The latter part of Year 10 is a crucial time for all students and their parents as they contemplate future education and career pathways. As you move into post-compulsory education it is important to think about your goals and aspirations. If you make the decision to continue into Senior at St Augustine’s College it is essential that you choose subjects that will place you in the optimal position at the end of Year 12 to progress successfully into university or employment. Furthermore, underlying any decision about subject selection, moving into the senior school means that you are committed to working hard to achieve to your potential.

Essentially, which decision you make will depend on a number of factors:

- Your performance in school to date
- Your career ambitions for the future
- Your academic potential and subject interests
- Your level of personal motivation and commitment

While you should seek advice from as many sources as possible, remember that the final decision must be one you agree with, for you will have to accept the consequences of your choice. Others can and will help, but it’s your life and your future that is being planned.

This booklet has been compiled by the Heads of Department of the College, and will provide you with the basic information necessary for wise subject choices. However, it is only a starting point for further investigation. You should also consult as many of the following people as you can:

- Your parents
- Your Homeroom teacher
- Subject teachers
- Heads of Department
- Employers
- Older students who are doing, or have done the courses you are considering

You will then be better placed to make realistic and considered subject choices. Meanwhile, read this booklet carefully and move into top gear with your Year 10 studies to ensure that all doors open to you at the end of the year.

Mr Lance Helms
DIRECTOR OF STUDIES
Two major factors should be considered when choosing subjects for Year 11.

1. What are your academic strengths and interests, and
2. What type of career do you have in mind?

Ten years of formal education will have given you a good idea of your academic strengths and interests. Use this as a starting point when selecting subjects. Go for subjects where you have a proven track record and a high degree of interest. These provide you with the greatest chances of academic success.

While many students are unsure as to what career they will ultimately decide upon, most have some idea in which general area their future occupation will lie - in technical, scientific, language, social science, service industry etc. If you are uncertain as to what you wish to do, choose a broadly-based course which allows maximum flexibility. If you have a particular career in mind, make sure you find out first if you must study any subject in particular in order to qualify for entry into the field of your choice.

Please note the following:

1. Students can choose to study a range of subjects that suit their individual needs. Broadly speaking subjects fall into three groups – Authority, Authority Registered and Vocational subjects. Authority subjects are used in the calculation of the Tertiary Entrance Score and are therefore generally more academic in nature. Authority-Registered and Vocational subjects are generally designed to teach vocational content and skills and are therefore more practical in nature but don’t count towards a tertiary score. Each subject listed in this booklet describes whether it is Authority, Authority-Registered or Vocational beside the title.

2. Some Senior subjects have recommended results for Year 10 courses. This means that you should have reached a particular standard of achievement at the Year 10 level before you choose such subjects in Year 11. These recommendations will be considered in every case. Where they have not been achieved and enrolment in a particular subject is allowed in the first instance, continuation in the subject will be subject to review and might not be permitted if performance is not satisfactory.

3. There are no ‘easy’ subjects in Senior. All require commitment and a high degree of effort if you wish to be successful.

4. While every effort is made to satisfy students’ subject choices, it is sometimes impossible to cater for each and every student. Whilst the vast majority is catered for, inevitably a few changes are necessary. We reserve the right to direct students away from courses where past performance indicates little chance of success or where programming constraints make the student’s choices impossible to satisfy.

**FURTHER GUIDANCE**

- Your son’s present subject teachers can give you an accurate guide on present performance and potential in his subjects.
- The Director of Studies and Heads of Year 10, 11 & 12 are experienced in most aspects of subject choice.
- The Heads of Department of the various subject areas are well versed in the demands of the courses offered at the senior level.
## SUBJECT OPTIONS

**2017/2018**

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ACCOUNTING

All students will benefit from the study of Accounting as it will provide a useful tool for the management of their personal affairs and enable them to participate more effectively and responsibly in a changing business environment. Businesses cannot succeed if the people managing them do not understand the financial aspects and flow of the business.

The accounting course focuses on developing and maintaining financial records for sole trader organisations and using this information for making and evaluating decisions and reporting on the operation of an organisation.

This course is designed to provide and prepare students for further education, training and employment. It promotes the development of numeracy, effective communication and logical reasoning through analysis and interpretation, problem solving and decision making. In developing these skills and abilities, students will study both the theory and practical aspects of accounting. The use of computer technology is an integral part of the study of this subject, plus students have the opportunity to learn about and use the accounting package MYOB.

TOPICS OF STUDY

- Double entry accounting from source documents to final reports.
- Accounting and control over Cash, Credit, Inventories, Fixed Assets.
- Computers in accounting:
  - Spreadsheets – bank reconciliation, cash budget
  - Accounting package MYOB
  - Business graphs
- Statement of cash flows for a sole trader
- Analysis and interpretation of end of financial period reports
- Reporting and decision making

Students who have succeeded in Business should consider Accounting, as well as those students interested in business or management courses, as part of tertiary study. It is an important foundation course for students wishing to undertake a commerce degree at university.
Ancient History examines the origins and development of civilization with particular emphasis on man’s social, cultural and political past. By studying past civilizations one can gain an overall perspective of man’s progression through the ages as well as a better understanding of our own way of life. The course falls clearly into four semesters.

Semester 1
1. Studies of Archaeology
2. The rise and decline of the powers of the pharaohs, with particular emphasis on the New Kingdom.

Semester 2
The study of Greek Civilization from the Persian wars to Alexander the Great.

Semester 3
Rome - Rise of Roman Republic to end (1st AD Empire) and early empire – Julio-Claudian Dynasty.

Semester 4
Independent Inquiry.

The course requires solid reading, beginning with a class text and supported by library sources. Good note-taking skills are essential; however, these can be developed. Regular homework and revision are important factors for success in this subject. An interest in the history of mankind is an advantage.

Semester Weighting
Ancient History students are assessed with reference to the criteria and objectives outlined in the College’s Ancient History work program. Students are assessed in the following areas:

- Knowledge and understanding
- Research
- Critical use of sources
- Expression

Major Items of Assessment
In each of Semesters 1, 2, 3 and 4 students undertake several different forms of assessment. In Year 11 they have short answer tests, research assignments, a multimodal presentation and block exams. In Year 12 they develop these skills further with seminar presentations and a major research work of a comparative nature. More weight is given to assessment items in Year 12, and specifically to instruments that require students to use their analytical and evaluation skills.

N.B. It expected that students who take Ancient History have a mature ability in reading, writing and comprehension.
Biology is the study of life in its many manifestations. It encompasses studies of the origin, development, diversity, functioning and evolution of living systems and the consequences of intervention in those systems.

The study of Biology provides students with opportunities to:

- gain insight into the scientific manner of investigating problems pertaining to the living world;
- experience the processes of science that lead to the discovery of new knowledge;
- develop a deeper understanding and aesthetic appreciation of the living world.

Biology provides learning experiences which will further develop in students:

- knowledge and understanding of the world;
- the capacity to identify, gather, manipulate and process information in the context of scientific endeavours, including field studies;
- the capacity to communicate effectively in various formats on biological issues;
- an appreciation of the complexity and beauty of biological phenomena;
- an understanding of anatomy and physiology involved in body systems;
- an appreciation that each type of organism, including homo sapiens, occupies a unique position in the biosphere;
- a sense of responsibility for the stewardship of the local and global environment;
- an ability to apply biological understanding, skills, and reasoning to present day and emerging issues.

The general objectives of the syllabus are categorised as:

- understanding biology;
- investigating biology;
- evaluating biological issues.

These three assessable objectives are of equal importance. Assessments involve written tasks, extended response tasks, and extended experimental investigations.

Students are required to undertake investigations which involve a minimum of 10 hours spent in the field, excluding any preparatory work, follow-up activities or travelling time. At least five hours should be spent studying natural ecosystems.
Chemistry involves an exciting, dynamic and engaging study of the matter of which the universe is made.

Students study Chemistry for a variety of reasons: as a means of enhancing their understanding of the universe; as a way of achieving knowledge and useful skills; and as a stepping stone to further study. While study of the subject requires diligence, it can also result in intellectual rewards, scientific literacy and numeracy, and highly developed critical and creative thinking skills. A course in Chemistry embraces the intrinsic ‘hands on’ nature of the subject. The major emphases of the syllabus are the investigative approach that underpins the subject and the study of the key concepts of Chemistry in real-world contexts.

This subject is directed towards producing individuals who are able to think critically and creatively in a chemical context, understand and act responsibly on chemical issues, and communicate effectively in a scientific context.

The topics covered are:

**Year 11**
- The Right Material for the Job (atomic structure, properties, and uses)
- The Chemist’s Recipe (chemical reactions and chemical quantities)
- Pool Party (acids, bases and pH)
- Organic matter (organic chemistry)

**Year 12**
- Forensic Chemistry (analytical chemistry and techniques)
- Shipwrecks and Salvage (gas laws, corrosion and electrochemistry)
- Chemical energy (fuels)
- Industrial Chemistry

The objectives of the syllabus are categorised as:

- Knowledge & Conceptual Understanding
- Investigative Processes
- Evaluating & Concluding

These three assessable objectives are of equal importance. Assessments involve written tests, extended response tasks, and extended experimental investigations.
Drama is a unique art form that re-presents and re-enacts experiences, ideas, stories and emotions. In the subject Drama, students have opportunities to learn about a range of forms and styles of the dramatic art form and gain understandings of human experience in different cultures, times and places. Drama connects students to creative, technical and other cognitive processes and provides opportunities for them to imagine and explore beliefs, feelings, behaviours and relationships across many situations and contexts. Engaging in drama promotes imagination, critical and creative thinking, problem solving, cultural engagement and communication, and provides opportunities to share ideas with others through informal and formal performances. Students engage in learning experiences that integrate oral, kinaesthetic and visual communication to create aesthetic and artistic meaning.

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. The knowledge, understanding and skills built in Drama connect strongly with careers in which it is important to understand different social and cultural perspectives on a variety of subjects and issues, and to communicate meaning in imaginative, aesthetic and artistic ways.

The course can be divided into the following areas:

- forming – making drama;
- presenting – performing the work of others;
- responding – analysis and evaluation of live and recorded live performance.

Types of drama performed and studied include:

- Realism
- Australian/Indigenous Australian/Gothic Australian Drama
- Commedia dell’ Arte
- Contemporary Theatrical Styles
- Ancient Greek Drama
- Shakespearean Drama
- Kabuki
- Epic Theatre
- Political Theatre
- Cinematic Theatre
- One Person Show

While it is not necessary for students to have studied Junior Drama, this is an advantage. Students should also be achieving well in English and be prepared to read a wide variety of plays. Although much of the work will be completed at school, it may be necessary for students to do some extra rehearsal. Students need to be self-motivated and able to work on their own and in groups.

Assessment/Workload

Students are assessed equally in the three areas of the course including forming, presenting and responding.

Assessment is continuous and involves performance work individually and in small groups. Written assignment work is linked to the relevant work unit. Equal weightings apply to each of the forming, presenting and responding.

Associated Subject Costs

Students will be required to pay a fee to cover the costs of at least one live performance or workshop per year.

Related Careers

Actor, Advertising, Arts Administrator, Audiovisual Technician, Broadcasting Technician, Copywriter, Games Developer, Graphic Designer, Historian, Illustrator, Journalist, Lawyer, Media Presenter, Multimedia Developer, Playwright, Production Crew Member, Projectionist, Retail Manager, Set Designer, Sound Technician, Speech Therapist, Stage Manager, Stunt Performer, Technical Writer, Writer.
**Earth Science**

**Authority Subject**

**Why study Earth Science?**

The study of Earth Science at senior level fosters knowledge of planet earth, its systems, and its geological processes as well as an understanding of human interaction with Earth’s systems.

The subject aims to develop an awareness of how the effects of natural hazards such as floods, cyclones, landslides, earthquakes, and beach erosion can be minimised. Students become aware that knowledge of Earth Science is crucial in the planning of buildings, highways, dams, harbours, and canals.

They develop an understanding of environmental problems such as global warming, ozone holes, resource depletion and the disposal of hazardous wastes. They realise that a knowledge of earth science affects decisions ranging from those as big as choosing a nuclear power site to those as small as selecting an aesthetic and functional rock material for a retaining wall.

**What do students study?**

Earth Science is concerned with the study of the origin, development, and functioning of earth systems and the consequences of human interaction with those systems. The subject comprises a number of major topics that specify core areas of study and offer suggestions for elective areas of study. The major topics in Earth Science are:

- Introduction to Earth Science
- Our Earth and its systems
- Hazardous earth processes and materials
- Earth resources and human impact on the environment
- Our Earth in space and time

**What do students do?**

Earth Science is designed to encourage and challenge students and to develop their sense of inquiry and investigation. The subject includes field work to the equivalent of six days over the course of Years 11 and 12, all field work will form an integral part of the curriculum and contribute either directly or indirectly to assessment items. Students participate in a wide range of activities in their investigation of issues related to the environment and human interaction with the environment. Students will typically be engaged in such learning experiences as:

- learning collaboratively
- conducting laboratory investigations and experiments
- participating in excursion-based and field-based activities
- collecting, analysing and organising information in library research
- conducting case studies and surveys
- working on assignments

The objectives of the syllabus are categorised as:

- Knowledge and Conceptual Understanding
- Working Scientifically
- Using Information Scientifically

These three assessable objectives are of equal importance. Assessments involve written tests, extended investigations, extended laboratory investigations and short laboratory investigations.

**Careers** - Students doing the course will find relevance in jobs in Primary Industries (Mining etc), geology, geomorphology, planning, engineering, environmental science etc.
ECONOMICS

Why study Economics?

All citizens should achieve a basic level of economic literacy in order to understand the economic forces that act upon their own lives, and the economic environment in which they live. Not only can this help personal financial decision making, it can also help in the understanding of broader economic issues such as unemployment, inflation and international competitiveness. Basic economic literacy can be readily achieved through the inquiry-based approach taken in the course.

More complex issues are examined by beginning with an inquiry into a particular problem, industry or economic policy. Economic concepts are learnt as real life issues are discussed.

Economics teaches more than economic theory. Successful Economics students develop very solid analytical and persuasive writing skills, and the teaching of these skills is integral to the course. These skills help all students to be critical readers and thinkers. They are also invaluable skills for students intending to pursue tertiary studies beyond Year 12.

What do students study?

- How the problem of trying to satisfy unlimited wants with limited resources is the story of every individual, family, state, nation.
- The general nature of economics and the economic problem of what, how and for whom to produce.
- How the behaviour of individuals, businesses, governments, trade unions and banks is shaped by this problem.
- Industrial relations, enterprise bargaining and productivity.
- International trade, including exchange rates, tariffs, and foreign investment, foreign debt, current account deficit and the balance of payments.
- The role and significance of the Australian Government in the economy, the nature and impact of the budget and interest rate management, and the manner in which the market system is complemented and/or supplemented by government action as it sets out to achieve its economic and socio-political objectives.

Reading and good note taking skills are required. Sound mathematical skills are an advantage - in particular graphing skills, statistical interpretation, percentages, ratio and proportion. Students are encouraged to integrate technology into both their oral and written presentations.

How are students assessed?

Students are set a variety of tasks so that they have every opportunity to demonstrate their best performance. These include essays, research assignments, tests, response to stimulus and oral reports.

Economics is an excellent foundation course for students wishing to undertake Commerce, Business or Accounting degrees at tertiary level.
Senior English focuses on the study of language and texts. Students focus on developing their understanding of English and how to use it accurately, appropriately and effectively for a variety of purposes and different audiences. English offers students opportunities to enjoy language and be empowered as purposeful, creative and critical language users.

Students studying Senior English will learn to:

- examine a range of literary and non-literary works in various modes and mediums across diverse cultures and periods;
- interpret, analyse, evaluate, respond to and construct a wide range of texts through reading, listening, viewing, speaking, writing and shaping;
- communicate effectively in Standard Australian English for various social and cultural purposes and audiences;
- make choices about generic structures, language, textual features and technologies to convey intended meaning;
- control language (written, spoken and visual) using grammar, punctuation, vocabulary and spelling.

There will be a range and balance in the texts that students read, listen to and view. Australian texts by Indigenous and non-Indigenous writers will be included, as will texts from different times, places and cultures. Texts will encompass traditional, contemporary and translated works. Texts will include:

- novels, short stories and poetry;
- scripted drama and drama performed as theatre;
- reflective texts such as biographies, autobiographies and journals;
- popular culture, media and multimodal works;
- spoken and written everyday texts of work, family and community life.

Assessment in Senior English is standards-based and is designed to help students demonstrate achievement in the dimensions of the syllabus. The dimensions used are *Understanding and responding to contexts, Understanding and controlling textual features, and Creating and evaluating meaning.*

Assessment is both written and spoken. Students complete three or four written tasks and two or three spoken tasks in each year. Some assessment tasks are completed under test conditions, some using a combination of class and student time.

A sound achievement in Junior English is a desirable requirement for enrolment and success in Senior English. Currently English is a pre-requisite for all tertiary and a number of trade courses.
This study area specification in English Communications aims to develop students’ ability to:

- understand and appreciate Australia’s linguistic and cultural diversity;
- develop positive attitudes to and strategies for engagement in lifelong learning;
- gain knowledge, understanding and an appreciation of various forms of texts;
- reflect on their own and other people’s knowledge, values and practices;
- communicate appropriately and effectively, with confidence;
- plan and work independently and as members of a group.

The English Communications Study Area Specification [2004] is designed to allow students to develop and use these skills in the areas of work, community and leisure.

Throughout the year students will be required to complete a variety of written and spoken tasks in real-life contexts for particular purposes and audiences. Assessment will be conducted in both individual and group situations. Student achievement is judged on three criteria which are integrally related, and applied holistically to the body of work completed by the student. They are:

- knowledge of contextual factors;
- knowledge of textual features;
- knowledge and understanding of texts.

Student achievement will be recorded using an A-E scale, and an exit level of achievement will be awarded on completion of the program of study for English Communication.

PRE-REQUISITES

English Communication is designed for non-OP eligible students who would find the Authority English course too difficult or not entirely suited to their needs. English Communication can establish a basis for students’ further learning, as well as developing essential communication skills to enhance employment opportunities.
**FILM, TELEVISION AND NEW MEDIA**

**AUTHORITY SUBJECT**

Film, television and new media are our primary sources of information and entertainment. They are important channels for education and cultural exchange. They are fundamental to our self-expression and representation as individuals and as communities. Moving-image media enable us to understand and express ourselves as Australian and global citizens, consumers, workers and imaginative beings. They also provide a means to connect with and learn about our own and other cultures and practices.

Critical literacy skills, used within the techniques and processes of moving-image media production and use, enable students to think, question, create and communicate by designing, producing and critiquing film, television and new media products. These skills are not only of vocational value, but they also facilitate informed and social participation.

Noting that new information and communication technologies are converging rapidly and that there is growing acceptance that vocational and general education are also moving closer to each other, the syllabus aims to ensure opportunities for students to develop self-discipline and independent learning. Responsibility, a sense of personal worth, confidence and teamwork skills are all nurtured through the two year course.

Five broad key areas are identified: technologies, representations, audiences, institutions, languages. Units of study over the four semesters are based on these and the relationships among them.

Topic content covers a balance of Australian as well as overseas film and television programs and aesthetic and commercial products, and considers their functions and purpose.

Students will work through learning experiences in the units to equip them to critique filmic texts and demonstrate skills in production design documents. Production practice is achieved by participating in filming and editing processes using new technologies. Students should be able to apply knowledge and understanding of film and television technologies, languages and/or intuitive processes in the written, spoken and visual modes.

Assessment information will be gathered in a continuing process and be drawn from an individual’s achievement in all aspects of the syllabus identified as mandatory.

Individual performances, grading of a final production, teacher documentation, logs prepared by the students themselves detailing each person’s contribution, will be significant aspects in determining the supportive elements that lead to the forming of final grades for the student’s profile. Students’ involvement in various roles - technical, organisational, and group participation - rotate so that all gain the opportunity to experience the full spectrum of activities and are able to be assessed in each.

**PRE-REQUISITE TO STUDY FILM, TELEVISION AND NEW MEDIA**

It is desirable that students have completed Media studies in Year 10 with a Sound Achievement. Students are advised that the genres of analytical writing and creative writing are crucial and critical in the subject and that grades achieved in English for similar analytical and creative tasks are often a guide to success in Film, Television and New Media. It is therefore expected that students will have achieved a C+ rating or higher in English in Year 10.
Geography is an important subject offered in both Arts and Science degrees at university. It opens into a broad range of areas that cover town planning, environmental studies, soil technology, forestry and agriculture. Career opportunities include local government authorities, Department of Human Services, Great Barrier Reef Marine Park Authority, National Parks and Wildlife, teaching and the tourist industry. Apart from its importance at tertiary level, it is seen today as giving the necessary balance and understanding required to appreciate our global surroundings.

The aim of Senior Geography is to give an understanding of the processes and operations that are at work in our environment. The four semester units are:

1. Managing the Natural Environment
   a. Responding to natural hazards
   b. Managing catchments

2. Social Environments
   a. Sustaining Communities
   b. Connecting people and places

3. Resources and the Environment
   a. Sustaining biodiversity
   b. Living with climate change

4. People and Development
   a. Exploring the geography of disease
   b. Feeding the world’s people

Major Items of Assessment

In each semester there are four assessment items which may include: a content test, a practical exercise, a decision making activity, a data response test and/or a research assignment. All Year 11 assessment is formative, while all assessment in Year 12 is summative.
Senior Graphics is about solving design problems graphically and presenting graphical products. You will use a design process to identify and explore the design needs or opportunities of target audiences; research, generate and develop ideas; and produce and evaluate graphical solutions. You will solve graphical problems in at least two of three design areas: industrial design, graphic design and built environment (architecture, landscape architecture and interior design).

**WHAT WILL YOU LEARN?**

As you study Graphics, you will learn to:

- use design processes in graphical contexts
- formulate design ideas and solutions using the design factors, which include:
  - user-centred design
  - design elements and principles of design
  - technologies
  - legal responsibilities
  - design strategies
  - project management
  - sustainability and materials
- create and communicate design solutions in the form of graphical representations, including a range of sketches and drawings
- apply industry conventions where applicable
- develop design solutions for a range of audiences, including corporate clients and end-users.

**HOW WILL YOU LEARN?**

As you develop and present graphical representations of ideas and solutions for design problems you will:

- sketch and draw freehand
- develop spatial cognition and visualisation
- produce technical graphical representations in 2-D and 3-D formats
- use existing and emerging technologies.

You will plan and produce graphical representations in simulated real-world contexts. To do this, you will interpret, generate and create visual communications for particular purposes and audiences. You will then make judgments and justify decisions about the graphical representations you produce.

**HOW WILL YOU BE ASSESSED?**

In Graphics, assessment instruments include design folios and examinations.

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

In Year 12, you will be expected to complete at least four assessments, including at least two design folios and one examination.

**WHERE CAN GRAPHICS TAKE YOU?**

A course of study in Graphics can contribute 4 credits toward the Queensland Certificate of Education (QCE), and establish a basis for further education and employment in the fields of graphic design, industrial design, built environment design (architecture, landscape architecture and interior design), engineering, urban and regional planning, surveying and spatial sciences, and building paraprofessionals.
WHAT IS ICT ALL ABOUT?

Information and Communication Technology (ICT) is central to life in today’s technologically advanced world. The field of ICT is highly dynamic and is subject to unpredictable transformations by emerging technology, which requires constant adaptation by those who engage with it directly, or by those whose lives and communities are affected by its innovations.

The subject Information and Communication Technology (ICT) will provide you with opportunities to explore, experience and learn knowledge and practical skills that are highly valued across work, business, government, education and leisure contexts.

WHAT WILL YOU LEARN?

In ICT you will learn the practical knowledge and skills needed when working with ICT. Your learning will be shaped around core and elective knowledge, understanding and skills.

You will study three core topics: Hardware, Software and ICT in society and will have opportunities to explore these topics through at least three of nine possible elective contexts:

- **Animation** — designing and producing animated graphic images and creating 2D or 3D digital animation using animation software, e.g. as part of a game, website, multimedia presentation or as a stand-alone animation;
- **Application development** — developing software applications for a variety of devices, e.g. mobile applications, games, robotics or other forms of software;
- **Audio and video production** — capturing or creating, manipulating, editing and communicating digital audio and video for a range of multimedia genres including websites, presentations, games and other interactive multimedia;
- **Data management** — understanding and applying data management concepts, ideas and procedures and exploring various methods of data storage, uses and management;
- **Digital imaging and modelling** — acquiring, creating and manipulating digital still images, models and graphical representations for a range of multimedia genres including websites, presentations, games and prototyping;
- **Document production** — using document production software to develop documents that enhance communication, e.g. creating a range of document types including word processing and publishing software;
- **Network fundamentals** — understanding network hardware and software components which allow sharing of data locally and globally, and producing solutions to technical problems using networks;
- **Online communication** — acquiring an understanding of types of online communities and their needs, and the types, purposes and functionality of specific types of websites that support information exchanges, including wikis, blogs, forums and social networking sites;
- **Website production** — designing, producing, publishing and maintaining websites.

HOW WILL YOU LEARN?

All learning in ICT will be explored through a problem-solving process. You will apply your knowledge of ICT to produce solutions to simulated problems. Through practice in problem-solving in a variety of contexts, both individually and collaboratively, you will gain experience and skills in being an adaptable, competent and self-motivated user and consumer of ICT who can work with clients and colleagues to identify issues and solve problems.
**INFORMATION TECHNOLOGY SYSTEMS**

**AUTHORITY SUBJECT**

**WHY STUDY INFORMATION TECHNOLOGY SYSTEMS?**

Information Technology Systems (ITS) is a practical discipline which prepares students to respond to emerging technologies and information technology (IT) trends. Students develop the knowledge of, and skills in, the systems supporting IT. Systems range from those supporting the development of information, such as documents or websites, to those supporting technology, such as computers or networks.

Information Technology Systems prepares students to cope with, and harness to their advantage, the changes and significant opportunities associated with IT. This subject may lead to employment in such areas as IT support, graphic and multimedia manipulation, or tertiary study in the fields of multimedia design, games design, website design and animation.

**WHAT IS STUDIED?**

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

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

Contexts provide a focus for developing the subject matter into units of work. They might include:

- Animation
- Game design
- Graphic design
- Interactive media
- Mobile technology
- Multimedia
- Networking
- Video production
- Web design.
ITALIAN AND OTHER LANGUAGES OFFERED THROUGH DISTANCE EDUCATION

AUTHORITY SUBJECT

Senior Italian is offered as a continuation from Years 9 and 10 Italian in the junior school. The senior subject in Italian requires students to have a solid grounding in the junior school, so students should only choose this subject if they have completed the subject in the junior school to a satisfactory level. Opportunity to study in Italy is available especially at the end of Year 11. Students may also apply for a scholarship with StudiaItalia for study in Italy at the end of Year 12.

There are other languages coordinated at St Augustine’s but offered through Distance Education. Students can study a variety of languages such as Spanish, Mandarin, German, etc. Again, students who have achieved a satisfactory level in the junior school may continue their study at the senior level.

JAPANESE

AUTHORITY SUBJECT

Senior Japanese consolidates and expands on what has been learnt in the junior school. All four communicative skills of reading, writing, listening and speaking are taught with equal emphasis.

By the end of Year 12, the aim is that students will be able to converse freely on topics within their range of experience, read and write the Hiragana and Katakana characters fluently as well as approximately 200 Kanji. In conjunction with a variety of language activities, various aspects of the Japanese culture are introduced and discussed. Practical experiences include interaction with Japanese-speakers both native and non-native, cooking, and some activities/excursions to venues related to the particular topic of Japanese being studied. Students also have the opportunity to participate in external language competitions and proficiency tests. If falling within their senior years of study, students may have the opportunity to visit Japan on a school trip, which greatly increases confidence and fluency in the Japanese language and culture.

Learning a second language fosters cross-cultural understanding and empathy with people of other languages and cultural backgrounds. This experience contributes to and enriches the educational, intellectual, personal, social and cultural development of learners, and has the potential to improve the quality of their participation in a rapidly changing world.
Legal Studies examines the nature and function of the Australian legal system, the process of law making, and specific areas of law which are most likely to have an impact on the student’s daily life currently and in the future. Legal education is a vital element in the task of equipping students with the skills and knowledge necessary to effectively participate in the decision making process. Legal Studies is the study of the law and how the laws impact on society.

It is anticipated that students who pursue this course of study will acquire an informed appreciation of our legal system and develop competencies, attitudes and values which should enhance their awareness and competence to participate as more informed, supportive and active members of our democratic society. Students will be encouraged to use the law and legal processes effectively and not to see the law simply as a set of rules or sanctions which they must follow or by which they must unquestioningly abide.

The course is not intended as a pre-requisite for entry into tertiary law courses, nor is it intended to provide a formal legal education at the level achieved by tertiary law courses.

**WHAT DO STUDENTS STUDY?**

During a two-year course of study, students of Legal Studies will undertake the following studies:

- The legal system
- Criminal Law
- Introduction to Civil obligations
- Civil Wrongs (torts) and the Law
- Human Rights
- Family and the Law
- Housing and the Law
- Independent Inquiry

**ASSESSMENT**

Students are assessed via formal middle and end of semester examinations, the completion of court reports, analysis of media reports of legal cases and issues, and research assignments based on student-initiated interest electives.
**MATHEMATICS A**

**AUTHORITY SUBJECT**

The study of Mathematics A emphasizes the development of positive attitudes towards the student’s involvement in mathematics. This development is encouraged by an approach involving problem solving and applications, working systematically and logically, and communicating with mathematics.

The subject focuses on four strands of mathematics: Financial Mathematics, Applied Geometry, Navigation, and Statistics & Probability, with broad applications in such areas as business, industry, communication, farming and transport, as well as in life skills and personal decision making. Assessment will consist of middle and end-of-semester examinations as well as an assignment per semester.

Students who have studied Mathematics B Preparation and received a low Sound Achievement or less, or have studied Mathematics A Preparation in Year 10 are eligible and strongly encouraged to attempt Mathematics A in the senior school.

**MATHEMATICS B**

**AUTHORITY SUBJECT**

Study of this subject equips students to be able to recognise when problems are suitable for mathematical analysis and solution and to be able to use mathematics to assist in making informed decisions in life-related situations. The material is diverse in its content, ranging from managing personal finance to solving technical and applied problems in calculus. In all topics there is an emphasis on application and problem solving.

The main focus of this course is to provide our students with an excellent foundation in the skills required to complete any Mathematics or Science related course at university. Assessment will consist of middle and end-of-semester examinations as well as an assignment each semester.

Mathematics B is a demanding subject and should only be attempted by students who have performed well in Maths B Preparation. Students who have achieved at least a middle Sound Achievement in Maths B Preparation in Year 10 are eligible to attempt Mathematics B.

Mathematics B is a requirement for some technical, engineering and scientific university courses as well as some technical or engineering related apprenticeships, but is strongly recommended by the College to all students with demonstrated Mathematical ability.

**MATHEMATICS C**

**AUTHORITY SUBJECT**

Study of this subject equips students to be able to communicate mathematical information in a variety of forms, to be able to recognise problems suitable for mathematical analysis or solution, and to be able to use appropriately selected strategies and instruments. The material is diverse in its content, ranging from matrices, vectors and their applications, to calculus and statistics. As in Mathematics B, there is an emphasis on application and problem solving in all topics. Assessment will consist of middle and end-of-semester examinations as well as an assignment each semester.

Mathematics C is a specialised and demanding subject and should be attempted by those students who have High Achievement in Mathematics B Preparation. It is a subject that is highly beneficial to those students interested in the fields of Science, Mathematics, Engineering and Computing, but also to any student of high academic capabilities.

The College strongly recommends that this subject is considered by all academic students with strong demonstrated Mathematical ability and interest. Mathematics B is a co-requisite subject for Mathematics C.
MODERN HISTORY

AUTHORITY SUBJECT

Modern History is a demanding and rewarding subject that helps students to understand the world they live in and the future they will work in. The course falls into four semesters and moves through studies of power, conflict, change and national identity before concluding with a re-visititation to conflict. Knowledge and skills gained in Junior History are built on and depth research tasks allow students to prepare for research subjects at a tertiary level. Modern History is a subject particularly suited to students who are keen for academic challenge and are considering research degrees across a broad range of disciplines.

### COURSE CONTENT

#### SEMESTER 1: STUDIES OF POWER

- The causes of WWI
- Treaty of Versailles
- Nazi Germany

**Assessment:**
- Term 1 - Short Answer Test
- Term 2 - Extended Written Response

#### SEMESTER 2: STUDIES OF CONFLICT

- The Cold War
- Revolution

**Assessment:**
- Term 3 - Written Research Task
- Term 4 - Multimodal Presentation

#### SEMESTER 3: STUDIES OF CHANGE

- Change and Continuity in China and Japan
- Change and Continuity in a nation that has emerged since 1945

**Assessment:**
- Term 1 - Short Answer Test and Extended Written Response
- Term 2 - Multimodal Presentation

#### SEMESTER 4: NATIONAL HISTORY AUSTRALIAN HISTORY AND CONCLUDING STUDY OF CONFLICT

- Australians in Vietnam
- The Arab Israeli Conflict

**Assessment:**
- Term 3 - Written Research Essay
- Term 4 - Short answer/Response to Stimulus Test
Music

MUSIC AUTHORITY SUBJECT

Music is a unique art form that uses sound and silence as a means of personal expression. It allows for expression of the intellect, imagination and emotion and the exploration of values. Music occupies a significant place in the everyday life of all cultures and societies serving social, cultural, celebratory, political and educational roles. As a powerful educative tool, with its own discrete knowledge, processes and skills, music contributes to the holistic development of the individual. A study of music helps students to develop their practical and creative potential and to understand and heighten enjoyment of the arts. It develops their understanding of artistic processes and contributes to the development of the aesthetic, cognitive, psychomotor and affective domains.

Students live in a world in which music has an important and pervasive presence. Senior Music offers students opportunities for personal growth and for making an ongoing contribution to the culture of their community. Through a deeper level of knowledge, understanding and active participation in music making, it is hoped that students will maintain a lifelong engagement with music as an art form and a means of creative, artistic and emotional expression. The course encourages students to become creative and adaptable thinkers and problem solvers who are able to make informed decisions, and develop their abilities to analyse and critically evaluate. The discipline and commitment of music making builds students’ self-esteem, personal motivation and independence, as well as providing opportunities for refining their collaborative teamwork skills in activities that reflect the real-world practices of composers, performers and audiences.

All learning in Senior Music leads to developing students’ musicianship, i.e. the unique set of knowledge, understanding, skills, attitudes and dispositions that allows students to engage in all forms of music making and music interaction. Music is sound, and any experience of music is essentially and fundamentally aural. Students develop their inner hearing, music skills, techniques and artistry when they have opportunities to use their imagination, creativity, personal and social skills in music making.

In Composition, students experiment with sounds, instruments, styles, new media and methods of documenting sound, to create music works. They improvise, trial and refine their music ideas, working with sound in innovative ways to develop their work. In Musicology, students explore and engage with a variety of music contexts, styles, genres and practices. They identify and investigate characteristics of the music they experience and communicate music ideas. In Performance, students sing, play, conduct and direct music. They develop practical music skills through exploring, applying and refining solo and/or ensemble performances and apply theoretical understanding, aural awareness and music technology skills when creating or re-creating music works. Students are encouraged to become adept in using various music-related technologies and applying their broad music knowledge, skills and insights to express themselves in a rapidly changing music-making environment.

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. Many universities and TAFEs offer courses with a strong music focus or in disciplines that build on the knowledge, understandings and skills which students develop in Music. The study of music 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.

ASSUMED KNOWLEDGE AND PRIOR EXPERIENCE

The syllabus is based on the assumption that students entering a course based on this document have been working with (have experience with) the skills and concepts of Level 5 or higher of the music strand of the Years 1-10 Key Learning Area (KLA) syllabus— The Arts (2002). This experience could be gained in or out of school and may or may not be associated with a particular syllabus. It is desirable that students have a performance specialization as performing comprises one third of the course.
The Year 11 and 12 Physical Education course is designed to allow students to use their physical skills to contribute to their OP. The subject is structured with equal emphasis on practical sports skills and written theory topics. Four sports are studied for a term each in both Years 11 and 12, with a minimum of two practical lessons per week. The theory topic studied each term is integrated into and applied to the practical sport being focused on.

The four sports and associated theory topics studied throughout each year are:

- Badminton and Skill Acquisition
- Volleyball and Sports Psychology
- Touch Football and Sports Sociology
- Swimming and Fitness Principles / Training Programs.

The benefit of studying the same four sports in both Years 11 and 12 is that real progress can be made in both skill levels and strategic decision making, with Year 11 forming the foundations for Year 12 achievements.

Assessment each term is equally weighted between the practical performance of the sport being studied and the theoretical aspect focused upon. These theoretical aspects will be assessed by exam essay, journal or research report.

Whilst it is not mandatory that students have had exposure to the practical activities or the theoretical topics being studied, they must possess a genuine interest, determination and willingness to learn in order to meet both the demands and challenges of this subject.
Physical Recreation is a predominantly “hands on” subject catering for students interested in expanding their knowledge and skills relating to sports, fitness and the recreation industry.

This senior subject incorporates studying a variety of interesting and potentially lifelong sports and activities with theory components that students will find useful in the future. The sports currently studied within the course include:

- Fitness and Weights
- Golf
- European Handball
- Indoor Sports
- Coaching
- Training Programs
- Carnival Management
- Hybrid Sport Development

Students will also gain practical experiences through their involvement in the organization of school sporting events and micro teaching of small groups of younger students. The subject is predominantly practical in nature, however, there will be theory and assignment work based on the practical work covered. The subject will appeal to students with a personal or vocational interest in sport, recreation and outdoor education.
**Physics**

*Authority Subject*

This subject is usually taken by students with further studies in mind and is necessary for some tertiary courses in the physical sciences and engineering. It is also a requirement for entry to most careers in the armed services. Physics is recognised as necessary in some trades, especially the electrical trades.

Some specific topics covered over the two years are as follows:

**Units**

1. Physics of Car Crashes
2. Optics and Wave Motion
3. Thermal Physics
4. Electrical Systems
5. Electronics and Automated Systems
6. Nuclear Technology
7. Cosmology

Please note: There is some degree of flexibility built into this work program hence NOT all units are covered in any two year course. The optional units are indicated in the course overview, and summarised below:

**Optional Contexts**

1. Remote Sensing
2. Bridges
3. Atmospheric Physics

The Physics course involves a considerable amount of quantitative work and a proven ability in Mathematics is required. There is a strong emphasis on experimental work. Therefore it is a subject that requires clear thinking, mathematical analysis, and sound laboratory skills.

**Assessment**

Assessment involves end-of-semester written examinations, extended experimental investigations, and extended response tasks. The first half of Semester 1 is recognised as a formative period in which new skills and basic knowledge are required. While Semesters 2 to 4 all contribute towards a student’s exit level of achievement for the Senior Certificate.

**Co-requisite Subject**

Physics students are required to also study Mathematics B. Students commencing Physics in Year 11 are encouraged to also study Mathematics C.
Religious Education

Religious Education is compulsory in Years 11 and 12. Students have the choice to study either Religion and Ethics or Study of Religion.

Liturgies and Retreats

Students are expected to attend all of the liturgies in the College calendar and the following retreats:

- Year 11: A three-day and two-night program on the theme "Leadership" held in Term 3
- Year 12: A three-day and two-night program on the theme "Relationships and the Journey of Life" held in Term 1.

Religion and Ethics

Authority Registered Subject

Religion and Ethics offers a broad knowledge and appreciation of diverse religious beliefs and practices, providing insight into people and cultures, both past and present. It is also an Authority Registered subject and can contribute a total of 4 points to the QCE.

Content

Religion and Ethics covers six topics:

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethics and Morality</td>
<td>The Meaning and Purpose of Life</td>
</tr>
<tr>
<td>Sacred Stories</td>
<td>Christian Spirituality in the Australian Context</td>
</tr>
<tr>
<td>Islam</td>
<td></td>
</tr>
<tr>
<td>Judaism</td>
<td></td>
</tr>
</tbody>
</table>

Assessment

Assessment is based on knowledge and communication, not on levels of commitment or involvement in religious activities. Assessment continues throughout the course to provide the updating of information on student achievement. A range of tasks is used for this purpose, such as case studies, interviews, oral presentations, essays, research assignments and written tests. Students can be supported by their parents through ongoing discussions on religious and social issues in Australia and beyond.
**WHY STUDY SCIENCE IN PRACTICE?**

Science is a dynamic, collaborative and future-focused field of human endeavour that has emerged from a need to understand natural phenomena. Studying science contributes to the development of a sense of wonder and engagement with the natural world. To have an informed voice in charting the future of society and to effectively participate in society and everyday life, where science and technology play significant and increasing roles, students need to be scientifically literate. Scientific literacy is a way of thinking and a way of viewing and interacting with the world that is developed through engaging in the practical and analytical approaches of scientific inquiry.

Science in Practice will provide you with opportunities to ask increasingly sophisticated questions about new ideas and information. Science in Practice supports and focuses the development of these questions by encouraging inquiry and a respect for evidence and reasoning. It will develop your critical thinking skills through the evaluation of claims using systematic reasoning and an enhanced scientific understanding of the natural and physical world.

**WHAT WILL YOU LEARN?**

You will learn concepts and ideas related to the core topics ‘Scientific literacy and working scientifically’, ‘Workplace health and safety’, and ‘Communication and self-management’. The concepts and ideas of the core topics are explored through units of work based on the electives ‘Science for the workplace’, ‘Resources, energy and sustainability’, ‘Health and lifestyles’, ‘Environments’, and ‘Discovery and change’. Learning experiences within units are interdisciplinary, including aspects of at least two science disciplines — Biology, Chemistry, Earth and Environmental Science or Physics.

**HOW WILL YOU BE ASSESSED?**

Assessment in Science in Practice gives you opportunities to develop and demonstrate your knowledge, understanding and skills. Assessment instruments include:

- projects, e.g. developing a water-quality test kit (product) and giving a sales pitch to a potential customer, demonstrating how it works (performance);
- investigations, e.g. testing different commercial antibacterial cleaning agents;
- collections of work, e.g. completing a series of at least three tasks relating to a single topic such as renewable and non-renewable energy;
- extended responses to stimulus, e.g. responding to scientific texts, media texts, data and statistics;
- examinations, e.g. sitting a short response test;
- In Year 12, you will be expected to complete a minimum of four and a maximum of six assessment instruments, including at least one investigation.
**STUDY OF RELIGION**

**AUTHORITY SUBJECT**

Study of Religion is an Authority subject and counts towards a student’s OP. Across Australia it is one of the fastest growing areas of study, especially in Catholic and Independent schools. Through Study of Religion, students explore the causes and the processes of change that have influenced human history across time and culture, and the role that religion continues to play in the world.

The course challenges, enlightens and explores the role that religion plays in the social context of contemporary Australia. It examines the formation of an individual’s world view and the framework of beliefs in which it is interpreted. It also fosters dialogue across religious traditions and recognises the significance of spiritual beliefs and practices of Aboriginal and Torres Strait Islander communities.

This subject is suitable for all students irrespective of individual religious belief. As a Catholic school in the Marist tradition, St Augustine’s will offer a Christian perspective as an underlying basis of course content.

The Studies of Religion syllabus is designed around three core components:

- Australian religious perspective
- World religions
- The nature and significance of religion

The course of studies includes five topics:

- Religion-state relationships
- Ritual
- Sacred text
- Ultimate questions
- Religion, values and ethics

Students learn through the inquiry method in Study of Religion. A structured process of inquiry is given and this guides students to investigate information and direct their thinking skills. The process contributes to their ability to formulate ideas, make judgements and reach conclusions. These form the criteria for assessment tasks. Students can be supported by their parents through ongoing discussions on religious and social issues in Australia and beyond.
Technology Studies challenges you to understand and appreciate technological innovation and its impact on society. You will learn about the purposeful application of knowledge, resources, materials and processes to develop solutions to real-world design problems by generating innovative ideas and producing products. In Technology Studies you will examine and create solutions to design problems. Design problems are based on identifying a need or responding to an opportunity.

**WHAT WILL YOU LEARN?**
You will develop an understanding of real-world product design and production processes. Technology Studies provides opportunities for you to develop lifelong skills in strategic thinking, practical problem solving, information analysis, creative thinking and project management.

**HOW WILL YOU LEARN?**
Using a design process you will investigate design problems from a variety of contexts, while considering the human needs of individuals and communities, or in response to identified opportunities. You will explore and analyse design factors to develop ideas and produce products through the practical application of manufacturing technologies and materials. Products are created because they meet a need and confirm your design decisions.

Through studying Technology Studies you will develop the skills to manage resources and risks effectively to develop solutions to design problems. You will critique and evaluate ideas and products against design criteria, justify design decisions and make recommendations for improvement.

**HOW WILL YOU BE ASSESSED?**
Assessment in Technology Studies gives you opportunities to demonstrate your knowledge and understanding of how to develop solutions to design problems using a design process. You will analyse design problems and apply design factors, then develop ideas and produce products, evaluating your processes and solutions as you work.

Assessment instruments include:

- **Design folios** - These involve undertaking and documenting a design process where you develop ideas and produce products in response to a design problem.
- **Reports** - These involve analysing the relationship between a product and society, and may include proposing solutions, expressing and justifying a point of view or explaining and evaluating an issue.

In Year 12, you will be expected to complete two to three assessment responses, including at least one design folio and one other assessment.

**WHERE CAN TECHNOLOGY STUDIES TAKE YOU?**
A course of study in Technology Studies can contribute 4 credits toward the Queensland Certificate of Education (QCE), and establish a basis for further education and employment in the fields of industrial design, product design, civil engineering, mechanical engineering, electrical engineering, architecture and project management.
Visual Art is a powerful and pervasive means which students use to make images and objects, communicating aesthetic meaning and understanding from informed perspectives. The Years 11 and 12 Art Program is designed for the education of young adults as well as for future designers or artists. Our rapidly changing society is dominated by many visual influences such as advertising, media, technology and fashion. In a world of increasing communication technologies, knowledge and understanding of how meanings are constructed and “read” is fundamental to becoming a critical consumer and/or producer of artworks. As such, the Senior Art Program develops visual perception and visual discrimination as well as creativity.

In making artworks, students define and solve visual problems by using visual language and expression, experimenting and applying media to communicate thoughts, feelings, ideas, experiences and observations. In appraising artworks, students investigate artistic expression and critically analyse artworks within diverse contexts.

The Senior Art Program includes - Visual Studies (Year 11) and two electives (Year 12). These electives may include:

<table>
<thead>
<tr>
<th>Drawing</th>
<th>Sculpture</th>
<th>Printmaking</th>
<th>Performance Art</th>
</tr>
</thead>
<tbody>
<tr>
<td>Painting</td>
<td>Ceramics</td>
<td>Electronic Imaging</td>
<td>Photography</td>
</tr>
</tbody>
</table>

Art is an appropriate study for all students; however, it is strongly recommended that students have a satisfactory level of achievement in Junior Art.

**Why Study Art?**

1. Art is a vocational preparation.
   All industries require designers and designing ability. Art is an invaluable preparation for many vocations including:
   - Architecture
   - Engineering
   - Town Planning
   - Performing Arts
   - Sign writing
   - Costume & Theatre
   - Teaching
   - Fashion
   - Advertising
   - Graphic Design
   - Landscape Design
   - Film & Television
   - Industrial Design
   - Interior Design
   - Publishing
   - Textiles
   - Illustration
   - Publicity
   - Animation
   - Printmaking
   - Photography
   - Curating
   - Art
   - Art Dealing
   - Gallery
   - Jewellery Making
   - Visual Artist

2. Art is preparation for tertiary study.
   The Senior Art program has practical and theoretical components; it is therefore valuable preparation for Fine Arts and Humanities courses as well as for the presentation of a practical folio for Art courses.

3. Art is a preparation for life. All that is man-made has been designed: is it pleasing to the eye/is it functional? Art education establishes a visual awareness of our man-made and natural environment; it encourages an appreciation of artistic heritage and personal expression through art experiences. The development of aesthetic sensitivity is important in both work and leisure activities.

**Assessment**

Students are assessed on their ability to make and appraise art. Practical assessment includes the development and documentation of process diaries that show evidence of research, experimentation and decision making that lead to a final product in a chosen media. Theoretical assessment items include research tasks showing analysis, interpretation, evaluation and synthesis of information using appropriate terminology and justifying a viewpoint presented in assignments and written examinations.
Visual Arts in Practice focuses on your engagement in art-making processes and making virtual or physical visual artworks for a purpose.

At St Augustine’s College the following areas of study might include various themes over a two year program:

- Photography
- Printmaking and Painting (2D)
- Photoshop and Web Design (digital and 4d/design)

You will create artworks in response to a particular purpose and for a particular audience through creating products such as a Rock Concert Poster or working on a project such as creating a folio of photographs.

This course is highly structured in terms of media areas and projects or products to be created but there is a lot of room for you to interpret these in your own way.

This is a non-OP eligible course and the course structure focuses mainly on making with limited written requirements.
CPC10111 CERTIFICATE I IN CONSTRUCTION

This qualification is designed for people seeking a pathway into the building industry via apprenticeships and traineeships.

DURATION

The expected completion time for a CPC10111 Certificate I in Construction is 4 semesters / 220 hours. With this training package, assessment and training will be conducted at the College during regular hours and through work experience.

ORGANISATION

The program will be delivered through class based projects and simulated work environments. Theory training and assessment will be delivered online and will incur a cost of $132.00 per year payable before the commencement of the course. Most of this online training will be completed as homework. Students will also be required to complete the Construction Industry White Card at a cost of $45.00.

UNITS OF COMPETENCY

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPCCCM1012A</td>
<td>Work effectively and sustainable in the construction industry</td>
</tr>
<tr>
<td>CPCCCM1013A</td>
<td>Plan and organise work</td>
</tr>
<tr>
<td>CPCCCM1014A</td>
<td>Conduct workplace communication</td>
</tr>
<tr>
<td>CPCCCM2001A</td>
<td>Read and interpret plans and specifications</td>
</tr>
<tr>
<td>CPCCCM2005B</td>
<td>Use construction tools and equipment</td>
</tr>
<tr>
<td>CPCCOHS1001A</td>
<td>Work safely in the construction industry</td>
</tr>
<tr>
<td>CPCCOHS2001A</td>
<td>Apply OHS requirements, policies and procedures in the industry</td>
</tr>
<tr>
<td>CPCCVE1011A</td>
<td>Undertake a basic construction project</td>
</tr>
<tr>
<td>CPCCCM1011A</td>
<td>Undertake basic estimation and costing</td>
</tr>
<tr>
<td>CPCCCM1015A</td>
<td>Carry out measurements and calculations</td>
</tr>
<tr>
<td>CPCCCM2006B</td>
<td>Apply basic levelling procedures</td>
</tr>
</tbody>
</table>

QUEENSLAND CERTIFICATE OF EDUCATION (QCE)

A course of study in CPC10111 Certificate I in Construction will contribute 3 credit points towards the Queensland Certificate of Education, and establish a basis for employment in the building and construction trades.
MEM10105 Certificate I in Engineering

This qualification is designed for people seeking a pathway into the metal fabrication industry via apprenticeships and traineeships.

Duration
The expected completion time for a MEM10105 Certificate I in Engineering is 4 semesters / 220 hours. With this training package, assessment and training will be conducted at the College during regular hours and through work experience.

Organisation
The program will be delivered through class based projects and simulated work environments. Theory training and assessment will be delivered online and will incur a cost of $132.00 per year payable before the commencement of the course. Most of this online training will be completed as homework. Students will also be required to complete the Construction Industry White Card at a cost of $45.00.

Units of Competency

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEM13014A</td>
<td>Apply principles of Occupational Health and Safety in the work environment</td>
</tr>
<tr>
<td>MEM14004A</td>
<td>Plan to undertake a routine task</td>
</tr>
<tr>
<td>MEM15024A</td>
<td>Apply quality procedures</td>
</tr>
<tr>
<td>MEM16007A</td>
<td>Work with others in a manufacturing, engineering or related environment</td>
</tr>
<tr>
<td>MEM05005B</td>
<td>Carry out mechanical cutting (2)</td>
</tr>
<tr>
<td>MEM05007C</td>
<td>Perform manual heating and thermal cutting (2)</td>
</tr>
<tr>
<td>MEM05012C</td>
<td>Perform routine manual metal arc welding (2)</td>
</tr>
<tr>
<td>MEM07032B</td>
<td>Use workshop machines for basic operations (2)</td>
</tr>
<tr>
<td>MEM11011B</td>
<td>Undertake manual handling (2)</td>
</tr>
<tr>
<td>MEM12023A</td>
<td>Perform engineering measurements (5)</td>
</tr>
<tr>
<td>MEM12024A</td>
<td>Perform computations (3)</td>
</tr>
<tr>
<td>MEM16008A</td>
<td>Interact with computing technology (2)</td>
</tr>
<tr>
<td>MEM18001C</td>
<td>Use hand tools (2)</td>
</tr>
<tr>
<td>MEM18002B</td>
<td>Use power tools/hand held operations (2)</td>
</tr>
</tbody>
</table>

Queensland Certificate of Education (QCE)
A course of study in MEM10105 Certificate I in Engineering will contribute 3 credit points towards the Queensland Certificate of Education, and establish a basis for employment in the metal trades.
Hospitality is a booming industry in Australia and throughout the world. This is one of the most interesting and challenging industries to work in and offers a wide range of job and career opportunities. Whether you work as a food and beverage attendant at a café, a housekeeping attendant at a beach resort, or head chef at an award winning fine dining restaurant, there is always an atmosphere of fun and a sense of achievement, not to mention the opportunity to make long-lasting relationships.

Students in Years 11 and 12 wishing to develop knowledge and skills for initial work, community involvement and further learning in the Hospitality Industry may enrol in this course. The delivery and assessment will be in a simulated work or industry environment with a high degree of supervision.

**Duration**
The expected completion time is 4 semesters / 220 hours. The training and assessment leading to recognition of skills will be undertaken in a real (work placement) as well as simulated workplace environment.

**Organisation**
Students will attend classes for 4 periods a week. A range of teaching and learning strategies will be used to deliver the competencies. These include:

- practical tasks
- group work
- activities in simulated work environments

The school will ensure learners have every reasonable opportunity to complete their training program.

**Units of Competency**

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWOR203</td>
<td>Work effectively with others</td>
</tr>
<tr>
<td>SITHCCC001</td>
<td>Use food preparation equipment</td>
</tr>
<tr>
<td>SITHCCC005</td>
<td>Prepare dishes using basic methods of cookery</td>
</tr>
<tr>
<td>SITHCCC011</td>
<td>Use cookery skills effectively</td>
</tr>
<tr>
<td>SITHKOP001</td>
<td>Clean kitchen premises and equipment</td>
</tr>
<tr>
<td>SITXFSA001</td>
<td>Use hygienic practices for food safety</td>
</tr>
<tr>
<td>SITXINV002</td>
<td>Maintain the quality of perishable items</td>
</tr>
<tr>
<td>SITXWH5001</td>
<td>Participate in safe work practices</td>
</tr>
<tr>
<td>SITHCCC002</td>
<td>Prepare and present simple dishes</td>
</tr>
<tr>
<td>SITHCCC003</td>
<td>Prepare and present sandwiches</td>
</tr>
<tr>
<td>SITHCCC006</td>
<td>Prepare appetisers and salads</td>
</tr>
<tr>
<td>SITFAB005</td>
<td>Prepare and serve espresso coffee</td>
</tr>
<tr>
<td>SITFAB004</td>
<td>Prepare and serve non-alcoholic beverages</td>
</tr>
</tbody>
</table>

**Queensland Certificate of Education (QCE)**
A course of study in SIT20416 Certificate II in Kitchen Operations will contribute 4 credit points towards the Queensland Certificate of Education.
Binnacle’s SIS30315 Certificate III in Fitness ‘Fitness in Schools’ program is offered as a senior subject where students deliver a range of fitness programs and services to clients within their school community. Graduates will be competent in a range of essential skills – such as undertaking client health assessments, planning and delivering fitness programs, and conducting group fitness sessions in indoor and outdoor fitness settings. Upon successful completion, students are certified with 8 Queensland Certificate of Education (QCE) Credits:

- Nationally recognised qualification – SIS30315 Certificate III in Fitness (8 Credits - Core)

**Organisation**

The program will be delivered through both class-based tasks and practical components in a real gym environment at the school. Theory training and assessment will be delivered online and will incur a cost of $259 and is payable before the commencement of the course. Students will also be required to complete Senior First Aid at a cost of $33.00.

**NOTE:** This program involves a mandatory ‘outside subject’ weekly component of 90 minutes per week across a minimum of one term of study – delivering fitness programs and services to a variety of clients, including adults.

<table>
<thead>
<tr>
<th>ITEM</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTWHS001</td>
<td>Participate in workplace health and safety</td>
</tr>
<tr>
<td>SISXIND001</td>
<td>Work effectively in sport, fitness and recreation environments</td>
</tr>
<tr>
<td>SISXCCS001</td>
<td>Provide quality service</td>
</tr>
<tr>
<td>SISXFAC001</td>
<td>Maintain equipment for activities</td>
</tr>
<tr>
<td>SISSSPT303A</td>
<td>Conduct basic warm-up and cool-down programs</td>
</tr>
<tr>
<td>SISFFIT004</td>
<td>Incorporate anatomy and physiology principles into fitness programming</td>
</tr>
<tr>
<td>SISFFIT011</td>
<td>Instruct approved community fitness programs</td>
</tr>
<tr>
<td>BSBRSK401</td>
<td>Identify risk and apply risk management processes</td>
</tr>
<tr>
<td>SISFFIT001</td>
<td>Provide health screening and fitness orientation</td>
</tr>
<tr>
<td>SISFFIT006</td>
<td>Conduct fitness appraisals</td>
</tr>
<tr>
<td>SISFFIT003</td>
<td>Instruct fitness programs</td>
</tr>
<tr>
<td>SISFFIT005</td>
<td>Provide healthy eating information</td>
</tr>
<tr>
<td>SISFFIT002</td>
<td>Recognise and apply exercise considerations for specific populations</td>
</tr>
<tr>
<td>SISFFIT014</td>
<td>Instruct exercise to older clients</td>
</tr>
<tr>
<td>HLTAID003</td>
<td>Provide first aid</td>
</tr>
<tr>
<td>HLTAID001</td>
<td>Provide cardiopulmonary resuscitation</td>
</tr>
</tbody>
</table>

**Queensland Certificate of Education (QCE)**

A course of study in SIS30315 Certificate III in Fitness will contribute **8 credit points** towards the Queensland Certificate of Education.
### Tertiary Entrance Procedures

1. **Subject Results**
   The levels of achievement allocated by subject teachers on the basis of classwork, assignment work and testing.

2. **Core Skills Test Results (QCS)**
   Your personal achievement in multiple choice testing, short response testing and the writing task administered by the Queensland Curriculum & Assessment Authority (QCAA) in September of your senior year.

3. **Overall Position**
   - Your position relative to all other students completing senior and seeking tertiary entrance.
   - 1 is the highest position, 25 is the lowest position.
   - We provide raw data indicating your rank among fellow students for each subject you study and the Queensland Curriculum & Assessment Authority (QCAA) re-scales this raw data so that statistically valid ranking can be done using averaged re-scaled scores of all students.
   - Your Overall Position will be the most important result for your gaining the tertiary place you want (assuming you have studied the pre-requisite subjects for the course you have in mind).
   - **YOUR PERFORMANCE IN EACH SUBJECT YOU STUDY IS THE SINGLE MOST IMPORTANT FACTOR IN DETERMINING YOUR OVERALL POSITION.**

4. **Field Positions**
   - You may qualify for up to 5 field positions:
     - Field A: Written Expression
     - Field B: Reading, Comprehension and Language Expression
     - Field C: Basic Numeracy
     - Field D: Complex Mathematical Problem Solving
     - Field E: Creative and Practical Arts
   - If your Overall Position is one less than the Overall Position necessary to gain entry to a particular course, you might still be selected for that course if you are among the best students who just missed out, as indicated by your Field Position. eg. Overall Position of 8 required for Engineering. You have an Overall Position of 9. QTAC may consider Field Positions "C" and "D" of students like you who miss out, and if so would look at your Field Positions for these two areas, and it might be that they select you because you had very high Field Positions for both these fields.
WHERE TO FROM HERE?

1. Read this booklet; consult widely with the relevant people - parents, teachers - think carefully about all that you learn from this process.

2. Consider the subjects you do best and you prefer to do, bearing in mind the advice that comes out of working through the Senior Education Training Plan (SET).

3. If considering tertiary study, make sure any subject pre-requisites for courses you are interested in are checked.

4. Complete the Senior Education Training Plan and Senior Subject Selection form and return to Reception by Friday 29 July 2016.