE FOR NON–OP STUDENTS

Even if a student is not eligible for an OP, they can still gain entry to tertiary institutions. This happens through the Queensland Tertiary Admissions Centre (QTAC). This happens in the same way as OP students. Further information is available from the Careers Advisor.

Like many other Year 10 students, you are probably unsure about your future career.

Attend all careers markets and tertiary information sessions that can help you make your decision. In the meantime, if you follow subjects that you enjoy and are good at – chances are these will lead to the career that you enjoy and are good at. Of course, there may be some prerequisite subjects (subjects you must do to qualify for entry, to a particular tertiary course) that you need to study if you want to keep your options open.

If you need more help:

- St Ursula’s College Careers Advisor
- www.qcaa.qld.edu.au
- www.qtac.edu.au
- www.studentconnect.qcaa.qld.edu.au
- www.jobguide.detrya.gov.au
- www.myfuture.com.au

The College endeavours to monitor subject choice carefully but all parents and students should be aware of the following:

1. It is not possible to offer all subject combinations. Student choices will be looked at but clashes will occur.

2. Student demand will determine if a subject will be offered. The College reserves the right not to offer a class.

Some subjects may be offered as part of a shared campus arrangement with St Brendan’s College. However, this will only happen where St Brendan’s have space available in their classes.
HOW TO DECIDE MY PATHWAY

Design back from intended career pathway. Ask yourself: Do I want to take up further study? In Queensland? Interstate? At TAFE? Do I want a vocational education? An apprenticeship? A Traineeship? Do I need to enrol in VET subjects? Do I need to complete my QCE in 2 years or can I take longer?

If you wish to gain entry to university or go straight from school to work, ensure you have prerequisite knowledge (contact the university, use the internet or talk with the Careers Advisor) or the necessary skills covered.

Do work experience! If you are interested in several fields make sure you do work experience in each field to make sure your chosen field is what you thought it might be.

Ensure you have current knowledge of the assessment strategies for all subjects. Pick the right subjects for you. Make sure you pick subjects you enjoy and are good at.

Seek advice from (and listen to) Department Heads, students and teachers about the course of study.

FAITH DEVELOPMENT

The curriculum at St Ursula’s College aims to develop the whole person by incorporating spiritual, academic, physical, social, cultural and personal development into its overall structure.

As a result of this approach all students study religion as a subject, either the Authority subject, Study of Religion, or Authority Registered Subject, Religion and Ethics. It is also an integral part of St Ursula’s curriculum that the values and precepts of the Catholic tradition are integrated into other subjects and into the daily life of the College.

To facilitate this integration, Retreat Days, school and parish liturgies, a community service program, regular prayer and the Pastoral Care Program of the college, provide opportunities for students to grow in their relationship with Christ and to take an active role in the life of the Church.
Each year, special days are set aside - away from the College - allowing students an atmosphere of relaxation and prayer in order to study, and experience, more concretely, concepts and themes that are developed in their Religion classes. Sometimes visiting teams and speakers direct these activities, which reflect gospel values. The Senior Class sets aside a special day at the end of the year for prayerful reflection on Transition (from secondary to post-secondary life) and to ritualise their farewell from the College.

The Year 11 Leadership Camp prepares students for their role as Senior leaders in the College and explores leadership in the light of Gospel values.

Attendance at all Retreat Days for an entire Year Level and at the Leadership Camp is compulsory.

The College week begins with a Prayer Assembly and teachers and students pray together daily. House Groups take turns in preparing and presenting the prayer at College Assemblies.

The students take leading roles in some parish masses at Sacred Heart Church and older students may have the opportunity to become enrolled as Eucharistic Ministers for the Parish.

Masses are held on special occasions during the year, such as celebrating Catholic Education Week.

When the Diocese holds Masses or liturgical celebrations for special occasions, such as NAIDOC Week or Catholic Education month, a year level is chosen to attend the liturgy.
AUTHORITY SUBJECTS

Board (Authority) Subjects that contribute to the student’s assessment for entry into tertiary education (OP)
<table>
<thead>
<tr>
<th>COURSE NAME</th>
<th>ACCOUNTING (AUTHORITY SUBJECT)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRE-REQUISITES or RECOMMENDED PRIOR INFORMATION</td>
<td>It is strongly recommended that students who wish to study this subject, undertake Business in Year 10. Students who have not completed this may be required to complete extra tasks outside of class time.</td>
</tr>
</tbody>
</table>
| COURSE DESCRIPTION | Accounting introduces students to the world of business in a systematic manner and forms the basis of all business and financial decisions. It also provides financial information about business enterprise to interested parties. After learning the principles of double-entry accounting, students learn the practical application of this knowledge to sole trader organisations. Theoretical knowledge necessary to perform the practical application is also learnt. This experience improves student's employment chances immensely and the academic discipline involved stands the student in good stead for tertiary studies. Students also benefit from learning how to control their own finances. Some of the specialist areas of learning are:  
  - Preparation of final accounting reports to show profit and financial strengths  
  - Control of stock – often a firm’s biggest asset  
  - Control of fixed assets – opening up the whole topic of depreciation  
  - Analysis and interpretation of financial statements and cash flows – an important and necessary topic in today’s financial climate  
  - Budgeting – preparation of cash budgets and spreadsheet design  
  - Personal financing – main forms of investment decisions  
  - Use of accounting package such as MYOB |
| ASSESSMENT | Include short answer questions, written practical case studies – both manual and computer generated essays, reports or letters discussing accounting principles. |
| HOMEWORK REQUIREMENTS | Should consist of a minimum of 3 hours per week which includes completion of class exercises and revision. |
| SPECIAL REQUIREMENTS AND FEES | Students will require access to a computer throughout their course of study. |
| POSSIBLE PATHWAYS FOR THE FUTURE | The study of Accounting is helpful in various tertiary courses such as Business and Tourism degrees; Business/Arts degrees; Commerce/Law degree; Commerce/Education degree. Career options include: Financial Controller, Share Trader, Economist, Bank Manager, Banker, Investment Banker, Business Manager, Accountant, Business Analyst, Business Consultant, Business Owner/Operator and Business Teacher. |

**Points to consider:**

<table>
<thead>
<tr>
<th>Does this subject interest me?</th>
<th>YES/NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is this subject useful for my future study or work?</td>
<td>YES/NO</td>
</tr>
</tbody>
</table>
### AGRICULTURAL SCIENCE (AUTHORITY SUBJECT)

**PRE-REQUISITES or RECOMMENDED PRIOR INFORMATION**

Achievement in Junior Science should provide a useful guide when considering this subject. A High (B) achievement in Year 10 Science is recommended. Students need to have good literacy skills, especially in the areas of reading and comprehension. The course is less mathematical and more descriptive than Chemistry, Physics or Engineering Technology and involves a considerable amount of reading and critical analysis.

**COURSE DESCRIPTION**

OP Agricultural Science is a study of the natural systems of the living world dealing with agriculture. The organisms that make up these natural systems are intrinsically complex. Their analysis involves the synthesis of a number of techniques and ideas from the sciences as well as the social sciences and areas of mathematics.

OP Agricultural Science should help students to develop:
- The capacity to identify, gather, manipulate and process scientific data;
- A knowledge of the living world to use and communicate biological understandings;
- An ability to apply knowledge and skills to biological problems in society;
- An appreciation of the complexity of life and Australian ecosystems.

Units include:
- Live stock
- Animal Husbandry
- Living Systems in Action
- Variety of Life
- Microbes: Good & Bad
- Agriculture and Climate
- Contrived Ecosystems
- Co-ordination in Organisms

A balance between practical and theoretical work will be maintained. In addition to practical work undertaken in the laboratory, learning experiences can include such things as guest speakers, field trips, excursions, collecting and classifying plants and animals. A strong emphasis is placed on problem solving and experimental design and analysis.

**ASSESSMENT**

A balance of written tasks, extended experimental investigation, field trip reports and extended response tasks provide a wide spectrum of opportunities for gathering assessment data. Assessment is continuous and will be determined in each criteria:
- Knowledge
- Problem Solving
- Communication

**HOMEWORK REQUIREMENTS**

A minimum of 2 hours/week.

**SPECIAL REQUIREMENTS AND FEES**

No special requirements for this course.

**POSSIBLE PATHWAYS FOR THE FUTURE**

Agricultural Science can open doors to further education and employment in agriculture, horticulture, agronomy, food technology, aquaculture, veterinary science, equine science, environmental management, biotechnology, business, marketing and agricultural education, research and development.

**Points to consider:**

- **Does this subject interest me?** YES/NO
- **Is this subject useful for my future study or work?** YES/NO
<table>
<thead>
<tr>
<th>COURSE NAME</th>
<th>ANCENT HISTORY (AUTHORITY SUBJECT)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRE-REQUISITES or RECOMMENDED PRIOR INFORMATION</td>
<td>There is no pre-requisite for entry to this subject. However, it is advisable that students choosing this subject have achieved a C standard in Year 10 Social Science and English.</td>
</tr>
<tr>
<td>COURSE DESCRIPTION</td>
<td>Semester 1 – Studies of Archaeology/Studies of Everyday Lives &amp; Funerary Practices (What is history? Working with sources and artefacts to reconstruct the past) Semester 2 – Studies of Power (Use and abuse of power by individuals and societies) Semester 3 – Personalities in History &amp; Study of Slavery (The individual in ancient history &amp; slavery) Semester 4 - Influence of Women &amp; Europe in Transition (role of women and Europe in the Middle Ages)</td>
</tr>
<tr>
<td>ASSESSMENT</td>
<td>There are four (4) types of assessment: - Category 1 – Essay exam using historical sources - Category 2 – Written research task - Category 3 – Multi-modal research task - Category 4 – Short answer &amp; stimulus response exam</td>
</tr>
<tr>
<td>HOMEWORK REQUIREMENTS</td>
<td>Ancient History is an academic reading-based subject, requiring engagement with a variety of texts. Standard homework could include reading, summarising of information or answering of questions, research, revision of concepts and content covered in the course.</td>
</tr>
<tr>
<td>SPECIAL REQUIREMENTS AND FEES</td>
<td>There are no special requirements for this course. In previous years, students in Year 12 have attended the Abbey Museum’s annual Medieval Tournament and visited the University of Queensland in Brisbane. However, this is not a mandatory part of the course.</td>
</tr>
<tr>
<td>POSSIBLE PATHWAYS FOR FUTURE</td>
<td>Studies in Ancient History may greatly aid students doing the following tertiary courses: Anthropology, Archaeology, Architecture, Art, Commerce, Education, Law, Journalism, History, Media Studies, Music, Psychology and Social Work. Studies in History may also help young people gain employment in the travel industry, journalism, advertising, public relations, teaching, the public service and research work in a variety of fields such as consumer and industrial relations.</td>
</tr>
</tbody>
</table>

Points to consider:
Does this subject interest me? YES/NO
Is this subject useful for my future study or work? YES/NO

2017
## COURSE NAME

### BIOLOGY

(AUTHORITY SUBJECT)

<table>
<thead>
<tr>
<th>PRE-REQUISITES or RECOMMENDED PRIOR INFORMATION</th>
<th>Mathematics A or B recommended. Students should have achieved at least a C+ in Year 10 Science and have good literacy skills.</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE DESCRIPTION</td>
<td>Biology is the study of life in its many manifestations. It encompasses studies of the origin, development, diversity, functioning and evolution of living systems and the consequences of intervention in those systems. Participation in Biology enables students to engage in creative scientific thinking and to apply their knowledge in practical situations. Students are encouraged to develop critical and creative thinking skills as well as scientific understandings. The study of Biology will help students foresee the consequences of their own and society’s activities on the living world. This will enable them to participate as informed and responsible citizens in decision-making processes, the outcomes of which will affect the living world now and in the future.</td>
</tr>
<tr>
<td>ASSESSMENT</td>
<td>There is a variety of forms of assessment including written tasks, extended responses and extended experimental investigations.</td>
</tr>
<tr>
<td>HOMEWORK REQUIREMENTS</td>
<td>A minimum of 3 hours per week</td>
</tr>
<tr>
<td>SPECIAL REQUIREMENTS AND FEES</td>
<td>Field studies in a natural environment are a mandatory part of the Biology course. This will involve several day-long assessable activities. The subject levies will include the costs of field studies, competition entry fees and other activities which may be offered from time to time.</td>
</tr>
<tr>
<td>POSSIBLE PATHWAYS FOR FUTURE</td>
<td>The study of Biology leads to many careers e.g. nursing, teaching, biomedical research, dietetics, sport and exercise science, dentistry, veterinary work, medicine and pharmacy, biotechnology, waste and pollution control.</td>
</tr>
</tbody>
</table>

**Points to consider:**

| Does this subject interest me? | YES/NO |
| Is this subject useful for my future study or work? | YES/NO |

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Subject Selection Handbook

Page 20
**COURSE NAME**

**BUSINESS MANAGEMENT**
*(AUTHORITY SUBJECT)*

**PRE-REQUISITES or RECOMMENDED PRIOR INFORMATION**

Students who have studied Business in Year 10 will find this an advantage but is not essential. However, it is advisable that students choosing this subject have achieved a C standard in English.

**COURSE DESCRIPTION**

Students wishing to gain the practical skills and knowledge which enable effective participation in a business environment should undertake this subject.

Business Management provides students with the opportunity to study business organisation, its management and its effectiveness. The context of business provides a realistic setting as it applies not only to a business but also to the student's personal life. This subject encourages students to consider self-employment and the establishment and running of a business as a challenging and rewarding lifestyle. Successful running of one’s own business is a possible complementary or alternative career pathway to tertiary study and the professions.

Business Management encourages learning strategies that promote reflective and active participation in the management and organisation of business. Experiential learning experiences may include: business planning for a new or continuing enterprise, managing a school-based venture, business management simulations, entering business competitions, debates, role plays, excursions, surveys and interviews, guest speakers and case studies involving local businesses.

**ASSESSMENT**

Techniques include objective and short answer responses, responses to stimulus material, extended research responses, oral presentations, and feasibility studies.

**HOMEWORK REQUIREMENTS**

Homework and assignment work should consist of a minimum of 3 hours per week.

**SPECIAL REQUIREMENTS AND FEES**

Excursions to local businesses will be integrated into the course to complement students’ understanding of subject content. Fees to be advised.

**POSSIBLE PATHWAYS FOR THE FUTURE**

The study of Business Management is helpful in various tertiary courses such as Business and Tourism degrees; Business/Arts degrees; Commerce/Law degree; Commerce/Education degree. Career options include: Share Trader, Economist, Banker, Investment Banker, Business Manager, Accountant, Business Analyst, Business Consultant, Chief Executive Officer, Business Owner/Operator.

**Points to consider:**

*Does this subject interest me?*  YES/NO

*Is this subject useful for my future study or work?*  YES/NO
<table>
<thead>
<tr>
<th>COURSE NAME</th>
<th>CHEMISTRY (AUTHORITY SUBJECT)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRE-REQUISITES or RECOMMENDED PRIOR INFORMATION</td>
<td>Mathematics B is recommended in Years 11 and 12. Students should ideally have achieved at a B level in Year 10 Science.</td>
</tr>
<tr>
<td>COURSE DESCRIPTION</td>
<td>The study of Chemistry engages students in an exciting and dynamic investigation of the material universe. Chemistry provides a platform and conduit in which humankind can interact with and explore matter. This is the essence of Chemistry. Chemistry helps students to understand the links between the macroscopic properties of the world, and the subatomic particles and forces that account for those properties. The application of chemistry enables students to make sense of the physical world. The study of Chemistry provides students with a means of enhancing their understanding of the world around them, a way of achieving useful knowledge and skills and a stepping stone for further study. It adds to and refines the development of students’ scientific literacy. An understanding of Chemistry is essential for many vocations.</td>
</tr>
<tr>
<td>ASSESSMENT</td>
<td>Assessment includes supervised assessment tasks, extended response tasks and extended experimental investigations.</td>
</tr>
<tr>
<td>HOMEWORK REQUIREMENTS</td>
<td>A minimum of 3 hours per week</td>
</tr>
<tr>
<td>SPECIAL REQUIREMENTS AND FEES</td>
<td>Students require safety glasses for practical work.</td>
</tr>
<tr>
<td>POSSIBLE PATHWAYS FOR FUTURE</td>
<td>The study of Chemistry can provide a useful background for those students contemplating tertiary studies in Science or in the Health Sciences. Some of the career options related include medicine, veterinary science, pharmacy, industrial chemistry, forensic science, dietetics and environmental science, technical sales and marketing, research officer, science journalism, teaching.</td>
</tr>
</tbody>
</table>

Points to consider:

Does this subject interest me? YES/NO
Is this subject useful for my future study or work? YES/NO
<table>
<thead>
<tr>
<th>COURSE NAME</th>
<th>DRAMA (AUTHORITY SUBJECT)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRE-REQUISITES or RECOMMENDED PRIOR INFORMATION</td>
<td>Students must have achieved at least a C in English. It is also preferable that students have studied at least one semester of Drama in Year 9 or Year 10.</td>
</tr>
<tr>
<td>COURSE DESCRIPTION</td>
<td>Drama explores and celebrates the human presence within real, imagined and mediatised worlds. It connects students to their own creative processes and provides opportunities for them to imagine themselves as others exploring beliefs, feelings, behaviours and relationships across diverse situations. The collaborative nature of Drama as an art form provides students with opportunities to learn and to manage the interpersonal and intrapersonal skills required to work effectively, both individually and in groups. <strong>Course Content:</strong> The Drama course focuses on drama in practice and aesthetic understanding as students integrate their knowledge and skills. They engage in drama processes such as improvisation, play building, text interpretation, play-writing and directing which allow them to create original drama and interpret a range of texts written or devised by others. Their work in this course includes production and design aspects involving sets, costumes, makeup, props, promotional materials, stage management, front-of-house activities, and sound and lighting. Increasingly, students use new technologies such as digital sound and multimedia. They present drama to a range of audiences and work in different performance settings.</td>
</tr>
<tr>
<td>ASSESSMENT</td>
<td>Students explore, analyse, understand and use aspects of dramatic languages within the general objectives of Forming, Presenting and Responding. Students are expected to demonstrate their knowledge and understanding of elements of drama, skills of performance, styles and their conventions, text, and context.</td>
</tr>
<tr>
<td>HOMEWORK REQUIREMENTS</td>
<td>An additional three hours per week would be the minimum time required.</td>
</tr>
<tr>
<td>SPECIAL REQUIREMENTS AND FEES</td>
<td>An additional subject levy is payable for this subject.</td>
</tr>
<tr>
<td>POSSIBLE PATHWAYS FOR FUTURE</td>
<td>A student who studies Drama will have the opportunity to develop a high level of communication skills, enabling them to move into careers that require self-discipline, problem solving skills and the ability to work effectively in a team. Processes and skills developed in the course will be of value to those students who wish to pursue studies in any of the Arts areas, journalism, communication, law, business, social work, politics and education.</td>
</tr>
</tbody>
</table>

**Points to consider:**

**Does this subject interest me?**  
YES/NO

**Is this subject useful for my future study or work?**  
YES/NO
<table>
<thead>
<tr>
<th>COURSE NAME</th>
<th>ECONOMICS</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>(AUTHORITY SUBJECT)</td>
</tr>
<tr>
<td>PRE-REQUISITES or RECOMMENDED PRIOR INFORMATION</td>
<td>There is no pre-requisite for entry to this subject. However, it is advisable that students choosing this subject have achieved a C standard in Year 10 Social Sciences and English.</td>
</tr>
<tr>
<td>COURSE DESCRIPTION</td>
<td>Within the study of Economics there are four core topics studied, supplemented by four elective topics, over the course of a two year study. Core topics: Market and models Contemporary micro-economic issues Contemporary macro-economic issues International Economics Possible elective topics: Personal Economics Income and wealth distribution Population Systems and Development Environmental Economics</td>
</tr>
</tbody>
</table>
| ASSESSMENT | • short response tests  
|            | • research assignments, including multi-modals and essays  
|            | • extended written responses (exams) |
| HOMEWORK REQUIREMENTS | Economics is an academic subject with homework usually consisting of reading, summarising texts, answering questions, revising content and completing assessment tasks. It is expected that students are aware of national and international events through media channels. |
| SPECIAL REQUIREMENTS AND FEES | There are no mandatory special requirements. |
| POSSIBLE PATHWAYS FOR FUTURE | The study of Economics may assist a young person to gain employment or study further in politics, law, business management, human relations, accounting, public relations/marketing, advertising, community planning, real estate, journalism, social work, tertiary lecturing and foreign affairs. |

**Points to consider:**
- **Does this subject interest me?** YES/NO
- **Is this subject useful for my future study or work?** YES/NO
| **COURSE NAME** | **ENGLISH**  
| **(AUTHORITY SUBJECT)** |  |
| **PRE-REQUISITES or RECOMMENDED PRIOR INFORMATION** | There is no pre-requisite for entry to this subject; however, it is advisable that students choosing this subject have achieved a C standard in Year 10 English. |
| **COURSE DESCRIPTION** | In Senior English students learn to:  
• Communicate effectively in Standard Australian English so they can participate fully as Australian citizens for a range of social and cultural purposes and audiences  
• Study a range of literary and non-literary texts  
• Interpret, analyse, evaluate, respond to and construct a wide range of texts through reading, listening, viewing, speaking and writing  
• Enjoy and appreciate a range of texts  
• Make choices about generic structures, language, textual features and technologies to best convey meaning in the most appropriate medium and genre  
• Control written, spoken/signed and visual language |
| **ASSESSMENT** | Assessment is based on the significant aspects of the course and includes the mandatory aspects of the syllabus. By the end of each year, students’ profiles will detail the results of spoken and written tasks - five in total (Yr 11) six in total (Yr 12). These tasks will reflect a variety of genres - imaginative, analytical/persuasive and public expositions, and include media analysis, literary review, analytical essay, writing in character, narrative, speech and monologue. |
| **HOMEWORK REQUIREMENTS** | Students will be expected to undertake reading, writing and performance based activities as a part of their homework. A minimum of three hours per week would be necessary to meet the course requirements. |
| **SPECIAL REQUIREMENTS AND FEES** | N/A |
| **POSSIBLE PATHWAYS FOR FUTURE** | Successful completion of Senior English is a pre-requisite to most university courses. |

**Points to consider:**  
**Does this subject interest me?**  
**YES/NO**  
**Is this subject useful for my future study or work?**  
**YES/NO**
<table>
<thead>
<tr>
<th>COURSE NAME</th>
<th>FRENCH  (AUTHORITY SUBJECT)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRE-REQUISITES</td>
<td>Sound Achievement in Year 10 French</td>
</tr>
<tr>
<td>COURSE DESCRIPTION</td>
<td>The Senior French Programme is communicative in nature and aims at developing students’ language and cultural knowledge using authentic and contemporary material such as films, literature, media and music. French study at St Ursula’s College is highlighted every 3 years with a trip to France where students are given the opportunity to bring their classroom language alive. The following strands underpin the language’s core skills of listening, writing, reading and speaking: Leisure, Recreation and Human Creativity; School and Post School Options; Family and Community; Social Issues. By the end of Year 12, students are able to understand and use the language with a degree of proficiency. Topics covered: Semester 1 – Issues faced by young people France and elsewhere The role of family in French society Semester 2 – Education and professional pathways in France / Australia Multicultural aspects of modern France. Semester 3 – Attitude to sport and leisure in France and Australia Tourism and travel in France and elsewhere Semester 4 – Environmental issues and creative solutions Workplace Issues (gender equity, unemployment etc.)</td>
</tr>
<tr>
<td>ASSESSMENT</td>
<td>Two formal assessment items per term. Test instruments include listening and reading comprehensions, dialogues, role plays, formal and informal writing. There are NO assignments/ projects.</td>
</tr>
<tr>
<td>HOMEWORK REQUIREMENTS</td>
<td>Students are expected to spend some time reading, revising and expanding their grammar and vocabulary. The key to success is to do a small amount of study at regular intervals.</td>
</tr>
<tr>
<td>SPECIAL REQUIREMENTS AND FEES</td>
<td>There are no mandatory special requirements.</td>
</tr>
<tr>
<td>POSSIBLE FUTURE PATHWAYS</td>
<td>Increasingly, employers are attracted to applicants who have a foreign language as an extra skill to offer their company. <strong>Students who receive a sound achievement or better in a senior language course receive 2 bonus rank points towards their OP.</strong> Opportunities exist in foreign firms in Australia, journalism, teaching, translating/interpreting, tourism and airline industry, import/export business, banking, stock market, diplomatic services, armed services liaison officer, secretarial work, medical services, au-pair.</td>
</tr>
</tbody>
</table>

**Points to consider:**

Does this subject interest me? **YES/NO**

Is this subject useful for my future study or work? **YES/NO**
| **COURSE NAME** | **GEOGRAPHY**  
| **(Authority Subject)** |  
| **PRE-REQUISITES or RECOMMENDED PRIOR INFORMATION** | There is no pre-requisite for entry to this subject. However, it is advisable that students choosing this subject have achieved a C standard in Year 10 Social Sciences and English. |
| **COURSE DESCRIPTION** | Semester 1  
Managing the Natural environment (managing catchments and natural hazards)  
Semester 2  
Social Environments (sustaining rural communities, connecting people and places, building sustainable homes)  
Semester 3  
Resources and the Environment (Living with climate change, managing resources, alternative energy, sustaining biodiversity)  
Semester 4  
People and Development (feeding the world’s population, exploring the geography of disease) |
| **ASSESSMENT** | There are two assessment tasks per term.  
• short response tests  
• extended written work  
• field reports  
• non-written responses  
• practical exercises. |
| **HOMEWORK REQUIREMENTS** | Geography is an academic subject with homework usually consisting of reading, summarising texts, answering questions, revising content and completing assessment tasks. |
| **SPECIAL REQUIREMENTS AND FEES** | Fees are involved with Field Trips conducted. Field Trips are a necessary component of assessment in Senior Geography, and vary in price according to destination and duration. |
| **POSSIBLE PATHWAYS FOR FUTURE** | The study of Geography may assist a young person to gain employment or study further in town planning, travel, tourism, teaching, real estate, national parks service, journalism, environmental conservation, aviation, economics, landscaping, architecture, social work, meteorology, agricultural research, oceanography, geology, tertiary lecturing, engineering and foreign affairs. |

**Points to consider:**  
Does this subject interest me? **YES/NO**  
Is this subject useful for my future study or work? **YES/NO**
It would be advantageous for students to have studied Graphics to Year 10 if they wish to continue into Years 11 and 12. Students who have not, will benefit from the additional tutorial sessions offered.

Graphics is a course that develops skills in interpreting, generating and creating graphical communication. This form of communication was originally formalised by Leonardo da Vinci, whose techniques and rules for the use of drawings to convey engineering principles remain the foundation of language used in modern-day technical drawing. Today’s students of Graphics use and apply an understanding of the elements and principles of graphical communication to use Computer Aided Drafting (CAD) to generate graphical representations of concepts, objects, data, information and ideas with precision and quality.

As graphical communication often supplements or replaces the written or spoken word, some knowledge of the concepts and common practices is seen as an important part of education in a modern society.

Senior Graphics provides learning experiences in a variety of established methods of communicating technical and general information.

Students will study a range of drawing forms embracing plane shapes and three-dimensional objects using methods of projection and drafting techniques including computer aided drafting (CAD). Students will learn to solve problems associated with engineering, architecture, surveying and the business world.

The delivery of the course is through the stages of planning, refinement and production as applied to the following real-world contexts of:

Production Graphics – This unit focuses on the graphical representation of products and is realized as a set of drawings and instructions that may ultimately result in manufacture.
Built Environment – The Built Environment is the indoor and outdoor space that has been structurally changed by human action. This unit focuses on the design, planning and production of drawings as they relate to the various profession and trades.
Business Graphics – This unit focuses on the aspects of design, research, production and presentation as they relate to the corporate identity of a business or product.

The two main areas of study are 2D and 3D Viewing Systems.
**ASSESSMENT**

A variety of assessment techniques – short response tests, context based folios, extended graphic responses and drawing assignments will be used to measure student achievement in three criteria – Knowledge, Reasoning and Presentation. These three areas are weighted evenly. Year 11 is formative and Year 12 is summative assessment.

**HOMEWORK REQUIREMENTS**

Approximately 4 hours per week. May need to attend sessions outside of class time.

**SPECIAL REQUIREMENTS AND FEES**

May need to download software from the internet.

**POSSIBLE PATHWAYS FOR FUTURE**


**Points to consider:**

- Does this subject interest me? **YES/NO**
- Is this subject useful for my future study or work? **YES/NO**
**COURSE NAME**

**HOME ECONOMICS**  
**(AUTHORITY SUBJECT)**

**PRE-REQUISITES or RECOMMENDED PRIOR INFORMATION**

Junior Home Economics (food studies or textiles studies) would be an advantage. Students should have a sound understanding of English and good literacy skills.

**COURSE DESCRIPTION**

Senior Home Economics has a unique place in the school curriculum in that it focuses on the well-being of individuals and families in everyday activities. In all cultural contexts, people need to have food, textiles, and living environments as well as satisfactory ways of meeting social, emotional, physical, financial and intellectual aspects of well-being. Senior Home Economics examines the way in which these needs are met by individuals and families.

The course of study is built around the underpinning theme of the well-being of individuals and families, and encompasses the broad areas of **food studies**, **living environments**, and **textile studies**.

Units of Study include:

- **Semester 1:**  
  *The Health of Individuals*

- **Semester 2:**  
  *The Child in the Australian Family*  
  *Consumer Textiles*

- **Semester 3:**  
  *Textiles and modern influences on fashion*

- **Semester 4:**  
  *Launching and Landing - the transition from Adolescents to Adults*

**ASSESSMENT**

Assessment includes: Research Tasks using the inquiry process (up to 1500 words in Yr 12); Performance and Products; Process Journals; Written Exams

**HOMEWORK REQUIREMENTS**

A minimum of 2 hours per week

**SPECIAL REQUIREMENTS AND FEES**

Students may be required to purchase fabrics for practical work. Fees will cover food requirements for practical food tasks and some textile requirements.

**POSSIBLE PATHWAYS FOR FUTURE**

Home Economics can lead to:  
**Food related careers** such as Nutritionist; Food stylist; Dietician; Nursing, Home Economist  
**Textile related careers**: Fashion Design, Interior Design, Home Economics Teacher; Machinist; Clothing Patternmaker.  
**Family related careers**: Child care, Counselling services; Early Childhood Teaching

**Points to consider:**  
**Does this subject interest me?**  
**Is this subject useful for my future study or work?**  
**YES/NO**
### Course Name

**INFORMATION PROCESSING AND TECHNOLOGY (IPT)**

**Authority Subject**

### Pre-Requisites or Recommended Prior Information

Students are advised to select this course only if they have achieved at least SA level in both Mathematics and English in Year 10. Good skills in analysing information and solving problems are also very important in Information Processing & Technology. Keyboard and word processing skills would be advantageous.

### Course Description

Students should develop an understanding of the theory, practices and effects of information technology and the principles involved in problem identification and solution.

The emphasis is software development rather than the use of application packages.

This course covers topics such as:

- Event Driven Programming
- Algorithm Design using Case Tools
- Information Systems & database design
- Artificial Intelligence
- Computer Systems
- Social and Ethical Implications
- Software Development Cycle
- Computer Crime

Because of the growing impact of information technology in many areas of work, IPT can reasonably be expected to become part of a variety of subject profiles for students.

### Assessment

Traditional written examinations, practical tests, assignments, oral presentations and projects will assess all units in the course. Generally each semester will have 3 assessment items.

Exit levels of Achievement are based on the following criteria:

- Knowledge and Simple Familiar Application, Communication, Synthesis, Analysis and Evaluation

### Homework Requirements

3-4 hours per week

### Special Requirements and Fees

Students will need access to a computer throughout the course of study.

### Possible Pathways for Future

Information Processing and Technology gives students an insight into some of the tasks performed in careers such as Software Developer, Systems Analyst, Database Designer and related areas.

### Points to Consider:

- Does this subject interest me? **YES/NO**
- Is this subject useful for my future study or work? **YES/NO**
<table>
<thead>
<tr>
<th>COURSE NAME</th>
<th>INFORMATION TECHNOLOGY SYSTEMS (ITS) (AUTHORITY SUBJECT)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRE-REQUISITES or RECOMMENDED PRIOR INFORMATION</td>
<td>It is recommended that students have completed year 10 technology, though students can capably take up the subject with a strong work ethic.</td>
</tr>
<tr>
<td>COURSE DESCRIPTION</td>
<td>Course Overview: Students will use industry standard software to experience photo manipulation, graphic design and animation in the multimedia semester. There will be a semester devoted to website development where students create a website for a client, ready to be put onto the internet. Students also create online help documents through recording and syncing screen captures and verbal instruction to teach technology skills to others. In the final semester students will also work with a range of digital video and audio programs to create effective electronic presentations. Details are as follows (This semester order may change):</td>
</tr>
<tr>
<td></td>
<td>Semester 1: Graphic Design and Digital Animation</td>
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<tr>
<td></td>
<td>Semester 2: Print Design and Desktop Publishing</td>
</tr>
<tr>
<td></td>
<td>Semester 3: Web Design and Development</td>
</tr>
<tr>
<td></td>
<td>Semester 4: Online Help and Digital Video and Audio</td>
</tr>
<tr>
<td></td>
<td>The content of this subject is currently under review and may change to some extent in 2015.</td>
</tr>
<tr>
<td>ASSESSMENT</td>
<td>Students will be assessed through a variety of methods. These include Practical Tasks, Supervised Tasks, Teacher observations, Extended written responses and Projects.</td>
</tr>
<tr>
<td>HOMEWORK REQUIREMENTS</td>
<td>3-4 Hours per week</td>
</tr>
<tr>
<td>SPECIAL REQUIREMENTS AND FEES</td>
<td>Students will require access to a computer throughout their course of study.</td>
</tr>
<tr>
<td>POSSIBLE PATHWAYS FOR FUTURE</td>
<td>This course leads into many careers, given the ever increasing technology in businesses. Students interested in graphic design, animation or moving onto information technology or multimedia at a tertiary level should look at this course.</td>
</tr>
<tr>
<td>Points to consider:</td>
<td>YES/NO</td>
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<tr>
<td>Does this subject interest me?</td>
<td>YES/NO</td>
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<tr>
<td>Is this subject useful for my future study or work?</td>
<td>YES/NO</td>
</tr>
</tbody>
</table>
| **COURSE NAME** | **JAPANESE**  
<p>| (AUTHORITY SUBJECT) |  |
| <strong>PRE-REQUISITES</strong> | Year 10 Japanese |
| <strong>COURSE DESCRIPTION</strong> | The Japanese course deals with 4 Themes: |
| | 1. Family and Community |
| | 2. Leisure, Recreation and Human creativity |
| | 3. School and Post School Options |
| | 4. Social Issues |
| Topics covered: | Semester 1 – Student Exchange. |
| | Rules in Japanese schools/Customs |
| | Festivals and Celebrations in Japan and Australia. |
| Semester 3 – Travel - Travel Japan /Holiday planning/ | Accommodation /Transport/Japanese travel trends |
| | Youth celebrations/School formal, Graduation, |
| | Schoolies |
| Semester 4 – | Tourism / Part time jobs/Tour Guide/Shop |
| | assistant. Adolescence /driving licence |
| | Future Plans Future study/ Jobs using Japanese |
| <strong>ASSESSMENT</strong> | The 4 Macro skills: |
| | • Listening |
| | • Speaking |
| | • Reading |
| | • Writing |
| | are assessed each semester |
| <strong>HOMEWORK REQUIREMENTS</strong> | Standard homework is reviewing the day’s work. However in the |
| | absence of set homework it is expected students will engage in |
| | individual and independent learning involving grammar, sentence |
| | patterns, vocabulary and script. Extra work to be corrected by the |
| | teacher is encouraged. |
| <strong>SPECIAL REQUIREMENTS AND FEES.</strong> | There are no mandatory special requirements. |
| <strong>POSSIBLE FUTURE PATHWAYS</strong> | Opportunities in commerce, technology, law, healthcare, |
| | international affairs, tourism, and education are available to |
| | students who have a knowledge and understanding of Japanese. |
| <strong>Points to consider:</strong> |  |
| Does this subject interest me? | YES/NO |
| Is this subject useful for my future study or work? | YES/NO |</p>
<table>
<thead>
<tr>
<th>COURSE NAME</th>
<th>LEGAL STUDIES (AUTHORITY SUBJECT)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRE-REQUISITES or RECOMMENDED PRIOR INFORMATION</td>
<td>There is no pre-requisite for entry to this subject. However, it is advisable that students choosing this subject have achieved a C standard in Year 10 Social Sciences and English.</td>
</tr>
<tr>
<td>COURSE DESCRIPTION</td>
<td>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.</td>
</tr>
<tr>
<td>ASSESSMENT</td>
<td>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, or a combination of modes in a multimodal presentation. 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 responses include responses to research or stimulus materials, such as legal case studies, legislation, essays, articles, speeches or presentations. Examinations may be extended response tests or short response tests, which include short answer responses. In Year 12, you will be expected to complete at least one independent inquiry, at least one extended response and at least one supervised extended response test, responding to an unseen question.</td>
</tr>
<tr>
<td>HOMEWORK REQUIREMENTS</td>
<td>Legal Studies is an academic reading-based subject, requiring engagement with a variety of texts. Standard homework could include reading, summarising of information or answering of questions, research, revision of concepts and content covered in the course.</td>
</tr>
<tr>
<td>SPECIAL REQUIREMENTS AND FEES</td>
<td>No special requirements.</td>
</tr>
<tr>
<td>POSSIBLE PATHWAYS FOR FUTURE</td>
<td>Legal Studies is designed for students who, whatever their post-school destinations, want to develop their wider education in understandings, skills, abilities, and attitudes about legal issues. Students gain an insight into the working of the legal/justice system that may arouse interest in careers such as the police force, legal</td>
</tr>
</tbody>
</table>
administration and the legal profession. Students wishing to pursue tertiary studies such as a Diploma of Justice (TAFE) or a law degree will have gained valuable research and other skills necessary for such courses.

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<thead>
<tr>
<th>Points to consider:</th>
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<tbody>
<tr>
<td>Does this subject interest me?</td>
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<tr>
<td>YES/NO</td>
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<tr>
<td>Is this subject useful for my future study or work?</td>
</tr>
<tr>
<td>YES/NO</td>
</tr>
</tbody>
</table>
### Marine Science

#### (Authority Subject)

<table>
<thead>
<tr>
<th><strong>Course Name</strong></th>
<th><strong>Pre-Requisites or Recommended Prior Information</strong></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Students should have achieved at least a C+ in Year 10 Science and should have good literacy and numeracy skills.</td>
</tr>
</tbody>
</table>

| **Course Description** | Marine Science is concerned with researching marine environments to determine their biological and oceanographic features, and devising management strategies that may lead to a sustainable future. The course of study uses inquiry-based learning, whereby students investigate marine environments, issues and problems in authentic and relevant contexts. Students will plan and conduct practical and research-based investigations to explore marine environments and associated water catchments. Emphasis is placed on the importance of biodiversity and the ecologically sustainable management of marine environments for present and future generations. The subject provides a range of learning experiences that enable students to undertake investigations relating to the economic, environmental, social and cultural significance of marine ecosystems. |

The Marine Science course includes the following areas of study:
1. Marine Biology
2. Oceanography
3. Conservation and Sustainability
4. Marine Research Skills

<table>
<thead>
<tr>
<th><strong>Assessment</strong></th>
<th>Assessment in Marine Science involves the following dimensions:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Knowledge and Understanding</td>
</tr>
<tr>
<td></td>
<td>2. Investigation and Analysis</td>
</tr>
<tr>
<td></td>
<td>3. Evaluation and Communication</td>
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<tr>
<td></td>
<td>Assessment tasks will include extended written response to marine investigations, action research and supervised written tests.</td>
</tr>
</tbody>
</table>

| **Homework Requirements** | A minimum of 2 hours per week |

| **Special Requirements and Fees** | Marine Research Skills will be integrated into units of study and students will receive training to develop skills in snorkelling, marine radio, navigation and boating, where appropriate. Field excursions are a mandatory part of the Marine Science course. The cost of these excursions will be covered by the subject levies in Years 11 and 12. |

| **Possible Pathways for Future** | A course of study in Marine Science can establish a basis for further education and employment in the fields of marine biology, nautical science, fisheries and aquaculture, conservation and resource management, tourism and other marine industries. |

<table>
<thead>
<tr>
<th>Points to consider:</th>
<th>YES/NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does this subject interest me?</td>
<td>YES/NO</td>
</tr>
<tr>
<td>Is this subject useful for my future study or work?</td>
<td>YES/NO</td>
</tr>
</tbody>
</table>
| COURSE NAME | MATHEMATICS A  
(AUTHORITY SUBJECT) |
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>PRE-REQUISITES or RECOMMENDED PRIOR INFORMATION</td>
<td>Mathematics is an integral part of a general education. The student will have completed at least Year 10 Mathematics on the 1-10 syllabus.</td>
</tr>
</tbody>
</table>
| COURSE DESCRIPTION | Mathematics A aims to provide the opportunity for students to participate more fully in life-long learning. The areas of study include:  
- Financial Mathematics  
- Applied Geometry  
- Statistics and Probability  
- Operations Research (elective topic)  
- Navigation (elective topic)  
This content provides opportunity to develop within the student:  
- knowledge and skills of computation, estimation and measurement  
- a capacity to interpret and analyse information presented in a variety of forms  
- the ability to make judgments based on evidence and reasoning  
- a capacity to justify and communicate results in a variety of forms.  
This subject emphasises the development of positive attitudes towards the student's involvement in Mathematics. Development is encouraged through the use of relevant personal and work-related learning experiences. There is also a focus on the development of mathematical knowledge and understanding via investigative and explorative approaches to learning. These approaches also provide opportunities to work collaboratively and cooperatively in teams, as well as, individually. |
| ASSESSMENT | Students will be assessed in variety of ways such as written examinations, report writing, extended modelling and problem solving tasks and construction of models to demonstrate mathematical applications. Appropriate technology will be used in each situation. |
| HOMEWORK REQUIREMENTS | Homework is set on a regular basis to consolidate the work covered in class. It is estimated that approximately 2 hours/week be spent on homework and revision. |
| SPECIAL REQUIREMENTS AND FEES | All students need a scientific calculator. The model used in years 8, 9 and 10 is quite sufficient. |
| POSSIBLE PATHWAYS FOR FUTURE | A minimum of a Sound Achievement in Mathematics A over four semesters is required for many university courses. The student will need to refer to the current QTAC guide booklet to read specific course requirements. |

Points to consider:  
Does this subject interest me? YES/NO  
Is this subject useful for my future study or work? YES/NO
### Mathematics B
(Authority Subject)

**Pre-requisites or Recommended Prior Information**
It is recommended that students will have completed at least Year 10 Extension Mathematics on the 1 - 10 syllabus with a level of achievement of a high sound or better.

**Course Description**
Mathematics B aims to provide the opportunity for students to participate more fully in life-long learning. Topics studied in Mathematics B include:
- Introduction to Functions
- Rates of Change
- Exponential and Logarithmic Functions and Applications
- Optimisation Using Derivatives
- Introduction to Integration
- Applied Statistical Analysis

This content provides opportunity to develop within the student:
- knowledge, procedures and skills in Mathematics
- mathematical modelling and problem-solving strategies
- the capacity to justify and communicate in a variety of forms.

Such development should occur in contexts, ranging from purely mathematical through life-like to real, from simple through to complex, from basic to more advanced technology usage, and from routine rehearsed through to innovative. Of importance is the development of student thinking skills, as well as, student recognition and use of mathematical patterns.

**Assessment**
Students will be assessed in variety of ways such as written examinations, report writing, extended modelling and problem solving tasks and construction of models to demonstrate mathematical applications. Appropriate technology will be used in each situation.

**Homework Requirements**
Homework is set on a regular basis to consolidate the work covered in class. It is estimated that approximately 2.5 hours/week be spent on homework and revision.

**Special Requirements and Fees**
All students need a Graphics Calculator. The model used in this school is the Texas Instruments TI-nspire CX. Students are welcome to buy their own (approx. $200), however for a levy of $40 per year, students are also able to borrow one from the library, like the text book hire scheme. Students are asked to advise the College before the end of year 10 whether they will require a calculator from us, so we can ensure we have sufficient on hand.

**Possible Pathways for Future**
The range of career opportunities requiring this level of mathematical competence is rapidly expanding into such areas as health, environmental science, economics and management, while remaining crucial in such fields as the physical sciences, engineering, accounting, computer science and information technology areas. Mathematics is essential for widespread computational and scientific literacy, and for the development of problem-solving skills in a technologically skilled workforce.

**Points to consider:**

- **Does this subject interest me?**
  - **YES/NO**

- **Is this subject useful for my future study or work?**
  - **YES/NO**

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<table>
<thead>
<tr>
<th><strong>COURSE NAME</strong></th>
<th><strong>MATHEMATICS C (AUTHORITY SUBJECT)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PRE-REQUISITES or RECOMMENDED PRIOR INFORMATION</strong></td>
<td>It is necessary for students studying Mathematics C to also study Mathematics B to gain broader and deeper mathematical experiences. The student will have completed at least Year 10 Extension Mathematics on the 1-10 syllabus with a level of achievement of a High or better.</td>
</tr>
</tbody>
</table>
| **COURSE DESCRIPTION** | Mathematics C aims to provide opportunities for students to participate more fully in life-long learning, to develop their mathematical potential, and to build upon and extend their mathematics. Topics studied in Mathematics C include:  
- Introduction to Groups  
- Real and Complex Number Systems  
- Matrices and Vectors (including applications)  
- Calculus  
- Structures and Patterns  
- Optional topics also help the student gain knowledge and skills in topics such as conics, dynamics, linear programming, introduction to number theory, introduction to modelling with probability, and advanced periodic and exponential functions.  
This content provides opportunity to develop within the student:  
- knowledge, procedures and skills in mathematics  
- mathematical modelling and problem-solving strategies  
- the capacity to justify and communicate in a variety of forms.  
- an increased level of competence and confidence in using mathematics, through aspects such as analysis, proof and justification, rigour, mathematical modelling and problem solving. |
| **ASSESSMENT** | Students will be assessed in variety of ways such as written examinations, report writing, extended modelling and problem solving tasks and construction of models to demonstrate mathematical applications. Appropriate technology will be used in each situation. |
| **HOMEWORK REQUIREMENTS** | Homework is set on a regular basis to consolidate the work covered in class. It is estimated that approximately 2.5 hours/week be spent on homework and revision. |
| **SPECIAL REQUIREMENTS AND FEES** | All students need a Graphics Calculator. The model used in this school is the Texas Instruments TI-nspire CX, the same as Mathematics B. |
| **POSSIBLE PATHWAYS FOR FUTURE** | The range of career opportunities requiring and/or benefiting from Mathematics C is continually expanding. These areas include medical and health sciences, biomedical, nanoscience and forensics, environmental science, economics, and business while remaining crucial in such fields as the physical sciences, engineering, computer science, information technology areas, mathematics and science education. Any student considering doing engineering should seriously consider doing Mathematics C. |

**Points to consider:**
- **Does this subject interest me?** YES/NO
- **Is this subject useful for my future study or work?** YES/NO

2017
| **COURSE NAME** | **MODERN HISTORY**  
| **(AUTHORITY SUBJECT)** | |
| **PRE-REQUISITES or RECOMMENDED PRIOR INFORMATION** | There is no pre-requisite for entry to this subject. However, it is advisable that students choosing this subject have achieved a C standard in Year 10 Social Sciences and English. |
| **COURSE DESCRIPTION** | **Semester 1**  
The History of ideas and beliefs (Anti-Semitism and Dominant ideologies)  
**Semester 2**  
Studies of Hope (Reconciliation, Civil Rights and Apartheid in South Africa)  
**Semester 3**  
Studies of Conflict (social debates and armed conflict)  
**Semester 4**  
The Individual in history (The ‘great’ person in history and ‘Hollywood’ as history) |
| **ASSESSMENT** | There are four (4) types of assessment:  
• Category 1 – Essay exam using historical sources  
• Category 2 – Written research task  
• Category 3 – Multi-modal research task  
• Category 4 – Short answer or stimulus response exam |
| **HOMEWORK REQUIREMENTS** | Modern History is an academic reading-based subject, requiring engagement with a variety of texts. Standard homework could include reading, summarising of information or answering of questions, research, revision of concepts and content covered in the course. |
| **SPECIAL REQUIREMENTS AND FEES** | There are no special requirements or additional fees for this subject. |
| **POSSIBLE PATHWAYS FOR FUTURE** | The study of Modern History would assist students in such areas as journalism, advertising, public relations, teaching, government service, consumer relations, industrial relations. It provides foundation for further studies in Anthropology, Archaeology, Architecture, Law, Commerce, Economics, Public Administration, History, Journalism, Media Studies and Social Work. |
| **Points to consider:** | **Does this subject interest me?** | YES/NO |
| **Is this subject useful for my future study or work?** | YES/NO |
### COURSE NAME
**MUSIC**

**(AUTHORITY SUBJECT)**

### PRE-REQUISITES or RECOMMENDED PRIOR INFORMATION
Students must be able to play an instrument or have taken singing exams/lessons previously. They should also have achieved at least grade C in English.

### COURSE RATIONALE AND DESCRIPTION
Music is something that is experienced and appreciated on a daily basis without necessarily understanding how it was come across. Whether actively engaging in music listening, performing, composing; or incidentally encountering music, students have a unique experience. Music contributes to the holistic development of the individual. A study of music assists students in understanding and heightening the enjoyment of the arts in their lives and the music heritage of a range of cultures.

Units include:

- **Key Players**: An instrumental focus that looks at the major musical periods and the major composers/works of these periods.
- **Fifties to Funk**: A musical journey looking at popular music from the 1950’s to the modern day.
- **Salute to Cinema**: Students will explore how composers use music in film to support plot, characters and locations.
- **Celebrating Australia**: Explores a range of repertoire and styles of Australian music including the artists behind it all.
- **Nice Piper**: A unit that explores the diverse world of vocal genres which focuses on musical theatre.
- **Wide Horizons**: A student negotiated unit where a focus is chosen from one objective that will be approached from an individual research and independent study perspective.

### ASSESSMENT
Students will be assessed using a number of contexts using the three dimensions:

- **Musicology**: The study of music in social, historical and cultural contexts. It entails researching, analysing and evaluating repertoire to synthesise and express a music viewpoint.
- **Composition**: The creation of music by combining music elements and concepts in a range of contexts, styles and genres.
- **Performance**: The interpretation of musical elements and concepts through playing and/or singing.

In a composite structure of this course the same content will be taught to all students; however, assessment tasks will differ from Year 11 to Year 12.

### HOMEWORK REQUIREMENTS
Students will be expected to complete some work at home but due to the nature of the subject, a lot of composition work and performance practice will need to be done in school time whilst students have access to the necessary resources and equipment.

### SPECIAL REQUIREMENTS AND FEES
An additional subject levy is payable for this subject.

### POSSIBLE PATHWAYS FOR FUTURE
Music can enhance students’ chances of embarking on a successful career in areas such as the armed forces, primary and secondary teaching, music therapy, event management, theatre management, as a professional musician or composer and working in advertising. The study of music assists with general life skills such as problem solving, working collaboratively and making informed decisions.

### Points to consider:
<table>
<thead>
<tr>
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<th>YES/NO</th>
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<tbody>
<tr>
<td>Is this subject useful for my future study or work?</td>
<td>YES/NO</td>
</tr>
<tr>
<td><strong>COURSE NAME</strong></td>
<td><strong>PHYSICS</strong></td>
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<tr>
<td><strong>(AUTHORITY SUBJECT)</strong></td>
<td></td>
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<tr>
<td><strong>PRE-REQUISITES or RECOMMENDED PRIOR INFORMATION</strong></td>
<td>Mathematics B is required for the study of Physics. Students need to have good analytical and mathematical skills and should have achieved at least a B in Year 10 Science.</td>
</tr>
<tr>
<td><strong>COURSE DESCRIPTION</strong></td>
<td>A study of Physics gives students a means of enhancing their understanding of the world around them, a way of achieving useful knowledge and skills, and a stepping stone for further study. An understanding of Physics adds to and refines the development of students’ scientific literacy. Participating in a course of study derived from the Physics syllabus, working scientifically and enacting scientific inquiries, investigations and experiments will immerse students in both the practical and the conceptual aspects of the discipline. Physics is now run as an A/B program meaning year 11 and 12 learn the same content at the same time but have assessment tasks with modified marking criteria. 2016 will be year B so students going into year 11 will cover the year B topics and the year A topics in grade 12.</td>
</tr>
<tr>
<td><strong>ASSESSMENT</strong></td>
<td>Assessment includes supervised assessment tasks, extended response tasks, and extended experimental investigations.</td>
</tr>
<tr>
<td><strong>HOMEWORK REQUIREMENTS</strong></td>
<td>A minimum of 3 hours per week</td>
</tr>
<tr>
<td><strong>SPECIAL REQUIREMENTS AND FEES</strong></td>
<td>There are physics excursions in Year B of the program. The costs of these will be included in the relevant levies.</td>
</tr>
<tr>
<td><strong>POSSIBLE PATHWAYS FOR FUTURE</strong></td>
<td>Careers related to Physics include engineering, pathology, architecture, physiotherapy, optometry, medicine, veterinary science, biomedical applications, radiography, physics.</td>
</tr>
<tr>
<td><strong>Points to consider:</strong></td>
<td></td>
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<tr>
<td>Does this subject interest me?</td>
<td>YES/NO</td>
</tr>
<tr>
<td>Is this subject useful for my future study or work?</td>
<td>YES/NO</td>
</tr>
<tr>
<td>COURSE NAME</td>
<td>PHYSICAL EDUCATION (AUTHORITY SUBJECT)</td>
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</tr>
<tr>
<td>PRE-REQUISITES or RECOMMENDED PRIOR INFORMATION</td>
<td>There are no pre-requisites for Physical Education. Health &amp; Physical Education is a core subject up until Year 11. All students will have prior experience and knowledge with the subject content.</td>
</tr>
<tr>
<td>COURSE DESCRIPTION</td>
<td>Students study four physical activities over the course with equal time and emphasis given to each activity. The four physical activities of study are categorised into three categories including; Direct Interceptive (eg. Water Polo and Touch, Indirect Interceptive (eg. Volleyball and Individual Performance (eg. Golf). Practical areas can vary depending on the cohort’s interests. At least 50 per cent of the allocated time involves students engaging in physical activity. The theoretical topics studied over the course include; Learning physical skills, Process and effects of training and exercise, Equity and access to exercise, Sport and physical activity in Australian society. These units are developed to provide personalisation and integration with the practical unit being undertaken. Students will be involved in a variety of written, multi-modal and physical learning experiences that are focused on the study of the four physical activities.</td>
</tr>
<tr>
<td>ASSESSMENT</td>
<td>Year 11 work is formative and Year 12 work is summative. In special circumstances Year 11 results will be used to determine exit level of achievement. Assessment of knowledge and intellectual skills is through: - Assignment Work (Research and analysis) - Written Test (Essays and short response) - Multi-Modal (Research and analysis) Assessment of practical skills is through: - Judging a student’s application of skills and tactics to game and competitive situations. All of these assessments are continuous throughout the course, with selective updating of a student’s profile of achievement.</td>
</tr>
<tr>
<td>HOMEWORK REQUIREMENTS</td>
<td>3 hours per week. Additional practice for the physical tasks is recommended. The student would benefit from participating in inter-school competitions relevant to the chosen physical activities.</td>
</tr>
<tr>
<td>SPECIAL REQUIREMENTS AND FEES</td>
<td>Students are required to get changed into the College sports uniform for every practical lesson. The College swimming costume may be required if Water Polo, Lifesaving or Biathlon is chosen as a physical task. This subject has an additional levy.</td>
</tr>
<tr>
<td>POSSIBLE PATHWAYS FOR FUTURE</td>
<td>Career options related to Physical Education are very broad and may include sports scientist, youth leader, PE teacher, recreation leader, physiotherapist, nurse, nutritionist, police or defence force, sports journalist, sports psychologist, gym instructor/personal trainer, coach.</td>
</tr>
</tbody>
</table>

**Points to consider:**

**Does this subject interest me?** | **YES/NO**
---|---
**Is this subject useful for my future study or work?** | **YES/NO**
<table>
<thead>
<tr>
<th>COURSE NAME</th>
<th>STUDY OF RELIGION (AUTHORITY SUBJECT)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRE-REQUISITES or RECOMMENDED PRIOR INFORMATION</td>
<td>Study of Religion is a subject in which students are required to read and understand a wide variety of texts. The student will have at least a sound achievement in Year 10 English.</td>
</tr>
<tr>
<td>COURSE DESCRIPTION</td>
<td>Studying religions helps students become aware of the diversity of religious beliefs, traditions and practices in contemporary society, with particular emphasis on religions in Australian society, and to gain an understanding of the purpose, meaning and significance of religion in the lives of individuals and communities. Through this study, students also have the opportunity to deepen their understanding and appreciation of their own religious beliefs and practices and their personal spirituality. The study of religions can also help students to gain an understanding of the way cultural contexts have influenced, and continue to influence, the development of the world views and beliefs of individuals. Students have the opportunity to critically examine religions and to explore a range of ethical and justice issues related to religious traditions. By assisting students to develop and refine a broad range of critical thinking and research skills, Study of Religion is a very useful preparation for the requirements of tertiary study. This subject provides many opportunities for students to develop and practise an extensive number of the skills tested in the Queensland Core Skills Test in Year 12. The five major world religions (Christianity, Judaism, Buddhism, Islam and Hinduism) are studied in the course of exploring the following topics:</td>
</tr>
<tr>
<td></td>
<td>- Ultimate questions - God/gods, origins and the sacred</td>
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<td></td>
<td>- Ritual and sacred texts - Expressing the sacred: holy objects, spaces, places and actions</td>
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<td></td>
<td>- Sustainable futures - religion, justice and peace</td>
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<tr>
<td></td>
<td>- Religion-state relationships - growth of a nation state (religion in India); politics, laws and rights (Islam and women in Iran and Afghanistan); colonialism and postcolonialism (Christian liberation theologies in South and Central America)</td>
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<tr>
<td></td>
<td>- Sacred texts - Reading sacred stories in a 21st century Australian context (studies in Scripture, liberation and social justice)</td>
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<td></td>
<td>- Religion, values and ethics - Ethical frameworks and contemporary ethical issues</td>
</tr>
<tr>
<td></td>
<td>- Ultimate questions - Meaning, purpose and identity (spirituality), death and the afterlife.</td>
</tr>
<tr>
<td>ASSESSMENT</td>
<td>Students will complete a variety of assessment tasks in Study of Religion including multimodal presentations (e.g. orals, seminars, audiovisual presentations), exams (essays, short response, response to stimulus) and research assignments.</td>
</tr>
<tr>
<td>HOMEWORK REQUIREMENTS</td>
<td>Study of Religion reflects the study and homework requirements of other Authority subjects. Students will be expected to complete</td>
</tr>
</tbody>
</table>
homework tasks on a regular basis, including reading in preparation for lessons and regular revision of class work in preparation for exams. The research and assignment preparation components of this course require a considerable amount of reading and careful management of class time used for research and writing.

<table>
<thead>
<tr>
<th>SPECIAL REQUIREMENTS AND FEES</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSSIBLE PATHWAYS FOR FUTURE</td>
<td>The Study of Religion course is designed to encourage students to become increasingly independent in their learning over the two years of study. Students will have the opportunity to develop critical reading, thinking and research skills, as well as the ability to construct cogent and articulate written and oral responses to a range of issues that are valuable in other secondary and tertiary studies and in a wide variety of employment fields.</td>
</tr>
</tbody>
</table>

**Points to consider:**

- *Does this subject interest me?*  
  YES/NO

- *Is this subject useful for my future study or work?*  
  YES/NO
**COURSE NAME**  
**VISUAL ART**  
*(AUTHORITY SUBJECT)*

<p>| PRE-REQUISITES or RECOMMENDED PRIOR INFORMATION | Prior Art experiences in Year 9 and 10 are a distinct advantage; however, the structure of the course does make it accessible to all motivated Senior students. |
| COURSE DESCRIPTION | 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 Art, students develop a critical and visually literate view of their own place in and relationship to the world. Students undertaking the two year course will apply the art process of researching, developing, resolving and reflecting in both making and appraising objectives. In making artworks, students define and solve visual problems by using visual language and expression, experimenting and applying media to communicate thoughts, feelings, ideas, experiences and observations. Learning experiences in appraising involve visual art discourse, which is the language that is used when listening, speaking, reading and writing about visual art. The course of study enables students to work with and master the following media: |
| | painting | drawing | printmaking |
| | sculpture | installation | electronic imaging |
| | photographic arts | video art | ceramics |
| | The sequencing of units of work over the two year course should provide students with opportunities to progress from diversification and teacher directed units in Year 11 to specialisation in Year 12, with students making increasingly independent selections of focuses and media area. |
| ASSESSMENT | Students are assessed in both making and appraising. Making folios assess student ability to research, develop, resolve and reflect on artworks through Visual Literacy and Application criteria. Appraising assignments require critical analysis of artworks in diverse contexts, investigating artistic language and expression, directly related to selected contexts, concepts, focuses and media areas. |
| HOMEWORK REQUIREMENTS | An additional three hours per week would be the minimum time required. |</p>
<table>
<thead>
<tr>
<th>SPECIAL REQUIREMENTS AND FEES</th>
<th>An additional subject levy is payable for this subject. Non-compulsory art trips are offered in Year 11 (Brisbane/Sydney) and Year 12 (Sydney/Melbourne) to expose students to galleries and art spaces not available in our area.</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSSIBLE PATHWAYS FOR FUTURE</td>
<td>Teacher, museum curator, graphic artist, multimedia artist, animator, interior designer, art therapist, architectural designer, special effects artist, illustrator, web designer, fashion designer, photographer, jewellery designer, set designer.</td>
</tr>
</tbody>
</table>

**Points to consider:**

<table>
<thead>
<tr>
<th>Does this subject interest me?</th>
<th>YES/NO</th>
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</thead>
<tbody>
<tr>
<td>Is this subject useful for my future study or work?</td>
<td>YES/NO</td>
</tr>
</tbody>
</table>
AUTHORITY REGISTERED SUBJECTS

Authority registered subjects do not count towards a tertiary entrance score (OP).
**COURSE NAME**

| ENGLISH COMMUNICATION  
| Authority-Registered Subject |

**PRE-REQUISITES or RECOMMENDED PRIOR INFORMATION**

English Communication is an Authority Registered School Subject. The student will have completed a Junior English program.

This course, an alternative to Senior English, is aimed at enhancing and developing oral and written communication in a variety of practical and work related contexts.

**COURSE DESCRIPTION**

This study area specification (SAS), within the contexts or work, community and leisure, is designed to offer students the opportunity to interpret and use language effectively, to collect, organise and evaluate information to communicate ideas, as well as, to solve problems individually and in groups.

**ASSESSMENT**

Assessment will be undertaken through assignments, reports, interviews, presentations, workbooks, practical activities, role plays, reviews and portfolios and will reflect the three focal areas of work, community and leisure.

**HOMEWORK REQUIREMENTS**

Students will be expected to undertake reading and writing activities as a part of their homework. A minimum of two hours per week would be necessary to meet the course requirements.

**SPECIAL REQUIREMENTS AND FEES**

N/A

**POSSIBLE PATHWAYS FOR FUTURE**

This subject can establish the basis for students’ further learning as well as developing essential communication skills to enhance employment opportunities.

**Points to consider:**

<table>
<thead>
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<th>YES/NO</th>
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<tbody>
<tr>
<td>Is this subject useful for my future study or work?</td>
<td>YES/NO</td>
</tr>
</tbody>
</table>

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2017
| COURSE NAME | **FASHION**  
Authority-Registered Subject |
---|---|
| **PRE-REQUISITES or RECOMMENDED PRIOR INFORMATION** | No Pre Requisite, however 9/10 Home Economics is an advantage. |
| **COURSE DESCRIPTION** | Fashion is an Authority-Registered subject (SAS). It does not contribute to the student’s assessment for entry into tertiary education (OP).  

Fashion is a dynamic industry that supports a wide variety of vocations, including fashion design, fashion technology, fashion merchandising and fashion sales.  

Through undertaking this course students will be challenged to use their imagination to create, innovate and express themselves and their ideas, and to design and produce design solutions in a range of fashion contexts. Students undertake group work and individual projects. They manage personal projects and are encouraged to work independently on some tasks.  

Fashion has a practical focus where students learn through doing as they engage in a design process to plan, generate and produce fashion items.  

The Fashion course may include study of the following range of topics:  
- Fashion Culture  
- Fashion Technologies  
- Fashion Design  
- Adornment (Millinery; Wearable Art; Fashion Accessories)  
- Collections  
- Fashion Designers  
- Fashion in history |
| **ASSESSMENT** | Fashion students will complete a variety of assessment tasks, including projects, investigations, extended response to stimulus and products |
| **HOMEWORK REQUIREMENTS** | Students will be expected to work on tasks on a regular basis for homework and possibly attend after school tutorials for practical work. |
| **SPECIAL REQUIREMENTS AND FEES** | Purchase of own fabrics and materials will be required at times. A subject levy of $100 covers some fabrics and resources for producing fashion items. |
| **POSSIBLE PATHWAYS FOR FUTURE** | A course of study in Fashion can establish a basis for further education and employment in the fields of design, personal styling, costume design, production manufacture, merchandising, and retail. |

**Points to consider:**  
Does this subject interest me? **YES/NO**  
Is this subject useful for my future study or work? **YES/NO**
<table>
<thead>
<tr>
<th>COURSE NAME</th>
<th>PRE VOCATIONAL MATHEMATICS Authority-Registered Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRE-REQUISITES or RECOMMENDED PRIOR INFORMATION</td>
<td>Year 10 Mathematics</td>
</tr>
<tr>
<td>COURSE DESCRIPTION</td>
<td>Prevocational Mathematics is designed to help students improve their numeracy by building their confidence and success in making meaning of mathematics. It aims to assist students to overcome any past difficulties with, or negative attitudes towards, mathematics, so that they can use mathematics efficiently and critically to make informed decisions in their daily lives. The course of study is based on five topics, number, data, location and time, measurement and finance, and these are grouped into three categories according to the purposes and functions of using mathematics in various contexts. These categories are:</td>
</tr>
<tr>
<td>• Interpreting society: this relates to interpreting and reflecting on numerical and graphical information of relevance to self, work or the community.</td>
<td></td>
</tr>
<tr>
<td>• Personal organisation: this relates to the numeracy requirements for personal matters involving money, time and travel.</td>
<td></td>
</tr>
<tr>
<td>• Practical purposes: this relates to the physical world in terms of designing, making and measuring.</td>
<td></td>
</tr>
<tr>
<td>ASSESSMENT</td>
<td>The on-going assessment may take the form of assignments, tests, and practical work.</td>
</tr>
<tr>
<td>HOMEWORK REQUIREMENTS</td>
<td>Homework is set on a regular basis to consolidate the work covered in class. It is estimated that approximately 1.5 hours/week be spent on homework and revision.</td>
</tr>
<tr>
<td>SPECIAL REQUIREMENTS AND FEES</td>
<td>All students need a scientific calculator. The model used in years 8, 9 and 10 is quite sufficient.</td>
</tr>
<tr>
<td>POSSIBLE PATHWAYS FOR FUTURE</td>
<td>This subject aims to improve students’ preparedness for entry to work, apprenticeships, traineeships, or further study by developing their numeracy.</td>
</tr>
</tbody>
</table>

Points to consider:

- Does this subject interest me? **YES/NO**
- Is this subject useful for my future study or work? **YES/NO**
<table>
<thead>
<tr>
<th>COURSE NAME</th>
<th>RELIGION &amp; ETHICS Authority-Registered Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PRE-REQUISITES or RECOMMENDED PRIOR INFORMATION</strong></td>
<td>No Pre Requisite.</td>
</tr>
<tr>
<td><strong>COURSE DESCRIPTION</strong></td>
<td>Religion and Ethics is an Authority-Registered subject (SAS). It does not contribute to the student’s assessment for entry into tertiary education (OP). Religion and Ethics allows students to explore their personal values and life choices and the ways in which these are related to their beliefs. This subject helps students understand the personal, relational and spiritual perspectives of human experience, and to reflect on the richness of religious and ethical worldviews. Religion and Ethics enhances students’ understanding of how personal beliefs, values and spiritual identity are shaped and influenced by factors such as family, culture, gender, race, class and economic issues. The course also explores how these topics are dealt with in various religious, spiritual and ethical traditions. The course encourages students to think critically and to integrate their knowledge in ways that enhance their own personal spirituality and faith journeys in the context of the wider Christian community. The Religion and Ethics course will include study of the following range of topics: • Finding meaning and purpose in life • Religions of the world • Sacred stories • Spirituality and religious citizenship • Ethics and morality • Social justice, and peace and conflict studies</td>
</tr>
<tr>
<td><strong>ASSESSMENT</strong></td>
<td>Religion and Ethics students will complete a variety of assessment tasks, including projects, investigations, extended response to stimulus and exams.</td>
</tr>
<tr>
<td><strong>HOMEWORK REQUIREMENTS</strong></td>
<td>In Religion and Ethics, students will be expected to complete homework tasks on a regular basis, including preparation for and completion of assessment tasks.</td>
</tr>
<tr>
<td><strong>SPECIAL REQUIREMENTS AND FEES</strong></td>
<td>N / A</td>
</tr>
<tr>
<td><strong>POSSIBLE PATHWAYS FOR FUTURE</strong></td>
<td>Religion and Ethics assists students to develop critical reading, thinking and research skills that are valuable in other secondary and tertiary studies and in a wide variety of employment fields.</td>
</tr>
</tbody>
</table>

Points to consider:  
Does this subject interest me? **YES/NO**  
Is this subject useful for my future study or work? **YES/NO**
| COURSE NAME | VISUAL ARTS IN PRACTICE  
| Authority-Registered Subject |
| **PRE-REQUISITES or RECOMMENDED PRIOR INFORMATION** | There are no pre-requisites; however, Year 10 Visual Art can be useful. |
| **COURSE DESCRIPTION** | How meaning is constructed and read from visual texts is a fundamental skill developed through visual arts. Visual Arts in Practice foregrounds the role visual arts plays in the community and how students may become involved in community arts activities. In this subject students engage in art-making processes and making virtual or physical visual artworks for particular purposes and contexts including socio-cultural, economic, educational, geographical and historical contexts. Visual Arts in Practice is a two year course offering experiences in 2D, 3D, digital and 4D art making practices. |
| **ASSESSMENT** | Visual Arts in Practice assessment techniques may require students to complete a project or a product, an extended response to stimulus or an investigation using written, spoken or multi-modal forms. Learning experiences in Year 11 inform the selection of media and skills used in Year 12. |
| **HOMEWORK REQUIREMENTS** | Students will be expected to complete homework, including independent time spent on art making and written reflections. |
| **SPECIAL REQUIREMENTS AND FEES** | An additional subject levy is payable for this subject. Non-compulsory art trips to Brisbane, Sydney or Melbourne are offered in Year 11 and Year 12 to expose students to galleries and art spaces not available in our area. |
| **POSSIBLE PATHWAYS FOR FUTURE** | A course of study in Visual Arts in Practice can establish a basis for further education and employment in fields of design, styling, decorating, illustrating, drafting, visual merchandising, make-up artistry, advertising, game design, photography, animation or ceramics. |

**Points to consider:**
- Does this subject interest me? **YES/NO**
- Is this subject useful for my future study or work? **YES/NO**
VOCATIONAL EDUCATION AND TRAINING

VET subjects do not count towards a tertiary entrance score (OP).

Students completing a Certificate III qualification may be able to upgrade their QTAC selection rank.

Qualifications may be subject to change based on the release of training package updates.

Service Agreement:
Certificate I qualifications are completed over one year. Certificate II and III qualifications are completed over two years. St Ursula’s College ensures students will be provided with every opportunity to complete their certificates as per the rights and obligations outlined in the enrolment process and information handbooks provided within the VET student induction process.

The information provided in the 2017 Senior Subject Selection Handbook is correct at the time of publication; however, training courses can be subject to change.

In the event qualifications or units of competency are required to be adjusted, all students, parents and guardians, will be notified in writing.

Students successfully achieving all qualification requirements will be issued a testamur and record of results within 30 days from the conclusion of their qualifications at St Ursula’s College. Students who achieve at least one unit (but not the full qualification) will be issued with a Statement of Attainment.

NATIONAL PROVIDER NUMBER: 30032
<table>
<thead>
<tr>
<th>COURSE NAME</th>
<th>FIT Nasal</th>
<th>COURSE NAME</th>
<th>SIS30315 Certificate III in Fitness (with an optional embedded SIS20115 Certificate II in Sport and Recreation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PREREQUISITES</td>
<td>Students must have a passion for and/or interest in pursuing a career in the fitness and sport industries. They must have good quality written and spoken communication skills and an enthusiasm / motivation to participate in physical activity sessions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Obtain a (free) ‘Working with Children’ Student Blue Card (St Ursula’s College assists with facilitating this application. A student’s enrolment is unable to be finalised until their Student Blue Card has been issued.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A Unique Student Identifier number (USI) must be obtained prior to enrolment (please see your enrolment documents for more details).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OPTION 1:</th>
<th>SIS30315 Certificate III in Fitness (with an optional embedded SIS20115 Certificate II in Sport and Recreation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>VOCATIONAL EDUCATION AND TRAINING IN SCHOOLS (VETiS) INITIATIVE, FUNDED BY QUEENSLAND GOVERNMENT</td>
<td>Binnacle Training is approved as a Pre-qualified Supplier (PQS) to deliver Certificate II in Sport and Recreation as a VETiS funded qualification. VETiS funded by the VET investment budget is fee-free for students. In 2017 Binnacle Training has offered VETiS funding for eligible students/schools undertaking the Certificate II in a Sport Specialty Format whereby students undertake a sport-specific accreditation in officiating and/or coaching. The VET investment budget will only fund one employment stream qualification. Where the student chooses their Binnacle Certificate II as their one VET in Schools (VETiS) funded qualification, the student fee (including any applicable sport-specific accreditation fee and Certificate III fee) is 100% waived. Please refer to the Queensland Government’s student fact sheet developed specifically for VETiS program: <a href="http://www.training.qld.gov.au/training-organisations/funded-programs/vetis.html">http://www.training.qld.gov.au/training-organisations/funded-programs/vetis.html</a> Students and parents must read, sign and return the information letter provided in their enrolment folders prior to enrolling in this course.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OPTION 2:</th>
<th>SIS30315 Certificate III in Fitness (standalone qualification)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLEASE NOTE:</td>
<td>In some instances students may want to use their VETiS funding to complete another VETiS funded course outside of St Ursula’s College. If students do not wish to use VETiS funding for this course, they are invited to enrol in the Certificate III in Fitness as a fee paying student (please see the fee outline below). If this option is chosen students will complete SIS30315 Certificate III in Fitness only.</td>
</tr>
</tbody>
</table>
Certificate III in Fitness is delivered in partnership with an external Registered Training Organisation (RTO) – Binnacle Training (RTO no. 31319).

First Aid & CPR is delivered and assessed by CSA Training (RTO no. 32466. In the event this provider is unable to deliver this unit of competency, St Ursula’s College will source an alternate provider.

Binnacle’s Certificate III in Fitness ‘Fitness in Schools’ program is offered as a senior subject where students deliver a range of fitness programs and services to clients within their school community. Graduates will be competent in a range of essential skills – such as undertaking client health assessments, planning and delivering fitness programs, and conducting group fitness sessions in indoor and outdoor fitness settings, including with older adult clients.

QCE Credits: Successful completion of Certificate III in Fitness contributes eight (8) credits towards a student’s QCE. Successful completion of the Certificate II in Sport and Recreation (optional embedded qualification) contributes an additional four (4) credits towards a student’s QCE.

This program also includes the following:

- First Aid qualification and CPR certificate; plus optional sport-specific coach/official accreditation.
- A range of career pathway options including an alternative entry into university.
- Direct pathway into Certificate IV in Fitness (Personal Trainer)

The requirements for a Certificate III in Fitness will comprise achievement of the 16 units of competency:

<table>
<thead>
<tr>
<th>Core Competencies (9)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SISFFIT001 Provide health screening and fitness orientation</td>
</tr>
<tr>
<td>SISFFIT002 Recognise and apply exercise considerations for specific populations</td>
</tr>
<tr>
<td>SISFFIT003 Instruct fitness programs</td>
</tr>
<tr>
<td>SISFFIT002 Incorporate anatomy and physiology principles into fitness programming</td>
</tr>
<tr>
<td>SISFFIT005 Provide healthy eating information</td>
</tr>
<tr>
<td>SISFFIT014 Instruct exercise to older clients</td>
</tr>
<tr>
<td>SISXCCS001 Provide quality service</td>
</tr>
<tr>
<td>SISXFAC001 Maintain equipment for activities</td>
</tr>
<tr>
<td>SISXIND001 Work effectively in sport, fitness and recreation environments</td>
</tr>
</tbody>
</table>

Electives(6)*

Group C. Gym Instructor (4)

| BSBRSK401 Identify risk and apply risk management processes |
| HLTAID003 Provide first aid |
| HLTWHS001 Participate in workplace health and safety |
| SISFFIT006 Conduct fitness appraisals |

PLUS (additional 3)

| SISFFIT011 Instruct approved community fitness programs |
| SISSSPT303A Conduct basic warm-up and cool-down programs |
| HLTAID001 Provide cardiopulmonary resuscitation |

The requirements for a Certificate II in Sport and Recreation will comprise
The achievement of the 13 units of competency:

**Core Competencies (8)**
- BSBWOR202 Organise and complete daily work activities
- HLTAIM003 Provide first aid
- HLTWHS001 Participate in workplace health and safety
- SISXCAI002 Assist with activity sessions
- SISXCS001 Provide quality service
- SISXEMR201A Respond to emergency situations
- SISXIND001 Work effectively in sport, fitness and recreation environments
- SISXIND002 Maintain sport, fitness and recreation industry knowledge

**Electives (5)**
- SISSSCO101 Develop and update knowledge of coaching practices
- SISXFAC001 Maintain equipment for activities
- SISSSDE201 Communicate effectively with others in a sport environment
- SISSSOF101 Develop and update officiating knowledge
- SISXCAI001 Provide equipment for activities

*Elective units are subject to change prior to the commencement of the 2017 school year. This is to ensure alignment to current industry practices is at its optimum.*

<table>
<thead>
<tr>
<th><strong>TOPIC OF STUDY</strong></th>
<th><strong>YEAR 11</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TERM 1</strong></td>
<td><strong>TERM 2</strong></td>
</tr>
<tr>
<td>- Health, Safety and Law in the Sport, Fitness and Recreation industry</td>
<td>- Assist with activity sessions</td>
</tr>
<tr>
<td>- Customer service</td>
<td>- Deliver a community fitness program</td>
</tr>
<tr>
<td>- Coaching and officiating practices</td>
<td>- Optional: sport-specific coach/official accreditation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>YEAR 12</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TERM 1</strong></td>
</tr>
<tr>
<td>- Programming and instruction</td>
</tr>
<tr>
<td>- Introduction to specific populations</td>
</tr>
</tbody>
</table>
**ASSESSMENT**

*NOTE: This program involves a mandatory ‘outside subject’ weekly component of 90 minutes per week across a minimum of 5 consecutive weeks – delivering fitness programs and services to a variety of clients, including older adults.*

Program delivery will combine both class-based tasks and practical components in a real gym environment at the school. This involves the delivery of a range of fitness programs to clients within the school community (students, teachers, and staff).

A range of teaching/learning strategies will be used to deliver the competencies. These include:

- Practical tasks
- Hands-on activities involving participants/clients
- Group work
- Practical experience within the school sporting programs and fitness facility
- Log Book of practical experience

Evidence contributing towards competency will be collected throughout the course. This process allows a student’s competency to be assessed in a holistic approach that integrates a range of competencies.

**HOMEWORK REQUIREMENTS**

Homework in this course will vary according to the need for students to complete learning and assessment tasks, although most activities should be achievable in class time.

**LENGTH OF COURSE**

2 Years (4 semesters)

**FEES**

**OPTION 1:**

SIS30315 Certificate III in Fitness (with an optional embedded SIS20115 Certificate II in Sport and Recreation)

**Year 11**  
Fee Free (Using VETiS funding)

**Year 12**  
$85.00 - First Aid Certificate (paid to CSaT directly)  
OR  
$50.00 – CPR update only (paid to CSaT directly)

**OPTION 2:**

SIS30315 Certificate III in Fitness only

**Year 11**  
$280 - Binnacle training fees (Certificate III in Fitness only)

**Year 12**  
$85.00 - First Aid Certificate (paid to CSaT directly)  
OR  
$50.00 – CPR update only (paid to CSaT directly)

Excursions to other outside venues to participate in and to conduct fitness activities will incur a cost amounting to a maximum of $30.00.  
(*Final cost and notification of these excursions will be included in the permission letter which will be distributed closer to excursion dates*)
### PATHWAYS FOR FUTURE

The Certificate III in Fitness will predominantly be used by students seeking to enter the fitness industry and/or as an alternative entry into University. For example:

- Exercise Physiologist
- Teacher – Physical Education
- Sport Scientist

Students completing their Certificate III may be able to upgrade their QTAC selection rank.

- Certificate III = rank of 68
  (Approximately equivalent to an OP 15 depending on the year).

Students may also choose to continue their study by completing the Certificate IV in Fitness at another RTO upon completion of their Certificate III.

### LEARNING EXPERIENCES

- Learning about the sport, fitness and recreation industry.
- Following health and safety standards in the workplace.
- Providing quality customer service.
- Using and maintaining fitness and sport equipment.
- Delivering community fitness programs.
- Developing coaching and officiating skills
- Conducting a risk assessment on fitness activities.
- Providing client screening and health assessments.
- Providing healthy eating information to clients.
- Instructing and monitoring fitness programs.
- Delivering warm-up and cool-down sessions
- Planning and delivering gym programs.
- Working with specific population clients, including older adults.
- Developing skills in exercise science, including anatomy and physiology.
- Industry-recognised First Aid qualification and CPR certificate.

### IMPORTANT PROGRAM DISCLOSURE STATEMENT (PDS)

This Subject Outline is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training provides and those services carried out by the 'Partner School' (i.e. the delivery of training and assessment services).


**Points to consider:**

- **Does this subject interest me?** YES/NO
- **Is this subject useful for my future study or work?** YES/NO

**PLEASE NOTE:** Correct at time of publication: 29th July 2016
**COURSE NAME:** SIT20416 Certificate II in Kitchen Operations

**RECOMMENDED**
Year 10 Hospitality – SIT10216: Certificate I in Hospitality is an advantage
- Sound level of achievement in English.
- Sound level of achievement in Mathematics.

**PREREQUISITES**
Students must obtain a Unique Student Identifier number (USI), (please see your enrolment documents for more details)

**COURSE DESCRIPTION**

**Core Competencies**
- BSBWOR203 Work effectively with others
- SITXWHS001 Participate in safe work practices
- SITXFSAA001 Use hygienic practices for food safety.
- SITHCCC001 Use food preparation equipment
- SITHCCC011 Use cookery skills effectively
- SITHCCC005 Prepare dishes using basic methods of cookery
- SITHKOP001 Clean kitchen premises and equipment
- SITXINV002 Maintain the quality of perishable supplies

**Electives**
- SITHCC002 Prepare and present simple dishes
- SITHFAB005 Prepare and serve espresso coffee
- SITHCCC004 Package prepared foodstuffs
- SITXFSAA003 Transport and store food
- TLIE1005 Carry out basic workplace calculations

A **Credit Transfer** may be awarded for the units SITFSA001 Use hygienic practices for food safety or SITXWHS001 Participate in safe work practices or BSBWOR203 Work effectively with others if completed during another qualification.

**Course Outline:**
- Semester 1: Café Food and Event Catering
- Semester 2: Tasty Takeaway
- Semester 3: Basic Restaurant Cuisine (Main Meals)
- Semester 4: Basic Restaurant Cuisine (Entrée's; Mains; Desserts)

Upon successful completion, students are certified with 4 Queensland of Education (QCE) credits.

**PERFORMANCE AND ASSESSMENT CRITERIA**
- Competency Based Training format
- Each student will be assessed on showing competencies including, knowledge, skills and attitude in relation to the stated criteria in gaining a successful outcome.
- Various forms of assessment will be undertaken by each student during and on the completion of each unit and gathered as evidence for a competency to be achieved.
- **Assessment tasks each term include:**
  - Online Training Assessment
  - Practical demonstrations (weekly)
  - Function work which involves writing up a logbook after each function.
### Homework Requirements

One hour per week

### Special Requirements

**Uniforms**

Students will be required to **purchase** a polo top and black chef’s pants through the Hospitality department within their first term of this subject. Students will wear these uniforms to all practical classes and at functions. This cost is approx. $65

### Fees

Hospitality fees cover the cost of all food, and Online Training.

**Year 11**

- $250.00 – Hospitality Fees
- $65.00 – Uniform (if student has not previously purchased in Year 10)

**Year 12**

- $250 – Hospitality Fees

Major excursions and educational tours to international or national destinations will be advertised well in advance and will be optional.

*(Final cost and notification of these excursions will be included in the permission letter which will be distributed closer to excursion dates)*

### Pathways for Future

Enter industry as a stage 1 apprentice chef and/or Kitchen attendant/Cook with the skills to work in a commercial kitchen. This certificate will articulate and attract credit into cooking trade level qualifications in all states and territories in Australia.

**Career Ideas**

- Industry Programs
- TAFE and University Courses
- Diploma of Hospitality Management
- Diploma in Cookery at TAFE instead of an apprenticeship.
- Certificate 1, 11, 111, IV in Commercial Cookery/Kitchen Operations
- Diploma of Food and Beverage Management
- Associate Degree of Hotel & Resort Management.
- Careers in food science and nutrition, food technology, food industry management.

**Points to Consider:**

- Does this subject interest me? **YES/NO**
- Is this subject useful for my future study or work? **YES/NO**

**Please Note:** Correct at time of publication: 29th July 2016
<table>
<thead>
<tr>
<th>COURSE NAME</th>
<th>TOURISM</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIT20116 Certificate II in Tourism</td>
<td></td>
</tr>
</tbody>
</table>

**RECOMMENDED**
- Sound level of achievement in English.
- Sound level of achievement in Mathematics.

**PREREQUISITES**
Students must obtain a Unique Student Identifier number (USI), (please see your enrolment documents for more details)

**COURSE DESCRIPTION**

**Core units**
- SITTIND001 Source and use information on the tourism and travel industry
- SITXCCS003 Interact with customers
- SITXWHS001 Participate in safe work practices
- SITXCOM002 Show social and cultural sensitivity

**Elective Competencies**
- SITTITSL003 Provide advice on international destinations
- SITXCCS002 Provide visitor information
- SITTITSL004 Provide advice on Australian destinations
- SITTITSL001 Operate online information systems
- SITTITSL002 Access and interpret product information
- SITTITSL009 Process travel-related documentation
- SITXFIN001 Process financial transactions
- SITXCCS001 Provide customer information and assistance

**A Credit Transfer** may be awarded for the units SITXCCS001 Provide customer information and assistance, SITXWHS001 Participate in safe work practices or SITXFIN001 Process financial transactions if completed during another qualification.

**Course Outline**
Semester 1 & 2: International Tourism
Semester 3 & 4: Australian Tourism

Upon successful completion, students are certified with 4 Queensland of Education (QCE) credits.

**ASSESSMENT**
- Competency Based Training format
- Each student will be assessed on showing competencies including, knowledge, skills and attitude in relation to the stated criteria in gaining a successful outcome.
- Various forms of assessment will be undertaken by each student during and on the completion of each unit and gathered as evidence for a competency to be achieved.
- **Assessment tasks each term include:** Online units; worksheets, writing a Blog, preparing itineraries, quotations, and other documents, preparing a self-drive itinerary and tasks related to excursions.

**HOMEWORK REQUIREMENTS**
One hour per week

**SPECIAL REQUIREMENTS AND FEES**
Year 11/12
Tourism fees (approx. $300) cover the costs of online training and materials + excursion to Brisbane Travel Expo.

An **excursion** to the **Brisbane Travel Expo**+ possible overnight stay is planned for a weekend in Feb 2017.
Other major excursions and educational tours to international or national destinations will be advertised well in advance and will be optional. 
_(Final cost and notification of these excursions will be included in the permission letter which will be distributed closer to excursion dates)_

### POSSIBLE PATHWAYS FOR FUTURE

Possible career pathways:
- Travel Guide
- Flight attendant
- Tour bookings
- Tourist information centres
- Events management
- Hotel management
- Eco-tourism
- Tour guide

Further study options:
- Certificate III in Tourism
- Certificate III in Travel
- Certificate III in Guiding
- Certificate III in Holiday Parks and resorts

<table>
<thead>
<tr>
<th>Points to consider:</th>
<th>YES/NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does this subject interest me?</td>
<td></td>
</tr>
<tr>
<td>Is this subject useful for my future study or work?</td>
<td></td>
</tr>
</tbody>
</table>

**PLEASE NOTE:** Correct at time of publication: 29th July 2016
COURSE NAME: ALLIED HEALTH
HLT33015 Certificate III in Allied Health Assistance

PREREQUISITES
Students must have a passion for and/or interest in pursuing a career in allied health. Sound level of achievement in English is necessary to meet the demands of the qualification.

Prior to the work placement component of the course, each student MUST:
- obtain a Unique Student Identifier number (USI), (please see your enrolment documents for more details).
- successfully complete training and assessment in one simulated allied health program (completed during class time)
- successfully complete the unit of competency HLTINF001 Comply with infection prevention and control policies and procedures (completed during class time)
- complete a work experience contract and all associated documentation
- attend or complete workplace inductions, online or face to face training within the workplace
- complete an online language, literacy and numeracy indicator test (required by the Cairns Training Academy)
- obtain a (free) ‘Working with Children’ Student Blue Card (St Ursula’s College assists with facilitating this application).

COURSE DESCRIPTION
Certificate III in Allied Health is delivered in partnership with an external Registered Training Organisation (RTO) – The Cairns Training Academy (RTO no. 30857).

This qualification reflects the role of allied health assistants who provide assistance to allied health professionals under predetermined guidelines. Depending on the setting, work may include following treatment plans for therapeutic interventions and/or conducting programs under the regular direct, indirect or remote supervision of an allied health professional.

To achieve this qualification, the candidate must have completed at least 80 hours of work, as detailed in the Assessment Requirements of the units of competency. Work may be completed at a several locations. Students may need to complete additional hours depending on the progress of their training log book completion.

QCE Credits: Successful completion of Certificate III in Allied Health contributes eight (8) credits towards a student’s QCE.

This program also includes the following:
- First Aid qualification and CPR certificate
- A range of career pathway options including an alternative entry into university.
- Eligibility to apply for entry allied health assistant positions

First Aid & CPR is delivered and assessed by CSaT Training (RTO no. 32466.
In the event this provider is unable to deliver this unit of competency, St Ursula’s College will source an alternate provider.

The requirements for a Certificate III in Allied Health will comprise achievement of the 11 units of competency:

Core Competencies (8)

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCCCS010</td>
<td>Maintain a high standard of service</td>
</tr>
<tr>
<td>CHCCOM005</td>
<td>Communicate and work in health or community services</td>
</tr>
<tr>
<td>CHCDIV001</td>
<td>Work with diverse people</td>
</tr>
<tr>
<td>HLTAAPO01</td>
<td>Recognise healthy body systems</td>
</tr>
<tr>
<td>HLTAHA001</td>
<td>Assist with an allied health program (80 hours)</td>
</tr>
<tr>
<td>HLTINF001</td>
<td>Comply with infection prevention and control policies and procedures</td>
</tr>
<tr>
<td>HLTWHS001</td>
<td>Participate in workplace health and safety</td>
</tr>
<tr>
<td>BSBMED301</td>
<td>Interpret and apply medical terminology appropriately</td>
</tr>
</tbody>
</table>

Electives(3)*

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCDIV002</td>
<td>Promote Aboriginal and/or Torres Strait Islander cultural safety</td>
</tr>
</tbody>
</table>

*Elective units may change in response to industry workplace requirements
<table>
<thead>
<tr>
<th>HLTAID003</th>
<th>Provide first aid</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBFLM312</td>
<td>Contribute to team effectiveness</td>
</tr>
</tbody>
</table>
## ASSESSMENT

**NOTE:** This program involves a mandatory 'outside subject' 80 hours of industry placement.

Teachers will determine competence against each unit by following CTA guidelines which includes through gathering evidence that demonstrates the student is competent in both the underpinning knowledge and the practical skills.

Students will be required to complete a Log Book of practical experience which will be signed off by their industry workplace supervisor.

Evidence contributing towards competency will be collected throughout the course. This process allows a student’s competency to be assessed in a holistic approach that integrates a range of competencies.

## HOMEWORK REQUIREMENTS

Homework in this course will vary according to the need for students to complete learning and assessment tasks, although most activities should be achievable in class time.

## LENGTH OF COURSE

2 Years (4 semesters)

## SPECIAL REQUIREMENTS

### UNIFORMS FOR INDUSTRY WORK PLACEMENT

Students are required to wear their sports polo, long black pants and covered in shoes to placement. All earrings are to be removed for occupational health and safety reasons.

### TRANSPORT TO INDUSTRY WORK PLACEMENT

Parents are responsible for transporting their own children to work placement. Work placement may be located in Yeppoon and Rockhampton based allied health organisations and will be finalised in Term 1, 2017. Host employers will determine start times and finish times, and these may be different from our school timetable.

### DATES OF INDUSTRY WORK PLACEMENT

At least 40 hours will be completed in Year 11, Terms 3 & 4 and at least 40 hours will be completed in Year 12, Terms 2 & 3. Students will be out of school one day per week during their work placement periods.

## FEES

**Year 11**

$280 – Cairns Academy Training fee

**Year 12**

$280 – Cairns Academy Training fee

$85.00 – First Aid Certificate (paid to CSaT directly)

OR

$50.00 – CPR update only (paid to CSaT directly)

## WITHDRAWALS

If a student wishes to withdraw from this course, a cancellation form must be submitted to the Cairns Training Academy.

The St Ursula’s College RTO refund policy is available in the VET Student Handbook 2017.

## PATHWAYS

The Certificate III in Allied Health may be used by students seeking to enter into the allied health industry and/or to enrol in a Certificate IV in Allied Health and/or as an alternative entry into University. For example:

- Nurse
- Health Science
- Medical Science (Allied Health)

Students completing their Certificate III may be able to upgrade their QTAC selection rank.

- Certificate III = rank of 68 (Approximately equivalent to an OP 15 depending on the year).
Points to consider:

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does this subject interest me?</td>
<td>YES/NO</td>
</tr>
<tr>
<td>Is this subject useful for my future study or work?</td>
<td>YES/NO</td>
</tr>
</tbody>
</table>

PLEASE NOTE: Correct at time of publication: 29th July 2016