



All Souls St Gabriels School

SUBJECT SELECTION HANDBOOK

YEAR 11 & 12 2017 – 2018

This Handbook is designed to assist parents and students entering Year 11 in 2017 at All Souls St Gabriels School to make informed choices regarding course selection. Please note that changes in the form of additions or deletions are possible at any time, dependent on student enrolment, course demand and teacher availability.

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HEADMASTER'S INTRODUCTION

Dear Parents and Students

Introduction

Each year, students in Year 10 are asked to make course selections for their studies in Years 11 and 12. All students must study an English and a Mathematics subject, as well as four elective subjects. In addition, students experience a school-based subject, Career and Development, which includes Queensland Core Skills Test Training and Career Guidance. Every student, therefore, is expected to enrol in seven subjects. Christian Education is a School subject delivered to the students in the weekly Chapel Service.

The Purpose of this Handbook

The aim of this handbook is to allow parents and students to make the best possible decisions in relation to subject choices for Years 11 and 12.

This document contains subject alternatives, course design, tertiary entrance and career information and subject outlines.

Conclusion

If you take note of the information contained in this handbook, the years a student spends in the senior school will have a better chance of being the rich and rewarding experience it should be.

Staff members at the School are aware that choosing subjects and making plans for the future can be confusing for both students and their parents. If you would like to discuss these matters with teaching staff, you are welcome to contact the School.

Should further information be required, feel free to contact me, through my secretary, Mrs Melissa Peace, or contact Mrs Sam Kelly or Mr Ian Dietrich, on 4787 1433.

Yours faithfully



Mr Darren Fleming
Headmaster

SECTION 1: GENERAL INFORMATION

YEAR 11 AND 12 COURSES

The majority of students will proceed with full time study in Year 11 at All Souls St Gabriels School. It is most important that the selected course:

- (i) Is realistic in terms of the student's demonstrated attainment and interests. The level of difficulty of the work in senior level Authority Subjects is much higher than in the corresponding junior level subjects.
- (ii) Keeps as many options open as is possible. Careful study of tertiary entrance requirements is essential.
- (iii) Provides a sound general education. Ideally, this should contain at least one science subject and one humanities subject, in addition to English.
- (iv) Will allow the student successful completion and attainment of a QCE (Queensland Certificate of Education).

It cannot be stressed too strongly that the subjects that will give a student the best results, the highest tertiary entrance overall position and the most satisfaction, are those in which he/she has the greatest aptitude, ability and interest.

Students entering Year 11 may select a course that includes:

- (a) All Authority Subjects, or
- (b) A combination of Authority and Authority-Registered Subjects

Both Authority and Authority-Registered subjects will appear on the Queensland Certificate of Education with the following levels of achievement - Very High, High, Sound, Limited and Very Limited. Authority-Registered Subjects do not have the same academic rigour as Authority Subjects, but instead they have a very practical emphasis.

In addition to the six subjects in Year 11 and 12, all students will study Religious Education, which is delivered through the Chapel service each week and Career and Development which is a graded subject done by all students and contributes to their QCE. It is done over two lessons per week.

It is important to choose subjects carefully as these decisions affect not only the type of career students may follow after leaving school, but also happiness and success while at school.

CHOOSING YOUR SUBJECTS

There are a number of rules to go by when choosing subjects for Years 11 and 12. Students should choose subjects:

- they enjoy
- in which they can do well
- which will help them reach their chosen course and career goals
- which give them skills, knowledge and attitudes useful in life

This may sound easy, but it should involve a lot of thought, discussion, and research. Students should never assume they know all about a subject at a higher level because they have done that subject in Year 10.

To investigate any subject:

- ask the teachers of that subject
- look at the books and materials related to the subject
- read about the subject in this booklet
- listen carefully when teachers talk about the subject in class and at the information night

Talk to students who are doing, or have done, the subjects. However, don't assume that because one student does or doesn't like a particular subject you will feel the same way. All subjects are both liked and disliked by some students.

Some students choose subjects for the wrong reasons and, as a result, are not happy at school or cannot follow their career choice later. Do not take or avoid subjects simply because:

- one other person says they are good or bad;
- your friends are, or are not, taking it;
- you think it is easy or difficult;
- you like or dislike the teacher, or even presume to know who the teacher will be;
- your elder brother/sister took or didn't take it;
- "All students tend to take the subject".

Selecting the appropriate courses for study in Years 11 and 12 is always a process of some concern for students and their parents. In an effort to simplify this process, All Souls St Gabriel's School has prepared basic subject outlines of all courses offered in Years 11 and 12.

Please note:

Not all subjects will necessarily begin in 2017 if numbers are not sufficient to make a class economically feasible.

Years 11 and 12 are very different educational experiences from Year 10. The subjects are much more demanding, both with respect to the quantity and quality of work required.

In Year 11 and 12, greater responsibility for organising prep must be accepted by the student and should occupy at least two and a half-hours each night. Even if the set work is completed in class, there is always extra reading and revision to be done. Assignments at this level will generally require several weeks for completion if other work is not to

suffer, so assignments must not be left to the last few days. The development of good study habits during Year 11 and 12 will be a major factor in determining success or failure in future studies.

As a contrast to formal studies, the School offers a large co-curricular program that will provide opportunities to explore student interests and to develop leadership skills. In general, happier and more successful students involve themselves in some co-curricular activities. Success and expertise in one field of endeavour generates confidence in other activities.

SPECIFIC ADVICE FOR YEARS 11 AND 12

Tertiary Entrance Overall Position (OP) Requirements

In order to obtain an Overall Position, a student must study 20 semester units from a minimum of five Authority Subjects. A semester unit is credit for one semester in each subject studied per semester. Three subjects must be studied for four semesters. Non-Authority subjects do not count towards tertiary entrance. For some students who have difficulty with Authority Subjects, a more practical course, containing a number of Authority-Registered subjects, is not only a more enjoyable experience but also a better foundation for later years than a full Authority course.

Movement and Promotion within Years 11 and 12

It is possible to change subjects at particular times through the year, though this process is difficult and strongly discouraged. In some cases, application to change subjects will be denied. *Hence, accuracy in initial subject selection is crucial.*

The first desired requirement for a student entering Year 11 is a grade of "C" in English in Year 10. Other individual subjects should also reflect a "C" standard.

Some subjects are new in Years 11 and 12, but there are usually related subjects in previous years that should be studied to prepare the student for Year 11 and 12 work. Other subjects are continuous from Year 8 to Year 12 (e.g. English), and there are also some subjects which may be studied for the first time in Years 11 and 12. Where a student is taking a subject for the first time in Years 11 and 12, they may find other students have a temporary advantage through their prior knowledge of the subject. This can be overcome by working diligently in the subject right from the start of Year 11.

It is recommended that students enrolling in Mathematics B or C should have successfully complete Advanced Mathematics in Year 10.

QCE Requirements

In order to obtain a QCE, students must attain 20 units over their two year course. Each internal subject, if successfully awarded a Sound or higher, will credit the student with four points. Full details of the overall requirements including literacy and numeracy statements can be found on the QCAA (formerly QSA) website www.qcaa.qld.edu.au

SECTION 2: PATHWAYS

Students should consider their options and plan a pathway as early as possible

PATHWAY 1: OP (Overall Position)

SUITABILITY

This pathway is suitable for students who wish to gain entry to university through their academic performance in school-based subjects

CONDITIONS

1. Complete at least 20 semesters of study in Authority Subjects
2. Complete at least 3 Authority subjects of study for four semesters
3. Sit the Queensland Core Skills Test (QCS Test)

SUBJECT SELECTION

Students must study **at least** 5 OP (Authority) subject pathways

- The Overall Position indicator on a scale of 1 - 25 where OP1 is the highest and OP25 is the lowest. The OP is a broad measure that will be calculated for each student based on overall achievement in the best 20 weighted Semester Units of study over two years (effectively, the best 5 subjects).
- Field Position Indicators on a scale of 1 - 10 in up to five fields of study. FP1 is the highest and FP10 is lowest. Field Positions are broad measures based on overall achievement in the best 60 weighted semester units of the subjects with weights in each of the 5 fields defined. Field Positions will only be used by tertiary institutions in cases where selection decisions cannot be made on Overall Positions alone.
- An individual result on the Queensland Core Skills Test on a broad 5 point scale. The Queensland Core Skills Test is a test that samples common elements in the syllabuses of the Senior Curriculum. It will be undertaken by the majority of Year 12 students, though all students whether eligible or ineligible for an OP score may complete the QCS tests. It will be used as a scaling factor in making subjects comparable as well as providing an individual result for students.

PATHWAY 2: Selection Rank (OP-ineligible Selection Rank)

SUITABILITY

In order to obtain QCE students must attain 20 units over their two year course.

CONDITIONS

Each internal subject, if successfully awarded a Sound or higher, will credit the student with four points. Full details of the overall requirements including literacy and numeracy statements can be found on our website.

SUBJECT SELECTION

Students should ensure that prerequisites for future pathways are studied.

PATHWAY 3: VET (Vocational Education and Training)

SUITABILITY

This pathway is usually taken by students who wish to enter the world of paid employment as a trainee, apprentice or employee. Some students who do a Certificate III or higher use this pathway to gain entry into further tertiary study at University. VET courses can run in conjunction with OP or Rank Pathways

CONDITIONS

Book an appointment with Mrs Sam Kelly, Deputy Principal to discuss enrolment in a VET course

SUBJECT SELECTION

VET students should choose subjects to suit their needs and qualify for QCE.

Vocational Education and Training (VET) is education and training, which provides students with occupational or work-related knowledge and skills. VET also includes programs which provide the basis for subsequent vocational programs.

SECTION 3: AUTHORITY SUBJECTS

Contents

Biological Science
Chemistry
Drama
Economics
English
Modern History
Home Economics
Senior Mathematics – Which One(s) for You?
 Mathematics A
 Mathematics B
 Mathematics C
Physical Education
Physics
Technology Studies
Visual Art

BIOLOGICAL SCIENCE

Authority Subject

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 in 2017, will be required to undertake 10 hours of "real" fieldwork in Year 11, in order to meet the requirements of the Biology Syllabus. This fieldwork is conducted on Magnetic Island, in at least two different, yet natural coastal ecosystems. It is both rewarding, and educational for the students to undertake this course of study as it exposes them to a plethora of academic and vocational skills within a supportive environment. A small additional fee is incorporated into school fees for students of Biology, each year as a levy to finance the cost of this excursion.

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.

CHEMISTRY

Authority Subject

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 Gabriel's 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

Authority Subject

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
- Contemporary Aboriginal and Torres Strait Islander Theatre Forms
- One-Person Show
- Cinematic Theatre
- Documentary Drama
- Australian Gothic
- Process Drama

To meet the requirements of the syllabus, one responding essay must be based on a professional 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

Authority Subject

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

Authority Subject

English is a compulsory subject for all students. This means that each student must choose between **English** and **English Communication** (see page 33 for a description of 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.

HOME ECONOMICS

Authority Subject

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 four areas of study in Senior Home Economics:

- Nutrition
- Food Studies
- Living Environments
- 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, but obviously will have more advanced skills than those who have not. 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.

MATHEMATICS

Authority Subject

All Year 11 and 12 students at All Souls St Gabriels School are required to study a Mathematics subject. Thus, one of the six subjects studied must be either Mathematics A, Mathematics B or Pre-Vocational Mathematics. Some Mathematics B students may study Mathematics C as a further elective subject in their complement of six subjects in total.

Pre-Vocational Mathematics is an Authority-Registered subject, and as such a description can be found in the **Authority-Registered** section of this handbook.

Assessment in these subjects 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. The students are assessed across three criteria: Communication and Justification, Knowledge and Procedures and Modelling and Problem Solving.

At the beginning of every semester each student will receive a semester outline for their respective subject (this will include when each assessment task will take place).

MATHEMATICS A

Authority Subject

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 mathematical 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 Mathematics A in Year 10.

MATHEMATICS B

Authority Subject

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 the Mathematics B or C course 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.

MATHEMATICS C

Authority Subject

This subject extends the students further into the intricacies and power of higher level mathematics. They 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 higher in Year 10 Mathematics C.

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

MODERN HISTORY

Authority Subject

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.

PHYSICAL EDUCATION

Authority Subject

Overview:

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.

Objectives:

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

Unit Two:

Physical Activity: Tennis

Theoretical Concepts: Biomechanics

Semester 2:

Unit Three:

Physical Activity: Volleyball

Theoretical Concepts: Figueroa's Framework – Sponsorship in sport

Unit Four:

Physical Activity: Athletics

Theoretical Concepts: Training Programs

Semester 3:

Unit Five:

Physical Activity: Athletics

Theoretical Concepts: Factors affecting training

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

Unit Eight:

Physical Activity: Volleyball

Theoretical Concepts: Figueroa's Framework – Self-reflection on sport choices and participation.

Assessment Structure

Approximately 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 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

Authority Subject

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
Forces and Motion
Energy and Momentum
Thermal Physics
Electrostatics and Electricity
Quantum Physics

Magnetism and Electromagnetism
Wave Motion
Wave Nature of Light
Optics
Electronics
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

TECHNICAL STUDIES

Authority subject

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

Technology Studies engages students in responding to real-world problems. These problems are based on identified human needs or become opportunities for improvement or advancement. These real-world problems are referred to as design problems. In design problems, students consider the impact of sustainable design when developing innovative ideas and producing products. Sustainable design considers ethical perspectives through the principles of social, economic and environmental sustainability.

In Technology Studies, students develop an understanding of real-world product design and production processes. Technology Studies provides opportunities for students to develop skills in strategic and creative thinking, practical problem solving, information analysis, and project management, and challenges them to understand and appreciate technological innovation and its impact on society. Using a design process, students investigate design problems from a variety of contexts considering the needs of individuals and communities or responding to identified opportunities.

Students explore and analyse design factors to develop ideas and produce products through the practical application of manufacturing technologies and materials. Products are produced by students to confirm their design decisions. Students build the skills of project management, enabling them to manage resources and risks effectively to develop solutions to design problems. Students critique and evaluate ideas and products against design criteria developed in response to the design problem and they justify decisions and make recommendations.

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.

VISUAL ART

Authority Subject

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 Arts 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 |
| ✓ Interior Designer | ✓ Photographer | ✓ Curatorship | graphics design |
| ✓ Graphic Designer | ✓ Film & television | ✓ Arts administration | ✓ Advertising |
| ✓ Animation | ✓ Theatre design | ✓ Community arts | ✓ Performing arts |
| ✓ Industrial Design | ✓ Fashion design | ✓ Web design | ✓ Commercial design |

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:

<ul style="list-style-type: none"> ✓ Drawing ✓ Painting ✓ Print making ✓ Photography 	<ul style="list-style-type: none"> ✓ Ceramics ✓ Fibre art ✓ Installation ✓ Performance art ✓ Sculpture ✓ Wearable art 	<ul style="list-style-type: none"> ✓ Built, public and environment design ✓ Costume and stage design ✓ Curatorial design ✓ Graphic design and illustration ✓ Product design ✓ Cross-arts events 	<ul style="list-style-type: none"> ✓ Electronic imaging ✓ Film, animation and television ✓ Sound art
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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: <i>Observing Reality</i>	Experimental folio
			Analysis / Essay
11		Unit 2: <i>Distorting Reality</i>	Experimental folio
		Oral / Essay	
11		Unit 3: <i>Transformation</i>	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.

SECTION 4: AUTHORITY-REGISTERED OR CERTIFICATE SUBJECTS

In general terms, Authority-Registered subjects are alternatives for senior students who would either have considerable difficulty with “mainstream” senior coursework, or who have little or no desire for tertiary entrance. Authority-Registered subjects are unable to be used in the calculations of OP scores and, as such, students wishing to be eligible for an OP score are limited to one Authority-Registered or VET-based subject (remembering that five Authority subjects are needed for OP eligibility)

It should be strongly noted that Authority-Registered subjects should NOT be seen as “easy options”. Rather, the courses are designed in such a way as to be more immediate to the real world in the delivery of their content. Expectations on students remain high and students will be graded on a Very High Achievement to Very Low Achievement scale, with the overall result appearing under the category of Authority-Registered Subjects on the Queensland Certificate of Education.

In 2017, subject to demand and teacher availability, the following Authority-Registered Subjects may be offered.

Contents

- Agricultural Practices
- Building and Construction Skills
- English Communication
- Fitness (Cert III in Fitness)
- Information Communication and Technology
- Music in Practice
- Prevocational Mathematics
- Visual Art in Practice

AGRICULTURAL PRACTICES

Authority Registered Subject

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.

This course availability is subject to demand and to availability of physical and human resources.

This course in 2017 will be run internally as an Authority Registered subject. At this stage we anticipate that should the Certificate II course be chosen, the course fees for this will be \$250 per year.

BUILDING AND CONSTRUCTION SKILLS

Authority Registered Subject

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 new 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. At this stage we anticipate that should the Certificate II course be chosen, the course fees for this will be \$250 per year.

ENGLISH COMMUNICATION

Authority-Registered Subject

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; 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, an interview with the student, and parent authorisation.

FITNESS (CERT III in FITNESS)

Certificate Course

Overview:

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. Certificate III in Fitness is a nationally recognised qualification and involves students learning about instructional fitness and programming 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.

Objectives:

Students in this course will deliver fitness programs within their own school community and will engage in:

- Personal training adults (teachers and staff)
- Strength and conditioning for athletes and teams
- Group fitness sessions (adults and students)
- Primary school fitness

Binnacle and the teacher will provide a professional and dynamic support base to establish the Fitness in Schools subject within the curriculum. By the end of the course students will have new skills in:

- Client screening and health assessment
- Instructing and monitoring fitness programs
- Working with specific population clients
- Exercise science and nutrition

Binnacle provides all the resources and support to allow students to gain the practical and professional experience whilst completing year 11 and 12.

Students achieving this certificate will exit this course with 8QCE points.

QCE Credits: Successful completion of Certificate III in Fitness contributes eight (8) credits towards a student's QCE. Successful completion of 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.
For example:
 - Exercise Physiologist
 - Teacher- Physical Education
 - Sports Scientist
 - Direct pathway into Certificate IV in Fitness (Personal Trainer) with [Australian Institute of Personal Trainers \(AIPT\)](#).

Semester Outline:

This course will be delivered to the students through a combination of online learning and practical assessments. Theory, knowledge and initial skills are developed via the online Binnacle campus. Binnacle is where the students will access their course material and online assessments. Students will also need to log 50 hours of practical fitness hours in their given log book. Students must complete all assessments, activities and hours to gain competence in the course in order to achieve their certificate.

Year 11

Semester 1:

Unit One:

Theoretical Concepts:

- The Sport, Fitness and Recreation
- Workplace Health & Safety
- Providing quality service
- Body Systems
- Community coaching and officiating principles
- Customer service

Practical Concepts:

- Deliver a 10 week fitness program
- Workplace health and safety audit

Unit Two:

Theoretical Concepts:

- The warm-up and cool down
- Plan & deliver programs
- Maintain sport & fitness equipment
- Community fitness programs
- Anatomy and Physiology: Musculoskeletal system
- Basic Fitness Testing

Practical Concepts:

- Plan and Deliver a group session
- Equipment maintenance
- Community Fitness Program
- Warm-up and cool down session
- Basic Fitness Testing

Semester 2:

Unit Three:

Theoretical Concepts:

- Anatomy and Physiology: Muscular, Skeletal and Cardiorespiratory system
- Client screening and Health assessment
- Skinfolds and Girth measurements
- Body Composition Testing

Practical Concepts:

- Initial client consultation- client screening and health assessment
- 10 week cardio program

Unit Four:

Theoretical Concepts:

- Programming and Instruction
- Group fitness
- Anatomy and Physiology: The Nervous System
- Anatomy and Physiology: Lever Systems and Muscle Movements
- Anatomy and Physiology: Movement and Biomechanics
- Anatomy and Physiology: Muscle Groups and Specific Exercises
- Movement Terminology

Practical Concepts:

- Fitness Testing and Programming- Part 2
- 8 Week Circuit Program
- Mini Group Circuit Class

Year 12

Semester 3:

Unit Five:

Theoretical Concepts:

- Introduction to specific populations
- Initial Consultation for Adolescent Client
- Gym Program and Instruction for Adolescent Client
- Movement and Mobility
- Conditions – Children and Older Adults
- Conditions – Arthritis and Osteoporosis
- Conditions – Diabetes and Obesity
- Conditions – Pregnancy
- The great debate

Practical Concepts:

- Screen and Program for Adolescent Client
- 5 week gym program
- 5 Week mobility program

Unit Six:

Theoretical Concepts:

- Nutrition and Performance
- Providing Healthy Information

Practical Concepts:

- Advanced group training
- 10 week S&C program

Semester 4:

Unit Seven:

Theoretical Concepts:

- Training older clients
- First Aid qualification and CPR certificate

Practical Concepts:

- 10 week client program

Assessment Structure

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

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

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

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

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

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 Physical Education (if studied)
- an interest and willingness to participate in a variety of physical activities and improve personal fitness and performance
- an interest in all aspects of sport, physical activities and fitness in Australia
- Identification to be able to obtain a BlueCard (eg. Birth Certificate and School ID)

Students must also 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.

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 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). Generally this will be a minimal commitment.

INFORMATION AND COMMUNICATIONS TECHNOLOGY

Authority-Registered Subject

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.

MUSIC IN PRACTICE

Authority-Registered Subject

Musicians fulfil many roles in a community — as makers/creators, performers, presenters, journalists, technicians, administrators and managers. Music in Practice gives students opportunities to explore these and other roles through active engagement with music and music productions, and, where possible, by interacting with practising artists. Students are exposed to authentic music practices in which they learn to view the world from different perspectives, experiment with different ways of sharing ideas and feelings, gain confidence and self-esteem, and contribute to the social and cultural lives of their school and local community.

Through the music activities of composing, performing and responding, they apply techniques, processes and skills, individually and in groups, to express music ideas that serve particular functions and purposes. This fosters creativity, helps students develop problem-solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences. Students learn about workplace health and safety (WHS) issues relevant to the music industry and effective work practices that lead to the acquisition of industry skills needed by a practising musician. Preparation for the workplace is further enhanced by fostering a positive work ethic, teamwork and project management skills.

A course of study in Music in Practice can establish a basis for further education and employment. With additional training and experience, potential employment opportunities may include musician, band or recording group member, music journalist, media composer, DJ, sound or studio engineer, songwriter or arranger, music sales and merchandising staff, record producer, concert promoter, entertainment manager, tour manager or music director.

Students are summatively assessed on their skills in; *knowing and understanding, applying and analysing* and *creating and evaluating*. These skills will be applied to a range of contexts outlined below.

Unit Overview

Year	Semester	Elective	Assessment
11/12	1	Practical Music Skills	Performance
11/12	1	Practical Music Skills	Composition
11/12	2	Live Production and performance and song writing	Project [development and production of a music album and/or music video] Multimodal presentation + Composition
11/12	2	Live Production and performance and song writing	Performance
12/11	3	The Music Industry	Performance
12/11	3	The Music Industry	Composition
12/11	4	Music Technology and Production and Community Music	Project [planning and production of a concert] Multimodal presentation + Composition
12/11	4	Music Technology and Production and Community Music	Performance

PREVOCATIONAL MATHEMATICS

Authority-Registered Subject

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.

VISUAL ART IN PRACTICE

Authority Registered Subject

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. Students may create images, objects, environments or events to communicate aesthetic meaning. The aesthetic meaning will be conveyed in response to a particular purpose and for a particular audience.

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.

Students are summatively assessed on their skills in; *knowing and understanding, applying and analysing* and *creating and evaluating*. These skills will be applied to a range of contexts outlined below.

Unit Overview

Year	Semester	Process	Focus
11/12	1	Design	Architectural Folio
		3D	Community Arts Project: Harmony Day
11/12	2	Craft	Craft and Design: Market Day
		Digital and 4D	Living Palimpsest
12/11	1	Design	Graphic Novel Proposal
		3D	Guerilla Art
12/11	2	Craft	Dyeing Arts
		Digital and 4D	Living Portraits

SECTION 5: SCHOOL-BASED APPRENTICESHIPS OR TRAINEESHIPS

All school-based apprenticeships or traineeships are based on National Training Packages for the relevant industry sector. They offer motivated students a means of achieving a Queensland Certificate of Education while also partaking in recognised training in the first stages of a career path.

Of the many factors involved in setting up a successful school-based traineeship, three stand out as absolutely essential.

- First, the student involved needs to be motivated to complete Year 12 to a satisfactory standard.
- Second, the student needs to have clearly identified a career path so that the proposed traineeship complements future training and education.
- Third, an employer must be found by the student who is willing to provide paid employment and on-the-job training to the student, in a way that is sufficiently flexible to meet the needs of all parties involved – employer, student, school and Registered Training Organisation.

Actual duration and timing of the schoolwork, work on the job training and off the job training varies greatly depending on the situations in each case and is carefully negotiated before signing a contract.

Provided a mutually satisfactory employment situation can be found, school based traineeships can cover the majority of trades and occupations available today.

The school reserves the right to negotiate for SBT (School Based Traineeship) and SBA (School Based Apprenticeship) on a case by case basis. Many factors need to be taken into consideration when co-ordinating internal academic programs and work/onsite work placement commitments.

An example of a School Based Apprenticeship

CERTIFICATE II IN AGRICULTURE

(Beef Cattle Production)

Applicants must meet a strict selection criteria which includes a Year 10 pass in Mathematics and English, a basic level of practical skills such as horsemanship, a basic understanding of the rural industry and be of good character.

Students enrol in a Certificate II in Agriculture (Beef Cattle Production) and the apprenticeship is delivered over a two-year period while attending All Souls St Gabriels School. Students are registered as an apprentice under a contract of training with the Department of Training and Industrial Relations (DTIR).

Students who wish to enrol in this course are still required to select six subjects for Years 11 and 12.

VET

Students may have the opportunity to study certificate courses through different RTO's (Registered Training Organisations). Students firstly need to make an appointment to see our VET Co-ordinator, Mrs Glenda Lyon to ascertain which courses would be most suitable to the student's individual needs. Whilst all requests will be considered, parents and students are strongly reminded that such courses require a high level of commitment and a mature outlook to studies and not all requests will be granted. As these courses are provided by an outside provider, fees will be incurred.

DTTC

ASSG has been involved with the Dalrymple Trade Training Centre (DTTC) since its inception in 2007. Now up and running since 2014, we have had exciting advancement in RTO (Registered Training Organisations) numbers and certificate offerings. At this stage in our RTO discussions we have available the following courses:

DTTC* - VET in School offerings for 2017 are below:

Certificate II in Hospitality*

Certificate II in Engineering Pathways*

Certificate II in Business*

Certificate II in Health Support Services*

Certificate II in Automotive*

Certificate II in Electrical Technology*

Certificate II in Logistics*

Certificate II in Meat Processing*

Certificate II in Horticulture*

Certificate II in Conservation and Land Management*

Certificate II in Resources and Infrastructure Work Preparation*

Please note that these Certificate courses will be charged \$250.00 per year per certificate course.

For all courses that are run face to face at the DTTC, students are bussed to the Centre from morning tea and are there in a training environment until approximately 3.30 pm. Lunches are organised through Halse Hall. Students are given a time in their timetable throughout the week to enable sufficient academic time to their studies if subjects are missed due to DTTC contact time.

SECTION 6: SCHOOL BASED SUBJECTS

CAREER and DEVELOPMENT

This is a compulsory subject to which two periods per week is dedicated. Students cover a range of personal growth units, some of which are assessable and are part of the Career Development Short Course.

Students started the Career Development Short Course in Year 10 to help them make a successful transition from Year 10 to Year 11 by completing Unit 1: *Beginning the senior phase of learning*. Through Year 11 and 12 students continue the Career Development Short Course, completing Unit 2: *Designing your future* and 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.

If students successfully complete the assessments for these units they receive 1 credit point towards their QCE.

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.

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.

SECTION 7: QUEENSLAND CORE SKILLS TEST TRAINING

This training 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 common Core Skills Test at the start of September. A large number of students at All Souls St. Gabriels School are eligible for an OP.

The Queensland Core Skills Test consists of four examinations 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 of the Queensland curriculum.

Although it is not possible to study for the Queensland Core Skills Test it is possible to become familiar with the style and type of questioning. The aim of this course is to assist Year 12 students in their preparation for the final test. Practice sessions are held with past papers and sample tests. Apart from practising for the examination, lessons are also used to verify Queensland Studies Authority matters relating to Queensland Certificate of Education and Tertiary Entrance Statements.

SECTION 8: OTHER STUDIES

There are a myriad of Certificate Courses and Extension Courses that can inspire students to gain valuable skills for their future pathways. ASSG is committed to assisting students achieve their best through ideas (outside of the box). Should parents/guardians/students find a course which their child is (a) suitably qualified, and (b) is committed to completing, we will work on a case by case basis in catering for individual needs. There are new and exciting extension programs that ASSG has recently added to its suite of academics. The latest program in which student have had success is the CQU (Central Queensland University) SUN (Start Uni Now) Program. [SUN Program](#) course offerings are released to schools during October. Should you have any further enquiries about these extension subjects, please contact our VET co-ordinator, Mrs Glenda Lyon