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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.

St Augustine's College Our Vision and Mission



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

From the Principal.....

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, apprentice-ships 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

INTRODUCTION

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:

- 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.

HOW TO SELECT YEAR 11/12

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

STUDENT PATHWAYS

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 <u>Authority</u> and <u>Authority</u> 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.

VOCATIONAL EDUCATION & TRAINING

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 2017 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 2018 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 2018 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 2018/19: ****

- BSB30115 Certificate III in Business (RTO: Binnacle Training, RTO Code: 31319)
 PLUS optional embedded qualification: BSB20115 Cert II in Business
- ICT20115 Certificate II in IDMT (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)
- HLT33115 Certificate III in Health Services Assistance (RTO: Connect 'n' Grow, RTO Code: 40518)

**** See note on page 3

SCHOOL-BASED APPRENTICESHIPS AND TRAINEESHIPS

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).



YEAR 11 SUBJECT PREREQUISITES

	30DJECT TREMEQUISITES
SUBJECTS	PREREQUISITES
English	Year 10 ENGLISH with a minimum grade of C
Mathematics A	Year 10 MATHEMATICS with a minimum grade of C
Mathematics B	Year 10 MATHEMATICS Extension minimum grade of C
0. 1 60 1	Year 10 MATHEMATICS General minimum grade of B
Study of Religion	Year 10 ENGLISH with a minimum grade of C
	AND Year 10 RELIGION with a minimum grade of C *Must be completing English (not English Comm) to complete SOR
Piology	Year 10 ENGLISH with a minimum grade of C
Biology	AND Year 10 SCIENCE with a minimum grade of C
Business Communication & Technology	Year 10 ENGLISH with a minimum grade of C
Chemistry	Year 10 SCIENCE with a minimum grade of C
	AND Year 10 MATHEMATICS with a minimum grade of C
Dance	Year 10 ENGLISH with a minimum grade of C
	AND Year 10 DANCE with a minimum grade of C
	OR an appropriate skill level in other Dance studies (as determined by Head of Department)
Drama	Year 10 ENGLISH with a minimum grade of C
	AND Year 10 DRAMA with a minimum grade of C
	OR an appropriate skill level in other Drama studies (as determined by
	Academic Coordinator)
Geography	Year 10 ENGLISH with a minimum grade of C
	AND Year 10 GEOGRAPHY with a minimum grade of C
	OR Year 10 HISTORY with a minimum grade of C
Design	Year 10 GRAPHICS minimum grade of C
Home Economics	Year 10 ENGLISH with a minimum grade of C
	AND Year 10 Home Economics minimum grade of C
Industrial Technology Studies	Year 10 Industrial Technology & Design with a minimum grade of C
Japanese	Year 10 JAPANESE with a minimum grade of C
Legal Studies	Year 10 ENGLISH with a minimum grade of C
Modern History	Year 10 ENGLISH with a minimum grade of C
, '	AND Year 10 HISTORY with a minimum grade of C
	OR Year 10 GEOGRAPHY with a minimum grade of C
Physical Education	Year 10 ENGLISH with a minimum grade of C
Thysical Education	AND Year 10 Health & Physical Education with a minimum grade of C
Physics	Year 10 MATHEMATICS Extension minimum grade of C
	+ Year 10 MATHEMATICS General minimum grade of B
	AND Year 10 SCIENCE minimum grade of C
	*Must be completeing Maths B to complete Physics
Visual Arts	Year 10 ENGLISH minimum grade of C
	AND Year 10 VISUAL ARTS

YEAR 11 CURRICULUM SUMMARY

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.

GENERAL INFORMATION

SET Plans

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 annual-
- 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 <u>www.studentconnect.qcaa.qld.edu.au/</u>
- visit http://training.qld.gov.au
- Visit <u>www.myfuture.edu.au</u>

<u>Tertiary Entrance Statement</u>

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.

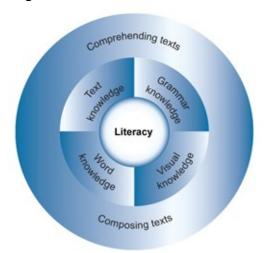
Entry to certain courses can also be obtained by other means, such as portfolio, interview or the like, or by obtaining a full fee paying place eg — completion of other VET qualifications and information at the front of the QTAC Guide.

Literacy



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.



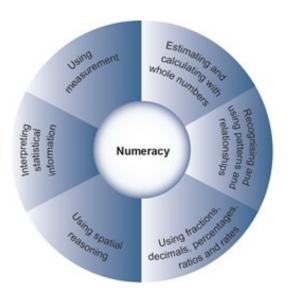
Relationship with ACARA English Curriculum

Literacy Continuum	Australian Curriculum: English		
	Language	Literacy	
Comprehending texts through listening, reading and viewing	Expressing and developing ideas	Interpreting, analysing, evaluating	
Composing texts through speaking, writing and creating	Language for interaction	Interacting with others Creating texts	
Text knowledge	Text structure and organisation Concepts of print and screen	Interpreting, analysing, evaluating Creating texts	
Grammar knowledge	Expressing and developing ideas Language for interaction		
Word knowledge	Expressing and developing ideas		
Visual knowledge	Expressing and developing ideas	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



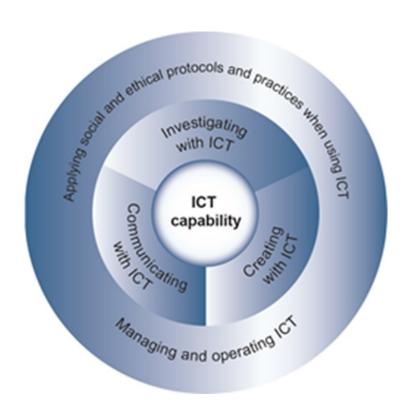
Numeracy Continuum	Australian Curriculum: Mathematics
Estimating and calculating with whole numbers	Number and Algebra Measurement and Geometry
Recognising and using patterns and relationships	Number and Algebra Statistics and Probability
Using fractions, decimals, percentages, ratios and rates	Number and Algebra Measurement and Geometry
Using spatial reasoning	Measurement and Geometry
Interpreting statistical information	Statistics and Probability
Using measurement	Measurement and Geometry

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

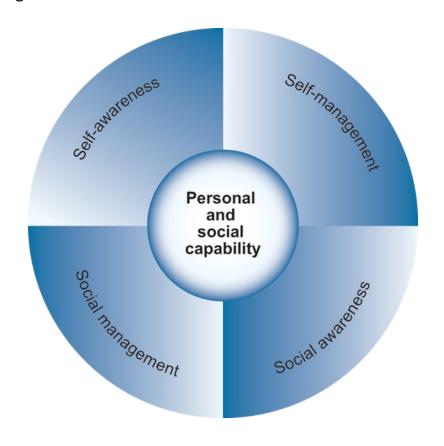


Personal and Social Capability



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

ENGLISH

(AUTHORITY SUBJECT)

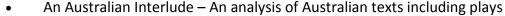
General Capability

<u>Rankings</u>

Note: All students must study either English or English Communication

Units of Study

Year 11



- Whose Reality? Satire and persuasion
- Through My Eyes Poetry and marginalized voices
- Word Shakespearean Comedies

Year 12

- Foreshadowing Fear Shakespearean Tragedies
- The Great Divide Classic and popular texts from different cultures
- The Power of Gothic—Study of classic literature
- 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)
- Dramatic adaptation presentation



Year 12

- Dramatic Monologue
- Summation address
- Expository Essay Exam (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 tasks.



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 and conferencing.
- Simulated contexts such as role plays and improvisation

Excursions/ Incursion / Competitions/ Publications

- Shake 'N' Stir Presentation and master classes (no cost to student)
- Author visits and guest speakers
- StAC contributions to Arts Night compilation of text types from students
- ICAS: Australasian Schools English and Writing competitions
- Publication of selected student work in English StAC publication.

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.

This subject can lead to these as well as other related employment opportunities:

- Editor
- Events coordinator
- Journalist
- Lawyer
- Librarian
- Marketing assistant
- Politician
- Publisher
- Teacher/ University lecturer
- Writer



ENGLISH COMMUNICATION

(Authority Registered Subject)
Study Area Specification- SAS

General Capability

Note: All students must study either English or English Communication

Rankings

Units of Study



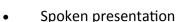
Year 11 and Year 12:

- 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:



- 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 texts 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?

- Students will use language to perform tasks.
- Use technology, express identity, and interact in groups, organisations and the community.
- Read and view texts.
- Participate in Individual, small group and whole class activities which encourage self paced learning, engaging peer and teacher.
- 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.

This subject can lead to these as well as other employment opportunities:

- 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.

JAPANESE

(AUTHORITY SUBJECT)

General Capability

Units of Study

Rankings

- 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

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• A grade of at least 'C' or Sound achievement in Japanese in Year 10.

Career Pathways

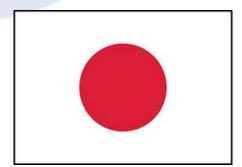
This subject can lead to these as well as other employment opportunities:



- Interpreter
- Working with international visitors
- Teaching







MATHEMATICS



SUBJECTS

Mathematics B

Mathematics A

Prevocational Mathematics (SAS)

MATHEMATICS B

(AUTHORITY SUBJECT)

General Capability

Rankings

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 required.

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



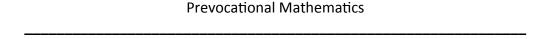


MATHEMATICS A

(AUTHORITY SUBJECT)

General Capability

Rankings



Note: All students must study either Mathematics A, Mathematics B or



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 liferelated 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.



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



PREVOCATIONAL MATHEMATICS

(Authority Registered Subject) Study Area Specification - SAS

General Capability

Rankings

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



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 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



<u> Assessment Requirements</u>

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.

RELIGION



SUBJECTS

Study of Religion Religion and Ethics (SAS)

STUDY OF RELIGION

(AUTHORITY SUBJECT)

General Capability Rankings

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

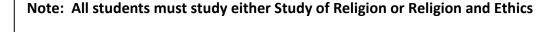
An excursion will be undertaken in Year 11 and a guest speaker will address the students in Year 12.

RELIGION AND ETHICS

(Authority Registered Subject) Study Area Specification - SAS

General Capability

Rankings



7

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



- 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 (SAS)

Music

Visual Arts

Visual Arts in Practice (SAS)

DANCE

(AUTHORITY SUBJECT)

General Capability

Rankings

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

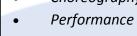
Year 11 - Ballroom / Latin Year 12 – Leaving a Legacy



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
- **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: Affective / Life Long Learning Skills:

Artistic director Accountability

Arts administrator Appreciation of live performance

Choreographer Autonomy

Coach/mentor Communication Costume designer Confidence

Critic Creative thinking

Dancer Cultural understandings

Event Manager Interpersonal Make Up Artist Intrapersonal

Performer Group work and collaboration

Physical Therapist Perseverance **Publicity Agent** Problem solving Producer Valuing diversity Teacher Self-management



DRAMA

(AUTHORITY SUBJECT)

General Capability

Rankings















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 Artistic director Arts administrator

Costume designer Critic Editor

Make Up Artist Scriptwriter Stage Manager

Publicity Agent Producer Sound/Lighting Technician

Set Designer Teacher Film, stage and television operator

Affective/Life Long Learning skills:

Accountability

Appreciation of live performance

Autonomy

Communication

Confidence

Creative thinking

Critical thinking

Cultural understandings

Interpersonal

Intrapersonal

Group work and collaboration

Perseverance

Problem solving

Valuing diversity

Self-management

DRAMA IN PRACTICE

(AUTHORITY REGISTERED SUBJECT)

General Capability

<u>Rankings</u>















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
- 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

Appreciation of live performance

Autonomy

Communication

Confidence

Creative thinking

Critical thinking

Cultural understandings

Interpersonal

Intrapersonal

Group work and collaboration

Perseverance

Problem solving

Valuing diversity

Self-management

MUSIC

(AUTHORITY SUBJECT)

General Capability Rankings

Year A:



- Back to Basics 1
- Rock and Roll Music
- Film Music

Units of Study

The Music of John Williams

A Musician's Legacy (Year 12 Only)



Year B:

- 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 view points.



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.



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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

VISUAL ARTS

(AUTHORITY SUBJECT)

General Capability

<u>Rankings</u>















Units of Study

Year 11:

- Genesis Iconography Religious Art
- Essence 2D and 3D Media—Beyond the 2nd dimension
- Façade Postmodernism and 3D Installa on Beyond the 2nd dimension.

Year 12:

- Primordial to Postmodern: Down the Rabbit Hole
- Journey
- 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
- Appraising

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

VISUAL ARTS IN PRACTICE

(AUTHORITY REGISTERED SUBJECT)

General Capability

<u>Rankings</u>















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)
- Are We There Yet? (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:

Project

Product

Extended Response to stimulus

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

BUSINESS STUDIES



SUBJECTS

Business Communication & Technology BSB30115 Certificate III in Business

BUSINESS COMMUNICATION & TECHNOLOGIES (BCT)

(AUTHORITY SUBJECT)

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.



CERTIFICATE III IN BUSINESS

IMPORTANT

PROGRAM DISCLOSURE STATEMENT (PDS)

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

To access Binnacle's PDS, visit: http://www.binnacletraining.com.au/rto.php and select 'RTO Files'.

REGISTERED TRAINING ORGANISATION Binnacle Training (RTO Code: 31319)		
Subject Type	Vocational Education and Training	
Nationally Recognised Qualifications	BSB30115: CERTIFICATE III IN BUSINESS PLUS optional embedded qualification: BSB20115 Certificate II in Business	
Course Length	2 years	
Reasons to Study the Subject	Binnacle's Certificate III in Business 'Business in Schools' program is offered as a senior subject where students learn what it takes to become a Business Professional. Students achieve skills in leadership, innovation, customer service, personal management, critical and design thinking and financial literacy – incorporating the delivery of a range of projects and services within their school community. Micro business opportunities are also explored. QCE Credits: Successful completion of the Certificate III in Business contributes eight (8) credits towards a student's QCE. Successful completion of the Certificate II in Business (optional embedded qualification) contributes an additional four (4) credits towards a student's QCE. Graduates will be able to use their Certificate III in Business as an entry level qualification into the Business Services Industries (e.g. customer service adviser, duty manager, administration officer); to pursue further tertiary pathways (e.g. Certificate IV, Diploma or Bachelor of Business); and to improve their chances of gaining tertiary entrance.	



CERTIFICATE III IN BUSINESS

PRE-REQUISITES

Students must have a passion for and/or interest in working the Business Services industry and/or pursuing further tertiary pathways (e.g. Certificate IV, Diploma and Bachelor of Business). They must have good quality written and spoken communication skills and an enthusiasm / motivation to participate in a range of projects.

	YEAR 11		
TERM 1	TERM 2	TERM 3	TERM 4
Introduction to the Business Services industry Develop an e-learning plan and undertake e-learning Knowledge of the Australian Financial System Financial calculations	Workplace Health and Safety: legislations, risk assessment Environmental sustaina- bility Processing workplace information Financial Literacy Short Course – Be MoneySmart	Working effectively in a business environment Contributing to team effectiveness	Organising meetings Organising personal work priorities and developing a project plan Communication Finalisation of Certificate II in Business (if applicable)
YEAR 12 TERM 1	TERM 2	TERM 3	TERM 4
Customer Service: Products and services; meeting customer needs Deliver a service Leadership: Promote innovation in a team environment Innovation: Enterprise and entrepreneurs Major Project: Design and plan for a new product/service (Part 1)	Plan and develop business documents Plan, draft and finalise promotional material Major Project: Design and plan for a new product/service (Part 2)	Financial Literacy Short Course (FNSFLT401 - Be MoneySmart through a career in small business) Finalisation of Certificate III in Business	



CERTIFICATE III IN BUSINESS

Learning Experiences	Solving interesting problems Leadership Innovation and teamwork Undertaking e-Learning Organising work priorities and personal development Assessing risks	Delivering a service to customers Recommending products and services Designing and producing business documents Examining business opportunities Financial literacy – Be MoneySmart, First Business
Learning and Assessment	LA PANDE OF LEACHING MEATHING STRATEGIES WILL DE USEN TO DELIVER THE COMPETENCIES. THESE INCLUDE:	
Pathways		ents seeking to enter the Business Services industries and/or te IV, Diploma and Bachelor of Business). For example: able to upgrade their QTAC selection rank.*

Cost

Please note there is an additional levy fee for this certificate course. Please see College website for pricing details.

For further information, contact the VET Curriculum Leader, Justin Powell via email: justin.powell@bne.catholic.edu.au

HEALTH & PHYSICAL EDUCATION



SUBJECTS

Physical Education
Recreation (SAS)
SIS30315 Certificate III in Fitness
HLT33115 Certificate III in Health Services Assistance

PHYSICAL EDUCATION

(AUTHORITY SUBJECT)

General Capability

Rankings















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

RECREATION

(Authority Registered Subject) Study Area Specification- SAS

General Capability

Rankings















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

<u>Assessment</u>

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



CERTIFICATE III IN FITNESS

IMPORTANT

PROGRAM DISCLOSURE STATEMENT (PDS)

This Subject Outline is to be read in conjunction with Binnacle Training's <u>Program Disclosure Statement</u> (PDS). The PDS sets out the services and training products Binnacle Training provides <u>and</u> those services carried out by the 'Partner School' (i.e. the delivery of training and assessment services). To access Binnacle's PDS, visit: http://www.binnacletraining.com.au/ rto.php and select 'RTO Files'.

REGISTERED TRAIN	ING ORGANISATION Binnacle Training (RTO Code: 31319)	
Subject Type	Vocational Education and Training (VET) Qualification	
Qualification	SIS30315 Certificate III in Fitness PLUS optional embedded qualification:	
Course Length	2 years	
Reasons to Study the Subject	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. OCE Credits: Successful completion of the Certificate III in Fitness contributes eight (8) credits towards a student's QCE. Successful completion of the Certificate II in Sport and Recreation (optional embedded qualification) contributes an additional four (4) credits towards a student's QCE. This program also includes the following: First Aid qualification and CPR certificate; plus optional sport-specific coach/official accreditation. A range of career pathway options including an alternative entry into university. Direct pathway into Certificate IV in Fitness (Personal Trainer) with Australian Institute of Personal Trainers (AIPT).	

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.

2018 SUBJECT HANDBOOK (SIS30315) | Binnacle Training – Version 4, June 2017



Topics of Study

CERTIFICATE III IN FITNESS

YEAR 11			
TERM 1	TERM 2	TERM 3	TERM 4
Health, Safety and Law in the Sport, Fitness and Recreation industry Customer service Coaching practices	Assist with activity sessions Deliver a community fitness program	Screening and as sessing clients and group fit ness Exercise Science - Anatomy and Physiology	Exercise Science – Anatomy and Physiology (continued) Group fitness First Aid (Cert II finalisation)
YEAR 12			
TERM 1	TERM 2	TERM 3	TERM 4
Programming and	Specific populations	Training older clients	

Learning Experiences

Learning about the sport, fitness and recreation industry.

Following health and safety standards in the workplace.

Providing quality customer service.

Using and maintaining fitness and sport equipment.

Delivering community fitness programs.

Developing coaching and officiating skills

Conducting a risk assessment on fitness activities.

Providing client screening and health assessments.

Providing healthy eating information to clients.

Instructing and monitoring fitness programs.

Delivering warm-up and cool-down sessions

Planning and delivering gym programs.

Working with specific population clients, including older adults.

Developing skills in exercise science, including anatomy and physiology.

Industry-recognised First Aid qualification and CPR certificate.

2018 SUBJECT HANDBOOK (SIS30315) | Binnacle Training – Version 4, June 2017



CERTIFICATE III IN FITNESS

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

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

Practical tasks

Hands-on activities involving participants/clients

Group work

Practical experience within the school sporting programs and fitness facility

Log Book of practical experience

Learning and Assessment

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 as follows:

• <u>TERM 6</u>: 60 minutes per week across a minimum of 5 consecutive weeks – delivering fitness programs and services to an adult client, undertaken at the school gym or an alternate fitness facility sourced by the school.

<u>TERM 7</u>: A minimum of one session (60 minutes) – delivering a gentle exercise session to an older adult client (age 50+), undertaken at the school gym or an alternate fitness facility sourced by the school.

All other practical experiences have been timetabled within class time. Students will keep a Log Book of these practical experiences (approximately 40 hours).

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

Pathways

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.

Cost

Please note there is an additional levy fee for this certificate course. Please see College website for pricing details.

For further information, contact the VET Curriculum Leader, Justin Powell via email: justin.powell@bne.catholic.edu.au



FIRST PEOPLES HEALTH PROGRAM | CONSULTING | HELATH TRAINING FOR SCHOOLS

WWW.CONNECTNGROW.COM.AU 6000



	STUDENT PROGRAM INFORMATION	
Course Code & Title	HLT33115: Certificate III in Health Services Assistance	
Registered Training Organisation	Connect 'n' Grow (RTO Code: 40518)	
IT Platform	Binnacle Lounge (learning management system custom-built for schools) - the centre- piece for all program resources, learning, assessment and up to the minute student progress reporting. 3 user levels: Student Teacher Program Manager	
Third Party Arrangements	This qualification is delivered by way of partnership agreement with the nominated secondary school ('Partner School'). The Partner School is authorised to deliver training under the auspices of Connect 'n' Grow.	
Venue	Assessment and training will be conducted at the school's Health Training Centre or classroom.	
Mode of Delivery	Face-to-face 20 hours of volunteering	
Course Length	1-2	
Prerequisites	HLT23215 Certificate II in Health Support Services and CHC22015 Certificate II in Community Services	
Reason to Study?	Health Training is linked to the largest growth industry in Australia. The dual qualification reflects the role of workers who provide support for the effective functioning of health and community services.	
Learning Experiences	This qualification has been designed to include projects that prepare students for a range of tasks they perform when they enter into a health and/or community services career,including; support to persons with a disability by adopting a person-centred approach,health administration and a pathway for workforce entry for workers who provide the first point of contact and assist individuals in meeting their health and wellbeing needs.	
QCE Points	8 QCE points	
Fee Information	Connect 'n' Grow does not charge students directly for course fees. The Partner School is invoiced a fee for participating students	
Learning & Assessment	A range of teaching/learning strategies will be used to deliver the competencies. These include: Short responses and scenarios (online) Practical activities Observations/third party reports Workplace Learning Log Portfolio of workplace documents Volunteering Log	

School Health Centres Centres located at the schools, with:

- Health Training Centre fitted out with all the necessary health equipment and resources
- A variety of health services available.
- A variety of training modes and equipment (e.g. treatment room, doctors room, sick bay).
- Access to policies and procedures (including infection control).
- Access to a training room.
- Access to student work experience.

In addition to Health Centre:

- A range of extra health resources.
- Key health and safety equipment and/or aids.
- Maintenance storage facilities (e.g. class cupboards).
- Access to office equipment and resources.
- Computers with basic software.
- Data projector.
- Relevant business equipment
- Workplace injury, trauma and/or illness record, or other appropriate workplace incident report form

Deliver First Aid:

- adult and infant resuscitation manikins in line with ARC Guidelines for the purpose of assessment of CPR procedures.
- first aid equipment including:
- roller bandages.
- triangular bandages cloth.
- trauma dressings.
- placebo bronchodilator and spacer device.
- adrenalin auto-injector training device.
- an AED training device.
- emergency rescue blanket.
- workplace first aid kit

Resources

Equipment

Facilities

Classroom with sufficient space to undertake theory training activities. Access to the appropriate health services and work placement

Equipment

Computers, printer and internet access

Materials

Text resources, access to Library, access to videos all on-line pen and paper for note taking

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Units of Competency & Program Structure

Module 1 - Completed in the Certificate II Health & Community Services Qualification

Unit Code	Unit Name	
CHCCOM005	Communicate and work in health or community services	Core
CHCDIV001	Work with diverse people	Core
HLTAID003	Provide first Aid	Elective
HLTINF001	Comply with infection prevention and control policies and procedures	Core
HLTWHS001	Participate in workplace health and safety	Core
HLTHSS003	Perform general cleaning tasks in a clinical setting	Elective
BSBCUS201	Deliver a service to customers	Imported Elective

Module 1: Topics of Study

Communicating effectively WHS and infection control Cleaning procedures
First Aid Certificate

Module 2

Unit Code	Unit Name	
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander Cultural safety	Elective
HLTAID001	Provide cardiopulmonary resuscitation	Elective
HLTAID002	Provide basic emergency life support	Elective

Module 2: Topics of Study

Aboriginal and/or Torres Strait Islander culture
Diversity of culture

Planning and delivery of services and programs with Aboriginal and/or Torres Strait Islanders

CPR and basic emergency life support

Module 3

Unit Code	Unit Name	
CHCCCS015	Provide individualised support	Elective
BSBWOR301	Organise personal work priorities and development	Core
CHCVOL001	Be an effective volunteer	Imported Elective

Module 3: Topics of Study

Individualised support Personal goal setting Volunteering

Module 4

Unit Code	Unit Name	HLT23215
HLTAAP001	Recognise healthy body systems	Core
BSBMED301	Interpret and apply medical terminology	Core

Module 4: Topics of Study

Medical body systems and the effect of medication Medical terminology

Pathways



Contact Details	
New Enquiries:	Aaron Moore Business Development Manager (Health Trainer for Schools) 0428 795 276
Onboarding:	Nikki Bowes Training & Quality Officer 07 4728 5041

HOSPITALITY



SUBJECTS

Home Economics
SIT20416 Certificate II in Kitchen Operations

HOME ECONOMICS

(AUTHORITY SUBJECT)

General Capability

Rankings















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

Year 10 ENGLISH with a minimum grade of C

AND Year 10 Home Economics minimum grade of C

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)
- Black leather school shoes (Kitchen / textiles room)

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

SIT20416 Certificate II in Kitchen Operations

(VOCTIONAL EDUCATION AND TRAINING)

General Capability

<u>Rankings</u>















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

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

- Laptop computer
- Flat top black chefs hat, white chefs coat, black & white stripe apron, long black pants and black leather school shoes (Kitchen).
- Competitions
- Australian Culinary Federation
- Senior Secondary Schools Culinary Challenge

<u>Costs:</u> Enrolment in this course will require payment of a levy to cover administrative costs. Details of levies payable for 2018 – 2019 will be made available to interested students via the 2018 Fees and Levies Schedule. For further information about levies, see page 11.

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
Technology Studies
Industrial Technology Studies (SAS)

GRAPHICS

(Authority Subject)

General Capability

Rankings



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



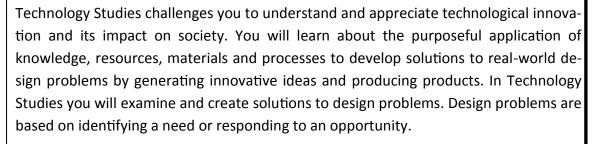


TECHNOLOGY STUDIES

(Authority Subject)

General Capability Rankings





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 focusing 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
- Designing for an Individual Major Project, open brief teacher to be negotiated with teacher.

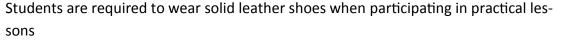
Assessment requirements

- **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



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.



INDUSTRIAL TECHNOLOGY SKILLS

(Authority Registered Subject) Study Area Specification - SAS

General Capability Rankings















Industrial Technology Skills 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 Skills 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 Skills 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

<u>Assessment Requirements</u>

Assessment in Industrial Technology Skills 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

<u>Specialized Equipment Required:</u> Students are required to purchase solid leather safety capped work boots for practical lessons.

<u>Excursions</u>: Students participate in an industry excursion in Year 11 visiting location industry and employers.

Career Pathway

A course of study in Industrial Technology Skills can establish a basis for further education and employment in the fields of manufacturing, building and construction and other technical trades.

INFORMATION TECHNOLOGY



SUBJECTS

Information Technology Systems

ICT 20115 Certificate II in Information, Digital Media and Technology

INFORMATION TECHNOLOGY SYSTEMS

(Authority Subject)

General Capability Rankings







Subject matter in Information Technology Systems is organised in five interwoven elements:

Information Technology Systems (ITS) is a subject aimed at solving problems and creating opportunities through information technology (IT). ITS is a creative, practical

subject which seeks to prepare students to meet these demands and be responsive to emerging technologies and trends. It provides students with the knowledge, skills, processes and understandings to manage a project to solve the problems of clients. The project based nature of ITS provides opportunities for the development of a wide range of thinking skills in substantial depth. In their studies students will collect, analyse and organise information in various forms, and plan and organise research and investigations. Individually and in groups, students will solve problems associated with a variety of IT contexts. The course is clearly focussed on solving problems using a project development approach and this is helpful to students in many disciplines.

- Theory and techniques
- Project management
- Problem-solving process
- Social and ethical issues
- Client relationships





- Animation
- Web design
- Game design
- Video production
- Graphic design
- Networking
- Interactive media
- Multimedia

Mobile technology

Assessment Requirements



Students are assessed against standards described in terms of:

- Knowledge and communication
- Design and development
- Implementation and evaluation.

Pre-requisites

10 Digital Tech preferable but not essential. Please consult with CL with considering this subject.



Specialized Equipment Required

All software is provided to students free of charge.

Career Pathway

Whether students are aspiring for careers in graphic design, web development, project management, multimedia or creative industries, game design or are simply wanti ng to learn to manage the various types of media that exists for their own personal or business use, ITS provides a relevant field of study. There is increasing demand for ICT skills in a range of professions, some in fields that don't even currently exist!







ICT20115 Certificate II in Information, Digital Media & Technology

(VOCATIONAL EDUCATION AND TRAINING)

General Capability

Rankings



<u>Costs:</u> Enrolment in this course will require payment of a levy to cover administrative costs. Details of levies payable for 2018 – 2019 will be made available to interested students via the 2018 Fees and Levies Schedule. For further information about levies, see page 11.



Units of Study

	BSBSUS201	Participate in environmentally sustainable work practices (Core)
	BSBITU302	Create electronic presentations (Elective)
	BSBWHS201	Contribute to health and safety of self and others (Elective)
	ICTICT201	Use computer operating systems and hardware (Core)
	ICTICT206	Install software applications (Elective)
	ICTICT202	Work and communicate effectively in an ICT environment (Core)
	ICTSAS206	Detect and protect from spam and destructive software (Elective)
	ICTSAS301	Run standard diagnostic tests (Elective)
	ICTCT204	Operate digital media technology package (Core)
	ICTICT203	Operate application software packages (Core)
	ICTICT205	Design basic organisational documents using computing packages (Elective)
	ICTICT207	Integrate commercial computing packages (Elective)
	ICTWEB201	Use social media tools for collaboration and engagement (Elective)
	BSBITU201	Produce simple word processed documents (Elective)



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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

<u>Further Details</u>

Specialised Equipment Required: Computer



- 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)

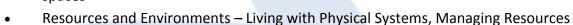
General Capability Rankings

Geography is the study of the human and natural characteristics of places and the interactions between them.



Units of Study

- Managing the Natural Environment Responding to Natural Hazards, Managing Catchments
- People and Development Contrasting Development, Feeding the World's Peo-
- Social Environments Sustaining Urban and Rural Environments, Planning urban spaces



Living with climate change and sustaining biodiversity



<u>Assessment Requirements</u>

- **Short Response Exams**
- Response to Stimulus Exams
- Field Study Reports
- **Extended Response Assignments**
- **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

(AUTHORITY SUBJECT)

General Capability

Rankings

Legal Studies enables students to have confidence in approaching and accessing the legal system and provides them with a better appreciation aof 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**



MODERN HISTORY

(AUTHORITY SUBJECT)

General Capability

Rankings

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
- Studies of Co-operation- Role of United Nations in War. International Cooperation, Land Rights and Reconciliation
- 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 inquires

Pre-requisites

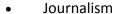


- A grade of at least 'C' or Sound achievement in History and English
- An ability to work independently
- A willingness to read widely and research topics

Career Pathway



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

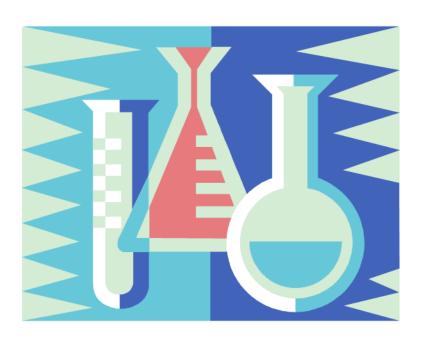


- The legal profession
- Teaching
- Government
- Arts/Law
- Sociology and Social Sciences
- Education
- Cultural Studies





SCIENCE



SUBJECTS

Biology Chemistry Physics

BIOLOGY

(AUTHORITY SUBJECT)

General Capability

Rankings

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

- Agricultural Science
- Biochemist
- Botanist
- Environmental Scientist
- Forensic Scientist
- Geneticist
- Geologist
- Marine Biologist
- Medical Scientist
- Pathologist
- Veterinarian
- Zoology











CHEMISTRY

(AUTHORITY SUBJECT)

General Capability

Rankings

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



Macbook, Textbook, research journals, scientific calculator and writing material.



- Biochemist
- Chemist
- Engineer various fields
- Dentist
- Forensic Scientist
- Geologist
- **Food Technologist**
- **Medical Scientist**
- Metallurgist
- **Pharmacist**





PHYSICS

(AUTHORITY SUBJECT)

General Capability

Rankings

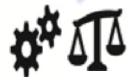
Units of Study

- 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



Specialised Equipment required:

Macbook, Textbook, research journals, scientific calculator and writing material.



- Astronomer
- Engineer various fields
- Forensic Scientist
- Hydrologist
- **Medical Physicist**
- **Nuclear Physicist**
- Physicist various types
- Seismologist
- Radiographer
- Research Scientist



