All Souls St Gabriels School

Years 11&12
Curriculum Handbook
(For students entering Year 11 in 2018)

The primary purpose of this handbook is to provide specific subject information so that students will be able to make informed choices of subjects to study in Years 11 and 12.

Years 11 and 12 in the Queensland education system are described as post-compulsory years. They also form the majority of a young person's learning in the Senior Phase of Learning.

Years 11 and 12 should therefore, not be treated as just another two years of schooling, but more of a two year course enabling the young adult to mature and gain specific knowledge and skills to lead to further education or employment.

Information regarding all senior subjects can also be obtained from the Queensland Curriculum and Assessment Authority's (QCAA) web site:
www.qcaa.qld.edu.au
The QCAA also offer a web site devoted to career planning:
www.studentconnect.qcaa.qld.edu.au

A message from the Headmaster ...

Dear Parents and Students,

Whilst preparation for the Senior Years and beyond might be daunting for most, it is also an exciting time as you begin to plan for life after school.

It is important to remember that this is a journey. You don't have to have all the answers, and most students entering Year 12 are still unclear of exactly what they want to do. My suggested approach is to keep it simple. Listen to advice, do your research, and ask questions. All the very best with your decision making, I look forward to sharing your journey and stories of success over the next two years.

Mr Darren Fleming
Headmaster

All information in this handbook
is correct at time of publication
but subject to change.

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* Subject / Course does NOT count toward the calculation of an Overall Position (OP)

Please note – Not all subjects will necessarily begin in 2018. If numbers are not sufficient to make a class economically feasible, a decision may be made to suspend that subject for this calendar year.

(01/06/17)

THE SUCCESSFUL SENIOR STUDENT

Success in any venture is the result of two factors, motivation and ability. If you know why you want to achieve something and you have the required skills *you will reach your goal.*

MOTIVATION

Why do you intend to continue school education in the Senior Phase of Learning?
Some reasons and considerations:

You cannot obtain employment and wish to return to Year 11 until this is possible.
If this is your reason, please take care! Returning to school can easily decrease your job prospects if you come back unwillingly and unprepared to genuinely attempt school work. Low achievement coupled with poor comments about your industry and attitude will make an employer wary of your apparent inability to work.
Returning to school simply to escape unemployment may penalize your future possibilities if you leave school with a poor record and have to compete with younger school leavers who may have good Year 10 results, or compete with students of your own age who have either a good senior record or are experienced from already being in the workforce for two years.

Your parents consider you too immature to join the workforce and want you to stay in a more controlled environment until the end of Year 12.
While this is an important reason, it must be considered carefully. It will only succeed if you are prepared to do your best. Certainly evidence suggests that maturity and a fair performance in senior can enhance your job prospects. If you are in this category, we suggest you continue to study subjects you are successful in and perhaps take Authority-Registered subjects (which do not count towards an Overall Position – OP). These subjects are more practical and allow you to develop good work / industry related skills.

You need senior qualifications to gain your chosen employment.
Quite simply, your personality and two years of consistent school results which indicate that you always work to the best of your ability are the best way to enhance your employment prospects. Few jobs require specific senior subjects so choose yours according to your interests and achievements. A poor school performance will certainly decrease your career chances.

You intend to go to Tertiary Studies.
Tertiary entrance is HIGHLY COMPETITIVE. If you do not have regular study habits and a good level of achievement in Year 10, it is not likely that your senior results will be sound enough to ensure entry to a tertiary institution. To be successful, you need both a high level of ability and sound study habits. If you are unable to spend a minimum of three hours each night doing homework and study, you would be wise to reconsider your future.

ABILITY

Are Years 11 and 12 difficult?
Yes, they are more difficult than Year 10 and below.

The School Work Itself
You will have more to do. It will involve more individual research and assignments and you will find the work more difficult as it requires lots more understanding. Courses emphasize much more process while content still plays a big part.

More Demands on your Time
Not only prep (homework) and study (15-20 hours/week outside school) demand your attention, but also time for sport, cultural activities and social occasions. Family or personal commitments may claim a lot of your attention and emotional energy.

Peer Pressure
From friends who are working. They may have more money, spare time and apparent freedom. This may make it harder for you to settle down to your studies.

Frustration
You may have noticed that your drive for independence is making you more critical of those close to you, your family, teachers and school friends. Their demands on you could lead you to feel frustrated. Recognize both the things you can change, those things you can't change, and develop the wisdom to know the difference.

HAVING BOTH MOTIVATION AND ABILITY WILL LEAD TO SUCCESS

WHAT IS CURRICULUM?

Many people (students, parents, teachers) believe 'curriculum' is confined to the subjects offered by a school e.g. English, Maths, Science, etc. However, 'curriculum' covers far more than just subjects offered. 'Curriculum' is the total program of an educational institution. Although much of this handbook is taken up with subject descriptions, it is important that it also describes the total curriculum of All Souls St Gabriels School.

Mind, Body & Spirit

Christian Education
- Christian Education is informally taught through the School's Chapel services. Students are required to attend the weekly Eucharist (Holy Communion) service and other special occasions. The Chapel and Chaplaincy program seeks to expound and promote the ethics and values of humility, justice and compassion embedded in the Christian tradition and Scriptures.
- All Souls St Gabriels School is a Christian school which welcomes people of all faiths and nationalities. We strive to develop the mind, body and spirit of the individual, by providing strong, positive leadership and a caring, extended family environment.
- As part of the individual's spiritual growth and development, the School provides a study of the Christian faith in the Anglican tradition and a study of the gospels and their relevance today.
- The ideal of service, as stated in the School motto "Servire Regnare", is emphasised in all aspects of school life.

Pastoral Care
- A very crucial part of the curriculum is Pastoral Care. Pastoral Care broadly refers to the way in which the personal interests and needs of students and staff are addressed. In essence, it is the school's expression of concern for the development of each person, so that personal growth and social, emotional, intellectual and physical development are nurtured.

Work / Industry Placement
- Students in Years 11&12 can participate in Work / Industry Placement which can be arranged by the School to be completed during school holidays. Residential students may choose to do their Work / Industry Placement in their home town, or they may remain in Charters Towers and arrange their own accommodation.

- Students usually find this a very worthwhile experience and an ideal opportunity to gain first-hand knowledge of a particular type of work / industry and the workforce in general.

Sport and Physical Activity

- All students are encouraged to participate in some form of physical activity. This can be achieved by studying Physical Education, studying Recreation*, studying Certificate III in Fitness*, by participating in inter-school teams, through regularly scheduled activities and through inter-house competitions.

Debating and Public Speaking

- Senior students have the opportunity to be in the senior Debating Team. Inter-school debates begin during Term 2 and continue into Term 3.
- Students are encouraged to participate in various speaking competitions that occur throughout the school year at the local level and inter-school level beyond Charters Towers, e.g. Rostrum, Lions Youth Speaks for Australia.

Subjects Offered

- The School offers a very flexible and broad range of subjects in an attempt to best meet the needs of all of our students. Detailed descriptions of each subject are presented in the following sections of this handbook.

TIPS FOR SUBJECT SELECTION

In making your subject choices the **first things you should consider** are the following:

INTEREST

Study what you enjoy. It is difficult to maintain enthusiasm and interest when you do not like what you are doing.

CAPABILITY

Study subjects you believe you have the ability to achieve good results. It does you no good to do poorly in a subject at which you are not capable.

This leads to two **secondary questions that must be addressed:**

1. What do you intend doing after Year 12?
2. What are your strengths and weaknesses?

- If the job or tertiary course you intend doing after Year 12 has certain subject pre-requisites, then these need to be taken. If they conflict with your strengths and weaknesses, then maybe you have to reconsider the situation and either aim for a less demanding level (e.g. an Associate Diploma rather than a Degree), or perhaps you need to consider a different career area.
- Examine your Year 10 results and realistically isolate your strengths and weaknesses. Try to build on your strengths and eliminate your weaknesses. If you don't really know what you are going to do after Year 12, then look at where your natural abilities lie. Are you more suited to Humanities or Commerce type subjects? (History / Geography / Economics) Do you cope better with the more abstract subjects? (Mathematics / Science) Maybe your interest lies in artistic subjects? (Visual Art / Visual Arts in Practice* / Music / Drama)
- An interest in a particular area usually makes that subject/s easier to study.
- Don't just drift into Year 11 and 12. Make a deliberate decision to strive towards achieving a specific goal.

REQUIREMENTS OF TERTIARY INSTITUTIONS

- For entry to any course you must satisfy the minimum educational and / or other requirements specified for it. Most tertiary courses require English to be studied over four semesters in Years 11 and 12 with a minimum Exit Level of a Sound Achievement. "Queensland Tertiary Courses", published each year by the Queensland Tertiary Admissions Centre (QTAC), outlines pre-requisite studies and achievement levels for all tertiary courses in Queensland.
- Entrance to courses in tertiary institutions will be determined by a student's Overall Position (OP) (and where more refined selection is necessary, from the student's Field Positions (FP) in sets of subjects that emphasise selected skills) or a Tertiary Rank.
- Students' OPs will be expressed in bands from 1 to 25, with 1 being the top band and 25 the bottom band. The OP will be calculated from the student's results in the best 20 semesters of Authority Subjects, scaled for state-wide comparability according to results in the Queensland Core Skills Test (QCST) that is administered to all students in the state seeking tertiary entrance via this method.
- Where students' OPs are inadequate to differentiate between students seeking to enter a particular tertiary course (i.e. a number of students have the same OP but there are inadequate places in a course for all of them) their FPs will be considered in selection. Subjects are weighted in various fields according to the skills emphasised in the subject. FPs are calculated according to the scaled results for the best three subjects in that field and are expressed on a scale of 1 (top position) to 10 (bottom position).
- A Tertiary Rank is used by students studying a set of subjects at school that does not allow for the calculation of an OP. Sitting the QCS Test in Term 3 of Year 12 and receiving a grade equal to or higher than a 'D' can improve this rank.

Important points for students seeking entrance to Tertiary Courses.

- Make sure that you cover the pre-requisite subjects and fields for that course.
- To be eligible for an OP you must study at least 20 semesters of Authority Subjects. 12 semesters of these subjects must be from subjects studied for the full four semesters (all of Years 11&12).
- You must also sit for the Queensland Core Skills Test (QCST) in Term 3 of Year 12.

DOCUMENTS

QUEENSLAND CERTIFICATE OF EDUCATION (QCE)

Students completing Year 12 in 2018 will be the 11th cohort of students eligible for this certificate in Queensland. Not all students in Queensland will automatically receive a QCE. To receive the QCE, a young person must 'bank' enough 'credit points' through successful completion of normal school subjects, or a combination of other approved courses / learning taking place at and away from school. Please consult separate literature, the QCAA website, or speak with the Academic Dean for details of the credit system for the QCE.

SENIOR STATEMENT

The Queensland Curriculum and Assessment Authority will issue a Senior Statement to ALL students who were at school in Year 12 on the last day of the school year. In effect, this replaced the "Senior Certificate" and is a formal record of educational and learning achievements by a young person during the Senior Phase of Learning. This new statement of learning will include, but is not limited to, school learning. The Senior Statement will include learning under the following broad areas of learning and achieving completed and banked during the senior phase of learning:

(a) ***Authority & Authority-Registered* Subject Results***
There are five possible Levels of Achievement – Very High Achievement (VHA), High Achievement (HA), Sound Achievement (SA), Limited Achievement (LA), and Very Limited Achievement (VLA)

(b) ***Modules Completed as a part of school study***
Any of the nationally accredited modules completed as a part of normal study in school-based or outside provider subject / course.

(c) ***Other areas of learning not part of school study but recognised for the Queensland Certificate of Education (QCE)***
Please consult separate literature, the QCAA website, or speak with the Academic Dean for details of the learning that is worth credit toward a QCE.

TERTIARY ENTRANCE STATEMENT

The Queensland Curriculum and Assessment Authority (QCAA) will issue a Tertiary Entrance Statement to students who were eligible to receive an OP result due to their combination of subjects and a result in the Core Skills Test. The Tertiary Entrance Statement may include either or both of the following pieces of information:

(a) Queensland Core Skills Test Result
Senior Students that sat for the QCST in Term 3 of Year 12 will have their result A to E recorded on their Tertiary Entrance Statement.

(b) OP & FP scores
Eligible students will have their OP (1-25) and FP's (1-10) recorded on their Tertiary Entrance Statement.

GRADUATION CERTIFICATE

All Souls St Gabriels School issues each student who has completed Senior Studies at the School, a Graduation Certificate. This is presented at during the graduation celebrations. This document is intended to be an official indication a student completed studies at the School in Year 12.

TYPES OF SUBJECTS / COURSES

AUTHORITY SUBJECTS

Authority Subjects are offered by the School and are based on Authority Syllabus documents. (Schools write Work Programs which place the syllabus documents in the context of the school and the QCAA accredits the Work Programs.)
Any of the subjects can be studied for 1, 2, 3 or 4 semesters. These subjects are used in the calculation of Overall Positions (OP) for tertiary entrance.
Copies of Senior Authority Subject Syllabi are located on the QCAA website. Copies of the School Work Programs for these subjects are kept at the School. Students and Parents / Care Givers are welcome to consult these.

AUTHORITY-REGISTERED* SUBJECTS

Authority-Registered* subjects are offered by the School and are devised by the School to meet the particular needs of specific syllabus requirements. Study Plans for these subjects are accredited by the QCAA.
These areas of study usually stress practical application. These subjects do <u>not</u> count in the calculation of an OP (Overall Position).
These subjects can be studied for 1, 2, 3 or 4 semesters.
Copies of Authority-Registered* subjects are located on the QCAA website. Copies of the School Study Plans for these subjects are kept at the School. Students and Parents / Care Givers are welcome to consult these.

CERTIFICATE COURSES (inc nationally accredited vocational modules)
Students in Years 11 & 12 can access Nationally Accredited Certificate Courses conducted at the Dalrymple Trade Training Centre (DTTC) and other approved locations.
At the time of printing this handbook, courses in the industry areas of agriculture and horticulture, age care, business, conservation and land management, construction, electro-technology, engineering, hospitality and mining are being offered under the banner of a variety of Registered Training Organisations at the DTTC.
Other courses are also in the planning stages for introduction in coming years.

SCHOOL-BASED APPRENTICESHIPS / TRAINEESHIPS
Students wishing to complete the first year of an Apprenticeship / Traineeship while still completing some Years 11 & 12 subjects have this option open to them. For further details read the back section in this Handbook and see the School VET & Workplacement / Apprenticeship / Traineeship Co-ordinator.

TYPES OF ASSESSMENT

FORMATIVE ASSESSMENT
This type of assessment is used to provide feedback to students and teachers about achievement over the course of study. This enables students and teachers to identify the students' strengths and weaknesses so students may improve their achievement and better manage their own learning.

SUMMATIVE ASSESSMENT
While also providing feedback to students, and teachers, this type of assessment provides cumulative information on which levels of achievement are determined at exit from the course of study.

QUEENSLAND CORE SKILLS TEST (QCST)

Preparation for this externally administered test forms part of the Year 11 and Year 12 Career and Development program. All students in Year 12 who are eligible for an Overall Position (OP) for tertiary entry must undertake the QCS Test during Term 3. A large number of students at All Souls St. Gabriels School are eligible for an OP.

The QCS Test consists of four papers over two days:
- a Writing Task of two hours;
- two Multiple Choice Tests of one and a half hours each; and
- a Short Response Test of two hours.

Each of the four papers tests the 49 common curriculum elements (skills) of the Queensland curriculum able to be tested on paper.

Although it is not possible to study for the QCS Test it is possible to become familiar with the style and type of questioning. The aim of this preparation course is to assist Year 12 students in their preparation for the final test. Practice sessions are held with past papers and sample tests.

BIOLOGICAL SCIENCE

Biology is the study of living things (organisms). Over the two year course, students will study several different branches of biology including:

- Zoology: the study of animals (from the cellular level)
- Botany: the study of plants (from the cellular level)
- Anatomy: the study of the structure of living things
- Physiology: the study of how the body works
- Nutrition: the study of food and how living things feed
- Heredity: the study of how characteristics are passed from parents to offspring
- Ecology: the study of where organisms live
- Evolution: the study of how different species have come to exist.

The aim of the course is to foster students':

- Knowledge and understanding of the living world – including humans
- Understanding of the nature, scope and limitations of science
- Ability to communicate effectively and to work jointly with others towards solving problems of mutual concern
- Capacity to identify, gather, manipulate and process information in the context of scientific and field investigations
- Appreciation of the complexity and beauty of biological phenomena

Students who enrol into Year 11 Biology, will be required to undertake 10 hours of "real" fieldwork in Year 12 in order to meet the requirements of the Biology Syllabus. This fieldwork is conducted in Term 2 Year 12 on Magnetic Island, in at least two different, yet natural ecosystems (Mangrove and rocky shore ecosystems). It is both rewarding, and educational for the students to undertake this course of study in our local ecosystems, as it exposes them to a plethora of academic and vocational skills within a supportive environment.

Students need a firm grounding in Junior Science and English to achieve success in this field of study. It is recommended that students have achieved at least a B in these subjects before attempting Senior Biology.

Some areas of employment open to students of Biology may include:

- Science: Biologist, Microbiologist, Biochemist, Marine Biologist/Zoologist, Geneticist, Forensic Scientist, Environmental Scientist, Wild Life Officer
- Health: Doctor, Surgeon, Dentist, Pharmacist, Nurse, Medical Practitioner, Physiotherapist, Pathologist
- Other Professions: Teacher (primary or secondary), University lecturer, Veterinarian, Land care worker/advisor, Environmental Lawyer, Engineer
- Trades: Hairdressing, Catering, Beautician

A variety of assessment items will be used across the two-year course of study.

- Assignments
- Short and Extended Response Tasks
- Multimedia Presentations
- Extended Experimental Investigations

Written Tasks or supervised assessments done under examination conditions comprised of multiple-choice questions, short answer questions, extended answer questions and also include stimulus-response style questions.

BUILDING & CONSTRUCTION* (B&C)

What Career Direction Will This Course Provide?
The course would suit students seeking entry level skills in one of the many fields of building construction. The course is a general introduction to the industry, working with a range of materials and will form the basis of either a career in the construction industry or as a basis of skills which could be applied in a home or rural environment.

What Practical Activities Could Be Provided?
Students can expect to first complete a safety induction with the availability of a Construction White Card, essential for work on any building site. These safe work practices must be observed on every occasion in the workshop or on the work-site and students are responsible for their conduct at all times. Those who choose building and construction will study a range of materials and processes throughout Years 11 and 12 including:

- Plan Reading
- Producing Technical Drawings
- General Woodworking
- Furniture Production
- Surveying
- Basics in Carpentry, Tiling, Plastering, Painting, and Cladding

Within these disciplines, students will also learn how to safely use a wide range of hand tools, power tools, and general building tools. It is our aim that by the end of this course each student will have a proficient understanding about working in the construction industry.

With the OnGuard Safety system operating at All Souls St Gabriels School, each student has an online profile of safety tests for specific machines and tools. This system helps student to work competently and safely in a practical environment.

What Theory And Written Work Is Required?
Each semester the students will have a theory workbook which must be completed to satisfy the Knowledge & Understanding criteria of the course. Students must also keep a journal or log book showing activities for each project undertaken, which includes calculations, sketches, and building process.

What Is The Course Outcome?
Students who complete all the course requirements will have a wide range of technical knowledge and skill and may be eligible for recognition of competency or accelerated progress in any formal training program they may subsequently undertake.

This course is run internally as an Authority Registered subject, however, students may elect to complete a Certificate I (and possibly a Certificate II) in General Construction at the Dalrymple Trade Training Centre.

CAREERS AND DEVELOPMENT* (CAD)

This is a compulsory subject at All Sous St Gabriels School. Students cover a range of personal growth and career development units.

Students start their Senior Education and Training (SET) Plan in Year 10 and then use CAD time in Years 11&12 to review this plan.

Basic course structure:

- Unit 1: Beginning the senior phase of learning
- Unit 2: Designing your future
- Unit 3: Skills for success after school.

The aim is to engage students in learning that develops positive attitudes and values about being an active lifelong participant in managing their career.

The personal growth units are designed to assist students to:

- Increasingly accept greater responsibility for their learning
- Develop and maintain positive relationships in life and work
- Develop constructive behaviours that maintain a positive self-concept
- Participate in leadership activities
- Participate in community service activities
- Make significant decisions about their future pathways to further education, training and employment.
- Develop a range of skills that are required for work and further education and training, such as planning, organising, thinking flexibly, communicating well and working in teams.
- Be flexible and persistent learners, appreciating the need for lifelong learning.

CERTIFICATE II AGRICULTURE*

This course availability is subject to demand and to availability of physical and human resources. At the time of publishing this document, the School is negotiating with Registered Training Organisations to conduct this course.

What Career Direction Will This Course Provide?
The course would suit students seeking entry level knowledge and skills in a wide range of rural occupations. The course can be used as a basis for a formal course of study or to foster an interest in home gardening or farm and property agriculture.

What Practical Activities Could Be Provided?
Students could expect to first complete a safety unit, providing knowledge essential to safe work practices in any hands-on activity. Students could then prepare a site and take soil or water tests as required to successfully grow a wide range of crops, fodder or trees. Safe application of chemicals and fertilisers, land care and conservation issues and water conservation and distribution could be included.

A detailed written safety analysis is completed by each student before any new hands-on activity is commenced.

What Written And Theory Work Is Required?
Each unit has a work book or written test/s, also a journal or log book kept by the student with calculations and illustrations shows the interpretation and application of subject material.

What Is The Course Outcome?
Students who complete all the course requirements may be eligible for recognition of competency or accelerated progress in any formal training program they may subsequently undertake.

CERTIFICATE III FITNESS*

This qualification reflects the role of instructors who perform a range of activities and functions within the fitness industry.

Successful completion of Certificate III in Fitness contributes eight (8) credits towards a student's QCE.

Future pathways may include jobs providing exercise instruction for group or gym programs within locations such as gyms, fitness facilities and community facilities. A range of career pathway options including an alternative entry into university can also exist, including exercise physiologist, Physical Education teacher and sports scientist.

While there are no specific prerequisite requirements for choosing this subject the following skills and interests will be beneficial:

- sound level of achievement in English, Science and Physical Education;
- language, Literacy and Numeracy skills to be able to understand content; and
- a high capacity and interest in physical activity is essential.

Some of the skills and knowledge that are developed in the course include being able to:

- identify clients' fitness requirements and advice on facilities and services;
- develop basic fitness programs for fitness industry clients;
- provide the applied exercise science required for fitness instructors;
- educate clients on the application of basic anatomy and physiology and understand the functional significance of these structures in relation to movement and exercise;
- provide basic nutritional information and advice to fitness industry clients, who have no dietary or nutritional concerns; and
- instruct and supervise clients in fitness using basic fitness industry equipment.

Semester Structure

Sem	Theory	Practical
1	Knowledge of anatomy and physiology to fitness instruction Knowledge of anatomical and physiological terminology Structure, function and relevant principles of the body's systems Provide healthy eating information Support positive attitudes to eating and body composition Knowledge of different types of warm-ups and cool-downs Implement warm-up programs Implement cool-down programs	Applying the structure and function of anatomy and physiology to the performance of fitness exercises. Australian dietary guidelines; Body composition measurement methods; Limitations in providing healthy eating information. Stretching technique, warm up and cool down variations, gym and group style warm ups.
2	Identify general client fitness requirements Administer and process a health screening questionnaire Advise client on the benefits of fitness appraisal and exercise prescription Determine the fitness goals of clients Motivation techniques Identify client needs and expectations	Communication skills to obtain and convey information; Referral processes; Selection of appropriate fitness testing tools and methods. Identifying exercises targeted to specific fitness components; Adjusting client exercise technique; Fitness program design; Providing clear instruction and constructive feedback to clients;

	Developing an exercise plan Develop and instruct customised gym programs Motivation and supervision techniques Review and amend exercise plans and programs Identifying specific population clients Identify client needs and limitations Develop and deliver exercise programs alongside allied health professionals Review and amend exercise plans and programs	Equipment preparation Communication skills to obtain and convey information; Referral process; Provide clear instruction and constructive feedback to client; Plan and instruct exercises that are appropriate to the client; Session modification; Equipment preparation
3	Identifying older population clients Identify client needs and limitations Develop and deliver exercise programs Review and amend exercise plans and programs Identifying younger population clients • Identify client needs and limitations Develop and deliver exercise programs Review and amend exercise plans and programs Fitness industry knowledge Understanding organisational needs and objectives Providing quality service Minimising risk Communication Providing quality service Complaint handling Monitoring work performance Skill development and learning	Communication skills to obtain and convey information; Referral process; Provide clear instruction and constructive feedback to client; Plan and instruct exercises that are appropriate to the client; Session review and modification Communication techniques; Identify and respond to different cultural and special needs and expectations; Communication techniques; Identify and respond to different cultural and special needs and expectations; Identifying and resolving conflict or complaints; monitoring and evaluating work performance, identifying professional development
4	Working safely Contribute to the management of work health and safety issues Minimising risks to personal and public safety Risk/Hazard analysis, identification and reporting Monitoring and reviewing Perform routine equipment maintenance Storing and handling equipment Responding to and reporting first aid emergencies Emergency first aid including CPR Anaphylaxis and Asthma Injuries and trauma Bites and stings Reporting incidents Evaluating performance	Work health and safety assessment; Risk/Hazard analysis, identification and reporting; document a risk-management plan for a specific activity; maintenance documentation; completing routine maintenance. Emergency management; Provide CPR to adults and children; Bleeding; Bites and Stings; Asthma; Anaphylaxis; Incident reporting

Competencies Covered
SISFFIT004 Incorporate anatomy and physiology principles into fitness programming
SISFFIT005 Provide healthy eating information
SISSSPT303A Conduct basic warm-up and cool-down programs
SISFFIT001 Provide health screening and fitness orientation
SISFFIT006 Conduct fitness appraisals
SISFFIT003 Instruct fitness programs
SISFFIT002 Recognise and apply exercise considerations for specific populations
SISFFIT014 Instruct exercise to older clients
SISFFIT013 Instruct exercise to young people aged 13 to 17 years
SISXIND001 Work effectively in sport, fitness and recreation environments
SISXCCS001 Provide quality service
BSBWOR301 Organise personal work priorities and development
HLTWHS001 Participate in workplace health and safety
BSBRSK401 Identify risk and apply risk management
SISXFAC001 Maintain equipment for activities
HLTAID003A Provide first aid

Assessment
- Workbooks
- Assignments
- Oral questions
- Observation in simulated work place
- Practical Assessment
- Structured Work Placement (in students own time)

Out of Class/Prep Expectations
At the time of publishing this handbook, set class sessions for Certificate III in Fitness will take place one afternoon for approximately 2 hours. The most likely afternoon will be Monday to avoid Inter-School sport training and games as well as Club Netball and Touch Football. A decision on timing will be made early in the school year.

After school class sessions will also allow students the opportunity to study this course in addition to their full school load without missing the chance to compete any particular school subject because of timetable constraints.

While time is allocated in after school class sessions for students to complete both practical and theoretical based assessment tasks, it is also expected that students will also allocate time outside these sessions each week to review concepts, complete additional reading and preparation for assessment tasks. Where possible all theory and practical assessments will be based around in class tasks; however, there may be times where students are required to participate in practical assessments outside class time (eg: individual client training sessions or group sessions).

Service Agreement
This is a two-year course. The RTO and the partner organisation, All Souls St Gabriels School guarantee that the student will be provided with every opportunity to complete the certificate. Late entry students to this course must catch up the units missed in order to complete the certificate. Those students who do not complete the Certificate but achieve at least one unit will receive a Statement of Attainment. This information is correct at time of publication but subject to change.

CHEMISTRY

Senior Chemistry provides an understanding of the materials around us, and why they behave as they do.

The aim of the Senior Chemistry course is to:

- Give students an understanding of matter and its interactions. Because humans live in this material universe, chemistry is central to understand the phenomena of the reaction of matter.
- Give students an understanding of domestic and industrial chemical processes in use today and the principles that underlie these processes.

At All Souls St Gabriels School, all Chemistry classes are held in a laboratory, therefore the subject contains a heavy emphasis on practical study of inorganic and organic chemistry with physical chemistry studies to explain the reactions seen. Students need a firm grounding in Junior Science and Mathematics to achieve success in this field of study. It is recommended that students have achieved at least a B in these subjects before attempting Senior Chemistry.

Some topics of study are:

- Basic Concepts in Chemistry
- Graphing and Mathematical Techniques
- Stoichiometry
- Atomic Structure and Periodicity
- Water, Bonding & Energy
- Behaviour of Gases
- Organic & Inorganic Chemistry
- Rates of Reactions & Equilibrium
- Oxidation and Reduction Reactions

Some areas of employment open to students of Chemistry may include:

- Science: Chemist, Biochemist, Geologist, Marine Biologist
- Health: Doctor, Pharmacist, Nurse, Medical Practitioner, Physiotherapist, Dentist
- Other Professions: Teacher (primary or secondary), Chemical Engineer (Mining), Metallurgist, Veterinarian, Environmental Lawyer, Engineer
- Trades: Mechanic, Hairdressing, Catering

A variety of assessment items will be used across the two-year course of study.

- Written Tasks or supervised assessments done under examination conditions comprise of multiple-choice questions, short answer questions, extended answer questions and also stimulus response style questions.
- Assignments
- Short and Extended Response Tasks
- Extended Experimental Experiments

DRAMA

The aims of Drama are twofold. On one hand Drama is for students who are wishing to pursue tertiary studies or careers in a performing arts field, by allowing them to develop and refine performance and communication skills, and to research and experience a wide range of dramatic forms and styles. Drama also aims to benefit students who may not ever want to be performers, but wish to improve their confidence, communication and literacy skills, and also who would like to appreciate their artistic potential through analysis and experimentation with scripts, improvisation and viewing performance.

Students will learn to form, present and respond to drama. Students will be encouraged to become critically aware of Australia's multi-cultural heritage and the world in general. They will build self-confidence and discipline, and foster personal communication skills and the whole communication process.

The program is centred around the 'Elements of Drama'. These elements are studied, manipulated and analysed through forming, presenting and responding tasks. This allows students to study historical and current Australian and other world forms of drama, as well as developing skills in acting, directing and writing.

Extended analytical and creative writing is taught and used. Students also learn to appreciate and use a variety of acting, performance and communication styles. They practise skills of voice, gesture and movement; learn about artistic form and styles; and extend their range of higher intellectual skills and common curriculum elements (CCEs). Students work on individual, pair and group tasks to create and represent scripted and student devised works, for particular audiences.

Drama studies provide skills and confidence for careers in:
- The Performing Arts
- Media and public relations
- Hospitality
- Law
- Teaching
- Advertising and Marketing

There are three dimensions of assessment within senior Drama being:
- Forming - Creating and shaping dramatic action, text and design.
- Presenting - Performing various dramatic styles for a range of audiences.
- Responding - Analysing and evaluating forms, structures and styles in drama.

Units of study undertaken in Senior Drama may include:
- Realism (required study)
- Epic Theatre
- Elizabethan Theatre
- Greek Theatre
- Commedia Dell'Arte
- Applied Theatre
- Physical Theatre
- One-Person Show
- Cinematic Theatre
- Documentary Drama
- Australian Gothic
- Process Drama
- Contemporary Aboriginal and Torres Strait Islander Theatre Forms

To meet the requirements of the syllabus, all responding tasks will be in response to live performance. This may involve students travelling to Townsville on a weeknight. It is expected that individual and group performance tasks are rehearsed during lessons and out of school hours.

ECONOMICS

RATIONALE

- Economics is essentially a study of how to use scarce resources in the best way possible. Households, businesses and governments are confronted with the economic problem of alternative uses of their limited resources and, for this reason, Economics is sometimes referred to as the science of choice. The political ramifications inherent in the process of choosing will be examined during the course of study.
- The extensive media coverage of economic issues, problems and events has, in recent years, highlighted the need for increased community awareness of the economic environment in which we live and the economic forces that act upon our lives. This increased media focus has fostered a growing public perception of the impact of economic decision making and the relevance of Economics.
- This course of study stresses the desirability of having students understand the significance of economic events as well as the implications of individual, business and government economic decision making. In emphasising the application of economic skills and concepts to the problems and issues facing Australian society, senior students should gain the skills and competence to participate effectively in and contribute to economic decision making.
- These skills are acquired through a process of inquiry by which students develop an economic literacy i.e. the skills of communication required to comprehend, analyse and evaluate economic data and to report findings on and propose solutions for a range of increasingly complex economic issues.
- Studies in Economics thus provide students with knowledge and skills that are both relevant for living in contemporary society and useful for a range of careers in commerce and industry.
- Senior Economics also lays the foundations for further study in the discipline and in related business studies post senior schooling.

PRE-REQUISITES

- None required; however, a "C" achievement in Year 10 English would be an advantage.

COURSE CONTENT

Four Core Topics must be studied along with a selection of four elective topics over the two year period.

- Core Topics

  Markets and Models
  Contemporary Micro-economic Management
  Contemporary Macro-economic Management
  International Economics

- Elective Topics

  Share Market
  Personal economics
  Globalisation and trade
  Industry and market concentration
  Income and wealth distribution
  Finance
  Income and expenditure analysis
  Population
  Environment
  Labour
  Systems and development
  School elective

ASSESSMENT DIMENSIONS

Knowledge and Understanding; Investigation; Synthesis and Evaluation

ASSESSMENT ITEMS

- Supervised Written Assessment – Short Response (Multiple choice, short answers, practical exercises, response to stimulus), Extended Written Response (Editorial and persuasive essay)
- Research – Analytical Exposition (Magazine Feature article), Report (Case study, field reports), Presentation (Multi-modal)

ENGLISH

English is a compulsory subject for all students. This means that each student must choose between English and English Communication.

English is an academic subject that builds upon the practical and critical literacies introduced in the earlier school years. It is primarily a literature-based subject using a wide variety of written and visual texts, from Australian poems and plays to canonical texts such as Shakespeare.

This is a challenging subject which enables a student to gain an OP Score and University entrance. English is also useful in employment where a job requires a high level of proficiency in written and spoken communication.

Each semester has a reading list which includes at least one or two novel-sized books. Documentary and feature films comprise up to 30% of the texts studied. The semester units are built around themes of study, as follows:

1. Representations of Australian identity in film and literature
2. Viewing the world through the eyes of others: autobiography and personal texts that position the reader to adopt viewpoints
3. Powerful and persuasive texts: Shakespeare and the literary canon
4. A writer's worldview: reflecting upon the human condition

Assessment is in two parts. In each Year there are three written tasks and three spoken tasks. The written tasks are a mix of take-home assignments (such as a researched feature article), supervised tasks (such as a short story written using notes) and an examination based upon literature. Spoken tasks include group presentations (a debate, an interview) and an individual task (a tribute speech).

Students choosing English need to demonstrate a commitment to reading, writing and the demands of independent study. It is strongly recommended that a student have a minimum of a solid Sound Achievement in Year 10 English.

ENGLISH COMMUNICATION*

The School offers English Communication to students who do not require an OP score for University entrance; or who may experience difficulty in engaging in the literature-based English course; or who may have difficulty in meeting the minimum requirements of English.

All students need to be able to express themselves through writing and speaking. English Communication focuses on tasks that are specific to student interests, while still emphasising proficiency in the use of language in functional forms. The English Communication course of study is built upon the core integrating units of Work, Community and Leisure.

The course requires students to complete practical tasks such as:

- letter writing;
- researching information from a variety of sources;
- record keeping; book, television or movie reviews;
- compiling a resume for a job application; and
- other practical written and spoken tasks.

Assessment items in the course are designed to relate to the different aspects of communication that are evident in daily life. These tasks require students to:

- use written and spoken language to perform real-life tasks;
- use modern technology;
- express aspects of personal and group identity; and
- interact in small groups, formal organisations and the wider community.

The learning experiences in this course are designed to provide real-life situations for the students to develop their awareness of their roles as an integral part of society. Students gain knowledge and appreciation of a variety of practical text types and learn how to communicate appropriately and effectively. The course focuses upon promoting the ability to work independently and also as a member of a group.

Entry to English Communication will be based upon results in Year 10 English and a discussion between the Head of English, the student and their family.

GEOGRAPHY

Geography helps students to explore, understand and evaluate the social and environmental dimensions of the world. Many of the topics in Geography are concerned with the management of the land and resources. Students are encouraged to find solutions to global, regional and local issues, thus developing sophisticated analytical and decision-making process skills.

Topics of study in Geography include:
- responding to natural hazards;
- managing river catchments;
- exploring the geography of disease;
- feeding the world's people;
- sustaining communities; connecting people and places;
- living with climate change; and
- sustaining biodiversity.

Further, Geography is a diverse subject that in many ways is trans-disciplinary, providing a well-rounded education. In a typical course of study, students frequently draw on Mathematics, all the Sciences, Art and English. Geography may also help in a variety of practical careers that involve an understanding of humans and their environments.

Fieldwork is another important and compulsory element of Senior Geography. Through fieldwork, students develop important skills in gathering, analysing and manipulating primary data. Over a typical two-year course, field studies are undertaken in the local area, in a local catchment (such as Fletcher Creek) and a forest environment (such as Mount Spec).

Assessment in Geography generally includes four of the following items per semester:
- a short answer test;
- a practical test;
- a report (spoken seminar or a written report based on field-work); and
- an essay.

Students are advised to have at least solid passes in both English and SOSE at Year 10 level as prerequisites.

Overall, Geography should appeal to students due to its diversity of topics and its practical components.

HOME ECONOMICS

Senior Home Economics has a unique place in the school curriculum in that it focuses on the well-being of individuals and families in everyday life activities. In all cultural contexts, people need to have food, textiles and shelter as well as satisfactory ways of meeting social, emotional, physical, financial and intellectual aspects of well-being.

Home Economics is an academic subject with a strong practical component. The reasoning processes, understandings and attitudes developed in this course of study are those that are fundamental to effective functioning in a wide range of life roles. Students are encouraged to consider issues relating to the well-being of individuals and families from a range of dimensions such as social, cultural, political, legal, historical, environmental, economic and ethical perspectives.

Home Economics provides balance between theoretical understandings and practical capacities. It recognises the importance of a practical approach to solving everyday living problems, and of providing students with the opportunity to develop the practical and management skills involved in all aspects of life for all individuals.

There are three areas of study in Senior Home Economics:

- Food Studies;
- Living Environments; and
- Textile Studies.

Textile Studies is required for one term of study in Year 11 and 12. Therefore, students who have not completed Year 10 Home Economics will not be disadvantaged; however, students who have completed the junior course will have more advanced skills. An attainment of a C in Year 10 English is also required as Home Economics does require extended written assessment.

Home Economics study provides skills and confidence for careers in Hospitality, Home Economist, Food Technology, Dietetics, Nutrition Education, Family and Youth Advocacy, Retail Fashion Houses, Fashion Design, Dress Making.

Home Economics study also provides general skills for everyday living.

HOSPITALITY*

Hospitality Practices focuses on the knowledge, understanding and skills relating to food and/or beverage production and service. You will learn about the structure, scope and operation of the food and beverage sector and develop appreciation of industry workplace culture and practices. You will be encouraged to develop skills, processes and attitudes desirable for future employment in the sector.
The hospitality industry has become increasingly important economically in Australian society and is one of the largest employers in the country. The industry is dynamic and uses skills that are transferrable across sectors and geographic borders and offers a range of exciting and challenging long-term career opportunities across a range of businesses.

What and how will you learn?
As you study Hospitality Practices, you will learn core concepts and ideas that relate to core topics – 'Navigating the hospitality industry', 'Working effectively with others' and 'Hospitality in practice'. The core concepts and ideas and associated knowledge, understanding and skills are fundamental to the hospitality industry.
The core topics are embedded into electives which provide opportunities to build on core concepts and ideas through the lens of the food and beverage sector of the hospitality industry. The electives are kitchen operations, beverage operations and service and food and beverage service.
In Hospitality Practices you will learn through practical application, developing skills in food and/or beverage production and service, and working as an individual and part of a team to plan and implement events in a hospitality context.
An event is an opportunity to participate in and produce food and/or beverage products (e.g. finger food, plated meals, hot and cold beverages, espresso coffee cart service) and perform service for customers, in real-world hospitality contexts (e.g. coffee shop, takeaway food venue).
In addition, you will examine industry practices, such as workplace health and safety policies, that occur in the food and beverage sector.

How will you be assessed?
You will demonstrate your knowledge and understanding of Hospitality Practices by applying production and service skills to make decisions about producing products and performing services for events in hospitality contexts. You will plan and implement an event in a hospitality context, justify decisions and critique the planning and implementation. You will also examine and evaluate industry practices.
You will have a chance to present information to audiences through writing and speaking, or by combining modes for a presentation.
In Hospitality Practices, assessment instruments and responses may include:

- Projects – involving an event in a hospitality context; a response includes planning, your production and service skills and implementing the event in a hospitality context;
- Investigations – involving research about a field trip to a quality hotel or an industry visit; responses may be a report, speech or presentation;
- extended response to stimulus – involving stimulus, such as an industry-based product, internet websites; responses may be a brochure, magazine article, podcast, or presentation; and
- short response examinations.

In Year 12, you will be expected to complete four to six assessment responses including a minimum of two projects and at least one extended response to stimulus or an investigation.

Where can Hospitality Practices take you?
A course of study in Hospitality Practices can establish a basis for further education and employment in hospitality sectors of food and beverage, catering, accommodation and entertainment. Students could pursue further studies in hospitality, hotel, event and tourism or business management, which allows for specialisation.

INFORMATION & COMMUNICATION TECHNOLOGIES* (ICT)

Information and Communications Technology is concerned with using information and communications technologies (ICTs) to provide practical solutions to real life or simulated real-life problems.

Its student-centered approach promotes confident, competent and self-motivated users and consumers of ICTs. This is important if students are to be successful in the next phase of their life, whether it is to pursue a career with ICTs, undertake further study, or gain employment.

Students should also be able to keep pace with new technologies and be responsible users of ICTs, aware of the social, environmental and legal impacts of their actions.

To realise this, the subject provides the flexibility needed to accommodate new and emerging technologies, and the wide range of interests and abilities of the students who study it.

By using a task-oriented approach instead of a tool-oriented approach, emphasis is placed on using ICTs to solve problems or complete tasks.

This subject extends on previously gained skills with Microsoft Office and moves onto more advanced applications of multimedia studies, incorporating graphics, sound, and video recording and editing.

MATHEMATICS A

Through topics such as Statistics, Finance and Applied Geometry, Mathematics A focuses more on mathematics for the real world. It prepares the students for a wide variety of working environments, including tertiary courses and apprenticeships that require less analytical and algebraic mathematics.

Even though there is less emphasis on the algebraic and analytical mathematic techniques, there is a strong emphasis on Problem Solving and Applications and hence should not be considered an easy subject. Computer software is used throughout this subject as a commitment to the use of technology in mathematics.

Students studying Mathematics A should have achieved a C or higher in either Intermediate or Foundation Mathematics in Year 10.

Students are assessed across three criteria:
- Communication and Justification;
- Knowledge and Procedures; and
- Modelling and Problem Solving.

Assessment in Mathematics A consists of
- mid-semester exams;
- assignments; and
- end-of-semester exams.

Year 11 assessment is formative in Terms 1, 2 and 3. Term 4 in Year 11 and all Year 12 assessment is summative.

MATHEMATICS B

This subject allows the students to appreciate the power of analytical mathematics and how it can be used to solve many real life problems. There is a high emphasis on pure mathematical techniques in topics such as Functions (including Periodic and Exponential functions), which leads into Calculus topics of Differentiation, Integration and Optimisation. The course allows students to use abstract mathematics to predict and solve real life phenomena.

The course has a strong emphasis on technology with the integration and use of graphics calculators throughout all topics.

Students choosing this subject should have studied Advanced Mathematics in Year 10 and achieved a grade C or higher.

Students will find Mathematics B highly recommended or a prerequisite for students considering most Science-orientated tertiary courses including Engineering. Students will enjoy the challenge of this subject if they have an interest in and enjoy studying Mathematics.

Students are assessed across three criteria:
- Communication and Justification;
- Knowledge and Procedures; and
- Modelling and Problem Solving.

Assessment in Mathematics B consists of
- mid-semester exams;
- assignments; and
- end-of-semester exams.

Year 11 assessment is formative in Terms 1, 2 and 3. Term 4 in Year 11 and all Year 12 assessment is summative.

MATHEMATICS C

This subject extends the students further into the intricacies and power of higher level mathematics. Students will be introduced to topics such as Matrices, Vectors, Complex Numbers, Dynamics and be extended in the areas of Exponential functions and Calculus.

Students will find doing this subject beneficial in the study of Mathematics B and Physics because of the similarity in some topics.

The course has a strong emphasis on technology with the integration of Graphics calculators throughout all topics. Students choosing this subject should have achieved at a B or better in Year 10 Advanced Mathematics.

While not a prerequisite, it is considered advantageous to have Mathematics C when considering doing Tertiary courses containing Mathematics and Science, especially Engineering. Students will enjoy this subject if they have an interest in the power of mathematics

Students are assessed across three criteria:
- Communication and Justification;
- Knowledge and Procedures; and
- Modelling and Problem Solving.

Assessment in Mathematics C consists of
- mid-semester exams;
- assignments; and
- end-of-semester exams.

Year 11 assessment is formative in Terms 1, 2 and 3. Term 4 in Year 11 and all Year 12 assessment is summative.

MODERN HISTORY

Modern History is an academic subject that helps students understand the forces which have shaped our modern world. Students study eight themes over the two-year course (with suggested case studies in brackets), as follows:

- National histories (the Russian Revolution and the Soviet Union, the rise of the USA)
- Studies of conflict (the World Wars and the Cold War)
- People and environments in history (the consumer society and environmental movements)
- The growth of internationalism (the UN, ANZUS, Australia and Japan)
- The history of ideas and beliefs (imperialism and independence in India)
- Studies of diversity (indigenous and immigrant peoples in Australia)
- Studies of power (China and Mao's revolution)
- Studies of hope (progressive movements and gender equality).

As you can see, the range of topics is broad and interesting; from North Queensland to Nanjing, from race relations to superpower rivalry.

While not many students may graduate to be professional historians, Modern History is a valuable subject that teaches the higher-order, academic skills of research, analysis, evaluation and communication. These skills are vital at University in a range of disciplines such as Law, Education and the Humanities. As well, they are useful in employment where a job requires a comprehensive knowledge of world events and national customs. A recent US study revealed that Maths taught students 256 concept words and Science 538. History topped the subjects with 1355. Modern History also helps to empower the active citizens of the future.

Students who do well in Modern History have usually gained at least a High Achievement in English and HASS from Year 10 and who enjoy reading, research and writing. Students who have a Sound Achievement at Year 10 will need to demonstrate a genuine commitment to independent study and work.

The assessment for each semester usually includes:

- an essay;
- one research assignment (with either a written or spoken presentation);
- a document test; and
- a knowledge test.

The Modern History class is usually a composite of Year 11 and 12 students (subject to demand) who study the same themes in a two-year cycle. Year 11 is a developmental year with a slightly lower set of requirements than for Year 12. However, both year groups enjoy engaging in lively discussions and independent research. Students use the Library, school supplied textbooks and the internet for research. They have access to visiting speakers and an extensive audio-visual collection.

While Modern History studies the past, it is a key to unlocking the future.

MUSIC

Students live in a world in which music has an important and pervasive presence. During Music students further develop their personal performance and composition skills. They learn to use electronic equipment and technology for both performance and the communication of ideas.

Through a deeper level of knowledge, understanding and active participation in music making, it is hoped that students will maintain a lifelong engagement with music as an art form and a means of creative, artistic and emotional expression.

Learning experiences and assessments are based on three dimensions:

Composition: involves the creation of music by combining music elements and conceptions in a range of contexts, styles and genres. It entails innovation through exploring and experimenting with sound to express personal music ideas. Students will either notate their composition or record them as a sound file.

Musicology: involves the study of music in social, historical and cultural contexts. It entails analysing repertoire and justifying their evaluation using specific music terminology. They will examine a variety of contexts, styles and genres, expressing their viewpoint about the music.

Performance: involves performing on an instrument of their choice or as a singer. It entails communicating music to audiences through a performance. Students will be encouraged to use sound equipment appropriately, where required as well as regularly practise in their own time, in addition to class time.

Throughout the course, students will examine these dimensions through units of work which may include – Film Music, Musical Fads, African-American Musical Traditions, Grand Designs, Programme Music and Vocal Music.

Their Musicology assessment tasks may include multimodal presentation, feature article, and essay response to stimulus. Each dimension will have two assessment pieces in Year 11(formative) and two assessment pieces in Year 12 (summative). The final Year 12 assessment piece will be of the student's choosing, from their strongest dimension.

This strongly practical subject will provide opportunities for the refinement of real-life music making skills.

PHYSICAL EDUCATION

- Physical Education involves students learning in, about and through physical activity. Physical Education focuses on the complex interrelationships between motor learning, psychological and other factors that influence individual and team physical performances. The course also focuses on the wider social attitudes to and understandings of physical activity.
- Learning in, about and through physical activity will enable students to acquire knowledge, skills and understandings directly and indirectly as they participate in and study physical activity. To allow students to develop as intelligent performers, the thinking skills associated with the cognitive processes are part of the learning in Physical Education.
- In this subject students learn to make judgments regarding their involvement in physical activity in a variety of roles, such as participant, spectator, official or observer.
- These aspects of the subject will be demonstrated as students become involved in processes such as planning psychological strategies for pre-match preparation, examining the impact of gender stereotypes on participation in physical activity, increasing their own physical performances and developing an appreciation of the importance of relating theoretical concepts to their physical performance in order to improve.

Semester Outline

Students study four physical activities over the two year course, with equal time and emphasis given to each activity. Each of these activities are intertwined with specific theoretical concepts as listed below:

- Semester 1: Unit One
  Physical Activity: Touch Football
  Theoretical Concepts: Skill acquisition and factors affecting learning of physical skills
- Semester 1: Unit Two
  Physical Activity: Tennis
  Theoretical Concepts: Biomechanics
- Semester 2: Unit Three
  Physical Activity: Netball
  Theoretical Concepts: Figueroa's Framework – Sponsorship in sport
- Semester 2: Unit Four
  Physical Activity: Athletics
  Theoretical Concepts: Training Programs
- Semester 3: Unit Five
  Physical Activity: Athletics
  Theoretical Concepts: Factors affecting training
- Semester 3: Unit Six
  Physical Activity: Touch Football
  Theoretical Concepts: Sports Psychology
- Semester 4: Unit Seven
  Physical Activity: Tennis
  Theoretical Concepts: Figueroa's Framework – Factors impacting participation in sport
- Semester 4: Unit Eight
  Physical Activity: Netball
  Theoretical Concepts: Figueroa's Framework – Self-reflection on sport choices and participation

Assessment Structure

At least 50 per cent of timetabled time involves students engaging in physical activity. Students will be involved in a variety of written, oral and physical learning experiences that are focused on the study of the four physical activities. Learning experiences could include activities such as designing a training program for a team, analysing popular beliefs about physical activity and debating current sporting issues.

Throughout the four-semester course students will complete a variety of assessment tasks in genres including:

- Research Assignments
- Analytical Expositions
- Multi-Modal Presentations
- Video analysis
- Written reports

There will be one physical and one theoretical assessment task per unit (four of each per year).

Prerequisites

While there are no specific prerequisite requirements for choosing this subject the following skills and interests will be beneficial:

- at least a sound level of achievement in junior Health and Physical Education (if studied)
- an interest and willingness to participate in a variety of physical activities and improve personal performance
- an interest in all aspects of sport and physical activities in Australia

Out of Class/Prep Expectations

While time is allocated in class for students to complete both practical and theoretical based assessment tasks, it is also expected that students will also allocate time outside the scheduled lessons each week to review concepts, complete additional reading and preparation for assessment tasks. Where possible all physical performance results will be based around in class tasks and game play, however, there may be times where students are required to participate in physical activities outside class time (eg: athletics carnival, occasional after-school games for video evidence collection etc). Generally this will be a minimal commitment.

PHYSICS

Human beings have always attempted to understand and explain the behaviour of the universe. Physics is the science in which the cause-effect relationships of the universe are investigated. It is concerned with the discovery, understanding and application of the fundamental laws of nature.

The aim of the two-year course is to:

- Introduce students to an understanding of the physical laws, which govern the universe.
- Increase the student's knowledge and appreciation of the structure of Physics and its contribution to life.
- Develop students' skills in applying mathematics in real life situations.

A sound pass in Year 10 Science, together with a minimum attainment of a B in Year 10 Mathematics is a suggested prerequisite for this subject. It is strongly recommended that Physics should be studied in conjunction with Mathematics B in Year 11 as a supportive combination because there is a strong mathematical emphasis in the majority of lessons.

Course Concepts:

- Physics Quantities and Measurements
- Magnetism and Electromagnetism
- Forces and Motion Wave Motion
- Energy and Momentum Wave Nature of Light
- Thermal Physics Optics
- Electrostatics and Electricity – Electronics
- Quantum Physics
- Atomic and Nuclear Physics

Some areas of employment open to students of Physics may include:

- Science: Physicist, Biophysicist, Geologist, Marine Biologist, Astronomer
- Health: Radiographer, Physiotherapist, Podiatrist
- Other Professions: Meteorologist, Engineer (Civil, Chemical, Mining, Environment), Metallurgist, Environmental Lawyer, Pilot

PREVOCATIONAL MATHEMATICS*

Prevocational Mathematics is a subject offered to students who don't require a higher level mathematics for their career choice and have experienced difficulty in Mathematics previously.

The subject focuses on topics:

- Number;
- Data;
- Location and Time;
- Measurement; and
- Finance.

The course takes a more hands on approach to Mathematics and focuses on the skills required to live successfully in today's society.

It should be noted that this subject will not be recognised by universities for tertiary entrance, and that most trades (e.g. electrician) prefer Mathematics A or higher, so students may be better advised to study Mathematics A. It is strongly recommended that students research the prerequisites for their chosen field.

Entry will be determined by subject availability, demand, Year 10 performance and discussion with teaching staff.

RECREATION*

Recreation Studies allows students to acquire knowledge and skills to help them recognise the benefits of recreation activities. In doing this, students will develop attitudes, values and abilities relating to:

- the effects of recreation on individuals and communities;
- the role of physical activity and lifestyle choices in maintaining good health;
- safety, risk awareness and health concerns; and
- personal and interpersonal skills and group and team dynamics.

There are no formal pre-requisite requirements for studying recreation; however, as approximately 50% of the activities and assessment tasks require participation in sport and/or recreation activities, an interest and willingness to participate in physical activities is essential.

During the two-year course of study, a balance of learning experiences and assessment will be taken from both physical participation and the study of relevant subject matter. Both formative and summative assessment tasks will be completed and may consist of a number of assessment techniques including, but not limited to:

- coaching and refereeing of teams and individuals;
- teacher observations of student performance;
- development of personal programs and analysis of performance;
- responses to stimulus material;
- exams, reports, journals, case studies, essays, folios and other written responses; and
- interviews, seminars, role-plays and other oral presentations.

The recreation course of study is designed to enable students to enhance their knowledge and understanding of the value of recreation activities in Australia and enhance their prospects of employment.

VISUAL ART

We live in a world of increasing communication technologies, where knowledge of how visual meanings are constructed and "read" and the ability to seek creative solutions to complex design problems is sought by industry. Visual Art is an Authority subject that develops creativity, critical and lateral thinking and appreciation of the visual world. In our technological society, Visual Art offers a much-needed balance for the development of the whole individual.

Art education encourages personal fulfilment through visual, tactile and conceptual experiences. It transmits appreciation of artistic heritage and develops awareness of the role of art in society as well as the individual's place in that society. Art develops aesthetic sensitivity and the enjoyment of making art. Most tertiary institutions require the presentation of a folio of practical work for selection for entry to Art courses. The senior Visual Art course can provide content for this folio.

The Visual Art course is accessible to all senior students whether or not they have studied Art in the junior curriculum, however students who have completed 9/10 Visual Art will have a distinct advantage.

Career Opportunities

Although this subject is designed to prepare students for further study and/or careers in the Arts, the outcomes are far-reaching and beneficial for any future endeavour. Learning and practising arts traditions fosters social competencies such as effective communication and interpersonal skills, team work, understanding relationships, understanding divergent cultural perspectives, creative problem-solving, self-confidence and self-discipline. In the current, rapidly changing world, these skills are marketable for any profession.

Visual Art is an invaluable preparation for many vocations including:

Architect	Illustrator	Education	Computer graphics
Interior Designer	Photographer	Curatorship	design
Graphic Designer	Film & television	Arts administration	Advertising
Animation	Theatre design	Community arts	Performing arts
Industrial Design	Fashion design	Web design	Commercial design
	Fine artist		

Areas of Study

Using the inquiry processes of researching, developing, resolving and reflecting, students explore and express concepts and chosen focuses through a range of contexts and media areas. Each media area has its own knowledge, materials, techniques, technologies and processes. Students will have the opportunity to explore media areas, such as:

2D	3D	Design	Time-based
Drawing	Ceramics	Built, public and environment design	Electronic imaging
Painting	Fibre art	Costume and stage design	Film, animation and television
Print making	Installation	Curatorial design	
Photography	Performance art	Graphic design and illustration	Sound art
	Sculpture	Product design	
	Wearable art	Cross-arts events	

Students also study a diverse range of artists, artworks, visual language and expression from a variety of social, cultural and historical contexts. Visual Art has a significant theoretical component which supports the practical. Students consider the production and display of artworks and make informed judgments on aesthetic value, challenging ideas, investigating meanings, purposes, practices and approaches. Students are exposed to a variety of historical, contemporary and community art experiences within international and local contexts through research, art excursions and artist workshops.

Year 11 Visual Art is focused on Diversification. Experiences in Year 11 encourage a discovery approach and tend to be teacher directed. The concept of Re-Designing Reality is divided into three connected units which build upon previous knowledge. Students research and develop experimental folios throughout the year in order to resolve a final body of work at the end of the year. Students examine relevant artists and explore a diverse range of 2D and 3D media areas. All work in Year 11 is formative.

Year 12 Visual Art is focused on Specialisation. Experiences in Year 12 encourage students to work independently to develop their own art-making process. The concepts Beyond Reality and Assimilation and Alienation are explored over two units. Students research, develop and resolve individual bodies of work through Terms 1, 2 and 3 and then extend upon one of these concepts to produce an extension folio Term 4. Students may select to work in the 2D, 3D, design or time-based media areas of their choice. All work in Year 12 is summative.

Assessment overview

Yr	Concept	Focus	Instrument
11	Re-designing Reality	Unit 1: *Observing Reality*	Experimental folio
			Analysis / Essay
11		Unit 2: *Distorting Reality*	Experimental folio
			Oral / Essay
11		Unit 3: *Transformation*	Body of Work
			Exhibition critique / Essay
12	Beyond Reality	Student-determined focus	Body of work 1 – Making
			Body of work 1 – Essay
12	Assimilation / Alienation		Body of work 2 – Making
			Body of work 2 – Essay / Oral
12	Extension		Continue to work in body of work 1 or 2 – Making
			Essay / Critique / Oral

Note: Making and appraising tasks are undertaken concurrently.

VISUAL ARTS IN PRACTICE*

Artist practitioners fulfil many roles in a community, such as maker, performer/presenter, technician and manager. The Visual Arts in Practice syllabus provides opportunities for students to explore these roles through active engagement with one or more of the arts, and to understand the different careers available in the industry. Visual Arts in Practice is a school-devised course of study over 4 semesters and is an authority-registered subject. All Souls St Gabriels offers this strand giving students the opportunity to be involved in a range of experiences including; community arts, design, craft, digital imaging, event management and photography.

In this subject students explore and apply a range of techniques, processes and technologies individually and/or in groups to express ideas that serve particular purposes. They gain practical skills, employ essential terminology, investigate "solutions" to "problems", and make choices to communicate through their arts making. Students will be exposed to the work and ideas of real world artists and designers, focusing on specific areas of expertise.

Students also learn about workplace health and safety issues, effective work practices, and arts administration, leading to the acquisition of the industry skills needed by a beginner practitioner. Preparation for the workplace is further enhanced through fostering a positive work ethic, teamwork, and project management skills.

Students are summatively assessed on their skills in; *exploring*, *knowing*, and *expressing*. *Exploring* refers to investigating processes and skills to communicate purposes through arts works while working independently and/or in a group. *Knowing* refers to being able to recall processes, essential terminology and safe practices associated with arts making in the chosen arts area(s). *Expressing* refers to demonstrating the practical aspects of arts making while completing or working towards the completion of arts works, working independently and/or in a group, within specified timeframes.

Unit Overview

Years	Semester	Focus
11	1	Design: Architectural Brief
		Fine art: Layered Palimpsest
		Fine art: Print making and objects
11	2	Digital art: Photography and objects
		Digital art: self-portrait and mixed media
		Craft: weaving stories into art
12	1	Design: XBOX360 gaming brief
		Fine art: Triptych and graphic narrative
		Fine art: Stencils, social comment and Aussie identity
12	2	Design: Posters as art
		Event management: arts exhibition
		Craft: textiles and wearable art

DALRYMPLE TRADE TRAINING CENTRE (DTTC)

Industry standard, nationally accredited certificate level courses completed in an industry standard facility with strong local business support.

INTRODUCTION

In 2008, representatives of four of the Charters Towers' secondary schools & colleges (All Souls St Gabriels School, Charters Towers State High School, Charters Towers School of Distance Education and Columba Catholic College) began the process of applying for Federal Funding under the Trade Training Program. The cluster was successful and received a total of $6 million to put toward the construction and initial establishment of what was to be named the Dalrymple Trade Training Centre (DTTC).

The centre was initially set-up with industry accredited working / learning areas for Hospitality, Construction & Engineering. The complex also includes general learning areas with IT capabilities, a catering / function room, offices and general amenities.

It is the plan of the Board of the DTTC to continue to allow Registered Training Organisations the opportunity to use (hire) the facilities. At the time of printing this handbook, the Charters Towers branch of the Barrier Reef Institute of TAFE, Jenegar, Mining & Minerals Australia, other RTOs and Central Queensland University (Learning Hub) were using the premises offering a range of courses.

COURSES OFFERED DURING SCHOOL HOURS FOR SCHOOL AGE STUDENTS

At the time of publishing this handbook, the courses for 2018 were being confirmed by the DTTC Board.

COURSE COSTS FOR SCHOOL-AGE STUDENTS

At the time of publishing this handbook, it was the understanding of School staff that school age students were able to access ONLY one Certificate level I or II course with full government funding of course costs (VETis – Vocational Education in Schools Funding).

The full course cost of any subsequent course accessed will need to be covered by student / family.

SCHOOL ADMINISTRATIVE AND TRANSPORT COSTS FOR SCHOOL AGE STUDENTS

In previous years, the four schools involved with the DTTC agreed to charge a flat $250 for the year per course for material, administration and transport costs – due for payment to the student's school by the end of March.

At the time of publishing this handbook, the 2018 cost structure had not been finalised. However, it is envisaged that if the schools in the partnership decide to continue with this agreement, the amount would be very similar. Once a decision has been made, families of students in DTTC courses will be notified of the outcome.

CLOTHING AND PERSONAL SAFETY EQUIPMENT

There is an expectation that students will provide some of the necessary clothing to undertake the course safely. Some of this clothing may be provided under sponsorship arrangements. There may be small general hiring / cleaning fee attached to the use of hired clothing.

It is envisaged that all necessary safety equipment (except for shoes) will be provided.

IMPORTANT OCCUPATIONAL HEALTH AND SAFETY INFORMATION

It is an Occupational Health and Safety (OHS) requirement that students in certain courses wear the correct clothing during practical lessons. This includes the correct OHS approved shoes.

Students selecting these courses do so agreeing to:

- have the correct OHS approved clothing & equipment purchased by the end of the fourth week of the course, and
- wear the correct OHS approved clothing & equipment to each practical lesson throughout the year.

SCHOOL-BASED APPRENTICESHIPS / TRAINEESHIPS

The senior curriculum at All Souls St Gabriels School allows for students wishing to undertake a School-Based Apprenticeship / Traineeship in ANY INDUSTRY.

This entails the student (or student's family) finding an appropriate employer willing to employ the student under the School-Based Apprenticeship / Traineeship Scheme. This scheme enables the student to continue to attend All Souls St Gabriels School for Semesters 1 to 4 of the senior years and complete studies accredited toward a Senior Statement (and possible QCE & / or OP score) while training and being paid to work in the first year of an apprenticeship.

The School is willing to accommodate students to their best ability to achieve the best mix of school studies and school release time to attend 'on' and 'off' the job training provided by the employer.

The School has also been able to engage apprentices in the agricultural, engineering, hospitality, plumbing, electrical, clerical, retail and construction industries. However, the School wishes to stress that these are not the only industries for which students can use this scheme. ANY EMPLOYER IN ANY INDUSTRY CAN BE ACCOMMODATED BY THE SCHOOL. There would only need to be negotiations between the employer and the School as to the best delivery method for the practical and theoretical components of the apprenticeship / traineeship.

The School cannot (by law) actively look for apprenticeships / traineeships. However, if the School is contacted by a prospective employer we would do all in our power to inform interested students of the opportunity offered.

FOR FURTHER DETAILS REGARDING ANY PART OF A
SCHOOL-BASED APPRENTICESHIP / TRAINEESHIP
PLEASE CONTACT THE SCHOOL
AND ASK TO SPEAK TO THE
VOCATIONAL EDUCATION AND TRAINING
(VET) CO-ORDINATOR OR THE ACADEMIC DEAN

NOTES