Dear Students

As Senior students, you are on an exciting and challenging component of your life long educational journey. Discussions made now impact on future success and informed decision making means arriving at the goal is efficient and much easier.

Our Vision for Learning is 'Fostering Talent, Providing Challenge, Pursuing Wisdom'. At St Patrick's College, we value education and provide for diverse pathways that lead to tertiary, apprenticeships and traineeships, or work options. Educational research proves that education impacts on post-school economic, social and spiritual health. Qualifications are important – starting with the QCE (usually achieved at the end of Year 12) and progressing to post school education and training such as tertiary studies, apprenticeships or traineeships or ongoing training in the workforce. However, we value education beyond the material benefits that education leads to. Our educational vision is to enhance the spiritual, academic, social, physical and cultural. Our vision for education is that it prepares one for life. When talents are utilised, challenges are sought and overcome and wisdom is gained. An education shared benefits the individual and the community.

In choosing St Patrick's College, students make a commitment to the catholic ethos of our College - a commitment to learn about and practise Gospel values in this community. We have high expectations that our Senior students will contribute to the community by modelling right relationships with others. The contract you sign clearly states your responsibilities as a Senior student. The next two years will be full of challenges and excitement as you prepare for tertiary success or work. The effort required will be substantial. Your determination in achieving your goals will be the measure of your achievement.

Please read this information booklet carefully and discuss your choices with your parents and advisers. This will allow you to plan carefully and utilise your gifts to their full advantage.

I am confident that, with support and effort, all students at St Patrick’s College will “Let their light shine” and that the next two years will be an ideal opportunity for you to develop your gifts and talents as you mature into a young adult.

Mrs Karen Harrison
Principal
St Patrick’s College Mission Statement

St Patrick’s College aspires to be based on Gospel values of love, forgiveness, care, respect, sensitivity and justice.

We strive to:

- witness to belief in God and the Christian way of life in our dealings with each other and the wider community,
- foster and applaud the talents and potential of each member of our school community,
- promote intellectual, spiritual, emotional, social and physical development to the full,
- foster a deepening personal commitment to God.

The College badge and motto were designed to encompass the aims and ideals of Catholic Education in St Patrick’s Parish, Gympie:

[Image of College badge]

Let Your Light Shine

Fostering talent. Providing challenge. Pursuing wisdom

We aim to develop the talents, skills and attributes of our students. However, it is important that they are challenged to further develop these themselves. All senior courses do challenge the students academically and it is important that the students are willing to accept and respond to this challenge. The overall good of education is for the students to become wise. This is a life-long process and the College aims to assist them in this journey.

Disclaimer: Information related to tertiary entrance requirements was correct at the time of printing (June, 2014).
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OUTCOMES OF SENIOR SCHOOLING

This booklet is designed to assist you, with the support of your parents, in choosing senior subjects. It is important that the choice is made carefully, as decisions may affect your success and attitudes towards school and your career choice beyond school.

For most people, there is not one right job, but several jobs they could do and enjoy. Different jobs will suit you at different times. Your career is your whole working life, which can be made up of different jobs and changes in direction. No matter what job you start out in, you will probably find yourself making a number of career changes during your working life. Both people and jobs change over time. The nature of work is changing rapidly and will continue to do so. The job you first start out in may be completely different a few years later. It is very likely that you will find yourself reviewing your career goals many times throughout your lifetime. It is important that you make informed choices. It is wise to base your career decisions on a good understanding of yourself, as well as a thorough knowledge of the jobs and courses open to you. It takes time to think about yourself, to decide what sort of lifestyle you want, to talk to people and to explore occupations.

When you are investigating career possibilities, realise that some of your thoughts and decisions could be influenced by:

- family advice, pressure or expectations
- peer group pressure
- “role models”, i.e., seeing people you admire or respect doing a particular job
- society or community expectations
- the media

It is important that you realise that the decision is up to you. Remember, it is your individual interests, talents, experience, training, education, skills, values and knowledge that need to be considered when it comes to making a choice. Don’t give up if someone thinks your dream is foolish, hard to achieve, or out of your reach. It is wise to seek advice and help from people who are able to offer it, but remember that the final decision is yours. It is important that you take charge of your future. Only you can make career choices that work for you. You are the person best suited to choose work that suits your own unique skills, knowledge, personality and interests.

Your first choice for Year 11 study will be between the OP pathway and the Vocational pathway. If you have been doing well in your subjects, are aiming at attending university, and enjoy studying academic subjects, you should choose the OP pathway. However, if you have found your subjects difficult, or wish to gain employment or attend TAFE after school, or prefer more practical “hands-on” subjects, then the Vocational pathway would be more suitable.

Queensland Certificate of Education

The Queensland Certificate of Education (QCE) is a school-based qualification awarded to young people who have achieved set standards in a significant amount of learning and met literacy and numeracy requirements.
# QLD Certificate of Education (QCE) requirements

To be eligible for the QCE, you must complete 20 points.

The required amount of learning:
- must attain between 12 and 20 credits from core courses of study
- 12 credits in core must come from COMPLETED subjects which are at the set standard or above
- may also include up to 8 credits from a combination of core, preparatory, enrichment or advanced courses.
- at least one credit must come from core study whilst you are at school

<table>
<thead>
<tr>
<th>Core – Minimum 12 Credits</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authority or Authority-registered subject*</td>
<td>4</td>
</tr>
<tr>
<td>A Senior external examination</td>
<td>4</td>
</tr>
<tr>
<td>VET Certificate II</td>
<td>4</td>
</tr>
<tr>
<td>VET Certificate III – IV*</td>
<td>8</td>
</tr>
<tr>
<td>School-based apprenticeship or traineeship</td>
<td>4</td>
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</tbody>
</table>

<table>
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<tr>
<th>Preparatory – Max 4 Credits</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate I vocational qualification – a maximum of 2 can count</td>
<td>2</td>
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</table>

<table>
<thead>
<tr>
<th>Enrichment – Max 8 Credits</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>A level of a recognised certificate or award in areas such as music, dance, drama, sport and community development.</td>
<td>1</td>
</tr>
<tr>
<td>A negotiated community or self-directed project</td>
<td>1</td>
</tr>
<tr>
<td>160 Hours (20 days) of structured workplace learning that an employer endorses</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Advanced – Max 8 Credits</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>a one-semester university subject undertaken while at school</td>
<td>2</td>
</tr>
<tr>
<td>A two-semester university subject undertaken while at school</td>
<td>4</td>
</tr>
</tbody>
</table>

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...achieve the required standard ...

<table>
<thead>
<tr>
<th>Course of study</th>
<th>Set standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authority subjects and Authority-registered subjects</td>
<td>At least a Sound Level of Achievement †</td>
</tr>
<tr>
<td>Vocational education and training</td>
<td>Competence</td>
</tr>
<tr>
<td>University courses/subjects/units undertaken while still at school</td>
<td>At least a pass as defined by the course</td>
</tr>
<tr>
<td>Recognised awards and certificates</td>
<td>Awarded</td>
</tr>
<tr>
<td>Workplace, community and self-directed projects</td>
<td>At least a pass as defined by the project</td>
</tr>
</tbody>
</table>

...and include literacy and numeracy.

<table>
<thead>
<tr>
<th>Literacy</th>
<th>Set standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least a Sound Level of Achievement in a semester of an Authority or Authority-registered English subject; or</td>
<td>At least a Sound Level of Achievement in a semester of an Authority or Authority-registered English subject; or</td>
</tr>
<tr>
<td>At least a C on the Queensland Core Skills Test</td>
<td>At least a C on the Queensland Core Skills Test</td>
</tr>
</tbody>
</table>

* Some Certificates III and IV are exempted and will attract fewer than 8 credits.

† Students studying a program consisting of only Authority and/or Authority-registered subjects must achieve at least a Sound in 18 of the required 20 credits. Up to 2 credits from part-complete subjects may be at Limited Achievement.
TERTIARY ENTRANCE

This section applies to students contemplating university studies after school. Several factors determine whether or not students are accepted into particular courses at University. Each tertiary course has a quota or limit on the number of students who can be accepted each year. The higher the result, the better the chances of being admitted into the tertiary course of choice. Below are the requirements for entry into a course at university:

1. **Pre-requisite subjects** must have been studied. Each course will stipulate certain Authority subjects and minimum Achievement Levels which students need. English, mathematics and science subjects are the main subjects listed as pre-requisites for many tertiary courses. However, many courses and careers do not have mathematics and science subjects as pre-requisites.

2. Students must have a sufficiently high **Overall Position (OP)**. This is reported on a 1 to 25 scale.

3. Students may need a Field Position (FP) if their OP is marginal for a particular course. FPs are reported on a 1 to 10 scale in five fields:
   - Field A: Extended written expression involving complex analysis and synthesis of ideas
   - Field B: Short written communication involving reading, comprehension and expression in English or a foreign language
   - Field C: Basic numeracy/calculation, graphical and tabular interpretation
   - Field D: Solving complex problems using mathematical symbols and abstractions
   - Field E: Substantial practical performance involving physical or creative arts or expressive skills

4. Students must sit for the **Queensland Core Skills Test (QCS Test)** in Year 12. This is a curriculum-driven, non-subject specific test involving about seven hours testing over two days. The results are used to scale subjects and schools and use an A to E scale.

5. Finally, **other information** may be considered. This could include interviews, folios, auditions, school references and reports, and QCS Test results.

Students apply to the Queensland Tertiary Admissions Centre (QTAC) for places in tertiary courses in Queensland and northern NSW. Information booklets are distributed through schools, and assistance is available from the College Counsellor at the appropriate time. Students lodge their QTAC preferences electronically. This allows students to change or update their preferences easily. At the time of lodgment (September of their Year 12 year), students will not know their OP, FPs, or Levels of Achievement in their subjects. However, they are able to change their preferences for a short period after this information becomes available in December of their final year.

QTAC SELECTION

For students who do not have an OP from senior schooling, selection for tertiary courses is based on a QTAC Selection Rank which is determined from achievement in all previous study (Authority, Authority-registered and vocational subjects) and their QCS test result.

MAKING TERTIARY CHOICES

All tertiary institutions produce handbooks, prospectuses and brochures which provide course details. They can be obtained from the institution or the Career Section in the College library. Information is available through computer networks including Education Network Australia (EdNA) at http://www.edna.edu.au/EdNA/

Most tertiary institutions hold annual information days to provide course information and advice. When choosing a tertiary course, you should consider the entrance requirements, the subjects involved, how they are taught and assessed, the opportunities to combine subjects from a number of different disciplines. Other important things that may affect your decision include the length of a course, costs involved, and the availability of part time study. It is also necessary to choose an institution carefully. Factors you should consider include the size of its student population, its location (in terms of time and money spent in travel), support services, and the availability of accommodation on or near the campus.
VOCATIONAL QUALIFICATIONS

Vocational education and training (VET) helps Year 11 and Year 12 students in their transition from school to work. It contributes to young people’s chances of obtaining employment upon leaving school.

It is important to realise that Vocational Education subjects still require students to study and to work hard. In some subjects, the course demands may exceed the normal work requirements of senior students undertaking traditional academic subjects.

Vocational qualifications are nationally recognised and allow for articulation or advanced standing to any institute in Australia offering national modules as part of their course.

VET in schools potentially opens up a range of post-school further education, training and employment possibilities. Many students are able to link their study with a school-based apprenticeship or traineeship.

Students in Vocational Education subjects may seek recognition of their prior learning. They would obtain an application form for Recognition of Prior Learning (RPL) from the subject teacher, and submit this with appropriate evidence.

Details about subjects and specific modules can be found on the College website www.spcgympie.qld.edu.au

CHOOSING SENIOR SUBJECTS

The initial information about senior schooling is provided during Life Skills classes, an excursion to the Careers Expo, meetings with subject teachers, and then the Year 10 Student and Parent night.

Students and parents later meet with members of the College staff to discuss pathways and subject choices. Before this meeting, it is important to consider goals and levels of commitment to learning. It is expected that students will have completed most of their SET plan online before this meeting.

Subject choice should be based on subjects enjoyed, in which the student has demonstrated some ability or aptitude, which will help reach chosen course and career goals, which will help develop skills, knowledge and attitudes useful throughout life, and which will keep options open if not sure about further directions.

When planning to study a university course, the prerequisite and recommended subjects need to be considered.

1. Relate subjects to current career information

It is helpful to have a few career choices in mind before choosing subjects. The discussion during the interview will help. If uncertain about this at present, try to choose a Year 11 course that will keep several career options open.

The College Counsellor may help by giving some suggestions on how to investigate jobs and how to approach career decision-making. The following resources give information on subjects and courses needed for careers:

- Queensland Tertiary Courses for careers requiring study at universities or other institutions of higher education.
- Queensland Job Guide, information sheets and other careers information for information on subjects needed for particular subjects.
- Tertiary Prerequisites in 2017
- Career information computer programs
2. Find out about the subjects offered

St Patrick's College offers Authority, Authority-registered subjects, stand-alone Vocational subjects and school subjects.

Authority subjects contribute to an Overall Position (OP). Authority subjects are regarded as academically rigorous.

Authority-registered subjects place more emphasis on practical skills and knowledge and can develop specific skills relevant to employment. Results in these subjects contribute towards a QTAC Selection Rank but not an OP. A QTAC rank can be considered for university.

Stand-alone certificate courses may result in the gaining of vocational certificates. Students are not awarded levels of achievement but gain credit for competence in the modules of the subject.

School subjects do not contribute to the requirements of the QCE. They allow students to experience the content of the subject but have reduced assessment requirements. Progress is reported on College reports.

Check out each subject fully. To do this, read subject descriptions and course outlines in this booklet, and discuss the subjects with the relevant teachers.

3. Make a decision about a combination of subjects that suits your requirements and abilities

There are some traps to avoid when making your selection of subjects:

- Do not select certain subjects simply because someone has told you that they "help get you good results and give you a better chance of getting into university".
- Try not to be influenced by suggestions that you will not like a particular subject because other people disliked it when they studied it.
- Do not choose a subject just because your friends are choosing it.
- Choose subjects in which you have both an interest and demonstrated ability.
- If you want an OP, choose at least five Authority subjects. You may choose one subject from the non-OP pathway.
- Include any subjects which are pre-requisite subjects for the tertiary course in which you are interested. (Check the booklet Tertiary Prerequisites 2016.)

ASSESSMENT

Queensland senior secondary schools operate a system of continuous, school-based assessment, moderated across the State by review panels. There are no external examinations for students in full-time schooling. Schools plan and manage their own assessment, based on work programs accredited by the Authority and moderation procedures managed by the Authority.

To certify achievement in a subject requires assessment of students' knowledge and skills as defined and required by the syllabus.

Criteria Based assessment

Criteria based assessment looks at how a student achieves in several different criteria. Common criteria include knowledge of the material in the course and problem solving. Each subject has different sets of specific criteria. Assessment is used to measure what standard the student is at in each of the criteria at different times throughout the course. This is a system of continuous assessment where these measurements occur throughout the whole course, although extra emphasis is given to the later parts where a fuller picture of the student's work can be gained.

The achievement of each student in each criterion in each subject is recorded on a student profile. If a student fails to submit a piece of assessment, they may not have sufficient assessment recorded to allow a standard to be awarded for that semester. This may mean that credit for that semester cannot be granted.

Standards in the relevant criteria are combined to give an overall Level of Achievement in each subject. The different standards required are combined in ways that are specific to the subject.
Formative assessment

If a result is to be replaced by another at a later date, the assessment is formative. Formative assessment gives students a good guide to their progress and provides a learning experience to help students improve their results on later summative assessment. Many subjects assess processing of information formatively in Year 11 and these results are used for reporting to parents and to complete the student profile.

Where students exit the subject or fall ill and cannot legitimately complete some summative assessment in later semesters, formative assessment will contribute to the exit level of the student.

Summative assessment

Summative assessment is used to directly determine the student’s Level of Achievement in that subject at the end of Year 12. Some Year 11 criteria are summative in some subjects because those concepts are not retested in Year 12. Knowledge of course material is often an example of this.

Competency based assessment

Assessment of certificate courses is competency based. This means that students must demonstrate competency on all performance criteria in each learning outcome in the module to be deemed competent. Students who are not competent on their first attempt at assessment are provided with an opportunity to be reassessed following further learning activities. Once students demonstrate that they can do all the tasks required in a module, they are given credit for the module.

Moderation

Moderation ensures that results recorded on senior certificates match the requirements of syllabuses. The aim is comparability, so that students who take the same subject in different schools and who attain the same standard will be awarded the same level of achievement.

A review panel checks a school’s work program against the corresponding syllabus to ensure that the requirements of the syllabus have been met. A review panel is a group of experienced practising teachers who give advice to schools about the appropriateness of work programs and standards of student work. Folios of students’ work are reviewed to confirm that the standards are appropriate.

SUBJECT CHANGES

It is possible for students to change from one subject to another if the class is not full. This may occur if the students find the subject too difficult or feel that they are not benefiting from studying it. Changing subjects involves discussing the change with the Deputy Principal, consulting the teachers of the subjects involved, ensuring that OP and QCE eligibility criteria are not violated, and receiving the permission of parents.

Subject changes normally occur within one week of receiving semester reports. Because of requirements concerning the number of hours a subject is studied, changes cannot be made at other stages of the semester if the student is to be credited with a semester’s study.

Because of the collaborative decision making processes involved in subject choices at the end of Year 10, it is expected that all Year 11 students will make no subject changes until the end of Semester 1.

Students choosing a subject offered through the School of Distance Education are expected to study that subject for at least a year. There is considerable work involved in having students access this option and the choice should not be made lightly.

INFORMATION PROVIDED TO PARENTS

During the two years of senior schooling, there are a number of opportunities for parents to discuss their child’s progress and to receive information.

School reports are issued after Terms 1, 2 and 4. Parent-teacher meetings are held after the issuing of the Term 1 interim report and the Semester 1 report. However, appointments to discuss concerns can be made with the relevant teachers at any time during the year. Information Evenings are held in both Years 11 and 12.
The SET Plan is the document that is developed by every Year 10 student with the help of school staff and parents. It is a plan that helps students work toward their goals in their senior years at school and then onto tertiary study and the world of work. The school keeps an electronic or hard copy.

The SET Plan is designed to:
- promote learning that is aligned with the students’ aspirations and abilities that leads to the awarding of a Certificate of Education, Overall Position, Vocational Qualification or a viable work option
- serve as a reference point or map for the students as they pass through their senior years
- support participation in further education and training
- promote ongoing discussions between students, parents and school staff
- prepare students to take the responsibility of looking after their own learning
- provide the school with a starting point to monitor students’ progress through their senior phase of learning

The SET Plan will involve four stages:
- thinking about your future
- exploring the options
- documenting the plan
- implementing the plan

By the time students are ready to commit to their SET plan, they need a detailed understanding of:
- their personal goals and aspirations
- education and training requirements to achieve their goals
- areas of strength and areas requiring further attention
- contingencies that allow for changed circumstances
- the full range of career options and pre-requisites

Students receive their student code and a password so that they can log into the SET plan online at https://sso.countrynet.net.au/Logon.aspx?ReturnUrl=%2fdefault.aspx%3fschool%3dg9ch&school=g9ch
This is discussed at the interview. After subject lines have been finalised, the student’s subject choices are uploaded into their SET plan.
SUBJECT CHOICES

Students taking the OP pathway are advised to choose six Authority subjects, although they may choose one subject from the non-OP pathway. If they do not choose Study of Religion, they must take Religion & Ethics. Should a student wish to choose six Authority subjects that do not include Study of Religion, they may then study Certificate III in Christian Ministry as a seventh subject.

Students taking the non-OP pathway must study Religious Education, an English subject, and a Maths subject. They then may choose 3 other subjects, including subjects from the OP pathway.

Because of timetable restrictions, it is not possible to offer every subject combination. A number of subjects are taught as composite classes with Year 11 and Year 12 students. This enables a greater subject choice on each elective line, but also means that some subjects are 'locked' together on a line.

The subject lines shown may alter depending on students' preferences.

If only a small number of students wish to study a subject, it is unlikely to be offered. In that case, students might be able to access that subject through the School of Distance Education. Conversely, if too many students wish to study another subject, admission may be determined on the basis of merit or order of receipt of application. For example, students taking the non-OP Pathway are given preferential access to certificate and school-based subjects. Students indicate subject preference at the time of their interview.
SUBJECTS

AUTHORITY SUBJECTS

Authority subjects contribute to an Overall Position (OP). Authority subjects are regarded as academically demanding, certainly more so than subjects at Year 10 level.

The following authority subjects are offered at St Patrick’s College:

- Agricultural Science
- Biology
- Business Communication & Technologies
- Chemistry
- Drama
- Economics
- English
- Film, TV & New Media
- Geography
- Graphics
- Legal Studies
- Mathematics A
- Mathematics B
- Mathematics C
- Modern History
- Music
- Physical Education
- Physics
- Science 21
- Study of Religion
- Technology Studies
- Visual Art

The following authority subjects can be accessed through the Brisbane School of Distance Education:

- Accounting
- Ancient History
- Languages other than English (French, German, Japanese)

Authority Registered Subjects

- English Communication
- Religion & Ethics
- Building & Construction
- Creative Arts

Certificate Subjects

- Cert IV in Justice Studies
- Cert II in Sport & Recreation
- Cert II in Tourism

School-based Subjects

- Practical Graphics
What is Agricultural Science About?
Agricultural Science enables you to explore and investigate ideas, systems, issues and problems in agriculture from a scientific perspective. A course of study in Agricultural Science can open a door to further education and employment in agriculture, horticulture, agronomy, food technology, aquaculture, veterinary science, equine science, environmental management, biotechnology, business, marketing and agricultural education, research and development.

It lets you experience the agricultural industry through plant science, animal science and the facets of business that impact on agricultural production. You will also investigate and analyse issues relating to sustainable resource management that affect agricultural production systems.

In other words, it is a systematic study of agricultural using the tools of Science. It is not Agriculture Studies – so this isn’t a subject where you will drive a tractor, prepare cattle for the EKKA or sell vegetable crops that you have grown.

What Will You Learn?
As you study Agricultural Science, you will learn key concepts that relate to:

- Plant science
- Animal science
- Agribusiness.

The key concepts of plant science and animal science involve the anatomy and physiology of plants and animals, and their influence on agricultural production systems. The key concepts of agribusiness will show you how agriculture has a major impact on the Australian economy and economies around the world, as well as teaching you about the management and strategic decision making involved in the short-and long-term supply of food, fibres and other products.

You will also look at significant ways in which agricultural production systems can be sustainably managed. These fall into four areas that you will consider across the course of study:

- Plant and animal management
- Soil and water management
- Climate and weather
- Land management.

How will you learn?
Agricultural Science uses an inquiry-based approach to learning, which lets you conduct practical and research-based agricultural investigations. You will have opportunities to devise research questions and hypotheses, test ideas, and formulate plans for investigation either on your own or in groups. Over the course of study, your investigations may be teacher-directed or self-directed.

How Will You Be Assessed?
In Agricultural Science, assessment includes:

- extended response — responses to research or stimulus materials, such as an extended agricultural investigation report, field report, essay, article, speech or presentation
- examinations — extended response tests or short-response tests.
BIOLOGY

Field Weightings: A B C D E
5 4 4 3 2

Who should study this subject?

The study of Biology provides students with the opportunity to develop an interest in the living world and appreciate their relationships with, and responsibilities towards, their environment. It also allows them to understand the workings of their own bodies, as well as the relationships between themselves and other life forms.

Students will learn about the ways scientists solve the problems of the living world and the scientific processes of obtaining knowledge. They will also develop manipulative and thinking skills that can be used to solve problems which arise in their everyday life.

Biology encourages students to develop skills for a vast range of employment opportunities in areas such as Agriculture, Horticulture, Health, Veterinary Science, Research, Teaching and Environmental Science.

What will you learn?

- The hidden world of cells and microscopic organisms
- Diversity of organisms and the effect of human activity on the earth’s biosphere
- Human reproduction and the technological options available when nature is not enough
- Systems of the human body
- Human pathogens and how the body defends itself
- Genetics - DNA manipulation and consequences

The course places considerable emphasis on research into current issues, extended experimental investigation and fieldwork. Students will work individually and in small groups. They will collect, examine and evaluate data, design and conduct experiments, and present their findings in a variety of genres.

Are there any pre-requisites?

A good result in Year 10 Science (B) and an ability to work effectively by yourself or in small groups are required, as are good reading skills.

How will you be assessed?

Assessment tasks are designed to allow student to demonstrate their abilities in the areas of:
- Understanding Biology
- Investigating Biology
- Evaluating Biological Issues
- Manipulative Skills

The tasks include written examinations, research essays, extended experimental investigation reports and fieldwork analyses.

Any other information?

The field study involves trips to Cooloola National Park and Noosa wetlands.
BUSINESS COMMUNICATION AND TECHNOLOGIES

Field Weightings:  A  B  C  D  E
3  4  4  3  3

Who should study this subject?
This subject is relevant to all students who plan to enter the workforce at some stage in their lives.

Why?
In the ever-changing world in which business and government agencies operate, it is important that students acquire the business knowledge, skills and strategies necessary for efficient and effective functioning in business. Business Communication and Technologies is designed to equip students with the essential skills of communication and use of business-specific technologies, whilst examining the broader social, cultural and environmental implications of business activities in both the theoretical and practical aspects and in contexts students will encounter throughout their lives.

What are the prerequisites?
There are no prerequisites. However, a grade of C or above in English is an advantage.

What will you learn?
Topics of study may include Business Environments, Managing People, Industrial Relations, International Business, Workplace Health and Safety, Organisation and Work Teams, Managing Workplace Information, Financial Administration, Social Media and Events Administration.

Through a contextual approach the course provides authentic and relevant learning experiences. Business contexts for this course may include public administration, banking and finance, tourism and hospitality, real estate, mining, retail, travel and media.

How will you be assessed?
Students will be assessed using a variety of assessment techniques including short response and extended response examinations, assignments and multi-model presentations.

Students are assessed on their:
- knowledge and understanding of major facts, concepts, key ideas; and principles, processes and practices associated with the business environment whilst using technology application skills for a purpose;
- ability to interpret data and information in order to identify, explain and analyse business issues;
- ability to evaluate information, to draw conclusions, reach decisions and make recommendations; and to justify these conclusions, decisions and recommendations whilst communicating in a style suited to the audience and purpose.
CHEMISTRY

Who should study this subject?

The study of Chemistry provides an understanding of the material world around us and why materials behave as they do. It is intimately involved in all aspects of the economy. Chemistry is a growing discipline in Science, which can assist students to not only proceed successfully in tertiary level science courses but also to be informed and responsible participants in citizen’s decision making. Chemistry is a pre-requisite subject in many of the applied sciences, engineering or the health science faculties. A few examples are Optometry, Microbiology, Teaching, Information Technology, Medicine, Occupational Therapy, Nursing, Food Science, Veterinary Science and Occupational Health and Safety.

What are the prerequisites?

Good results in Year 10 Science (B or better) and Extension Mathematics (C or better).

What will you learn?

Chemistry is the study of matter and its interactions. During the course, students should acquire knowledge and understanding of the following key concepts:

- Properties, reactions and structure of matter
- Organic Chemistry
- Gases and the Atmosphere
- Chemical analysis and Equilibrium.

Students will study the current theories of how atoms interact and apply this knowledge to explain properties of different materials.

Students will participate in a wide range of activities to develop their knowledge and their laboratory skills. They will be acquainted with workplace health and safety practices when dealing with chemicals to help, them develop an appreciation for chemical safety not only in the laboratory but in the home and the environment.

How will you be assessed?

The assessment program will be based on the fullest and latest information and are grouped into three categories: Extended Response Tasks (ERT); Extended Experimental Investigations (EEI); and Supervised Assessments (SA).

Other information

Students also participate in the National Chemistry Quiz in July. The registration fee for this is included in the levy.
Who should study this subject?

Drama is one of the oldest forms of artistic expression and continues to be significant in all cultures and societies. It is an art form that is highly accessible to young people. Engaging in Drama promotes imagination, critical and creative thinking, problem solving, cultural engagement and communication, and provides opportunities to share with others through informal and formal performances. A course of study in Drama can establish a basis for further education and employment in the fields of theatre and the broader arts industry, and in education.

What will you learn?

The syllabus is structured around a variety of dramatic traditions, including those from different cultural and social inheritances, and those created in recent times. You will have opportunities to build your knowledge, understanding and skills across the dramatic languages to create, perform and respond to drama situated in a variety of contexts to achieve different purposes. Content will be selected from areas such as American Theatre; Satire; Australian Drama and Physical Theatre. You will learn how to devise and perform your own ideas. You will also learn stagecraft and how to interpret scripts and perform them. There will be at least one opportunity each year to see a live production and to participate in a workshop with a visiting artist.

Are there any pre-requisites?

You do not need to have studied Drama in the junior school. A positive attitude and a commitment to working effectively both individually and in small groups are vital.

How will you be assessed?

Assessment comprises three dimensions:
Forming (improvising; scriptwriting; directing)
Presenting (performing)
Responding (written and / spoken / multimodal assignments)

Over two years there is a balance of assessment across these dimensions.

Any other information?

Students will require loose fitting clothes for practical lessons and “basic blacks” (loose fitting top and long pants) for some practical assessment tasks.
Levy will cover class materials and a workshop fee.
Students will be required to attend at least one professional performance per year. This will be in Gympie or Brisbane depending on availability.
Who should study this subject?
Economics is about choice and making decisions. No matter what career you have in mind, the study of Economics is worthwhile.

Every day on the news we hear terms like stock market, global trade, exchange rates, environment, government, tax, e-commerce and industrial relations. Economics helps students understand these terms and others, comprehend media articles, political statements and daily business developments.

In our complex world, everyone needs to have an understanding of basic economic principles. Everyday we need to make rational decisions on economic, political and social issues. That may be buying a car, deciding how to vote, buying shares, or investing in a business.

An understanding of economic issues is therefore vital for a career in management, advertising, business, journalism, politics, and many others. Environmental Economics is an interesting new area of economic studies – a fusion of science, engineering, business and economics.

Economics is the study of the scarcity of resources in relation to society's wants. By applying the skills of an economist, students can discover new and useful ways to understand and save our environment. Environmental Economics is a good example of the way Economics blends with other studies.

Government and business decisions are linked to world events, we need to understand the global economy. Economic principles give students a better understanding of the way things work.

So by studying Economics, students get more value from their other subjects and are better equipped for participating in society. Hopefully students will develop a broader perspective on the modern world.

What will you learn?
An Economics student develops many useful job skills, including

- an ability to think logically and critically
- an ability to develop maths skills
- multi-media communication skills
- written communication skills
- computer literacy
- an interest and background in economic and political issues

The course is divided into compulsory core units, and flexible elective units.


Elective topics include: Personal Economics, Stock Market, Population and/or Economics of Government, Distribution of Income and Wealth and/or Environmental Economics, Population and Globalisation.

How will you be assessed?
Assessment occurs through short response tests, research reports, editorials or articles, discussion papers from stimulus materials, oral presentations, and non-written web pages.
Why should you study this subject?

The study of Senior English aims to develop students’ knowledge of how language works in particular texts and in our culture. Students are encouraged to experience and produce texts that are coherent, meaningful and deliberately shaped so that they communicate effectively to other people. As they study texts, students will have opportunities to explore and examine how their authors have made choices from the written, spoken/signed, visual, non-verbal and auditory systems of language. Through these studies, students can develop their ability to participate actively as literate members of Australian and global cultures.

Being literate in this sense is more than a basic ability to read and use written information. It is the ability to communicate in a range of contexts. Literate members of the community use language for reading, writing, speaking, listening and viewing as they think, represent, critique, question and reflect. This course aims to continue developing these skills in our students.

What will you learn?

A wide range of texts will be chosen for study. This range includes:

- literature: canonical, traditional, contemporary, and literature in translation from a variety of cultures and across history
- scripted drama and drama performed as theatre
- reflective texts such as biographies, autobiographies and journals
- works produced specifically for older adolescents; popular culture; media and multimedia; the emergent technologies of hypermedia
- spoken and written everyday texts of work, family and community life.

To succeed in this subject, students should read as widely as possible in a variety of genres to gain familiarity with them. Students should also be prepared to practise speaking and writing in a range of these genres to gain the necessary skill in using them. Students are encouraged to engage in a range of writing, performing and public speaking activities, in addition to the English course, to extend their skills in this area. These include debating and public speaking competitions, writing competitions and drama productions.

How will you be assessed?

Assessment tasks will include writing short stories, presenting a radio discussion or TV interview, giving oral or hypertext reports, dramatic performances and creative writing based on Shakespeare, delivering persuasive speeches or scripted and recorded documentaries, as well as analytical expositions based on novels, poems or films.
Who should study this subject?

For most, film, television and new media are the primary sources of information and entertainment. They are important channels for education and cultural exchange. Moving-image media enable the understanding and expression of oneself as an Australian and global citizen, consumer, worker and imaginative being. The "information" and "creative" industries are already among the largest employers and drivers of the economy in many countries.

Students who have an interest in Film, Animation, Art, Drama, Multi-Media, English or Technical Production Skills associated with video camera or video editing software should find this subject interesting and challenging. Students with sophisticated management skills and a creative approach to completing tasks should do very well.

Completion of this course will be of benefit to those wishing to pursue careers in Film and Television, Multi-Media, Language Arts, Teaching, Advertising, Art/Drama and Business.

What do students study?

Students study the design, production and critique of products by using five key concepts that operate in the contexts of production and use. These key concepts are:

- **Technologies**: the tools and associated processes that are used to create meaning in moving-image media production and use.
- **Representations**: constructions of people, places, events, ideas, and emotions that are applied to create meaning in moving-image media production and use.
- **Audiences**: individuals and groups of people for whom moving-image products are made, and who make meanings when they use these products.
- **Institutions**: the organisations and people whose operational processes and practices enable or constrain moving-image media production and use.
- **Languages**: systems of signs and symbols organised through codes and conventions to create meaning in moving-image media production and use.

How are students assessed?

Students are assessed in the criteria of Design, Production and Critique. **Designs** for products include: using oral and written treatments, character outlines, level descriptions (for video games), screen shots for websites or video games, character images, three-columns scripts, film script/screenplay, shooting script/shot list, storyboard. **Products** (whole or part) include: whole or sequence of a video, animation, video game; whole or segment of camera footage, editing, soundtrack; advertisement. **Critiques** include: extended writing (such as analytical essay, research assignment, report, feature article); oral presentation (such as interview, report, seminar, debate, voiceover on a production, director’s commentary); moving-image media format.
GEOGRAPHY

Who should study this subject?
Geography is the study of the earth as the space in which people live. Senior Geography consists of studies of people and places, and of the relationship between people and their environment. A course in Geography will include not only a study of physical environments, but also the way people have sought to modify physical and social environments, and the effects of these human activities. Generally, geographers ask and seek to answer the following key questions about whatever they are studying:

- What and where are the issues or patterns being studied?
- How and why are they there?
- What are their impacts or consequences?
- What is being and could be done?

What are the prerequisites?
There are no prerequisites for studying Geography in Senior. However, it is recommended that students considering studying this subject should have achieved at least a Sound Level of achievement in English.

What will you learn?
The senior Geography syllabus is designed around four themes. Each theme offers a range of core and elective topics.

**Theme 1: Managing the natural environment**
- Core unit 1: Responding to natural hazards
- Core unit 2: Managing catchments
- Elective: Managing Sunshine Beaches

**Theme 2: Social environments**
- Core unit 3: Sustaining communities
- Core unit 4: Connecting people and places

**Theme 3: Resources and the environment**
- Core unit 5: Living with climate change
- Core unit 6: Sustaining biodiversity
- Elective: Managing nature-based recreation

**Theme 4: People and development**
- Core unit 7: Feeding the world's people
- Core unit 8: Exploring the geography of disease
- Elective: Examining the geography of debt

How will you be assessed?
The criteria used to determine standards of student work are:

- Knowledge
- Analytical Processes
- Decision-Making Processes
- Research and Communication Skills

Students are assessed by a variety of techniques (reports, short response exams, practical exercises, essays and non-written techniques) across all criteria, so that they have every opportunity to show their best performance. Summative assessment occurs in Year 12.

Any other information?
Learning in Geography takes place in a variety of settings, including classroom, library, school grounds, local community and field study excursions. Fieldwork is essential to enable students to develop skills in order to find out about environments first hand. During the course of study, students undertake at least two days of field studies per year.
Who should study this subject?

Graphics is a course of study that provides an opportunity for students to gain an understanding of graphical communication across a broad spectrum of applications. Graphics has become an essential tool for all graphical design fields including: Architectural Designer, Geological Drafting Technician, Builder, Graphic Designer (Publishing/Advertising), Cartographer, Industrial Designer, Commercial Artist, Interior Designer, Design/Project Engineer, Landscape Designer, Electronic Media/Illustrator, Mechanical/Electrical Designer, Environmental Designer, Technical Illustrator, Fashions/Textile Designer, Technology Teacher, Fine Artist/Illustrator, Town Planner.

What are the prerequisites?

It is an advantage to have studied Junior Graphics but not essential.

What will you learn?

Students learn about the efficiency and effectiveness of graphical communication and its ever increasing impact on our technological society. Students are encouraged to be imaginative and creative through problem solving and designing, whether working individually or as part of a team. They develop real-life skills for visualising, investigating, analysing, synthesising and evaluating technical problems. Students are exposed to a variety of intellectual challenges involving visual stimuli, analysis and problem solving while developing a range of associated practical skills. Students explore graphical communication through studies in real-life contexts developed across units in Graphic Design, Industrial Design and Built Environment.

How will you be assessed?

A wide range of assessment techniques and instruments is used, including folios of drawings, tests and assignments.

An integral part of this subject is CAD (Computer Aided Drafting) which is used throughout the subject at all levels.

Other information?

All students have the opportunity to download all CAD programs free of charge and obtain a licence for 24 months at which time they can repeat the download for the latest updates available.
LEGAL STUDIES

Field Weightings: A B C D E
5 4 2 1 2

Who should study this subject?
This subject should be taken by students who wish to learn more about their legal rights and responsibilities as well as current legal issues faced by society.

However, students wishing to work in the following areas would find this subject’s content most useful: business; the legal industry and the public service including the Queensland Police Service, Crown Law, Department of Public Prosecutions and Parliament.

Students also have the option to study Certificate IV in Justice Studies (3929QLD) through Unity College in conjunction with the Legal Studies course.

Why?
The law affects most aspects of our daily lives. For example, there are laws regarding voting, drinking, driving, criminal and discriminatory behaviour, the sale of goods, property ownership and employment and family issues. As a result, it is important that students gain an understanding of their legal rights and responsibilities as well as current legal issues so that they can fully participate in society as informed citizens.

What will you learn?
Students examine the nature and functions of our legal system and the processes of law making, especially in relation to issues and situations that are likely to have an impact on their daily lives.

Topics in the course may include: The Legal System; Human Rights, Criminal Law; Introduction to Civil Obligations (Agreements and Negligence); International Law; Family and the Law; Employment and the Law and an Independent Study/Investigation into an area of law chosen by students.

In addition to the more traditional teaching and learning activities, students will be involved in activities that include case studies, mock trials, debates and discussions, interviews, community investigations, field trips, statistical analyses, simulation activities, guest speakers and audio-visual presentations.

Are there any pre-requisites?
There are no prerequisites. However, a grade of C or above in English is an advantage.

How will you be assessed?
Students will be assessed using a variety of assessment techniques including short response and extended response examinations, assignments and multi-model presentations.

Students will be assessed on their:
- knowledge and understanding of legal concepts and principles;
- ability to investigate the law and analyse and apply legal concepts and principles; and
- ability to respond to the law by evaluating the law and making judgements and recommendations.
MATHEMATICS A

<table>
<thead>
<tr>
<th>Field Weightings: A B C D E</th>
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<td>1 2 5 4 NA</td>
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Why study Maths A?

Mathematics is an integral part of a general education. It can enhance understanding of our world and the quality of our participation in a rapidly changing society. Through enhanced understanding of mathematics, individuals can become better informed economically, socially and politically in an increasingly mathematically oriented society.

This subject is suitable for students who wish to proceed to tertiary courses that do not require a high level of theoretical mathematics.

Having completed the course of study, students of Mathematics A should:
- Be able to recognise when problems in their everyday life are suitable for mathematical analysis and solution, and be able to attempt such analysis or solution with confidence;
- Be able to use mathematics to assist in making informed decisions in real-life situations;
- Be able to manage their financial affairs in an informed way;
- Comprehend mathematical information in a variety of forms;
- Be able to benefit from the availability of wide range of technologies, including spreadsheets and graphing calculators.

What will you learn?


Core topics:
- Managing money
- Elements of applied geometry
- Linking two and three dimensions
- Maps and compasses
- Data collection and presentation
- Exploring and understanding data

Elective topic:
- Operations research – networks and queuing
- Navigation

How will you be assessed?

Assessment for each semester includes:
- Mid Semester Test
- Semester Test
- Assignments or investigations
Who should study Maths B?
Mathematics B is a pre-requisite subject for many university courses including some Business/Commerce courses, as well as Science and Engineering courses. Generally it would be chosen by students who have been successful in Extension Maths.
Mathematics B is designed to raise the students' competence in and confidence with the mathematics needed to make informed decisions about society, to ensure scientific literacy and to function effectively in a technologically skilled work force.

What are the pre-requisites?
Students considering studying Senior Mathematics B should be achieving at a B level in Year 10 Extension Maths. A high degree of skill in algebraic techniques is required.

What will you learn?
The topics studied include:
- Functions and their applications - trigonometric, periodic, exponential and logarithmic
- Calculus and its applications including differentiation, integration and optimisation
- Applied statistical analysis including stem-and-leaf and box-and-whisker plots, probability, random sampling, discrete and continuous probability distributions, hypothesis testing and inference
- Rates of change

How is the subject assessed?
As well as undertaking pen and paper tests, students construct models, use computer software or graphics calculators, write assignments, and carry out investigations on a prepared topic. Assessment tasks require students to communicate their understandings of concepts, to deal with familiar mathematical situations, and to apply mathematics in unfamiliar situations.

Assessment for each semester includes mid-semester and end-of-semester tests and an assignment or investigation.

Any other information?
Students are required to use graphics calculators for a range of activities in Year 11 and for all classes in Year 12. These may be borrowed from the school or purchased from commercial outlets.
MATHEMATICS C

Field Weightings: A B C D E

| 1 | 2 | 5 | 5 | NA |

Who should study Maths C?

Mathematics C is not more difficult than Mathematics B, but should be chosen only by students who enjoy mathematics as they would then be studying two mathematics subjects. Most Mathematics C students find that their results in Mathematics B improve because of this additional exposure to mathematics.

Students should study Maths C if they:

- enjoy mathematics and have not found it particularly difficult so far
- are contemplating university courses of Engineering, Computer Science, Applied Science or Mathematics
- want to enhance their results in Maths B or Physics (there is some overlap with concepts covered in Physics, and a lot of overlap with Maths B concepts)
- would like to obtain credit or exemption from some university study

What are the pre-requisites?

Students should be achieving at a B level in Year 10 Extension Maths.

What will you learn?

- Groups
- Real and Complex Number Systems
- Matrices and Applications
- Vectors and Applications
- Integration
- Structures and Patterns
- Linear Programming
- Conics

What type of things will you do?

- Use matrices to suggest the frequency and length of green light times for a situation with traffic lights
- Use DPI data and the mathematics of Linear Programming to advise on what crops should be planted in a particular situation
- Use matrices to analyse the population growth of Tasmanian devils

How is the subject assessed?

As well as undertaking pen and paper tests, students will be required to use computer software and graphics calculators, write assignments or research articles, and carry out investigations on a prepared topic. Assessment tasks require students to communicate their understandings of concepts, to deal with familiar mathematical situations, and to apply mathematics in unfamiliar situations.

Assessment for each semester includes mid-semester and end-of-semester tests and an assignment or investigation.

Any other information?

Students are required to use graphics calculators. These may be obtained from the school or purchased from commercial outlets.

A number of universities offer a bonus rank scheme, providing 2 points on the 1-99 university entry rank scale, to students who pass Mathematics C.
MODERN HISTORY

Field Weightings:  A  B  C  D  E
5  4  2  NA  3

Who should study this subject?
Many professions and occupations value people who have the ability to develop and express reasoned opinion. The study of Modern History helps develop these attributes, and may help young people gain employment in advertising, journalism, public relations, the public service, teaching, and the travel industry, and research work in a variety of fields such as consumerism and industrial relations. Studies in numerous tertiary courses (e.g. anthropology, archaeology, architecture, art, commerce and economics, education, English, geography, government, law, history, journalism, media studies, music, psychology and social work) are all greatly aided by a knowledge of history and the skills developed through its study. Modern History thus gives students important skills for adult life: identifying and investigating issues, locating and selecting sources, evaluating evidence, identifying causes of change and continuity, acknowledging the perspectives of others, developing personal values and making reasoned judgments.

What will you learn?
The study of Modern History helps us understand why the modern world is the way it is. It helps students identify their social location, their personal place in time and their heritage within a distinctive culture. Students investigate the processes of change and continuity that have shaped today’s world and the roles people have played in the processes. There is also a special focus on values; by investigating the origins and impact of different values, students begin to decide which values might contribute to a more democratic, just and ecologically sustainable world for all people. Understandings are developed through processes of critical inquiry, debate, reflection and decision making. They are expressed by a range of communication skills that are practised and developed in all phases of historical study. Modern History helps students gain the understanding of the contemporary world and the more important problems and developments of modern times that is assumed in many courses of study and occupations. It also helps develop skills of reading, writing, research, critical thinking and social skills. Students should be prepared to read widely and use their own initiative in research activities.

<table>
<thead>
<tr>
<th>HISTORY OF IDEAS AND BELIEFS</th>
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<tbody>
<tr>
<td>1. Ideologies of the 19th and 20th Centuries: such as, imperialism, capitalism, liberalism, fascism, communism, feminism, consumerism, environmentalism and terrorism</td>
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<tr>
<td>2. Background Study: the Cold War</td>
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<td>3. The Vietnam War in the 1960s</td>
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<td>4. Historical study of a 20th or 21st century ideology or –ism: Capitalism or Feminism</td>
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<tr>
<th>STUDIES OF CONFLICT</th>
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<tr>
<td>2. World War 1</td>
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<td>3. Nazi Germany and World War 2</td>
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<td>4. Overview of recent conflicts in the Balkans and the Middle East</td>
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<td>5. In-depth study of a conflict of the last 50 years: student choice.</td>
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<th>STUDIES OF HOPE</th>
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<tr>
<td>1. Progressive social change in the 20th Century: responses to racism, disease and new technology</td>
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<td>2. Race Relations in the South Africa</td>
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<tr>
<td>3. Race Relations in Australia</td>
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<tr>
<td>4. Concluding Study: fight against disease: or implications of digital technology</td>
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<tr>
<th>NATIONAL HISTORY: CHINA AND INDONESIA</th>
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<tr>
<td>1. China before Communism</td>
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<td>2. Coming to Power: the Communist Revolution in China</td>
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<td>3. Communism and beyond in China</td>
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<td>4. Traditional “Indonesia”</td>
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<td>5. Anti-colonialism and nationhood in Indonesia</td>
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<td>6. Challenges of nationhood for Indonesia</td>
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<td>7. Flash points: East Timor, Aceh, Irian Jaya</td>
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<td>8. Challenges for Contemporary Indonesia</td>
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How will you be assessed?
Inquiry is developed through selected in-depth studies in which students identify historical issues, investigate the issues and make judgments about them. Sources of information are crucial in any in-depth study and students critically evaluate primary sources (e.g. diaries, letters, parliamentary speeches, newspaper articles written at the time of the event) and secondary sources (the opinions of others after the event). Students also undertake background and bridging studies which help to place the in-depth studies in a wider thematic or chronological context. The following assessment techniques are used: objective short-answer tests, essay tests, research assignments, response to stimulus materials from primary and secondary sources, oral work and group work.
What is Music all about?

Music holds a significant and special place in the everyday life of all cultures and societies. Studying Music can enhance your enjoyment of music and the arts, develop your practical and creative potential, and allow you to contribute to your community's cultural life. The course of study encourages you to become a creative and adaptable thinker and problem solver, making informed decisions and developing your abilities to analyse and critically evaluate.

How and what will you learn?

Music is often collaborative, so you will participate in activities such as composing, arranging, investigating, researching, rehearsing, listening and performing in a variety of contexts, styles and genres to present your music ideas. The course is based around three broad areas:

- **Composition**, the creation of music - you will explore and experiment with sounds, instruments, styles, new media and methods of documenting sound to express your personal music ideas.
- **Musicology**, the study of music in social, historical and cultural contexts - you will research, analyse and evaluate music from many sources to communicate your music ideas and express music viewpoints.
- **Performance**, the interpretation of music through playing, singing and conducting - you will have opportunities to develop your practical music skills by playing instruments, singing, conducting and directing music performances to create or re-create musical works. You will also be encouraged to attend live music performances, view music films and videos, and participate in school-based and extracurricular music activities.

You will also have opportunities to become adept in using music-related technologies, including exploring music-making techniques, experimenting with alternative methods of representing sound, and manipulating musical elements through electronic and new media.

How will you be assessed?

In Music, assessment instruments include:

- composition tasks, which require you to create music (applying your creative, expressive, aural, cognitive and technical skills)
- extended responses (written, spoken or multimodal), which require you to analyse, evaluate and synthesise music to express a viewpoint;
- written examinations, which require you to respond independently to questions or statements, under supervision; items may require you to read, listen to, interpret and analyse scores and recordings
- performance tasks, which require you to perform to an audience (demonstrating and interpreting music elements and concepts through playing, singing and/or conducting).

Where can Music take you?

A course of study in Music can establish a basis for further education and employment in the fields of music performance, composition, music research, pedagogy, sound technology, music theatre, Arts administration, and emerging creative industries. Further music study can be undertaken as part of undergraduate and graduate studies in Music, and the Creative and Performing Arts, either in combined qualifications or as a creative link in interdisciplinary studies, e.g. Music and Law, and Music and Medicine.
PHYSICAL EDUCATION

Field Weightings: A B C D E

3 1 3 2 5

Who should study this unit?

Students who have an interest in:
- Sport – coaching, playing, training
- Developing their own sporting potential
- Psychology
- A Health Profession – eg Sports Physiotherapy, Exercise Scientist

What will you learn?

In Year 11, students study a unit of competitive Aerobics, Touch, Netball and Volleyball. These four units are then revisited in Year 12. Each unit gives equal emphasis to the practical and theoretical components.

How will you be assessed?

The assessment criteria are: Acquiring, Applying and Evaluating.

- **Physical Component:**
  - Ongoing assessment throughout the unit focusing on skills, strategies, and tactics for individual and team play
  - Assessment in 4 practical units per year

- **Written Component:**
  - Assessment consists of a variety of written and oral work
  - The content areas are:
    - Equity and Access to Sport and Physical Activity
    - Training Principles and Program Development
    - Sociology of Sport
    - Psychology of Skill Acquisition
    - Information Processing and Motor Learning
    - Biomechanics
Who should study this subject?

Physics provides valuable background knowledge to many professional studies including science, engineering, medicine, pharmacy, physiotherapy and agriculture, and as such should be a primary choice for students who anticipate entering these courses. It is certainly a desirable choice for students who intend to pursue secondary science teaching, paramedical and health-care courses or various trade apprenticeships, especially in applied electrical fields.

Knowledge of Physics is also useful to people in exercising responsibilities as citizens, confronting technologies, understanding the physical and social environments, pursuing hobbies and appreciating the challenge of a particular way of knowing the world.

Physics is fundamental in that its principles are used to varying extents in all other science disciplines.

Due to its more mathematical basis than other science subjects, students of Physics should expect to use concepts from mathematics including solving linear and quadratic equations, trigonometry and scientific notation.

What are the pre-requisites?

Students attempting this course must have good results in Year 10 Science (B or better) and Extension Mathematics (B or better).

Mathematics B in Year 11 is a co-requisite, and it is helpful if students also undertake Mathematics C.

What will you learn?

Core topics in the Physics course are Physical Quantities and Measurement; Forces and Motion; Electricity and Electronics; Energy and Momentum; Magnetism and Electromagnetism; Thermal Physics; Atomic and Nuclear Physics; and Wave Motion and Optics.

Students experience learning activities, addressing the following key competencies:

- collecting, analysing and organising information
- communicating ideas and information
- planning and organising activities
- working with others in teams
- using mathematical ideas and techniques
- solving problems
- using technology

How will you be assessed?

Students will be given the opportunity to display achievement of the course objectives through a variety of assessment instruments. Formal examinations accompanied by assignments, projects and practical reports are common.
Who should study this subject?

Are you interested in Science?
Do you enjoy variety in the topics that you study?
Do you enjoy doing practical activities and investigating scientific ideas?

Then Science21 may be just the subject for you.

Science21 has much to offer all senior students. It may be studied by any senior student and is especially appropriate for students who are seeking a broad-base in Science. Science21 incorporates aspects of all the major areas of science; Physics, Chemistry, Biology, Earth and environmental science, and examines the relationship of science to technology and society. One of the desired outcomes of Science 21 is for students to have sufficient knowledge and understanding to follow scientific debates, to engage with the issues science and technology pose, and be able to consider the impact of these on their own life and society as a whole.

What will you learn?

The course aims to develop in students a broad understanding of the relevant science in today’s scientific and technological age. It deals with themes in real-world contexts, such as the way the human body works, the ways we communicate, our place in the universe, our environment and our enjoyment of both synthesised and natural things. A course in Science21 is built on the “scientific priorities” of Technology, Health and wellbeing, Catalysts for discovery and Environment.

The interdisciplinary nature of Science21 enables students to become knowledgeable and active participants in a scientifically rich society. A course of study in Science21 is academically rigorous and complements student learning in the established science disciplines of Physics, Chemistry, Biology, and Earth and environmental Science.

Are there any pre-requisites?

There are no prerequisites for studying Science21. However, it is recommended that students considering studying this subject should have achieved at a satisfactory level in Mathematics and junior Science. An ability to work effectively by yourself or in small groups is required, as are good reading skills.

How will you be assessed?

A wide variety of assessment categories gives everyone scope to succeed in Science21. These include:

- supervised written assessments, including short and extended response questions, and responses to stimulus
- extended experimental investigations, involving gathering and analysis of data obtained through controlled experiments or field observations.
- extended response tasks, involving gathering and analysis of secondary research data
- collections of work, involving short, related research activities.
STUDY OF RELIGION

Field Weightings: A B C D E
               5 4 2 NA 2

Who should study this subject?

Australia today is a pluralist society in which a great variety of religious traditions exist side by side. Studying religion helps students become aware of others' beliefs and further understand their own. These studies can also help students develop an understanding of the ways that particular cultural contexts have influenced, and continue to influence, the formation of an individual's world view and beliefs. Such understandings can make valuable contributions to cross-cultural harmony and mutual enrichment.

Study of Religion can help students become more effective global citizens by developing their knowledge, skills and values, and developing their understanding through critical inquiry, debate and reflection, and empathetic engagement with the standpoint of others.

The study of a range of religious traditions and the understanding of alternative ways of viewing reality can make a valuable contribution to cross-cultural harmony and mutual enrichment. In today's world, events in conveyed in our media emphasise the point that ignorance of the integrity of the worldview of others can lead to problems of rejection and prejudice that affect us all.

Through Study of Religion, students should develop the skills of critical thinking and communication. Heightened cultural awareness, a sound basis on which to make moral and ethical judgements, and an understanding of the need for emotional, mental and spiritual health are all valuable life skills.

- Students who enjoy reading about and learning about other cultures and should come to the subject with an open mind about other people's beliefs and customs.
- Students who enjoy discussing different points of view also find this subject a satisfactory vehicle for their gifts and talents.
- Students who may go on to university to study humanities courses, e.g., Arts, Philosophy, Psychology.
- No previous studies in religion are required for this subject, however, the skills required for Study of Religion are those necessary for dealing competently with English, compentancy in reading, comprehension, writing and research organisation are essential.

Study of Religion is a study of the major world religions, is inquiry based and is no more difficult than subjects such as History, English, Legal Studies or Economics. Similar types of assessment are used. Topics covered sometimes complement those studied in English and History.

What will you learn about?

- The nature and significance of religion
- Some world religions in Australia (Buddhism/Hinduism, Islam, Christianity, Judaism)
- Religion in Australia and the local community including Aboriginal Spirituality
- Values and Ethics
- Ultimate questions (Purpose and meaning of life, origins, destiny, authority, identity)
- Ritual (Religions of the world, especially in the context of Australian society)
- The various interpretations to which the Sacred Texts of Judaism and Christianity are subject and the challenges this brings to traditional interpretations.
- How decisions made in everyday life incorporate ethical principals.
- Spirituality, prayer and pilgrimage in contemporary society

How will you be assessed?
Written tests, assignments, field studies, multi-modal and oral presentations are used to assess knowledge, evaluative processes, and research and communication skills.
VISUAL ART

Field Weightings: A B C D E
4 2 2 NA 5

Who should study Visual Art?
- Anyone who enjoys expressing their own feelings, ideas and opinions
- Students who wish to follow a career in any creative/design field

What will you learn?
Visual Art will develop your ability to:
- express ideas, thoughts, feelings and observations of your world
- define and solve problems and develop social and personal skills
- make and appraise artworks with confidence and individuality
- select, explore, manipulate and exploit the potential of materials, techniques, processes and technologies
- evolve a personal aesthetic and develop personal perspectives
- make informed judgments, justify positions and better understand diverse philosophies and methodologies
- understand the diverse role of art workers in cultures past and present
- understand and decode visual language in the world around us

What could this lead to?
- employment in advertising, marketing, illustration, industrial/interior/fashion design, film and TV, engineering, architecture, town planning, curating, practising artist, teaching, hair and make-up artist, florist, catering, stage set designer, special effects designer, childcare, textile designer, tattoo artist, art therapist, photographer, ceramicist.
- tertiary art courses – the course will help the development of a folio of practical work for selection/entry

How will you be assessed?
Students are assessed in:

Making: The production of artworks. In Visual Art the formulation of ideas and the creating and thinking process are at least as significant as the final product. Students are assessed in two areas within “Making”:
Visual Literacy entails communicating meanings through researching, developing and resolving artworks.
Application entails communicating meanings through applying knowledge and understanding of making processes.

Appraising: The appreciation of artworks from past and present social and cultural contexts. Students are encouraged to critically reflect on and challenge ideas about Visual Art.

Other information
Visual Art is often considered to be time-demanding, but:
- what you achieve will generally depend on the effort you put in
- practical tasks are allowed a good deal of class time, but you must also be prepared to spend your own time – the equivalent of homework set regularly in other subjects
AUTHORITY REGISTERED SUBJECTS

Authority-registered subjects place more emphasis on practical skills and knowledge and can develop specific skills relevant to employment. Results in these subjects contribute towards a Tertiary Entrance Rank (TER) but not an OP.

Building & Construction
Creative Arts
Engineering Studies
English Communication
Religion & Ethics

BUILDING & CONSTRUCTION

Who should study this subject?

Building and Construction Studies is a QSA authority-registered subject that meets the needs of senior students wishing to develop a broad range of elementary skills related to building and construction industries. Any student interested in careers such as cabinet making, brick laying, carpentry, concreting, building and civil construction industry will benefit from studying in this area.

What will you learn?

Students undertaking this course will be involved in development and manufacture of construction industry based products. Workshop tasks are designed to introduce students to a range of building techniques, including cutting and joining, machining and fabrication. Students will be expected to use construction equipment, including surveying equipment, lathe, table saw, concrete mixer, docking saw and drill press as well as portable power tools and hand tools. Workshop safety including tools and machines, materials handling and emergency procedures and work ethic will be a major aspect of this course.

Examples of projects could include, builder’s toolbox, timber saw horse, house frames, tiling, concreting, wall finishing or school based projects.

How will you be assessed?

Students will be expected to complete in-class projects and will be assessed on the quality of their final product, including suitability and quality of joining methods, skill in tool use, observed safety and aesthetics. The course also involves some theory behind safe work practices, tool use and maintenance, machine operation, construction industry introduction, materials and estimations.
CREATIVE ARTS

Who should study Creative Arts?
- Anyone who enjoys expressing their own feelings, ideas and opinions
- Students who wish to follow a career in any creative/design field

What will you learn?
Creative Arts will develop your ability to:
- express ideas, thoughts, feelings and observations of your world
- define and solve problems and develop social and personal skills
- make and appraise artworks with confidence and individuality
- select, explore, manipulate and exploit the potential of materials, techniques, processes and technologies
- evolve a personal aesthetic and develop personal perspectives
- value and develop an interest in diverse philosophies and methodologies
- develop a folio of practical work for selection/entry to tertiary art courses
- workplace health and safety in the arts area

What jobs could this lead to?
- advertising, marketing, illustration, industrial/interior/fashion design, film and TV, engineering, architecture, town planning, curating, practising artist, teaching, hair and make-up artist, florist, catering, stage set designer, special effects designer, childcare, textile designer, tattoo artist, art therapist, photographer, ceramicist.

How will you be assessed?
Students are assessed in:
- Exploring: The investigating process and skills to communicate purpose through art
- Knowing: Being able to recall processes, essential terminology and safe practices associated with arts making
- Expressing: Demonstrating the practical aspects of arts making while working towards the completion of arts works, working independently and/or in a group and meeting deadlines

Other information:
Visual Art is often considered to be time-demanding, but:
- what you achieve will generally depend on the effort you put in
- practical tasks are allowed a good deal of class time, but you must also be prepared to spend your own time – the equivalent of homework set regularly in other subjects
ENGINEERING STUDIES

Who should study this subject?
Engineering Studies is a QSA authority-registered subject that meets the needs of senior students wishing to develop a broad range of elementary skills related to metal fabrication industries. Any student interested in careers such as boiler making, fitting and turning, sheet metal working, ship building and the mining or gas industry will benefit from studying in this area.

What will you learn?
Students undertaking this course will be involved in development and manufacture of metal products. Workshop tasks are designed to introduce students to a range of metalworking techniques, including cutting and joining, machining and fabrication. Students will be expected to use welding equipment, the milling machine, lathe, guillotine, pan brake and drill press as well as portable power tools and hand tools. Workshop safety including tools and machines, materials handling and emergency procedures and work ethic will be a major aspect of this course.

Examples of projects could include, gear puller, camp BBQ, brazier, toolbox or machine vice.

How will you be assessed?
Students will be expected to complete in-class projects and will be assessed on the quality of their final product, including suitability and quality of joining methods, skill in tool use, observed safety and aesthetics. The course also involves some theory behind safe work practices, tool use and maintenance, machine operation, metal industry introduction, materials and estimations.
ENGLISH COMMUNICATION

Who should study this subject?

Students who are ineligible for an OP and who have had some difficulty with English should choose this subject.

Effective communication is integral to our rapidly changing society. New technologies, the influences of globalisation and the restructured workplace require students to focus on diverse ways of communicating in preparation for lifelong learning. This subject aims to assist students use language to comprehend and compose in a wide range of print, spoken, visual and multimedia texts in a range of contexts. It encourages students to focus on the understanding and use of the process of communication, and help them develop the communication skills that enable them to function effectively in the contexts of work, community and leisure.

What will you learn?

Current units include:
- Talkin’ ‘Bout your Generation: Providing instructions
- Reading Television: Interpreting television programs
- The World of Work: Job-seeking processes and skills
- Gympie Teenfest: Presenting Proposals
- Let’s Travel: Budgeting and designing a travel package
- Fair Go: Investigating prejudice and equality in written texts and films
- Are You Game?: Managing risk
- Popular Culture: Contemporary influences and decision-making
- Images of Australia: Investigating representations of Australia in different texts
- A Taste of Shakespeare: Introduction to Shakespeare, mainly through film
- Grab that Job: Seeking work and preparing for life after school

How will you be assessed?

Students need to demonstrate achievement in recognition and interpretation of contexts and texts, planning and production of texts, and control of textual features.

Assessment techniques include observation of student skills; practical work; oral presentations; written tasks; folio presentations; and real-life projects.

Students will be expected to show that they have been able to: learn and understand relevant information and procedures from spoken or signed and written and visual text and other sources; plan and produce spoken or signed, written and visual texts over a range of contexts and purposes; communicate ideas and information; and work individually and as a member of a team.
RELIGION AND ETHICS

Who studies this subject?

All senior students are required to study a religion-based subject. One choice is the Authority Subject, Study of Religion, the other is Religion and Ethics.

The Religion and Ethics program assists students to know and understand the influence that values, belief systems or religious traditions have on their own and other people's behaviour. It encourages students to develop ethical attitudes and behaviours required for effective participation in the community and to think critically, creatively and constructively about their future role in it. To be fully participative members of groups within contemporary society, students need to be able to search for meaning through the personal, relational and spiritual dimensions of religious and ethical experience in their own and others' lives.

In the context of the subject, "Religion" is understood as a faith tradition based on a common understanding of beliefs and practice, "Spirituality" as the transcendent reality that connects all humanity, and "Ethics" as systematic approaches to making good decisions for oneself and for society as a whole. Students are encouraged to explore and refine their personal values and life choices and ways in which these are related to their beliefs. The subject supports students in developing the capacity to learn from spoken, written and visual texts and other sources including their family, friends and fellow students.

This subject is extensively supported in an system-wide online environment moderated by teacher expertise from College staff. A wide variety of contemporary situations are explored with modern and traditional modes of communication.

The communal life of the College offers students the opportunity to participate in liturgies, R.E. days, retreats and camps as well as celebrate together the Sacraments of Eucharist and Reconciliation. These are a part of the religious life of the school and a shared expression of faith and worship.

What will you learn?

The study area core focuses on the areas of ethics and meaning in life, incorporating personal, relational and spiritual dimensions of human religious experience. The following term-length units are covered.

- Social Justice
- Sacred Stories
- Ethics and Morality
- Life Choices
- Peace Studies
- Australian Spirituality
- Heroes and Role Models
- World Religions

How will you be assessed?

The teaching and learning contexts provide opportunities for the development of the following key competencies: collecting, analysing and organizing information; communicating ideas and information; planning and organising activities; working with others and in teams; and using technology.

Students will be required to complete assignments, oral and multimedia presentations, field trip reports, and written exams.

Any other information?

It is possible that students will take part in a field study involving the Buddist religious tradition or Christian ethics.
CERTIFICATE SUBJECTS

Certificate subjects result in the gaining of vocational certificates. Students are not awarded levels of achievement but gain credit for competence in the modules of the subject.

- Sport and Recreation
- Tourism

CERTIFICATE II in SPORT AND RECREATION (SIS20313)

Who should study this subject?

The Certificate II in Sport and Recreation (SIS20313) provides students with the necessary skills and knowledge to enter the sport and recreation industry. All job roles at this level would be performed under instruction and supervision. This certificate also provides an opportunity to participate in physical activity while developing skills necessary and beneficial for life. Whether these skills are oriented towards work, fitness or recreation, students will be involved in learning experiences that allow them to develop their interpersonal skills, to learn and function in various situations, and to acquire specific knowledge and skills to further training and employment.

The benefits of sport and recreation, both to the individual and to society, have become increasingly obvious. This is reflected in the growth of the sports and recreation industry. This course encourages students to appreciate and value their involvement in recreation pursuits and to continue their participation in personal, employment and community activities in their adult life.

Students should note that this is NOT a pseudo physical education or sport only course. Students must complete several theory modules and participate in class excursions. The module SITHFAB201 (Provide responsible service of alcohol) is offered during the September holidays in Year 12. This course is provided by an external provider and will incur a cost.

What will you learn?

To achieve a Certificate II in Sport and Recreation, five core units and six elective units must be completed. The eleven units are:

- BSBWOR202A Organise and complete daily work activities
- HLTAID003 Provide First Aid
- SISXEMR201A Respond to emergency situations
- SISXIND211 Develop and update sport, fitness and recreation industry knowledge
- SISXWH101 Follow work health and safety policies
- ICAICT102A Operate word processing applications
- SISCCRO301A Assist with recreation games not requiring equipment
- SISOODR201A Assist in conducting outdoor recreation sessions
- SISXCAI101A Provide equipment for activities
- SISXCAI102A Assist in preparing and conducting sport and recreation sessions
- SITHFAB201 Provide responsible service of alcohol

How will you be assessed?

Assessment is competency based. Students need to demonstrate competency in the relevant units of competency. Assessment techniques may include observation of performance of physical skills, practical examinations, oral presentations, written tests, research reports and assignments.
CERTIFICATE II IN TOURISM (SIT20112)

Who should study this subject?
This qualification provides the skills and knowledge for an individual to be able to work under supervision, in a range of operational, tour delivery and tourism sales skills, along with a range of specific knowledge and skills related to the tourism industry.

What will you learn?
To achieve a Certificate II in Tourism SIT20112, four core units and seven elective units must be completed. The course offered by St Patrick’s consists of four core units and eight elective units of competency from the training package for the Certificate II in Tourism (SIT20112). The four core units are:

- SITTIND201: Source and use information on the tourism and travel industry
- SITXCOM201: Show social and cultural sensitivity
- SITXCCS202: Interact with customers
- SITXWHS101: Participate in safe work practices

Students will also complete the elective SITXCCS201 – Provide Visitor Information, during class.

During Year 11, students will undertake a coffee course with an outside provider. The units of competency include:

- SITHFAB206: Serve food and beverage
- SITHFAB203: Prepare & serve non-alcoholic beverages
- SITHFAB204: Prepare & serve expresso coffee
- SITXFSA101: Follow workplace hygiene procedures

During Year 12, students will undertake a bar course with an outside provider. The units of competency include:

- SITHFAB202: Operate a bar
- SITHFAB101: Clean and tidy bar areas
- SITHFAB201: Provide responsible service of alcohol
- SITXFIN201: Process financial transactions

Are there any prerequisites?
No. However, students wishing to take this course are advantaged if they have previously completed Home Economics to a Year 10 level. They should have an interest in the Tourism and Hospitality industries.

How will you be assessed?
Assessment is competency based and is designed to enable students to demonstrate achievement of the certificate’s objectives through a wide range of tasks.
CERTIFICATE IV IN JUSTICE STUDIES (3929QLD)

Who should study this subject?

This qualification is an excellent opportunity for students to take the first step towards a successful career in the justice industry. They will obtain a head start in the local job market and can use the qualification as a step towards further education. This course has a partnership with the University of the Sunshine Coast and students who complete this course will gain direct entry into their Bachelor of Justice and Legal Studies. The University will give student with a Certificate IV in Justice Studies, 4 credit points (equivalent to 6 months off the course duration). The course also has close links with the Diploma of Justice Studies at the Sunshine Coast TAFE, with Queensland Courts and with the Queensland Police.

Additionally, successful completion of the Certificate IV in Justice Studies gains the student 8 QCE points and guarantees a rank comparable to an OP12.

What will you learn?

The course will comprise of 10 of units of competency. The course content for some of these units is covered in the Legal Studies Curriculum. Course content that falls outside the Legal Studies curriculum is studied online and at tutorials (4 per year)

Units of Competency for Certificate IV Justice Studies

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. QLD594JUS01A</td>
<td>Communicate with clients on justice-related issues</td>
</tr>
<tr>
<td>2. QLD594JUS02A</td>
<td>Prepare documentation for court proceedings</td>
</tr>
<tr>
<td>3. QLD594JUS03A</td>
<td>Analyse social justice issues</td>
</tr>
<tr>
<td>4. BSBRES401A</td>
<td>Analyse and present research information</td>
</tr>
<tr>
<td>5. PSPREG411A</td>
<td>Gather information through interviews</td>
</tr>
<tr>
<td>6. BSBLEG413A</td>
<td>Identify and apply the legal framework</td>
</tr>
<tr>
<td>7. BSBWOR402A</td>
<td>Promote team effectiveness</td>
</tr>
<tr>
<td>8. PSPREG409B</td>
<td>Prepare a brief of evidence</td>
</tr>
<tr>
<td>9. BSBLEG416A</td>
<td>Apply the principles of the law of torts</td>
</tr>
<tr>
<td>10. BSBWOR404A</td>
<td>Develop work priorities</td>
</tr>
</tbody>
</table>

Questions and assistance can be sought from the Trainer and Assessor through the online program, via email, phone call or skype. Extra assistance will be provided from the student’s Legal Studies teacher or Certificate IV Justice teacher. There will on occasion be a need for students to attend after school hours sessions to complete practical assessments. These days will be advertised well in advance so appropriate arrangements can be made.

What will it cost?

The course fees are substantially reduced for school students (cost of the course at Brisbane North Institute of TAFE is $1300 + textbooks or The College of Law and Justice charges $2995). Students are only charged a total of $600 for the course. There are no additional costs associated with this fee. Payment of $600 is required before commencement of the course.
These subjects do not contribute to an OP or to the QCE. However, they allow the students to experience the concepts and develop skills. Results are reported on the school reports.

PRACTICAL GRAPHICS

Who should study this subject?
Students follow the Senior Graphics program but are not required to sit for those exams.

Practical Graphics is a course of study that provides an opportunity for students to gain an understanding of graphical communication across a broad spectrum of applications and to provide students who do not intend to study at university but would like to develop there skills in this area. Graphics has become an essential tool for all graphical design fields including: Architectural Designer, Geological Drafting Technician, Builder, Graphic Designer (Publishing/Advertising), Cartographer, Industrial Designer, Commercial Artist, Interior Designer, Design/Project Engineer, Landscape Designer, Electronic Media/Illustrator, Mechanical/Electrical Designer, Environmental Designer, Technical Illustrator, Fashions/Textile Designer, Technology Teacher, Fine Artist/Illustrator, Town Planner.

What are the prerequisites?

While there are no prerequisites for this subject, it would be an advantage to have studied Junior Graphics.

What will you learn?

Students learn about the efficiency and effectiveness of graphical communication and its ever increasing impact on our technological society. Students are encouraged to be imaginative and creative through problem solving and designing, whether working individually or as part of a team. They develop real-life skills for visualising, investigating, analysing, synthesising and evaluating technical problems. Students are exposed to a variety of intellectual challenges involving visual stimuli, analysis and problem solving while developing a range of associated practical skills. Students explore graphical communication through studies in real-life contexts developed across units mainly in Product Design, Business Graphics and Built Environment.

How will you be assessed?

Assessment in the Practical Graphics program is designed to enable students to demonstrate a broad range of achievements. Assessment techniques used include class work, homework and assignments. Students are required to complete all assignments and classwork to achieve a pass in this subject.

An integral part of this subject is CAD (Computer Aided Drafting) which is used throughout the subject at all levels.

Other information?

Students taking this subject have the opportunity to download free of charge all the programs used while learning this subject. This gives every student the opportunity to keep up to date and use the latest programs as used in industry.
DISTANCE EDUCATION SUBJECTS no changes

Students are able to access Ancient History, Accounting and languages through the School of Distance Education. Students wishing to take language subjects need to have studied these in Year 10. Students planning to study through distance education need to be able to work independently. Applications must be made before the end of this year.

Students undertaking such study need to be sufficiently self-disciplined to be able to work without supervision, and to ensure that they can remain up-to-date with all assessment requirements. Students are encouraged to maintain regular contact with their teacher. Textbooks are included in the College Textbook Hire Scheme, although students pay for consumable materials.

Students choosing such subjects need to be committed to studying the subject through Distance Education as they are expected to continue studying that subject for at least one year. Parents are required to make a co-contribution of $800 of the cost of $1200 per student per year. If a student withdraws before completing the year, the student is required to pay the entire cost of the subject to the College.

ACCOUNTING

Why study Accounting? Accounting provides financial and other information for making and evaluating decisions about the allocation of scarce resources, and allows the development and maintenance of the financial control of business organisations and evaluation of performance and reporting on the operation of an organisation from both an internal and external perspective. Accounting provides a foundation in the discipline of accounting, introduces relevant technologies, enables participation in a changing business environment, provides information useful in the management of personal financial affairs, and prepares students for further education, training and employment.

What will you learn? The principles of double-entry accounting; preparation of accounting records and reports to show cash flow, profit and financial position; use of technologies relevant to the preparation of accounting records and reports; accounting packages and spreadsheets; control of the major financial elements of a business; cash, credit transactions, inventories and non-current assets analysis; and interpretation of reports in order to make decisions.

How will you be assessed? Assessment criteria are: knowledge, interpretation and evaluation, routine practical procedures, and challenging practical application.
ANCIENT HISTORY

Why study Ancient History? The course in Ancient History provides an insight into how other societies remote from us in time coped with the same sort of problems that confront us today; shows how many contemporary ideas and practices have evolved from ancient origins; investigates the origins and impact of different values. Understandings are developed through processes of critical inquiry, debate, reflection and decision making.

What will you learn? Students undertake in-depth and bridging studies in four of the following units: Western Asia and Egypt; Greece; Rome; Comparative Study of Ancient Cultures; Ancient China and Japan. The focus is on the various types of political and social organisations that have emerged in the different civilisations and the forces that led to these; the contributions of particular individuals and groups in the society; the achievements of the civilisations under study in visual arts, literature, philosophy, science and technology, theatre and warfare.

How will you be assessed? Through selected in-depth studies in which students identify historical issues, investigate the issues and make judgments about them. Students critically evaluate primary sources (e.g. diaries, letters, inscriptions, artifacts, archaeological records) and secondary sources (e.g. texts, audiovisual and computer software).

LANGUAGES OTHER THAN ENGLISH

Why study another language? Studying a language other than English increases self-esteem through the acquisition of new and different communication skills and through learning to interact with people of other cultures; provides an awareness and understanding of the nature and purpose of language in general; develops greater sensitivity to and understanding of English; promotes clear thinking, clarity of expression and problem solving; fosters cross-cultural understanding and develops a respect for people of other languages and cultures.

What will you learn? Students learn to communicate in the language using the skills of listening, speaking, reading and writing for practical purposes. To enhance their ability to communicate, they also focus on grammatical and other structures of the language. Key themes include family and community, leisure, recreation and human creativity, school and post-school options and social issues. By the end of Year 12, students should be able to listen to and comprehend a wide range of spoken language speak confidently and sustain a conversation on everyday topics read, understand and respond to a wide variety of material, and write with sufficient clarity and accuracy to satisfy their communication needs.

What are the pre-requisites? Students need to have studied the language in Year 10 and achieved at least a C.

What languages are available? Chinese, French, German, Indonesian, Japanese, Spanish
SCHOOL-TAFE LINKS

Wide Bay Institute of TAFE offers high school students in Year 11 and Year 12 the opportunity to come to TAFE on a part time basis, in most cases, one day per week to undertake a Certificate I, II, III or IV level qualification.

The School-Links program is a post-compulsory program for Year 11 and 12 students. You must be a minimum of 15 years of age and have a good level of achievement in non-modified core English and non-modified core math subjects in year 10 to enter the program. You will also be required to undertake a pre-assessment in literacy, language and numeracy as part of your enrolment interview.

You need to identify the program in your Senior Education and Training (SET) Plan. Prior to starting a school links program, St Patrick’s College must provide a letter of endorsement that shows that we support your entry into the program. You will then be required to enrol by a certain date to secure your place in the program.

Fees may be different for each program depending on a number of factors. Some school links programs are subsidised by the Queensland Government which reduces the fees. These programs are yet to be finalised therefore program fees will be available in September 2014.

School links programs are confirmed in Term 4 2014, but may include:

- automotive
- engineering
- construction
- fitness
- hospitality
- tourism
- hairdressing
GENERAL INFORMATION

Students following the OP pathway have timetabled classes on nine days of each fortnight. On the tenth day, the Rostered Activity Day (RAD), they are involved in a range of activities including Work Experience, QCST practice, excursions, and tutorials at the College. If the College requires the presence of the students at school, this is mandatory; the RADs should not be regarded as being “free” time. All Year 11 students will undertake two days of Driver Education on RAD days.

WORKPLACE LEARNING

Vocational Education students are encouraged to participate in “workplace learning” one day per week. That is, they attend school four days per week and go to work for one full day. What students learn in the workplace is linked to the Vocational Curriculum they are studying at school. This allows them to obtain practical competencies, as well as experience a range of employment situations.

Students are more likely to understand the underlying theory when the meaning is explored in specific situations giving students the opportunity to put theory into practice.

Vocational placements have many educational advantages for students including enabling them to:
- experience various work cultures;
- gain confidence;
- gain information and experience to enable informal career choice and planning;
- gain knowledge of employer’s expectations;
- make contacts with employers; and
- demonstrate to the host employer their potential as employees.

SOCIAL JUSTICE

Year 11 students are required to participate in the Social Justice program in accordance with the Catholic ethos of the College. They can undertake this service on rostered activity days, after school or during holidays.

This service needs to be:
- Outside of daily school hours with the exception of rostered activity days.
- Non-paying
- With a community organization as a volunteer
- Not with family and outside of regular activities.

To complete service requirements, students do the following:
- Choose an appropriate organisation, organise dates and times for the service.
- Fill in an Attendance Log after each session, completing at least 12 hours of service by the end of Term 3 of Year 11.
- Reflect on the experience of service to others and answer the questions to complete the journal. This could be presented orally if that is a recognised need of a particular student.
WEBSITES
Queensland Studies Authority
http://www.qsa.qld.edu.au
Queensland Studies Authority Career Information Service:
Australia’s National Career Information Service
http://www.myfuture.edu.au/services
Apprenticeship and Technical College Information
Australian Defence Forces
Career and job search tips
Career Advice Australia
Job Guide
Queensland Government
http://www.smartfuture.qld.gov.au
Queensland Tertiary Admissions Centre
http://www.qtac.edu.au
Year 12 – What next?