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PLEASE NOTE THE FOLLOWING POINTS CAREFULLY

- It is intended that many, but not all the subject areas listed in the booklet will be offered next year.
- This will depend on student demand and College capacity to deliver.
- In most cases, subjects offered will be delivered on this campus with St Augustine’s staff.
- There could be other subjects for which another flexible delivery option is available. In such cases, student ability to access such subjects could be dependent on their ability to get to another site, perhaps at a time outside regular College hours.
- There will be specific levies for some subjects that require a significant amount of consumable resources. There are extra costs for all VET subjects offered by the College and by external providers.
- The Senior Education and Training Plans (SET PLAN) interviews and the Year 10 Parent Information Evening as well as enrolment interviews for new students later in the year are key opportunities for ensuring that all students have appropriate, quality courses available to them at our College.
We seek to make the StAC Vision a reality by:

- Embracing the spirit of St Augustine
- Implementing inclusive practices
- Creating a seamless P – 12 curriculum
- Building and nurturing strong partnerships
- Striving for excellence in teaching and learning
- Valuing the individual and enhancing self worth
- Inspiring generosity to provide service to others
- Fostering a safe and secure community
- Celebrating the sparkle of joy amongst us
- Promoting sensitivity and care for the environment
Welcome to Year 11 at St Augustine’s College!

Throughout this year students in Year 10 have already discovered that the senior years of schooling are demanding and challenging. There must be careful planning by each student to ensure a healthy balance of study, co-curricular activities, work experience, family and social life, leisure and part-time work is achieved.

St Augustine’s College offers a broad range of subjects and experiences, forming purposeful pathways for our learners. We want our graduates to be well educated, to have experienced success in co-curricular activities, to have grown personally, and to be influenced by the Christian values which underpin the ethos and endeavours of the College community.

We challenge students who will move on to Year 11 to accept the responsibilities and commitments which they will be faced with and to undertake their studies and the learning activities knowing their chosen pathways will provide a springboard for future living, learning and employment.

This handbook outlines the possible options for Year 11 and 12 curriculum at the College. This curriculum is designed to enable students to select a course of study that will allow them to move from secondary education into university or other tertiary study, apprenticeships and traineeships, employment, or combinations of these.

The course selection process involves consultation and planning between parents/carers, staff and importantly, students themselves.

We wish you and your families every success and joy as you begin this exciting and challenging time at our College.

Leon Capra
Principal
In recent years enormous changes have taken place in senior schooling, employment patterns, vocational training and university education.

As many students do not know what careers they wish to pursue, and many who think they know often change their minds, it is important that in choosing their program that students aim at achieving a balanced education, which opens up their future options. Research and experience indicates that up to one third of Year 12 students have different plans for when they leave school than they had when they were in Year 10. It also showed that nearly three quarters of Years 10, 11 and 12 students change their specific occupation choices within 3 years of being surveyed. In recent years just over half the students completing Year 12 statewide chose an OP Pathway.

In general terms the best subjects to choose are those that the student does well in and enjoys. This gives them the greatest chance of satisfaction and success in the final years at school and in transitioning to employment, training and / or university entrance. This does not mean selecting the easy options. Students who do this quickly become bored and restless, finding little point in continuing their studies. A student’s program must also challenge them to extend their boundaries. If students wish to pursue particular tertiary studies, they should ensure that they include in their program any subjects which are pre-requisites for those tertiary courses. Direct contact with various tertiary institutions is recommended. Students should ensure that they make the most of the many opportunities to clarify their interest and ability areas with teachers and parents.

Studies in Year 11 and 12 require students to be committed, enthusiastic, independent and resourceful. So, there are three main matters for students to consider:

1. Select your program wisely
2. Begin Year 11 studies with the appropriate attitude and determination
3. Ensure you use the opportunities to develop pre-requisite skills and knowledge during your studies

There are several differences between being a student at Middle Years and Senior Years levels:

**Increasing difficulty of work:** Senior students are expected to study subject matter at a great depth and to develop a more critical and evaluative approach to studies.

**Increasing need for study and independent work:** It is important to develop suitable study habits and skills, particularly the ability to work independently.

**Increasing social pressures:** With maturity, social interests expand. While relaxation and social growth are important, successful students need to strike a balance between the various demands on their time.

**Increasing opportunities for paid casual employment:** Students enjoy and are usually able to find casual employment in retail and service industries in particular. The additional money and the increasing independence it brings are valued by students, but they can be under pressure to work at unsuitable times, or choose to work unrealistic numbers of hours. We recommend student limit paid work to twelve hours a week as a maximum.
The following is a list of factors that you need to take into consideration as you make your subject selection for the final two years

- **Keeping your Options Open**
  We are all aware that the future is uncertain. Very few people at fifteen know what they want to do once they finish school. There are so many variables that intervene between Year 10 and the end of Year 12. Students' interests change, they become more aware of their aptitudes and abilities; the number of tertiary places and employment opportunities fluctuate and Government policy changes. It is, therefore, sensible to continually seek further knowledge for yourself and of the careers available so you can keep your options open.

  How do you keep your options open? Firstly, aim for the highest standard of which you are capable and work as hard as you can in Years 11 and 12. The better your results the more choices you have. Secondly, have a range of contingency plans. Don’t aim for one career choice alone; rather have a number of other ideas and be sure that you include the subjects required for these. Try to set yourself for entry to courses at various levels (degree, associate diploma, certificate), and also cover yourself for related careers and employment that you might enter directly from Year 12. Thirdly, if a number of subjects seem equally interesting and you cannot decide, think whether any of these subjects will add a useful vocational skill or make you eligible for another group of possible courses.

- **Interest**
  Your first consideration when selecting subjects should be “Which subjects am I interested in? Which will I enjoy studying the most?” This is important because you are most likely to study and succeed in subjects where you have an interest. Therefore, read your subject descriptions carefully, talk to subject teachers, and work actively to decide if you are interested in some subjects more than others. The College offers a variety of subjects that enable you to access tertiary level study, training and employment along many different paths.

- **Career Aim**
  Another important factor is your future career aim. Whether you are planning to go to university or TAFE, training, or directly into employment after Year 12, you need to consider if there are particular subjects you need to study to achieve your aim. You will also need to consider the results you are attaining in related subjects at the moment. If you are finding these subjects difficult now, then you may need to reconsider your career choices because these subjects will not become any easier.

- **Tertiary Courses**
  In order for you to decide what subjects and fields you will need to get into particular university and TAFE courses you will need to consult a book called *Tertiary Prerequisites QTAC 2019*. This book is published by QTAC (the Queensland Tertiary Admissions Centre) and is the official statement of prerequisites for entry into universities and colleges in the year 2019. Each student will receive a copy and should read it carefully before making a final subject choice. This will ensure that you meet the prerequisites for entry into your preferred course.

  Finally, if your aim is to gain university entrance directly from school, then you will need an Overall Position (OP) for most courses. However, there are alternative pathways – you will need to check this with staff. To be eligible for an Overall Position students must study 20
Semester units of Authority Subjects (subjects based on a Queensland Curriculum and Assessment Authority syllabus), comprising three subjects which must be studied for all four semesters plus any other eight semester units. At this stage, this means you must select at least five Authority Subjects (these are indicated clearly in your Curriculum Handbook) out of a possible six subjects. In the future it means that if you change subjects you must retain at least three subjects throughout Years 11 and 12 (that is, four semesters).

School-based Apprenticeships and Traineeships (SATS)
If the jobs you would like to do full-time after year 12, require you to do a traineeship or apprenticeship, it may be possible to start that training while still at school. You need to consider subjects that will help you get the apprenticeship or traineeship you need. All training requires a sound level of Mathematics and English. Further information about SATs can be downloaded from the St Augustine’s College website (Parent Portal> Curriculum> Grade 10> Pathways> Year 10 StAC Pathways SATs 2016 Overview and Application).

Job Requirements
If you intend to go directly into employment after Year 12 then you need to consider the subjects that will most likely help you get the job you want. Many students do look for work after Year 12 since entry into some university and TAFE courses is very competitive. Most jobs these days have some training requirement even if you enter straight from school, so it is wise to check out the entry requirements for relevant training courses. You will need to know the working conditions as well. Will you be working indoors, outdoors or a combination? Will you have to travel as part of your job? Does the job involve shift work? Are you prepared to accept these working conditions?

Ability
Knowing what you like and what you want are only part of what you have to consider. Even more importantly, you need to know what you can do. Many students may like to be engineers or mechanics, for example; however, without the required abilities in prerequisite subjects or skills areas, it is impossible to achieve these aims.

It is important neither to underestimate nor to overestimate your abilities. If you are uncertain about your chances of success in a subject and your teachers feel you have the capability, then it is worth a try. You can change your subjects during Years 11 and 12. However, remember to consider your studies each time you make a subject change. If you are aiming for tertiary study, make sure you keep three Authority subjects throughout Years 11 and 12, plus eight other semester units of Authority subjects.

Personal Attributes
What sort of activities are you involved in apart from your academic subjects? What talents do you exhibit here? Are there any jobs which utilize these talents?

Conclusion
Reading through the above information may make the task of subject selection seem a complex one. However, it is important to recognize that there is no exactly right answer. You are aiming for a best choice with the available information.
In short, the eight headings above form a summary of points to take into account.

To succeed in the final years of senior studies students need to maintain a high level of motivation and to balance social life, family life, cultural and sporting involvements, work and study commitments in an appropriate way. A good decision-making process for your program selection is an essential first step to promoting motivation. The SET Plan (Senior Education and Training Plan) process and the Year 10 Pathways Subject Information Day laid the foundations for effective decision-making about subject selection.

**Subject Types**
The subjects / studies which will be offered at St Augustine’s have been carefully selected to enable you to undertake different pathways. They include both Authority and Authority registered subjects:

**Authority subjects**
Work programs for these subjects have been approved by the Queensland Curriculum and Assessment Authority (QCAA) to count towards tertiary entrance by Overall Position (OP). Results in Authority subjects are monitored in Year 11 and verified in Year 12 by an appropriate QCAA District or State Panel. Results in Authority subjects are used in the determining of an Overall Positions (OP’s) for tertiary entrance. Levels of Achievement in Authority subjects appear on the Queensland Certificate of Education (QCE) – if the student is eligible at the end of Year 12 and senior statement.

**Authority registered subjects**
Authority registered subjects are developed from Subject Area Specification (SAS). They contribute 4 credits towards the QCE when successfully completed. Results in these subjects are not used in the calculation of an OP. An overall achievement level will appear on the Queensland Certificate of Education (QCE) – if the student is eligible.

**Pathways**
Students at St Augustine’s can undertake a range of different pathways. All programs must include: (i) English (Authority subject) or English Communication (SAS Authority registered subject); and (ii) Study of Religion (Authority subject) or Religion and Ethics (SAS Authority registered subject); and (iii) Mathematics A (Authority subject), Mathematics B (Authority subject) or Prevocational Mathematics (SAS Authority registered subject).

1. **Tertiary Entrance Pathway (OP Eligible)**

Students who select this program will be eligible for Tertiary Entrance using their OP. The minimum requirements for OP eligibility are English and four other Authority subjects. St Augustine’s students are expected to choose one more subject (beyond those 5) which may be either an Authority or Authority registered subject.

Students following this pathway are required to undertake the Queensland Core Skills Test (QCST) administered by the QCAA in late Term 3 of Year 12. It is expected that students who undertake this program will be working towards tertiary study options for after Year 12.
2. **Vocational Education Pathway (not OP eligible)**

See details on following pages

3. **Blended Pathway (not OP eligible)**

This program will be a combination of Authority and Authority registered subjects with no more than four Authority subjects. The remaining subjects will be Authority registered subjects.

Students who select this program will be eligible for a Tertiary Entrance Rank (TER) and can apply to complete either Diploma or Degree level courses. Students may combine this program with a school-based apprenticeship or traineeship (SAT) – see description. It is recommended that students in this program undertake the Queensland Core Skills Test (QCST) administered by the QCAA as it can contribute to their individual TER. It is expected that students who undertake this program will be working towards employment and/or further training options for after they leave school.

**StAC Pathways Link Program**

**What are link programs?**

Link programs are developed and offered by organisations such as TAFE, universities, employers etc. They can include starting TAFE courses or university courses while still at school.

Most programs contribute points towards your QCE or help to prepare you in some other way for your pathway through senior years and beyond.

The programs have different application processes, costs and closing dates. Details about the various programs are emailed directly to students. The emails contain instructions about actions students need to take to apply for a link program.

**Who can apply?**

Each year students in the Senior Years precinct can apply for a link program.

**Link programs do not suit everybody. Serious consideration needs to be given to your personal learning needs. In most cases your best outcomes will come from focusing on a fully College-based program.**

Each link program has a set of criteria (developed by the College and the provider organisation) that students must meet.

University link programs require students to be achieving A/B level results across all subjects. All programs require students to be able to maintain their results at College if they take on an extra program.

Participation in any program requires the support/approval of the College and parents/carers prior to attendance.
Further information about the StAC Pathways Link Program can be downloaded from the St Augustine’s College website (under Parent Portal> Curriculum> Grade 10> Pathways> Year 10 StAC Pathways SATS 2016 Overview and Application).

Benefits for School Students

Vocational education and training (VET) helps certain Year 11 and Year 12 students in their transition from school to work. It contributes to students’ chances of obtaining employment upon leaving school and offers alternate pathways to work. Recognised vocational education and training programs allow school students to reinforce and consolidate general learning in more applied contexts. In this way, recognised VET programs also cater for a broader range of student learning styles, abilities and interests.

VET in schools potentially opens up a range of post-school further education, training and employment possibilities. Students who apply themselves to their VET program of learning can expect to be issued with their VET Certificate at the end of Year 12. However, students who join the subject late, or do not work consistently, may not complete the VET Certificate and would be issued with a Statement of Attainment, showing which (if any) units of competency have been completed.

Students enrolling in a VET subject must apply for a Unique Student Identifier (USI). This can be done online and at no cost to the student. The College can assist in this process. Under the Student Identifiers Act 2014, the College cannot issue a VET qualification to a student who does not have a USI.

St Augustine’s College is a Registered Training Organisation (RTO) (RTO No: 31451) which means that we are able to deliver nationally recognised qualifications using the Australian Qualifications Framework**. We may also work in close partnership with outside RTOs to enable a more extensive VET program. Such RTOs charge a fee for this service. **Students enrolled in a VET subject, delivered through a partnership with an external RTO, can expect to pay a levy to cover the cost of maintaining this partnership. Courses provided by the College also require a levy to be paid to cover administrative costs. Details of all levies associated with VET programs will be made available to interested students prior to the beginning of the 2017 school year. For a general guide as to approximate levies payable, please refer to the current Fees and Levies Schedule and the VET Student Handbook. Please note that the fees and levies contained in these documents are based on the current school year and are subject to change. Such changes will be detailed in the 2017 Fees and Levies Schedule issued in November.**

** Please note that where a subject listed in this handbook is followed by the words “Vocational education and training” that subject is a nationally recognised qualification as distinct from non-accredited training (ie Authority and SAS subjects which do not provide students with a nationally recognised qualification on successful completion).

Major objectives of VET IN SCHOOLS

The major objectives of VET in Queensland schools include:

- Delivering subjects that have nationally recognised and valued outcomes
- Meeting the curriculum needs and interests of young people and making school learning experiences more relevant to their lives and aspirations
- Enhancing the career and employment opportunities for young people by maximising post-school further education, training and employment pathways
Helping to prepare young people for employment and the world of work more broadly.

Raising the profile of VET within school education and thereby increasing the likely uptake of more advanced VET programs after secondary school.

Recording student achievement in recognised VET programs on the QCE or Senior Statement.

Contributing to the future skills base of Queenslanders and enhancing the competitiveness of Queensland business and industry.

The following Certificates are offered as part of the school curriculum in 2017/18: ****

- BSB20115 Certificate II in Business (RTO: St Augustine’s College, RTO Code: 31451)
- ICT20115 Certificate II in Information, Digital Media and Technology (RTO: St Augustine’s College, RTO Code: 31451)
- SIT20416 Certificate II in Kitchen Operations (RTO: St Augustine’s College, RTO Code: 31451)
- SIS30315 Certificate III in Fitness (RTO: Binnacle Training, RTO Code: 31319)

**** See note on page 3
School-based Apprenticeships and Traineeships (SATs) allow you to train and do paid work in your chosen traineeship or apprenticeship area while you are still at school studying for your QCE.

As well as paid work, you will get extra training to build on the skills learned at work and at school. Your training may occur while you are at work or at school or at a TAFE or another Registered Training Organisation.

A School-based Apprenticeship or Traineeship can be an attractive option for students who have demonstrated that they have the maturity needed to manage this type of learning, training and work.

Year 10 students who would like to sign up for a SAT in year 11/12 need to initially choose subjects for all lines. Your timetable will be adjusted as part of your sign-up process.

What are the benefits of doing a SAT?
- It contributes to your QCE
- A head start in the job market
- Completion or progress toward the completion of a vocational (VET) qualification
- Paid employment for the time spent at work
- Training with a Registered Training Organisation
- An easier move from school to work
- Gaining first-hand experience in the industry
- Using your VET qualification to get into tertiary education, such as Diploma courses

If you want to do a SAT, your responsibilities will include:
- Making effective use of your study lessons – these are not ‘free’ lessons. They are scheduled for you to catch-up / keep up with your school work. It is your responsibility to ‘touch base’ with teachers you had on work / training days away from school.
- Attending study lessons on time and prepared to work.
- Attending all required work, training and school days.
- Completing all theory and practical work set as part of your training program.
- Maintaining an acceptable standard of work and behaviour at school, at work and at training.
- Asking for help early if you have problems with your SAT program.
- Negotiating changes in work days (with workplace and school) when changes in your school program (e.g. exams and excursions) make this necessary. Exams are the higher priority.
If you want to do a SAT, you will need to think about the following:

a) It is important that you are very sure about your goals and career plans before signing up for a SAT.

b) Do you need an OP? Doing an OP and a SAT requires lots of dedication from YOU. It can be done, but the College will not approve such an arrangement unless your current school results indicate that you can successfully handle a heavy workload.

c) Decide which senior subjects you will study as part of your SAT. You need to consider which subjects will help you with your traineeship or apprenticeship and which subjects you need for further study after school. Legislation governing School-based Apprenticeships and Traineeships requires that the student have his/her timetable adjusted.

d) A School-based Apprenticeship or Traineeship requires a training agreement to be signed. This is a contract committing you and your employer to the apprenticeship or traineeship.

e) If you start a traineeship early in Year 11, you might complete it by the end of Year 12. If you have not completed your apprenticeship or traineeship by the end of Year 12, you must complete it after you leave school.

f) Any costs associated with transport to work and/or training, in and out of school hours, is the responsibility of you and your parents. Sometimes the work involved will require you to be able to get to different job sites.

g) Mixing school, work and training successfully will require you to have a mature attitude and a willingness to make things work. If you find that you are having problems balancing school, work and training seek help early.

h) If you are considering a SAT, which is in a construction-related field, you will need to have completed a Workplace Health and Safety Course first. As this course is delivered by an outside organisation, it is not free.

Further information about School-based Apprenticeships or Traineeships (SATs) and an application form can be downloaded from the St Augustine’s College website www.stac.qld.edu.au (under Parent Portal> Curriculum> Grade 10> Pathways> Year 10 StAC Pathways SATS 2016 Overview and Application).
<table>
<thead>
<tr>
<th>SUBJECTS</th>
<th>PREREQUISITES</th>
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<tr>
<td>English</td>
<td>Year 10 ENGLISH with a minimum grade of C</td>
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<td>Mathematics A</td>
<td>Year 10 MATHEMATICS with a minimum grade of C</td>
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<td>Mathematics B</td>
<td>Year 10 MATHEMATICS Extension minimum grade of C</td>
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<td>Year 10 MATHEMATICS General minimum grade of B+</td>
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<tr>
<td>Study of Religion</td>
<td>Year 10 ENGLISH with a minimum grade of C</td>
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<td>AND Year 10 RELIGION with a minimum grade of C</td>
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<td>*Must be completing English (not English Comm) to complete SOR</td>
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<td>Biology</td>
<td>Year 10 ENGLISH with a minimum grade of C</td>
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<td>AND Year 10 SCIENCE with a minimum grade of C</td>
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<td>Business Communication &amp; Technology</td>
<td>Year 10 ENGLISH with a minimum grade of C</td>
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<td>Chemistry</td>
<td>Year 10 SCIENCE with a minimum grade of C</td>
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<td>AND Year 10 MATHEMATICS with a minimum grade of C</td>
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<td>Dance</td>
<td>Year 10 ENGLISH with a minimum grade of C</td>
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<td>AND Year 10 DANCE with a minimum grade of C</td>
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<td>OR an appropriate skill level in other Dance studies (as determined by Head</td>
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<td>of Department)</td>
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<td>Drama</td>
<td>Year 10 ENGLISH with a minimum grade of C</td>
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<td>AND Year 10 DRAMA with a minimum grade of C</td>
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<td>OR an appropriate skill level in other Drama studies (as determined by</td>
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<td>Academic Coordinator)</td>
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<td>Geography</td>
<td>Year 10 ENGLISH with a minimum grade of C</td>
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<td>AND Year 10 GEOGRAPHY with a minimum grade of C</td>
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<td>OR Year 10 HISTORY with a minimum grade of C</td>
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<td>Graphics</td>
<td>Year 10 GRAPHICS minimum grade of C</td>
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<td>Home Economics</td>
<td>Year 10 ENGLISH with a minimum grade of C</td>
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<td>AND Year 10 Home Economics minimum grade of C</td>
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<tr>
<td>Industrial Technology Studies</td>
<td>Year 10 Industrial Technology &amp; Design with a minimum grade of C</td>
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<td>Japanese</td>
<td>Year 10 JAPANESE with a minimum grade of C</td>
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<td>Legal Studies</td>
<td>Year 10 ENGLISH with a minimum grade of C</td>
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<td>Modern History</td>
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<td>OR Year 10 GEOGRAPHY with a minimum grade of C</td>
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<td>Physical Education</td>
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<td>AND Year 10 Health &amp; Physical Education with a minimum grade of C</td>
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<td>Physics</td>
<td>Year 10 MATHEMATICS Extension minimum grade of C</td>
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<td>AND Year 10 SCIENCE minimum grade of C</td>
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<td>*Must be completing Maths B to complete Physics</td>
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<td>Visual Arts</td>
<td>Year 10 ENGLISH minimum grade of C</td>
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<td>AND Year 10 VISUAL ARTS</td>
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Every student is required to select:

- Either **Study of Religion** (Authority Subject) or **Religion and Ethics** (Authority Registered Subject)

- Either **English** (Authority Subject) or **English Communication** (Authority Registered Subject)

- Either **Mathematics A** or **Mathematics B** (Authority Subjects) or **Prevocational Mathematics** (Authority Registered Subject)

- Three (3) Elective Subjects – Please note the information on Page 3.

**A TOTAL OF SIX (6) SUBJECTS**

**Note:** To be eligible for an OP, students must study a minimum of five (5) 'Authority Subjects'.

**IT CANNOT BE STRESSED TOO STRONGLY THAT THE SUBJECTS THAT WILL GIVE A STUDENT THE BEST RESULTS AND THE GREATEST SATISFACTION ARE THOSE IN WHICH HE/SHE HAS THE GREATEST APTITUDE AND INTEREST.**

**Changing Subjects**

A wise and realistic choice of subjects should make a change of subjects unnecessary. However, if after some time a student is finding the subject choice inappropriate, he/she should first approach the Assistant Principal – Curriculum to discuss the implications and possibilities of a subject change.

Please be aware, for a change of subject to be authorized, it needs to be possible within timetable and class size constraints. It would also be necessary to ‘revisit’ the agreed SET Plan to ensure a clear educational benefit to the student.
St Augustine’s students have had the opportunity to engage in a range of work and career education activities, including the SET Plan and subject information day.

The development of SET Plans for all young people helps them to map out individualised learning pathways that build on their strengths and result in a valued qualification following Senior Years.

Students and their parents/carers, along with staff members, develop their SET Plans.

The SET Plan maps out how students will work towards a QCE and / or Senior Statement, including OP or vocational qualifications and / or a viable employment option. Every senior student receives a Senior Statement.

The SET Plan is designed to:
- Work as a ‘road map’ to help students achieve their learning goals
- Include flexible and coordinated pathway options
- Assist them to examine options across education, training and employment sectors
- Align student hopes and abilities to future pathways
- Support participation in further education and training
- Promote dialogue between students, parents / carers and the College

Queensland Core Skills Test (QCST)
This test is:
- A common state wide test for Queensland Year 12 students, held in the third last week of term 3 annually
- An achievement test, not an intelligence test or an aptitude test
- Grounded in the Queensland senior curriculum and based on the Common Curriculum Elements (CCE’s) contained in the various syllabuses
- Achievable for all Year 12 students regardless of individual differences in subject choices.

Note: Year 12 subject matter is not examined directly. However, the test, and underlying CCE’s require basic levels of general knowledge and vocabulary, and a Year 10 level knowledge of mathematical operations.

It provides:
- Individual results reported on a five-point scale on the Senior Statement (A is highest through to E)
- Group results for calculating Overall Positions (OP’s) which are independent of subjects studied or school attended.
- Group results for calculating up to 5 Field Positions (FP’s) results per student, depending on his / her subject choices.

Overall Position (OP):
- Compares overall student achievement
- Reports students’ positions in one of 25 bands from 1 (highest) to 25 (lowest)
Requires the study of at least three Authority subjects for four semesters
- Uses the results of the student’s best 20 semester units in Authority Subjects in Years 11 and 12 - this will mean the best three subjects studied for all four semesters (12 units) plus another 8 semester units from any other Authority Subjects, making the total of 20 semester units
- Uses equal weighting for all subjects

Field Positions (FP):
- Compare students’ achievements in up to five fields in Authority subjects, described as Fields A, B, C, D and E
- Are calculated only when students are eligible for an OP
- Each field focuses on areas of study that emphasise particular knowledge or skill
- Are used for tertiary entrance only when there is a need to select students from within the same OP band

QCE Information Summary for Parents

Queensland Certificate of Education

Students in Year 11-12 will work towards the Queensland Certificate of Education (QCE).

Eligibility for a QCE

To be eligible for a QCE, a student must be enrolled with a school and registered with the Queensland Curriculum and Assessment Authority. A Learning Account is set up in this way. For most students the QCE will be achieved over Years 11 and 12. Others may not achieve it until after they finish Year 12.

The total amount of learning required is at least twenty credits. This reflects an amount of learning that could be reasonably achieved by most young people over a two-year, full-time program of study in the Senior Phase of Learning.

What is a credit?

A credit is the minimum amount of learning at the set standard that can contribute to the QCE. A credit has two elements: an amount of learning and a set standard.

For example, a credit for a school subject is one semester of study (amount of learning) at Sound Achievement level (set standard); or another single credit in a Certificate II qualification would 25% (amount of learning) of the competencies being demonstrated (set standard).

Some learning achievements will be recorded in the Learning Account but will not be a credit because they either do not have the required amount of learning or they do not meet the set standard.

For example, a Very Limited Achievement in a school subject does not meet the set standard to be a credit.

Flexibility

The Queensland Certificate of Education (QCE) will recognise a wide variety of learning options. Students can design a program of study to match their career goals. There is flexibility in what, where and when learning occurs.

Not all the learning needs to take place at school. Some learning can be with a registered training provider, in a workplace or with a community group.
The Senior Statement

The Senior Statement is an official record of all the learning achievements in a Learning Account. It details what learning was attempted, the standards achieved, and where and when the learning took place.

The QCAA will issue the Senior Statement to young people who:
- have met the requirements for the Queensland Certificate of Education, or
- are attending a school, and have banked at least one achievement in their Learning Account, and are enrolled at a school until the prescribed date at the end of Year 12, or
- have completed a pattern of study which makes them OP eligible

New laws

The QCE complements the State Government’s "learning or earning" laws which mean everyone will be required to complete Year 10 at school and go on to complete a further two years of education and training, unless in full time employment.

For more information:
- visit the QCAA website at www.qcaa.qld.edu.au
- visit the Student Connect at www.studentconnect.qcaa.qld.edu.au/
- visit http://training.qld.gov.au
- Visit www.myfuture.edu.au

Tertiary Entrance Statement

The Queensland Curriculum and Assessment Authority (QCAA) issues the Tertiary Entrance Statement to students who are eligible for an Overall Position (OP). This statement indicates the student’s OP and applicable FP’s.

Students considering Tertiary Entrance without an OP

Students who complete Year 12 and have not sought an OP can still gain entry to courses offered at tertiary institutions. These institutions include some TAFE Colleges and most universities. Non OP eligible students will be allocated a ‘rank’, the Tertiary Entrance Rank (TER), based on their results recorded on the QCE or Senior Statement and, if they sat it, their results in the QCS Test.

Entry to certain courses can also be obtained by other means, such as portfolio, interview or the like, or by obtaining a full fee paying place eg – completion of other VET qualifications and information at the front of the QTAC Guide.
**Organising Elements of the Literacy Continuum:**
- Comprehending texts through listening, reading and viewing
- Composing texts through speaking, writing and creating
- with the following areas of knowledge applying to both processes:
  - Text knowledge
  - Grammar knowledge
  - Word knowledge
  - Visual knowledge.

**Relationship with ACARA English Curriculum**

<table>
<thead>
<tr>
<th>Literacy Continuum</th>
<th>Australian Curriculum: English</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Comprehending texts through listening, reading and viewing</strong></td>
<td>Expressing and developing ideas</td>
</tr>
<tr>
<td><strong>Composing texts through speaking, writing and creating</strong></td>
<td>Language for interaction</td>
</tr>
<tr>
<td><strong>Text knowledge</strong></td>
<td>Text structure and organisation</td>
</tr>
<tr>
<td></td>
<td>Concepts of print and screen</td>
</tr>
<tr>
<td><strong>Grammar knowledge</strong></td>
<td>Expressing and developing ideas</td>
</tr>
<tr>
<td></td>
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<td><strong>Word knowledge</strong></td>
<td>Expressing and developing ideas</td>
</tr>
<tr>
<td><strong>Visual knowledge</strong></td>
<td>Expressing and developing ideas</td>
</tr>
</tbody>
</table>

- Interpreting, analysing, evaluating
- Interacting with others
- Creating texts
- Interpreting, analysing, evaluating
- Creating texts
Numeracy

Organising Elements of the Numeracy Continuum:
- Estimating and calculating with whole numbers
- Recognising and using patterns and relationships
- Using fractions, decimals, percentages, ratios and rates
- Using spatial reasoning
- Interpreting statistical information
- Using measurement

Relationship with ACARA Mathematics Curriculum

<table>
<thead>
<tr>
<th>Numeracy Continuum</th>
<th>Australian Curriculum:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimating and calculating with whole numbers</td>
<td>Number and Algebra</td>
</tr>
<tr>
<td>Recognising and using patterns and relationships</td>
<td>Measurement and Geometry</td>
</tr>
<tr>
<td>Using fractions, decimals, percentages, ratios and rates</td>
<td>Number and Algebra</td>
</tr>
<tr>
<td></td>
<td>Statistics and Probability</td>
</tr>
<tr>
<td>Using spatial reasoning</td>
<td>Measurement and Geometry</td>
</tr>
<tr>
<td>Interpreting statistical information</td>
<td>Measurement and Geometry</td>
</tr>
<tr>
<td>Using measurement</td>
<td>Statistics and Probability</td>
</tr>
</tbody>
</table>
ICT Capability

**Organising Elements of the ICT Capability Continuum:**
- Applying social and ethical protocols and practices when using ICT
- Investigating with ICT
- Creating with ICT
- Communicating with ICT
- Managing and operating ICT
Critical and Creative Thinking

Organising Elements of the Critical and Creative Thinking Continuum:
Each element details different aspects of thinking.

- Inquiring – identifying, exploring and organising information and ideas
- Generating ideas, possibilities and actions
- Reflecting on thinking and processes
- Analysing, synthesising and evaluating reasoning and procedures
Personal and Social Capability

Organising Elements of the Personal and Social Capability Continuum:

- Self-awareness
- Self-management
- Social awareness
- Social management
Ethical Understanding

Organising Elements of the Ethical Understanding Learning Continuum:
- Understanding ethical concepts and issues
- Reasoning in decision making and actions
- Exploring values, rights and responsibilities
Intercultural Understanding

Organising Elements of the Intercultural Understanding Learning Continuum:
- Recognising culture and developing respect
- Interacting and empathising with others
- Reflecting on intercultural experiences and taking responsibility
ENGLISH
And Other Languages

SUBJECTS

English
English Communication (SAS)
Japanese
Note: All students must study either English or English Communication

Units of Study
Year 11
- An Australian Interlude – An analysis of Australian texts including plays
- Whose Reality? – Satire and persuasion
- Through My Eyes – Autobiographical texts
- Word – Shakespearean Comedies
Year 12
- Foreshadowing Fear – Shakespearean Tragedies
- The Great Divide – Classic and popular texts from different cultures
- A Brave New World – The state of society
- Choices – Inspiration and motivation

Assessment Requirements
Year 11
- Analytical Essay Exam (analysis of play)
- Opinionative article
- Persuasive address (satirical)
- Short story (poetry as stimulus)
- Expository essay (analysis of novel)
- Multimodal adaptation presentation

Year 12
- Dramatic Monologue
- Reflective address
- Expository Essay (analysis of novel)
- Short story (variety of texts as stimulus)
- Opinionative article (response to poems)
- Persuasive address

Each assessment piece must fulfill three criteria:
- Dimension one – Understanding and responding to contexts
- Dimension two – Understanding and controlling textual features
- Dimension three – Creating and evaluating meaning.

Students must be able to show the ability to write and speak across a range of text types including imaginative, persuasive/reflective and analytical productions.

The study of Senior English values the development of both written and spoken skills. Students must achieve a passing result in both components to exit Year 12 with a passing grade.
**Pre-requisites**
- A 'C' or Sound achievement in Year 10 English. If the result is of a lower standard, students may have missed the learning required to allow them to be successful in Senior English.

**Further Details**

**How do students learn? What types of activities will they be doing?**
- Reading and viewing texts such as plays, novels, media sources and poetry
- Individual, small group and whole class activities which encourage students to talk, to discuss and to be effective communicators
- Workshops, conferencing
- Simulated contexts such as role plays and improvisation

**Excursions/ Incursion / Competitions**
- Shake ‘N’ Stir – Presentation and master classes (no cost to student)
- Author visits and guest speakers
- Gallery visits – Shaun Tan Travelling exhibition
- STAC contributions to Arts Night – compilation of text types from students
- ICAS: Australasian Schools English and Writing competitions

**Career Pathway**
- A satisfactory level of competence in English may provide the opportunity to gain entry into many University and TAFE courses.
- A satisfactory level of competence in English for at least one semester of year 11 and 12 will allow for the ‘Literacy tick’, which may provide access to some TAFE courses and occupations.
- Competence in the skills and knowledge & understanding provided in Senior English is required in University courses and many TAFE courses to be successful.

This subject can lead to these as well as other related industry topics:
- Editor
- Events coordinator
- Journalist
- Lawyer
- Librarian
- Marketing assistant
- Politician
- Publisher
- Teacher
- Writer
Note: All students must study either English or English Communication

Units of Study
Year 11 and Year 12
- Being Resilient – workplace focus
- Is small business for you?
- Organising a formal event
- Responsible living – healthy choices
- Youth and the law
- Responsible citizenship
- Sight and Sound
- Autobiographic – This is Me!
- Planning an event or trip
- Conflict resolution
- Social Justice
- Personal Presentation
- Life after school

Assessment Requirements
Year 11 and Year 12:
- Spoken presentation
- Business plan
- Event proposal presentation
- FAQ sheet
- Multimedia presentation
- Response to stimulus letter
- A review role play
- Autobiographical extract
- Individual Power point presentation
- Group role play
- Workplace multimodal presentation
- Individual presentation at a imitation youth conference
- Supervise response to job advertisement – personal dossier (letter of application, resume)

Students are assessed on the following criteria:
- Knowledge of contextual factors – how text are shaped by purpose, context and social situation
- Knowledge of textual features – how textual features are selected for particular purposes and audiences
- Knowledge and understanding of texts – how texts reflect different values, beliefs and attitudes
Further Details

How do students learn? What types of activities will they be doing?

- Uses language to perform tasks
- Uses technology, express identity, and interact in groups, organizations and the community
- Reading and viewing texts
- Individual, small group and whole class activities which encourage self pace
- Conferencing
- Simulated contexts such as role plays and improvisation

Career Pathway

- A satisfactory level of competence in English Communication can give the opportunity to gain entry into many TAFE courses.
- A satisfactory level of competence in English Communication for at least one semester of year 11 and 12 will allow for the ‘Literacy tick’, which can give access to some TAFE courses and occupations.

This subject can lead to these as well as other related industry topics:

- Business owner
- Community worker
- Events coordinator
- Marketing assistant
- Office worker
- Personal assistant
- Personal Trainer
- School Officer

This study area specification offers opportunities within the contexts of work, community and leisure.
## Units of Study
- Exchange Students – self introduction, rules
- Family life and celebration – embarrassing events, holidays and celebrations
- Leisure and fitness – recycling and saving water, bullying
- Travel – let’s go somewhere, where shall we stay? How shall we get there?
- The last year of school – driving, coming of age celebrations, dreams of the future
- Tourism and part-time jobs – tour guides and sightseeing
- Study of living in Japan – how people find work in Japan

## Assessment Requirements
- Reading Test
- Speaking test
- Writing test
- Listening Test

## Pre-Requisites
- A grade of at least ‘C’ or Sound achievement in Japanese in Year 10.

## Career Pathways
This subject can articulate to these as well as other related industry careers:
- Interpreter
- Working with international visitors
- Teaching
MATHEMATICS

SUBJECTS

Mathematics A
Mathematics B
Prevocational Mathematics (SAS)
Note: All students must study either Mathematics A, Mathematics B or Prevocational Mathematics

Mathematics A aims to provide the opportunity for you to develop mathematical skills that will be useful throughout your life. It will extend your mathematical skills beyond Year 10 level and will provide a basis for a wide range of educational and employment aspirations, including studies at university or TAFE, or employment pathways that do not require knowledge of calculus. Learning experiences in Mathematics A include life-related applications of mathematics with real and simulated situations, use of instruments, and opportunities for modelling and problem solving. You will be involved in a variety of activities including those which require you to write, speak, listen or devise presentations in a variety of forms, to assist you to develop mathematical understanding.

**Units of Study**
- Financial Mathematics – earning money, calculating wages, taxable income, investments, annuities,
- Applied Geometry – area and surface area, volume, trigonometry, time zones, scale drawings, land measurement, compass bearings
- Statistics – data collection and presentation, exploring and understanding data, methods of describing and summarising data, graphical displays
- Probability
- Elective 1: Maps and Compasses: land measurement
- Elective 2 – Operations Research: Networks and Queuing

**Assessment Requirements**
- Supervised Tests – one examination at the end of each term
- Extended Modelling and Problem Solving Task – one assignment per semester

**Pre-requisites**
A grade of at least ‘C’ in General Mathematics or an ‘A’ or ‘B’ in Foundation Mathematics.

**Further Information**
Specialised Equipment Required
Students are required to have a scientific calculator. The Casio FX-82AU series or Canon Solar F-717SAG is preferred.

**Career Pathway**
This subject can lead to careers in the following:
- Manufacturing and processing
- Building and constructions
- Hospitality and tourism
- Administration and management
- Education and training
- Health services
- Retail
Note: All students must study either Mathematics A, Mathematics B or Prevocational Mathematics

In Mathematics B, you will study mathematical functions and their applications, differential and integral calculus and applied statistical analysis. While studying these units you will develop the capacity to justify mathematical arguments and communicate mathematics in a variety of forms. You will employ mathematical modelling and problem solving strategies and skills to a variety of context and develop knowledge and skills in advanced computation and algebraic methods and procedures.

**Units of Study**
- Introduction to functions
- Rates of change
- Periodic functions and applications
- Exponential and logarithmic functions and applications
- Introduction to integrations
- Applied statistical analysis
- Optimisation

**Assessment Requirements**
- Supervised Tests – one examination at the end of each term
- Extended Modelling and Problem Solving Task – one assignment per semester

**Pre-requisites**
A grade of at least ‘C’ in Extension Mathematics or an ‘A’ or ‘B’ in General Mathematics is preferred.

**Further Information**
**Specialised Equipment Required**
Students are required to have a scientific calculator. The Casio FX-82AU series or Canon Solar F-717SAG is preferred.

**Career Pathway**
This subject will provide you with a foundation for tertiary studies in disciplines which include:
- Mathematics and statistics
- Education and training
- Mathematics and science education
  - Natural and physical sciences
  - Medical and health sciences (human biology, biomedical, forensics etc)
  - Engineering sciences (chemical, civil, electrical, avionics etc)
  - Mechanical and mining
- Information Technology and computer science
- Mathematical applications in:
  - Energy and resources – management and conservation
  - Climatology
  - Design and built environment
  - Industry, manufacturing and trades
  - Business and tourism
  - Primary industries and environment
  - Economics and commerce
  - Statistics and data analysis
Prevocational Mathematics is designed to help students improve their numeracy by building their confidence and success in making meaning of mathematics. When students become numerate they are able to manage a situation or solve a problem in real contexts such as everyday life, work or further learning. Students learn that there is rarely one way of doing things and that workplace mathematics is often very different to school mathematics because of the particular requirements in different industries where mathematical skills are adapted to ensure efficiency.

**Units of Study**

Students study five topics (number, data, location and time, measurement and finance) that are integrated into teaching and learning contexts that they find relevant. Students respond to these contexts by identifying or locating, acting upon, interpreting, and communicating mathematical ideas and information. Students learn to represent these ideas and information in a number of ways. Because these contexts foster cooperation, and are supportive, enjoyable and non-competitive, students develop positive attitudes towards the use of mathematics. The units of study in Pre-vocational maths are:

- Taking a gamble
- Maths is hospitals
- Earning money and paying tax
- Health and exercise
- Seeing Queensland
- Purchasing and owning a car
- Practical Statistics
- Poverty and Literacy
- Leaving home
- Travelling overseas
- Own, build or renovate your first property
- Invest your money
- Growing your own vegetables
- Owning your own business

**Assessment Requirements**

2 examinations (one examination per year)

There will be 16 assessment items. Formats could be written reports, oral presentations, portfolios of work or other formats negotiated with the teacher.

**Pre-requisites:**

No pre-requisites
Further Information
Specialised Equipment Required
Scientific Calculator Casio FC-82AU Plus or Canon Solar Scientific Calculator F-717SAG.

Career Pathway

Prevocational Mathematics provides opportunities for students to improve their numeracy and enable them to undertake a range of vocational goals. Further study at TAFE may include such industries as Retail, Aged Care, Social Justice, Hairdressing or Construction.
Study of Religion
Religion and Ethics (SAS)
**Note:** All students must study either Study of Religion or Religion and Ethics

The subject of Study of Religion (SOR) looks at religion as a human phenomenon, which plays a vital role in our world. The Study of Religion syllabus does not promote any particular viewpoint or religious tradition; it is designed to be available to all students, irrespective of the existence or level of any individual religious beliefs. Its focus is on the influence that religion has had across history, culture, politics and society. SOR assists students to become understanding, tolerant and educated members of society and provides valuable critical and analytical skills for tertiary study. *Study of Religion is an authority subject that counts towards a student’s Overall Position (OP).*

**Units of Study**

**YEAR 11**

Semester 1
- Ultimate Questions
- Rituals

Semester 2
- Religion and State Relations
- Religion and Human Rights

**YEAR 12**

Semester 3
- Sacred Texts

Semester 4
- Religion, Values and Ethics

**Assessment Requirements**

Assessment continues throughout the two (2) year course of study using a range of techniques: multi-modal presentations, response to stimulus exams, reports, essay exams and research essays. Students will have five assessment tasks in Year 11 and Year 12 (i.e. 10 assessment items over the two year course).

**Pre-requisites**

A Pass in Religious Education and English are essential. It is essential that students study Authority English.

**Further Details**

An excursion will be undertaken in Year 11 and a guest speaker will address the students in Year 12.
Note: All students must study either Study of Religion or Religion and Ethics

Religion and Ethics (R&E) assists students to know and understand the influence that values, belief systems and religious traditions have on their own and other people’s behaviour. It encourages students to develop ethical attitudes and behaviours required for effective participation in the community and to think critically, creatively and constructively about their future role in it. *Religion and Ethics is an authority registered subject that does not count toward an Overall Position (OP).*

### Units of Study

**YEAR 11**  
Semester 1  
- The Australian Scene  
- Peace Studies  

Semester 2  
- Spiritual and Ritual  
- Heroes and Role Models

**YEAR 12**  
Semester 3  
- Good and Evil  
- Origins, Purpose and Destiny  

Semester 4  
- Gender and Spirituality  
- Social Justice

### Assessment Requirements

Assessment techniques may include: short answer tests response to stimulus materials (written or oral), presentations such as artistic, non-written or other forms of presentations including collages of images, or presenting a religious service/class or school ritual/event. Students will have four-assessment tasks in Year 11 and 12 (i.e. 8 assessment items over the two year course.)

### Pre-Requisites

Have studied Religious Education and English
THE ARTS

SUBJECTS

Dance
Drama
Drama in Practice
Music
Visual Arts in Practice
Visual Arts
Units of Study

Year A:
Gotta Dance – Jazz/Tap
The Art of Chaos – Contemporary
Tutus, Tiaras and Traditions – Ballet
Year 11 – Ballroom/Latin
Year 12 – Leaving a Legacy

Year B:
Dance Around the World - Various
Taking it to the Streets - Popular Dance
Modern Marvels and what Matters - Contemporary
Year 11 – Ballroom / Latin
Year 12 – Leaving a Legacy

Assessment Requirements:
Achievement in Dance is judged by matching a student’s achievement in the assessment tasks with the exit criteria of the subject. These criteria are:
• Choreography
• Performance
• Appreciation

Pre-requisites:
There are no Year 10 prerequisites for enrolment in the Year 11/12 Dance course. However, it is recommended that students study Authority English to support their literacy development in the Arts.

Further Details
Excursions
Dance involves a minimum of two theatre experiences each year. These are likely to be evening events.

Career Pathway
This subject provides students with a range of skills transferable to a variety of vocational and future pathways:

Industry Related:
Skills:
Artistic director
Arts administrator
Choreographer
Coach/mentor
Costume designer
Critic
Dancer
Event Manager
Make Up Artist
Performer
Physical Therapist
Publicity Agent
Producer
Teacher

Affective / Life Long Learning
Accountability
Appreciation of live performance
Autonomy
Communication
Confidence
Creative thinking
Cultural understandings
Interpersonal
Intrapersonal
Group work and collaboration
Perseverance
Problem solving
Valuing diversity
Self-management
**Units of Study**

**Year 11:**
- The Australian Identity: Lost Voices (Process Drama, Australian Gothic)
- A Political Identity: Challenging Society’s Perceptions (Epic Theatre)
- A Personal Identity: Truth Be Told (Verbatim Theatre)

**Year 12:**
- Virtual Identities: Hybridising Theatre for Young People (Realism, Cinematic Theatre)
- Questioning Identity: What are We Waiting For? (Absurdism)
- Finding Your Identity: Legacy (One Person Show)

**Assessment Requirements:**
Achievement in Drama is judged by matching a student’s achievement in the assessment tasks with the exit criteria of the subject. These criteria are:
- Forming
- Presenting
- Responding

**Pre-requisites:**
There are no Year 10 pre-requisites for enrolment in the Year 11/12 Drama course. However, it is recommended that students study Authority English to support their literacy development in the Arts.

Depending on student numbers, this course may be run simultaneously with the Authority Registered Drama in Practice course. As the content of both courses have been designed to mirror each other, students may not choose both Authority Drama and Drama in Practice.

**Further Details**

**Excursions:**
Drama involves a minimum of two theatre experiences each year. These are likely to be evening events.

**Career Pathway**
This subject provides students with a range of skills transferable to a variety of vocational and future pathways:

**Industry Related:**
- Actor
- Costume designer
- Make Up Artist
- Publicity Agent
- Set Designer
- Film, stage and television operator
- Artistic director
- Critic
- Scriptwriter
- Producer
- Sound/Lighting Technician
- Arts administrator
- Editor
- Stage Manager
- Teacher
- Director
Affective/Life Long Learning skills:
Accountability
Autonomy
Confidence
Critical thinking
Interpersonal
Group work and collaboration
Problem solving
Self-management

Appreciation of live performance
Communication
Creative thinking
Cultural understandings
Intrapersonal
Perseverance
Valuing diversity
Drama in Practice gives students opportunities to plan, create, adapt, produce, perform, appreciate and evaluate a range of dramatic works or events in a variety of settings. A key focus is engaging with school and/or local community contexts and, where possible, interacting with practising artists.

**Units of Study**

**Year 11:**
- Lost Voices (Product and Performance – Acting)
- Theatre’s Changing Identity (Investigation and Project - tech)
- Community Conversations (Extended response to stimulus)

**Year 12:**
- Hybridising Theatre (Performance – acting and Extended Response to Stimulus)
- Leading the Way (Performance – directing)
- Leaving a Legacy (Project – independent study)

Students who study Drama in Practice will develop and apply knowledge, understanding and skills from two core topics.

- **Core 1:** Dramatic Principles
- **Core 2:** Dramatic Practices

**Assessment Requirements:**
Over the two year course students will be required to complete assessment across the following four techniques:
1. Projects
2. Performances
3. Products
4. Extended response to stimulus

**Pre-requisites:**
There are no Year 10 pre-requisites for enrolment in the Year 11/12 Drama in Practice course.

Depending on student numbers, this course may be run simultaneously with the Authority Drama course. As the content of both courses has been designed to mirror each other, students **may not** choose both Authority Drama and Drama in Practice.

**Further Details**

**Excursions:**
Drama involves a minimum of two theatre experiences each year. These are likely to be evening events.
**Tertiary and Career Pathways**
A course of study in Drama in Practice can establish a basis for further education and employment in the drama and theatre industry in areas such as performance, theatre management and promotions. With additional training and experience, potential employment outcomes may include actor/performer, stage director, scriptwriter, lighting or sound designer, theatre technician, stage manager, tour manager, producer, costume designer, venue manager or marketing and promotions manager.

This course would best fit students interested in pursuing TAFE tertiary studies and/or Apprenticeship/Traineeships in the Creative Industries.

**Affective/Life Long Learning skills:**
- Accountability
- Autonomy
- Confidence
- Critical thinking
- Interpersonal
- Group work and collaboration
- Problem solving
- Self-management

- Appreciation of live performance
- Communication
- Creative thinking
- Cultural understandings
- Intrapersonal
- Perseverance
- Valuing diversity
General Capability Rankings

Units of Study

Year 11:
- Back to Basics 1
- Rock and Roll Music
- Film Music
- The Music of John Williams
- A Musician’s Legacy (Year 12 Only)

Year 12:
- Back to Basics 2
- Choral Music Through the Ages
- Music of the Stage
- A Musician’s Legacy (Year 12 Only)

Assessment Requirements
Achievement in Music is judged by matching a student’s achievement in the assessment tasks with the exit criteria of the subject. These criteria are:
- Composition – exploring and experimenting with sounds, instruments, styles and new media
- Performance – playing instruments, singing, conducting and directing music performances
- Musicology – researching, analysing and evaluating music from many sources to communicate ideas and viewpoints.

Pre-requisites:
There are no Year 10 pre-requisites for enrolment in the Year 11/12 Music course. It is recommended that students study Authority English to support their literacy development in the Arts. However, students must have experience with an instrument of their choice (including voice).

Further Details
Specialised Equipment Required:
- Students may access the College’s instruments if they do not have their own.

Excursions:
Music involves a minimum of two theatre experiences each year. They are likely to be evening events.
**Career Pathway**
This subject provides students with a range of skills transferable to a variety of vocational and future pathways:

**Industry Related:**
Audiovisual Technician
Composer
Manager
Multimedia developer
Music critic
Music arranger
Music tutor
Musical director
Musician
Primary music teacher
Production Crew member
Radio producer
Secondary music teacher
Sound technician
Vocalist

**Affective/Life long Learning skills:**
Accountability
Appreciation of live performances
Autonomy
Communication
Confidence
Creative thinking
Critical thinking
Cultural understandings
Interpersonal
Intrapersonal
Group work and collaboration
Perseverance
Problem solving
Respect for personal and others’ aesthetics
Self-management
Valuing diversity
**Rationale**
Visual Arts in Practice foregrounds the role visual arts plays in the community and how students may become involved in community arts activities. This subject focuses on students engaging in art-making processes and making virtual or physical visual artworks for a purpose. This occurs in two to four of the following areas — 2D, 3D, digital and 4D, design, and craft.

**Units of Study**
Year 11:
- Art with Spirit (2D)
- Collections (Digital and 4D)
- ‘In ya face’ in the Art Space (3D)

Year 12:
- A Tea Party (3D)
- Global Aliens (Digital and 4D)
- Been There Done That (Digital and 4D)

Students who study Visual Arts in Practice will develop and apply knowledge, understanding and skills from three core topics.

**Core 1: Visual Mediums, technologies and techniques**

**Core 2: Visual literacies and contexts**

**Core 3: Artwork realisation**

**Assessment Requirements:**
Over the two year course students will be required to complete assessment across the following four techniques:
1. Project
2. Product
3. Extended Response to stimulus
4. Investigations

**Pre-requisites:**
There are no Year 10 pre-requisites for enrolment in the Year 11/12 Visual Art in Practice course.

Depending on student numbers, this course may be run simultaneously with the Authority Visual Art course. As the content of both courses has been designed to mirror each other, students may not choose both Authority Visual Art and Visual Art in Practice.

**Further Details**

**Excursions:**
As community connections are a focus for this program, students will be required to participate in excursions to museums and artist in residence workshops across the two year program.
Tertiary and Career Pathways

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.

This course would best fit students interested in pursuing TAFE tertiary studies and/or Apprenticeship/Traineeships in the Creative Industries.

Affective/Life Long Learning skills:
Accountability
Appreciation of exhibitions and creative industries
Autonomy
Communication
Confidence
Creative thinking
Critical thinking
Cultural understandings
Interpersonal
Intrapersonal
Perseverance
Problem solving
Respect for personal and others’ aesthetics
Self-management
Valuing diversity
**Units of Study**

**Year 11:**
- Genesis Iconography – Religious Art
- Manifestation Essence – 2D and 3D Media
- Façade – Postmodernism and 3D Installation

**Year 12:**
- Primordial to Postmodern – various media
- Art as Cultural Networking – multi-modal hybrid art forms
- Revisit – student/teacher negotiation

Throughout the course of study, students are encouraged to work across a range of media areas including:

- Drawing
- Sculpture
- Printmaking
- Photography
- Painting
- Digital Manipulation
- Installation
- Ceramics

**Assessment Requirements**

Achievement in Visual Arts is judged by matching a student’s achievement in the assessment tasks with the exit criteria of the subject. These criteria are:

- Visual Literacy
- Application
- Appraisal

**Pre-requisites:**

There are no Year 10 pre-requisites for enrolment in the Year 11/12 Visual Arts course. However, it is recommended that students study Authority English to support their literacy development in the Arts.

Depending on student numbers, this course may be run simultaneously with the Authority Registered Visual Arts in Practice course. As the content of both courses have been designed to mirror each other, students **may not** choose both Authority Visual Arts and Visual Arts in Practice.

**Further Details**

**Specialised Equipment Required:**
- Visual Art Journal
Excursions:

As part of the course, students would be expected to attend one art exhibition excursion each year.

Career Pathway
This subject provides students with a range of skills transferable to a variety of vocational and future pathways:

Industry Related:
Animator/Illustrator
Art gallery director/curator
Art therapist
Art Critic
Artist/Sculptor
Arts administrator
Costume/Fashion designer
Desktop publisher
Event manager
Graphic designer
Industrial designer
Interior decorator
Jeweller
Photographer
Makeup artist
Multimedia developer
Web designer/developer

Affective/Life long Learning skills:
Accountability
Appreciation of exhibitions and creative industries
Autonomy
Communication
Confidence
Creative thinking
Critical thinking
Cultural understandings
Interpersonal
Intrapersonal
Perseverance
Problem solving
Respect for personal and others’ aesthetics
Self-management
Valuing diversity
BUSINESS STUDIES

SUBJECTS

Business Communication & Technology
BSB20115 Certificate II in Business
**General Capability Rankings**

**Units of Study**
- Business environments
- Organisation and work teams
- Workplace health, safety and sustainability
- Financial administration
- Events administration
- Social media
- International business

**Assessment Requirements**
- Short and/or extended responses
- Research assignments
- Projects and reports
- Multimodal presentations such as seminar presentations, multimedia presentations, debates and reports may also be used.

**Pre-requisites**
- None

**Further Details**
- Specialised Equipment Required
- Computer, Textbook

**Career Pathway**
- This subject may lead to employment in such areas as business administration, events administration, workplace health and safety or tertiary study in the fields of business, business management, accounting, events management and human resources.
RTO: St Augustine’s College (RTO Code: 31451) Units of Study

**Costs:** Enrolment in this course will require payment of a levy to cover administrative costs. Details of levies payable for 2017 – 2018 will be made available to interested students via the 2017 Fees and Levies Schedule. For further information about levies, see page 11.

<table>
<thead>
<tr>
<th>Core</th>
<th>Elective</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
<td>BSBWHS201</td>
<td>Contribute to the health and safety of self and others</td>
</tr>
<tr>
<td>Elective</td>
<td>BSBWOR202</td>
<td>Organise and complete daily work activities</td>
</tr>
<tr>
<td>Elective</td>
<td>BSBCMM101</td>
<td>Apply basic communication skills</td>
</tr>
<tr>
<td>Elective</td>
<td>BSBWOR203</td>
<td>Work effectively with others</td>
</tr>
<tr>
<td>Elective</td>
<td>BSBWOR204</td>
<td>Use business technology</td>
</tr>
<tr>
<td>Elective</td>
<td>BSBCUS201</td>
<td>Deliver a service to customers</td>
</tr>
<tr>
<td>Elective</td>
<td>BSBSMB201</td>
<td>Identify suitability for micro business</td>
</tr>
<tr>
<td>Elective</td>
<td>BSBITU201</td>
<td>Produce simple word processed documents</td>
</tr>
<tr>
<td>Elective</td>
<td>BSBITU202</td>
<td>Create and use spreadsheets</td>
</tr>
<tr>
<td>Elective</td>
<td>BSBCUS201</td>
<td>Deliver a service to customers</td>
</tr>
<tr>
<td>Elective</td>
<td>BSBIND201</td>
<td>Work effectively in a business environment</td>
</tr>
<tr>
<td>Elective</td>
<td>BSBITU203</td>
<td>Communicate electronically</td>
</tr>
</tbody>
</table>

**Assessment Requirements**
- A — Observation with checklists
- B — Written Assessment (may include: short answer questions, activity sheets, research, other written assessment)
- C — Interactive Activities (may include: online quizzes, simulations)
- D — Case Studies
- E — Projects (may include individual and team projects) Please note that students have to demonstrate a number of times before being competent.

**Pre-requisites:** None

**Further Details:** Specialised equipment required – computer.

**Career Pathway**

This qualification reflects the role of individuals in a variety of junior administrative positions (including customer service advisers, data entry operators, general clerk, payroll officer, typist, word-processing officer, office assistant) who perform a range of mainly routine tasks using practical skills and fundamental operational knowledge in a business context. After achieving the BSB20115 Certificate II in Business, candidates may undertake the BSB30115 Certificate III in Business or a range of other Certificate III qualifications.
Physical Education
Recreation (SAS)
SIS30315 Certificate III in Fitness
Units of Study
Practical components of the course include the following:

- Volleyball
- European Handball
- Touch
- Aerobics

Subject matter for written/oral work is drawn from three focus areas which are:

- Learning physical skills
- Processes and effects of training and exercise
- Sport, physical activity and exercise in the context of Australian society.

Assessment Requirements

- Written Tasks: essays, journals, research reports and extended response exams
- Multi modal seminar presentations, panel of experts, interviews
- Physical Tasks: video recordings of performance of skills, game play and skill/drill performances

Pre-requisites

C standard in English and at least a C standard in the theoretical part of HPE in Year 10.

Further Details

No excursions, however students have access to an aerobics instructor for a period of 4 weeks.

Career Pathway

This subject can articulate to these areas well:

- Sport
- Education
- Coaching
- Journalism
- Sociology
- Psychology
- Physiotherapy
**Units of Study**

Practical Components of this course include

- Lifesaving
- Lawn Bowls
- Golf
- Tennis
- Australian Rules Football
- Oz Tag
- Strength and Conditioning
- Outdoor pursuits - Archery
- Canoeing
- Badminton
- Coaching

**Assessment**

Written Tasks: essays, journals, research reports and extended response exams
Multi modal seminar presentations, panel of experts, interviews
Coaching journal and practical coaching
Physical Tasks: video recordings of performance of skills, game play and skill/drill performances

**Pre-requisites**

None

**Further Details**

Excursions include swimming and lifesaving at the pool, strength and conditioning at the gym, and Golf at the golf course.

**Career Pathway**

This subject can articulate to these areas well

- Sport
- Education
- Coaching
- Journalism
- Psychology
- Refereeing
SIS30315 Certificate III in Fitness is delivered through partnership with another nationally accredited Registered Training Organisation, Binnacle Training (RTO Code: 31319).

**IMPORTANT – PRODUCT DISCLOSURE STATEMENT**

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).


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.

This program also includes the following:

- **First Aid** qualification and CPR certificate.
- A range of career pathway options including an alternative entry into university.

**Course Length**

2 years

**Units of Study**

**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.
- 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.
• Developing skills in exercise science, including anatomy and physiology.
• Industry-recognised First Aid qualification and CPR certificate.

Units
Students deliver fitness programs and services within their school community. For example:

<table>
<thead>
<tr>
<th>YEAR 11</th>
<th>YEAR 12</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>

**Assessment**
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 clients
• Group work
• Practical experience within the school fitness facility

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.

**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.
Entry Requirements
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. Each student must obtain a (free) ‘Working with Children’ Student Blue Card (application to be completed as part of the enrolment process). A student’s official enrolment is unable to be finalised until their Student Blue Card has been issued.

Please see below for a detailed list of the core and elective units of competency. * 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.

Further Details

Cost
As this qualification is delivered by Binnacle, an external RTO, there is a cost to students to take the program. We estimate the cost of this program for 2017 to be approximately $460 to be payable in November 2016. Details of levies payable for 2017 – 2018 will be made available to interested students via the 2017 Fees and Levies Schedule. Costs associated with excursions to other outside venues to participate in and to conduct fitness activities may also be payable. Notification of these costs will be included in permission letters issued before excursions.

Career Pathway
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 with Australian Institute of Personal Trainers (AIPT) for a Binnacle-exclusive price offer.

Core Units of Competency
SISFFIT001 Provide health screening and fitness orientation
SISFFIT002 Recognise and apply exercise considerations for specific populations
SISFFIT003 Instruct fitness programs
SISFFIT004 Incorporate anatomy and physiology principles into fitness programming
SISFFIT005 Provide healthy eating information
SISFFIT014 Instruct exercise to older clients
SISXCCS001 Provide quality service
SISXFAC001 Maintain equipment for activities
SISXIND001 Work effectively in sport, fitness and recreation environments

Elective Units of Competency
BSBRSK401 Identify risk and apply risk management processes
HLTAID003 Provide first aid
HLTWHS001 Participate in workplace health and safety
SISFFIT006 Conduct fitness appraisals
SISFFIT011 Instruct approved community fitness programs
SISSSPT303A Conduct basic warm-up and cool-down programs
HLTAID001 Provide cardiopulmonary resuscitation
HOME ECONOMICS & HOSPITALITY

SUBJECTS

Home Economics
SIT20416 Certificate II in Kitchen Operations
GENERAL

UNITS OF STUDY

- Textiles and Australian Consumers
- The Human Lifecycle and our living Environment
- The Impact of food on Australians and our Australian Food Identity
- The Importance of the Wellbeing of our Children

ASSESSMENT REQUIREMENTS

- Short Response exams (80-100 minutes)
- Written research essays (800-1500 words)
- Practical tasks and journals (individual cooking/sewing required)

PRE-REQUISITES

It is helpful for students to have completed Home Economics in Year 10.

FURTHER DETAILS

SPECIALIZED EQUIPMENT REQUIRED

- Ingredients for practical cookery
- Storage container for food produced in class
- Material for textile assessment (basic material supplied by school)

CAREER PATHWAY

This subject can articulate to these as well as other related topics

- Food & Beverage Management
- Fashion Design
- Tourism Industry
- Professional Cookery
- Restaurant Industry
- Textile Industry
- Nutritional Specialist
- Dietician
RTO: St Augustine’s College (RTO Code: 31451)

**Costs:** Enrolment in this course will require payment of a levy to cover administrative costs. Details of levies payable for 2017 – 2018 will be made available to interested students via the 2017 Fees and Levies Schedule. For further information about levies, see page 11.

**Units of Study**

**Core Units**
- BSBWOR203 Work effectively with others
- SITHCCC001 Use food preparation equipment *
- SITHCCC005 Prepare dishes using basic methods of cookery *
- SITHCCC011 Use cookery skills effectively *
- SITHKOP001 Clean kitchen premises and equipment *
- SITXFSA001 Use hygienic practices for food safety *
- SITXINV002 Maintain the quality of perishable items *
- SITXWHS001 Participate in safe work practices

**Elective Units**
- SITHCCC002 Prepare and present simple dishes *
- SITHCCC003 Prepare and present sandwiches *
- SITHCCC006 Prepare appetisers and salads *
- SITHCCC007 Prepare stocks, sauces and soups *
- SITHCCC008 Prepare vegetable, fruit, egg and farinaceous dishes*

**Assessment Requirements**
- Continual assessment
- Short response tests
- Written research response
- Product evaluation/observation

**Pre-requisites**
* The above units of study, require a pre-requisite of SITXFSA101 using hygienic practices for food safety.

**Further Details**

**Specialized Equipment Required**
- Ingredients for practical
- Storage container for food produced in class
- Laptop computer
- Flat top black chefs hat, white bistro service coat, black and white stripe apron.

**Competitions**
- Australian Culinary Federation
- Senior Secondary Schools Culinary Challenge

**Career Pathway**
This qualification provides a pathway to work in various hospitality settings, such as restaurants, cafés, hotels, clubs and pubs.
This subject can articulate to these as well as other related topics: professional chef, function coordinator, food and beverage management, butler, hotel management, restaurant industry
INDUSTRIAL TECHNOLOGY & DESIGN

SUBJECTS

Graphics
Industrial Technology Studies (SAS)
Technology Studies
Senior Graphics is about solving design problems and presenting your design ideas as graphical products. You will use a design process to identify and explore the design needs or opportunities of target audiences; research, generate and develop ideas; and produce and evaluate graphical solutions. Graphics contributes to your understanding and proficient use of technologies. It develops communication, analytical and problem-solving skills.

**Units of Study**

You will solve design problems in three design areas: industrial design, graphic design and built environment. Example design problems:

- Corporate Identity
- Sustainable Housing
- Redesign of mechanical objects

**Assessment Requirements**

- Design folios (3 per year) record the design process you have used to solve a design problem. These folios will contain some written information, but will mostly consist of graphical representations of your ideas and solutions.
- Examinations (1 per year) require you to sketch and draw ideas and solutions in response to small design problems or aspects of larger ones.

**Pre-requisites**

Pass in Year 10 Graphics.

**Further Details**

**Specialized Equipment Required**

- All CAD software is provided to students free of charge

**Career Pathway**

A course of study in Graphics can establish a basis for further education and employment in:

- graphic design
- industrial design
  - built environment design (architecture, landscape architecture and interior design)
- engineering
- urban and regional planning
- surveying and spatial sciences
Industrial Technology Studies develops life skills that directly apply to a technical or industrial field and that help students adjust to the changing demands of society. Industrial Technology Studies is relevant to all students who seek to develop:

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

**Units of Study**

Industrial Technology Studies is an applied study, and practical activities in a workshop environment constitute an essential component of student learning. The subject is delivered through a hands-on approach in which students are actively involved in project work. Many learning experiences are planned to help students acquire knowledge about industrial technology and its impact on society, and to develop their inquiry and practical skills. Students will develop a variety of practical projects in the following areas:

- Indoor and Outdoor construction
- Furnishing
- Engineering

**Assessment Requirements**

Assessment in Industrial Technology Studies is predominantly based on the students' practical work. Students are required to document the construction of their projects through a variety of methods that enable them to demonstrate their knowledge and understanding. In Year 11, students complete one practical project per term and in Year 12 students complete larger projects that occur over a full semester or year. Other assessment methods include: short answer exam, technical report and multi modal presentations.

**Further Details**

**Specialized Equipment Required**

Students are required to purchase solid leather safety capped work boots for practical lessons.

**Excursions**

Students participate in an industry excursion in Year 11 visiting location industry and employers.

**Career Pathway**

A course of study in Industrial Technology Studies can establish a basis for further education and employment in the fields of manufacturing, building and construction and other technical trades.
Technology Studies challenges you to understand and appreciate technological innovation and its impact on society. You will learn about the purposeful application of knowledge, resources, materials and processes to develop solutions to real-world design problems by generating innovative ideas and producing products. In Technology Studies you will examine and create solutions to design problems. Design problems are based on identifying a need or responding to an opportunity.

**Units of study**
Students work in a variety of contexts to research and create physical prototype design solutions for real world problems. Students respond to these problems by sketching and drawing concepts using manual and CAD techniques, prototype models using a variety of technologies including 3D printing and confirm designs by building products.

In year 12 students undertake 2 major projects focussing on designing a solution for individuals and community groups.

**Year 11**
- Sustainability - analysing the impact of design choices in everyday products
- Designing for flexibility and function. Creating prototype furniture for micro apartments.
- Analysing famous industrial designers work
- Creating room lighting to compliment an existing design aesthetic

**Year 12**
- Designing for the Community - Major Project, open brief teacher to be negotiated with teacher.
- Designing for an Individual - Major Project, open brief teacher to be negotiated with teacher.

**Assessment requirements**
- **Design folios** — These involve undertaking and documenting a design process where you develop ideas and produce products in response to a design problem. You will document your process using both visual and written communication, which may include freehand sketches, drawings, computer-generated images, photographs, animations, videos, annotations, paragraphs and extended writing.
- **Reports** — These involve analysing the relationship between a product and society, and may include proposing solutions, expressing and justifying a point of view or explaining and evaluating an issue.

**Pre-requisites**
C in a Year 10 Technology subject.

**Further Details**
Students are required to wear solid leather shoes when participating in practical lessons.

**Career pathway**
A course of study in Technology Studies can establish a basis for further education and employment in the fields of industrial design, product design, civil engineering, mechanical engineering, electrical engineering, architecture and project management.
ICT 20115 Certificate II in Information, Digital Media and Technology
ICT20115 Certificate II in Information, Digital Media & Technology
(VOCATIONAL EDUCATION AND TRAINING)

RTO: St Augustine’s College (RTO Code: 31451)

Costs: Enrolment in this course will require payment of a levy to cover administrative costs. Details of levies payable for 2017 – 2018 will be made available to interested students via the 2017 Fees and Levies Schedule. For further information about levies, see page 11.

Units of Study

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>BSBSUS201</td>
<td>Participate in environmentally sustainable work practices</td>
</tr>
<tr>
<td>BSBITU302</td>
<td>Create electronic presentations</td>
</tr>
<tr>
<td>BSBWHS201</td>
<td>Contribute to health and safety of self and others</td>
</tr>
<tr>
<td>ICTICT201</td>
<td>Use computer operating systems and hardware</td>
</tr>
<tr>
<td>ICTICT206</td>
<td>Install software applications</td>
</tr>
<tr>
<td>ICTICT202</td>
<td>Work and communicate effectively in an ICT environment</td>
</tr>
<tr>
<td>ICTSAS206</td>
<td>Detect and protect from spam and destructive software</td>
</tr>
<tr>
<td>ICTSAS301</td>
<td>Run standard diagnostic tests</td>
</tr>
<tr>
<td>ICTCT204</td>
<td>Operate digital media technology package</td>
</tr>
<tr>
<td>ICTICT203</td>
<td>Operate application software packages</td>
</tr>
<tr>
<td>ICTICT205</td>
<td>Design basic organisational documents using computing packages</td>
</tr>
<tr>
<td>ICTICT207</td>
<td>Integrate commercial computing packages</td>
</tr>
<tr>
<td>ICRWEB201</td>
<td>Use social media tools for collaboration and engagement</td>
</tr>
<tr>
<td>BSBITU201</td>
<td>Produce simple word processed documents</td>
</tr>
</tbody>
</table>

Assessment Requirements

- A — Observation with checklists
- B — Written Assessment (may include: short answer questions, activity sheets, research, other written assessment))
- C — Interactive Activities (may include: online quizzes, simulations)
- D — Case Studies
- E — Projects (may include individual and team projects)

Please note that students have to demonstrate a number of times before being competent.

Pre-requisites: None

Further Details

Specialised Equipment Required: Computer

Career Pathway

- Possible job roles, including: office assistant; records assistant; junior office support
- Pathway to ICT30115 Certificate III in Information, Digital Media and Technology, or a range of other Certificate III qualifications.
HUMANITIES

SUBJECTS

- Geography
- Legal Studies
- Modern History
Geography (Authority Subject)

General Capability Rankings

Units of Study
- Managing the Natural Environment- Responding to Natural Hazards, Managing Catchments
- People and Development- Contrasting Development, Feeding the World’s People
- Social Environments- Sustaining Urban and Rural Environments, Planning urban spaces
- Resources and Environments-Living with Physical Systems,
- Managing Resources
- Living with climate change and sustaining biodiversity

Assessment Requirements
- Short Response Exams
- Stimulus Response Exams
- Field Study Reports
- Practical Exams

Pre-Requisites
- A grade of at least ‘C’ in English and Geography if studied
- A grade of least ‘C’ or “Sound Achievement” in Maths

Further Details

Excursions
- Field Studies are a mandatory requirement of course

Career Pathway
This subject can articulate to these as well as other related industry topics:
- Engineering
- Town Planning
- Environmental Science
- Media
- Politics
- Administration
- Earth Sciences
- Life Sciences
- Social Science
Legal Studies enables students to have confidence in approaching and accessing the legal system and provides them with a better appreciation of the relationship between social and legal structures.

**Units of Study**

- The Legal System & Indigenous Australians and the Law
- Introduction to Civil Obligations
- Crime and Society
- Family Law
- Human Rights
- Independent study

**Assessment Requirements**

- Extended Response Examination Tests
- Extended Response Research Assignments
- Extended Response to Stimulus Assignments
- Short Response Examinations

**Pre-requisites**

- A grade of at least ‘C’ or sound achievement in English and/or Legal Studies in Year 10 if studied.
- An ability to work independently
- A willingness to read widely and research topics

**Further Details**

**Excursions**

- A Court Visit is a mandatory requirement of the course but is covered by school levies.

**Career Pathways**

*This subject can articulate to these as well as other related industry topics:*

- Law
- Arts
- Social Sciences
- Education
- Journalism
- Government and Politics
- Cultural Studies
- Criminology
- Corrective Services
History remembers the past, explains the present and gives hopes and interpretations for our future.

**Units of Study**

- Studies of Conflict- Australia at War, Australia’s unpopular wars
- The History of Ideas and Beliefs- The dreaded ‘Ism’; the Power of ideas to change the world (national and international level)
- Studies of Power- The power of People to Destroy, The power of People to create Peace

**Assessment Requirements**

- Short Response Exams
- Multimodal presentations
- Stimulus response exams
- Written research response- independent historical inquiries

**Pre-requisites**

- A grade of at least ‘C’ or Sound achievement in History and English
- An ability to work independently
- A willingness to read widely and research topics

**Career Pathway**

This subject can articulate to these as well as other related industry careers

- Journalism
- The legal profession
- Teaching
- Government
- Arts/Law
- Sociology and Social Sciences
- Education
- Cultural Studies
SCIENCE

SUBJECTS

Biology
Chemistry
Physics
BIOLOGY (AUTHORITY SUBJECT)

Units of Study
- Cellular Biology
- Ecology and Environmental Studies
- Evolution and Diversity
- Genetics and Hereditary
- Homeostasis and Coordination
- Physiology
- Biotechnology and Bioethics

Assessment Requirements
- Extended Response Task (ERT)
  - Non-experimental investigation
  - Field study report and written response to stimulus
  - Data collection and Research assignment
  - Oral seminar presentation
- Extended Experimental Investigation (EEI)
  - Written, scientific report
  - Written Task
  - Unseen Examinations

Pre-requisites
- None

Further Details
Specialised Equipment required:
Macbook, Textbook, research journals and writing material.

Excursion
- 2 day mandatory field trip to Hastings Point (NSW) in Year 11

Career Pathway
- Agricultural Science
- Biochemist
- Botanist
- Environmental Scientist
- Forensic Scientist
- Geneticist
- Geologist
- Marine Biologist
- Medical Scientist
- Pathologist
- Veterinarian
- Zoology
Units of Study

- Chemical bonding
- Stoichiometry
- Qualitative and Quantitative Techniques
- Reaction Rates and Equilibrium
- Organic Chemistry
- Wine analysis
- Electrochemistry
- Forensic Chemistry

Assessment Requirements

- Extended Response Task (ERT)
- Newspaper/journal articles
- Research assignment
- Extended Experimental Investigation (EEI)
- Written, scientific report
- Written Task
- Unseen Examinations

Pre-requisites

- Sound Achievement or better in Science and Mathematics in Year 10

Further Details

Specialised Equipment required:
Macbook, Textbook, research journals, scientific calculator and writing material.

Career Pathway

- Biochemist
- Chemist
- Engineer – various fields
- Dentist
- Forensic Scientist
- Geologist
- Food Technologist
- Medical Scientist
- Metallurgist
- Pharmacist
Units of Study
- Physical Quantities and Measurement
- Forces and Motion
- Energy and Momentum
- Wave motion
- Thermal Physics
- Optics
- Electricity and Electronics
- Magnetism and Electromagnetism
- Atomic and Nuclear Physics

Assessment Requirements
- Extended Response Task (ERT)
- Non-experimental Investigation
- Research assignment
- Extended Experimental Investigation (EEI)
- Written, scientific report
- Written Task
- Unseen Examinations

Co-Requisites
- Study of Mathematics B is required to meet the mathematical demands of this course.

Pre-Requisites
- Sound Achievement or better in Science and Mathematics in Year 10

Further Details
Specialised Equipment required:
Macbook, Textbook, research journals, scientific calculator and writing material.

Career Pathway
- Astronomer
- Engineer – various fields
- Forensic Scientist
- Hydrologist
- Medical Physicist
- Nuclear Physicist
- Physicist – various types
- Seismologist
- Radiographer
- Research Scientist