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(* indicates non-OP subjects)
CULTURE STATEMENT

St Ursula’s College, a Catholic educational and residential community in the Ursuline tradition, is dedicated to the education and care of young women.

We strive to create learning opportunities that will encourage students to take responsibility for their own thinking and learning, so that they may become more resourceful and empathetic young women who seek:

• the development of a personal faith and spirituality
• participation and leadership in all facets of today’s and tomorrow’s world.

The challenge for all is to model relationships within and beyond our community based on:

• mutual respect
• tolerance and acceptance
• care for the individual and the environment
• interdependence and collaboration
• service

so that our students, growing in wisdom, justice and integrity will contribute responsibly to their own transformation and that of society.
COLLEGE FRAMEWORK FOR CURRICULUM AND LEARNING

At St Ursula’s College, ‘curriculum’ embodies all of the learning experiences of our students, both inside and outside of the classroom. All learning experiences are designed for a girl’s education within a community that is connecting with life in the twenty-first century.

Transformative Learning for Young Women

Learning at St Ursula’s College is framed as ‘transformative learning’ for contemporary young women within the context of a hopeful and faith-filled community. At St Ursula’s College “…we actively foster a love of learning for a lifetime of purposeful engagement in the world of the twenty-first century. Teaching is learner-centred. The potential of each learner is nurtured and challenged to enable full and transformative participation in the world.” (College Strategic Plan: 2011-2015: p.6) Students and teachers seek learning opportunities that embrace positive change (transformation); emphasise our connection with the sacred, with others and with our world; and challenge us to service, reflection and action.

Our community connects with life through

- Confident Innovation
- Reflection and Responsiveness
- Individuality and Interdependence
- Service and Justice

… KEY CHARACTERISTICS OF TEACHING & LEARNING AT ST URSULA’S COLLEGE:

- A vibrant Professional Learning Community that seeks learner-focused pedagogical excellence
- An integrated holistic approach with a focus on academic rigor and deep disciplinary learning
- A diverse curriculum with emphasis on design, creativity and collaboration
- Learning that foregrounds the importance of caring for the individual and relationships based on mutual respect, tolerance and acceptance
- An integrated service and justice approach including a particular emphasis on women, the environment and future sustainability
- Innovative, sustainable approaches to enhancing the human, physical and technological resources that will support twenty-first century thinking and learning
TRANSFORMATIVE LEARNING AT ST URSULA’S COLLEGE

Key objectives:

• Transforming self: From girl to young woman - connecting spiritually, intellectually, socially

Each student is viewed as a unique individual whose journey through St Ursula’s College will foster strong academic and thinking skills, self-discovery and personal integrity.

We will nurture, guide and challenge her to:

- Learn with the heart as well as the mind
- Develop her personal faith and spirituality
- Understand that learning can be both rigorous and enjoyable; that it is lifelong and life-wide
- Take personal responsibility for her own learning so that she may reach her highest potential
- Discover and develop her individual interests, gifts and talents - creative, vocational, intellectual, physical and social
- Focus on the attitudes and perceptions and habits of mind that enable positive and productive thinking and learning
- Learn collaboratively with respect for others’ background, ideas and perceptions
- Think deeply and critically, respond reflectively and innovate confidently
- Extend and refine her knowledge and skills so that she may become a well-informed, highly skilled and confident contributor to her world
- Use her knowledge and skills meaningfully in the service of others, her community and her world

• Transforming her community: Young women - connecting & contributing

Each student at St Ursula’s College is an integral member of the College and wider community – a hopeful and faith-filled community that is connecting with life.

We will nurture, guide and challenge her to:

- Develop and foster healthy, life-giving relationships for personal and communal resilience
- Be responsive to, and affirming of, the stories, skills and talents of others
- Respect and celebrate diversity – one’s own individuality, the individuality of others and the value of interdependence
- Integrate and extend her knowledge, understanding and skills through meaningful relationships with others and within her community
- Seek, initiate and engage with service learning opportunities
- Confidently seek innovative solutions to community issues – particularly with respect to issues of justice, sustainability, the environment and women
- Become a resourceful and empathetic young woman who seeks participation and leadership in her community
Know, tell and celebrate the core stories of our community … the stories of Jesus, St Ursula, Angela Merici, the College and the Ursuline story

Understand her place, responsibility and potential as a member of the global community of Ursuline educated young women

Seek authentic links and partnerships within the College community, the community of Ursuline schools and her wider community

• Transforming her world: Young women making a difference – connecting with life

Learning at St Ursula’s College is designed to equip each young woman with the desire, confidence, knowledge and skills for purposeful engagement in her world – initially as a student but primarily for life beyond school.

We will nurture, guide and challenge her to be:

- A resourceful and empathetic young woman who seeks participation and leadership in the world beyond school
- A capable and confident young woman who continually seeks opportunities for lifelong and lifewide learning and service
- A young woman, who discovers, sustains and celebrates positive life-giving relationships
- A woman whose life work incorporates service, justice, sustainability, care for others and the environment
- A woman who seeks to empower and enable others to transform themselves, their community and their world
- A woman of wisdom, justice and integrity who is purposefully connecting with others and with life - in all its diversity, richness and most sacred forms.

The St Ursula’s College Curriculum and Learning Framework underpins all curriculum decision-making and planning processes. As we seek to fulfil these objectives, we build upon the legacy and example of St Angela Merici. As Angela faced new challenges by looking for new and transformative possibilities, so too is the St Ursula’s College community called to ensure that the young women in our care are offered a nurturing, challenging and hopeful educational environment so that they can learn, grow and develop the skills and confidence to positively transform their world.
ACADEMIC CARE

At St Ursula’s College education is focused on both the heart and mind and therefore we believe girls learn best when they feel safe, nurtured and valued. One of the important ways we address this is by the value we place on the role of Academic Care in the College. It underpins all we do both within the classroom and outside. It is the College’s response to the understanding that each student and her development are the focus of all activities which take place in the College.

To ensure that your daughter is supported and encouraged in all aspects of her development, pastoral care and academic progress are inextricably linked through the Academic Care structures that are in place.

The Pastoral Care teacher is a very important part of this structure – this person is the link between home and the College. This person meets with students on a daily basis to work on helping them to become responsible, autonomous people who are able to achieve and maintain quality relationships.

Each year group has a Head of Year that aims to develop quality learning environments where students enjoy learning, are motivated, self-directed and feel empowered to take risks as learners. They provide learning experiences and activities that develop relationships that allow all students to feel valued, safe and supported and encourage and promote opportunities for students to develop leadership skills, and support student involvement in other aspects of College life, e.g. Service groups.

A Head of Senior Years (Years 10-12) and a Head of Middle Years (Years 7-9) monitor overall academic progress of students, ensuring that appropriate support, intervention and extension strategies are devised and implemented as required.

This team of staff are ably assisted by our College Counsellors, Learning Support staff (including ESL), Careers Adviser and Vocational Education Co-ordinator.

Our goal for your daughter is that she feels valued and safe at the College and in the greater community. We aim to achieve this by providing her with a skill set that includes resilience, confidence, interdependence, respect for others and themselves. We hope she will become more resourceful and empathetic as she navigates her way through high school life.
THE SENIOR CURRICULUM

The senior curriculum builds on the solid educational foundations students have experienced at St Ursula’s College. The extensive junior curriculum and dedicated teachers have provided opportunities for balanced and broad experiences and also cater for individual needs, gifts and talents. Students are better prepared to seek subjects and experiences in the senior school that will optimise their skills and talents, provide scope for increased depth and specialisation, and prepare them well for future career pathways.

The senior curriculum at St Ursula’s College is multi-faceted and allows significant opportunity for choice and flexibility. Each student is encouraged and challenged to do her best and to be her best.

In order to make the most of available opportunities it is important for each student to map out a personal learning pathway through the senior phase of schooling.

Much reflection, planning, information and advice is necessary to facilitate decision-making as students search for pathways through Years 11 and 12.

In making choices for the senior phase of learning it is important to identify learning types/pathways/subjects which:

- you enjoy
- reflect your ability and/or aptitude
- reflect your interests
- meet the prerequisites of your intended pathway
- provide appropriate challenge and engagement … to stretch your boundaries … to make the most of your capabilities
- allow you to meet your career and employment goals
- keep your options open
- develop skills, knowledge and attitudes useful throughout life
- strike a balance
- allow time for you to meet your outside school commitments

It is important to choose carefully as your decisions may affect the types of occupations you choose in the future, your success at school and your feelings about school. Even though there are many factors to consider, choosing your course of study can be made easier if you go about the task calmly and logically, and follow a set of planned steps.
... STAGES IN THE SENIOR PHASE OF LEARNING

Listed below are the key aspects and stages of the senior phase of learning.

1. Career Planning
2. Registration
3. Learning Account
4. Possible Year 12 Outcomes:
   - Senior Statement
   - Queensland Certificate of Education (QCE)
   - Overall Position (OP)
   - Queensland Certificate of Individual Achievement (QCIA)
   - Vocational Education and Training (VET) Certificate

1. Career Plan

Each student needs to identify and plan what she will study during the Senior Phase of Learning. At St Ursula’s this planning formally begins in Year 10 when students engage with the Career Avenues testing and interview process and start to formulate their Senior Education & Training Plan (SET Plan). St Ursula’s College, students and parents work together on the formulation and development of the SET plan.

2. Registration

Registration for the QCE (Queensland Certificate of Education) occurs when students are enrolled in Year 10, either at St Ursula’s College or any Queensland secondary school. The Queensland Curriculum and Assessment Authority (QCAA) maintains records including name, address, date of birth, sex and the Intended Learning Option (ILO). Registration automatically opens an individual learning account and a Learner Unique Identifier (LUI) is allocated to each student. At St Ursula’s College students are registered through the central administration system by the College staff.

3. Learning Account

An individual, online learning account records a student’s progress towards a Queensland Certificate of Education (QCE). It records what, where and when learning is undertaken during the senior phase of learning and the results that have been achieved. The learning account is viewed online through the Student Connect website at www.studentconnect.qsa.qld.edu.au. The Learning Account remains "open" for nine years from first registration. To access their account, students need their LUI (Learner Unique Identifier) number and password.

4. Possible Year 12 Outcomes

Year 12 students are eligible to achieve one or more of the following:

- a Senior Statement: This reports all learning undertaken and the results achieved during the senior phase of learning.
- a QCE (Queensland Certificate of Education): This confirms a significant amount of learning at a set standard, which meets literacy and numeracy requirements.
- an OP (Overall Position): This indicates a student’s rank order position based on overall achievement in QSA Authority subjects.
- a QCIA (Queensland Certificate of Individual Achievement): This certifies achievements by students with special needs on individualised learning programs.
- a VET Certificate (Vocational Education & Training): This certifies competence in a course or qualification level for an area of Vocational Education and Training.
... QUEENSLAND CERTIFICATE OF EDUCATION

Legal Requirements for Young Queenslanders
- students stay at school until they finish Year 10 or turn 17, whichever comes first
- after that, if not working at least 25 hours per week, young people need to:
  - stay in education or training for 2 more years
    - get a QCE
    - get a Certificate III vocational qualification or higher
    - turn 17, whichever comes first
- there is an exception for young people working at least 25 hours per week
- all young people must be registered with the QCAA in Year 10 or in the year before turning 16

Why a Queensland Certificate of Education?
The QCE:
- aims to meet everyone’s needs, including those students who would normally have left school after Year 10
- is not a “one size fits all” approach to learning
- is about tailoring a package of learning, i.e. what, when and how each individual student learns to meet their individual needs

How does the QCE work?
- a significant amount of learning
- at a set standard of achievement
- a literacy and numeracy requirement
- greater flexibility in
  - what
  - where
  - when
  learning can occur
- based on students successfully completing 20 credits

A significant amount of learning
The student has achieved:
- 20 credits
- a minimum of 12 credits from completed core courses
- an additional 8 credits from a combination of core, preparatory, enrichment, advanced courses of study
- the requirement for literacy and numeracy

A set standard of achievement
- For Authority and Authority-registered subjects, the agreed standard is a Sound Level of Achievement (a “C” level).
- For VET certificates, the agreed standard is Competence.
- For other courses of study recognised or approved by the QCAA the agreed standard is a Pass or the equivalent.

Literacy and Numeracy requirement
At least one of:
- pass in a literacy/numeracy course approved by the QCAA or
- sound achievement or above in an Authority or Authority-registered English subject or
- at least C on the QCS test

The Four Types of Learning
- Core; Preparatory; Enrichment; Advanced
Working towards a QCE

About the QCE

The Queensland Certificate of Education (QCE) is Queensland’s senior schooling qualification.
• The QCE is awarded to eligible students — usually at the end of Year 12.
• Students can still work towards a QCE after Year 12 or if they leave school.
• Learning options are grouped into four categories (see opposite).
• The QCE offers flexibility in what, where and when learning occurs.

How the QCE works

To achieve a QCE a student needs 20 credits in a set pattern.
• At least 12 credits must come from completed Core courses.
• Additional 8 credits can come from a combination of any courses.
• Students must achieve a Sound, Pass or equivalent to receive QCE credits.
• Literacy and numeracy requirements must be met (see opposite).

Planning a QCE pathway

QCE planning usually starts in Year 10.
• A Senior Education and Training (SET) Plan is developed to map a student’s future education and/or employment goals and their QCE pathway.
• Learning options include senior school subjects, vocational education and training, apprenticeships and traineeships, university subjects completed while at school, recognised workplace learning, certificates and awards.
• Students choose their own QCE pathway — there are hundreds of possible course combinations.
• Students can plan their QCE pathway and track their progress towards a QCE in their learning account on the Student Connect website at www.studentconnect.qcaa.qld.edu.au

For more information

There are a number of ways a student can gain a QCE.
The QCE Handbook provides information about:
• credit for partial completion of courses of study
• credit transfer for intrastate, interstate and overseas transfers
• conceded semesters for subjects exited at a Limited Achievement
• student learning accounts
• relaxation of completed Core requirements
• notional Sound in a subject for meeting literacy and numeracy requirements
• recognised studies.
Visit www.qcaa.qld.edu.au for a copy of the handbook

Learning options and credit values

<table>
<thead>
<tr>
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<th>CREDIT</th>
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<td>CORE courses: usually undertaken by students in the senior phase of learning</td>
<td>At least 12 credits are needed. At least 1 credit undertaken while enrolled at a school.</td>
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<td>Authority or Authority-registered subjects</td>
<td>Per course (4 semesters)</td>
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<td>Subjects assessed by a Senior External Examination</td>
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<td>VET Certificate II, III or IV qualifications (includes school-based traineeships)</td>
<td>Certificate II 4</td>
</tr>
<tr>
<td></td>
<td>Certificate III &amp; IV 5, 6, 7 or 8</td>
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<tr>
<td>School-based apprenticeships that incorporate on-the-job training</td>
<td>Certificate III competencies Up to 2</td>
</tr>
<tr>
<td></td>
<td>On-the-job component 4</td>
</tr>
<tr>
<td>Recognised international learning programs</td>
<td>Per course</td>
</tr>
<tr>
<td>PREPARATORY courses: generally used as stepping stones to further study</td>
<td>A maximum of 6 credits can contribute.</td>
</tr>
<tr>
<td>VET Certificate I qualifications</td>
<td>(Max. of 2 qualifications can count)</td>
</tr>
<tr>
<td>Employment skills development programs approved under the VETE Act 2000</td>
<td>(Max. of 1 program can count)</td>
</tr>
<tr>
<td>Re-engagement programs</td>
<td>(Max. of 1 program can count) 2</td>
</tr>
<tr>
<td>Recognised certificates and awards</td>
<td>As accredited by QCAA</td>
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<td>Short course in literacy or short course in numeracy developed by the QCAA</td>
<td>Per course 1</td>
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<td>ENRICHMENT courses: add value or complement Core courses of study</td>
<td>A maximum of 8 credits can contribute.</td>
</tr>
<tr>
<td>Recognised certificates and awards</td>
<td>As accredited by QCAA</td>
</tr>
<tr>
<td>Recognised workforce or community-based learning programs</td>
<td>As accredited by QCAA</td>
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<td>Learning projects — workplace, community, self-directed</td>
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<td>Authority extension subjects, such as English Extension</td>
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<tr>
<td>Authority extension subjects, such as English Extension</td>
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</tr>
<tr>
<td>Career development: A short course senior syllabus</td>
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<tr>
<td>School-based subjects</td>
<td>As accredited by QCAA</td>
</tr>
<tr>
<td>ADVANCED courses: go beyond senior secondary schooling</td>
<td>A maximum of 8 credits can contribute.</td>
</tr>
<tr>
<td>One or two-semester university subjects completed while enrolled at a school</td>
<td>One-semester subject</td>
</tr>
<tr>
<td>Two-semester subject</td>
<td></td>
</tr>
<tr>
<td>Units of Competency contributing to VET diplomas or advanced diplomas while enrolled at a school</td>
<td>Up to 8 credits (1 credit per competency)</td>
</tr>
<tr>
<td>Recognised certificates and awards</td>
<td>As accredited by QCAA</td>
</tr>
</tbody>
</table>

Literacy and numeracy requirements

The QCE offers students a range of options to satisfy the literacy and numeracy requirements, including:
• at least a Sound Achievement in one semester of a QCAA-developed English and Mathematics subject
• at least a Sound Achievement in QCAA-developed short courses in literacy and numeracy
• a Pass grade in a literacy and numeracy course recognised by the QCAA
• at least a C on the Queensland Core Skills (QCS) Test
• at least a 4 for an International Baccalaureate examination in English and Mathematics
• completion of FSK20113 Certificate II in Skills for Work and Vocational Pathways
• completion of a VET course in Core Skills for Employment and Training – Communication, i.e. 39282QLD (Certificate I) or 39283QLD (Certificate II)
• completion of a VET course in Core Skills for Employment and Training – Numeracy, i.e. 39288QLD (Certificate I) or 39289QLD (Certificate II).
Three Key stages
1. Planning — what, where and when to study
2. Registering
3. Opening a learning account

A summary of the QCE
The QCE attests to:
• a significant amount of learning
• a set standard of achievement

There is also a literacy and numeracy requirement.

To attain a QCE, a student requires 20 credits (12 credits from completed core courses plus an additional 8 credits from a combination of core, preparatory, enrichment and advanced) at a set standard.

Find out more about the QCE
Contact the Queensland Curriculum and Assessment Authority:
Web www.qca.qld.edu.au
Phone (07) 3864 0299
Email qce@qca.qld.edu.au

... LEARNING OPTIONS AVAILABLE IN THE SENIOR PHASE OF LEARNING AT ST URSULA’S COLLEGE

1. Authority Subjects (OP Subjects)

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<thead>
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<th>Accounting (ACC)</th>
<th>Home Economics (HEC)</th>
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<tr>
<td>Ancient History (SSA)</td>
<td>Japanese (JA)</td>
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<tr>
<td>Biology (SCB)</td>
<td>Legal Studies (LEG)</td>
</tr>
<tr>
<td>Business Communication &amp; Technologies (BCT)</td>
<td>Mathematics A (MAA)</td>
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<tr>
<td>Chemistry (SCC)</td>
<td>Mathematics B (MAB)</td>
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<td>Drama (DR)</td>
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<tr>
<td>English for ESL Learners (ENESL)</td>
<td>Music Extension (MUE) – Yr 12 only</td>
</tr>
<tr>
<td>Film, Television &amp; New Media (FTV)</td>
<td>Physical Education (PE)</td>
</tr>
<tr>
<td>French (FR)</td>
<td>Physics (SCP)</td>
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<tr>
<td>Geography (SSG)</td>
<td>Science21 (SCT)</td>
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<tr>
<td>Graphics (GR)</td>
<td>Study of Religion (RES)</td>
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<tr>
<td>Health Education (HEE)</td>
<td>Visual Art (VA)</td>
</tr>
</tbody>
</table>

2. Authority Registered Subjects (non-OP Subjects)

<table>
<thead>
<tr>
<th>English Communication (ENC)</th>
<th>Religion &amp; Ethics (REE)</th>
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<td>Media Studies - Photo-imaging Studies (MEP)</td>
<td>Tourism Studies (SST)</td>
</tr>
<tr>
<td>Prevocational Mathematics (MAP)</td>
<td>Visual Art Studies (VAS)</td>
</tr>
</tbody>
</table>

3. Authority Extension Subjects (OP Subjects)

Music Extension (MUE) – YEAR 12 ONLY
Stand-Alone Vocational Education Certificates (non-OP Subjects)

Registered Training Organisation (RTO):  St Ursula’s College, Toowoomba
Certificate II in Hospitality [SIT20213] (VEH)
Certificate II in Business [BSB20115] (VEB)

Registered Training Organisation (RTO):  Binnacle Training
Certificate III in Fitness [SIS30313] (VEF)

Registered Training Organisation (RTO):  Institute of Faith Education
Certificate III in Christian Ministry and Theology [10432NAT] (VEM)

Registered Training Organisation (RTO):  Cairns Training Academy
Certificate III in Early Childhood Education and Care [CHC30712] (VEC)

4. School-Based Traineeships/Apprenticeships (SBA)

School-based apprenticeships and traineeships allow students to train and do paid work in the chosen traineeship or apprenticeship area while still at school and will contribute up to 8 credit points towards the QCE. As well as paid work, the trainee will undertake extra training to build on the skills learned at work and at school. This formal training may be delivered at work, at a TAFE College or at a TAFE or a private training college. The mode of delivery can vary depending on the training provider.

What are the possible benefits of a School-Based Traineeship or Apprenticeship?

- Credit towards a QCE
- A head start in the job market
- Completion or progress towards the completion of a vocational qualification
- Paid employment for the time spent at work
- Training with a registered training organisation
- A smoother transition from school to work
- First-hand experience in the industry
- Vocational qualification as a pathway to tertiary education, such as diploma courses

Further, the following should be noted:

- It is possible to achieve an OP and to do a school-based apprenticeship or traineeship.
- A school-based traineeship or apprenticeship requires a training agreement to be signed. This is a contract committing the trainee and the employer to the apprenticeship or traineeship.
- The traineeship may be completed after Year 12. An apprenticeship will be completed after school.
- Transport to work and/or training in and out of school hours may be an added cost.
- Students who enrol in a School-Based Traineeship or Apprenticeship or TAFE qualifications will consult with the VET Coordinator and Head of Year to obtain a study line.

Students interested in pursuing a SBA should do the following:

(a) Find out what school-based apprenticeships and traineeships there are to choose from. There are many new ones!
(b) Talk to people working in different jobs to find out about the skills they use and where they work.
(c) Get advice from College staff who can help – eg Vocational Education & Training Coordinator; Careers Adviser; Head of Senior Years.
(d) Get experience in the areas you are interested in through volunteer, part-time or holiday jobs or through work experience, structured work or industry placement.
5. **TAFE**  
Southern Queensland Institute of TAFE offers a variety of Certificate II, Certificate III and Accelerate qualifications through the TAFE in Schools program. There are fees associated with each course. Enrolment is usually in Term 3 of the previous year. Most courses start in Year 11 and continue throughout Year 12; however, some are only one year in duration.

6. **University Courses**  
These are available to students on approval of application and as per arrangement with USQ – eg the "Head Start" program and the Accelerated Biomedical Sciences program.

7. **Work Experience**  
Students are encouraged to undertake some work experience. Students usually arrange their own employer, in consultation with our Vocational Education and Training Coordinator, for approximately one week of work experience. This is usually during the school holidays. Work experience allows students to gain an awareness of the work to be performed within a particular role. The College covers insurance and workers’ compensation costs for employers. A letter outlining the program is available to students and prospective employers.

Industry placement is a requirement of most VET qualifications. The hours and length of time may vary depending on the requirements of the training package and VET staff will discuss this in detail with the students. Students will be required to complete an Industry Training Log Book to record experience and for the employer to verify and sign off.

*NB: Students not undertaking an OP program of study are advised to undertake one of the options in 4, 5 or 6 above – i.e. Stand-Alone VET Certificate OR School-Based Apprenticeship/Traineeship OR TAFE.*

8. **Other**  
St Ursula’s College is keen to support flexibility and offer opportunities to suit needs of our students when suitable resources are available.

... **SOME IMPORTANT CONSIDERATIONS**

1. **Semester Units**  
Subjects in the senior school are divided into semester units. The digits of the subject code indicate the year/semester in which the subject unit is offered.

   e.g. – *ENGLISH (EN):*  
   - EN111 offered Year 11, Semester 1  
   - EN112 offered Year 11, Semester 2  
   - EN121 offered Year 12, Semester 1  
   - EN122 offered Year 12, Semester 2

2. **Compulsory Subjects**  
There are two compulsory subjects which must be completed for two years as a senior student at St Ursula’s College. Mathematics is very strongly advised.

   > **Religious Education** – students must choose one of:  
     - (a) Study of Religion (Authority)  
     - (b) Religion and Ethics (Authority Registered)  
     - (c) Certificate III in Christian Ministry & Theology

   > **English** – students must choose one of:  
     - (a) English (Authority)
(b) English Communication (Authority Registered)

> Mathematics – a requirement for the QCE is the satisfactory completion of the Numeracy component. This means that students must successfully complete at least one semester of Mathematics A or B or Prevocational Mathematics.

3. Subject Load

Students in Year 11 at St Ursula’s College generally study seven subjects (including the three compulsory subjects).

Non-OP eligible students may choose any available combination of subjects.

OP eligible students must choose at least FIVE Authority subjects (*see table page 8). The remaining two subjects may be selected from those available in any of the four categories of subjects.

4. Subject Changes

The timetable is created once Year 10 students have chosen their subjects for Year 11. It is assumed that their selections are well thought out and appropriate for their ability and areas of interest. Classes are manipulated on the timetable to adequately cater for the girls’ needs and provide class sizes that are efficient, both educationally and financially.

Changes from one class to another are dependent on a number of considerations:
> Have I given the current subject my best shot?
> Are there places available in the ‘new’ subject area?
> Am I able to adequately ‘catch up’ with the past work and manage future studies?
> Have I considered the implications for the QCE and OP?

The QSA (Queensland Studies Authority) has produced guidelines associated with subject changes. It states that students may change into a new subject when there is enough time in the semester to complete “Adequacy of Assessment and Sufficiency of Coverage.” In essence, it means that girls cannot move from one class to another if there is insufficient time for them to complete enough assessment or gain the necessary understanding of the content area to be awarded a satisfactory grade and gain credit for the semester.

Generally, subject changes may occur during Term One (Year 11) and in the first two weeks of a semester and after parental permission, teacher approval (both departing and proposed subject teacher) and an interview with the Head of Year or Head of Senior Years. Only in exceptional circumstances will changes occur at other times. Change of subject is also dependent on other factors such as class size and pre-requisites. OP eligible students must maintain three subjects without change for the duration of Year 11 and Year 12.

5. Study Lines

In Year 11, girls must study all of their chosen subjects, ie 6 subjects if one is Study of Religion or 7 subjects if one is Religion and Ethics.

If girls are involved in a SBA (School-Based Apprenticeship), Traineeship or TAFE study they are offered the option of a study line.

In Year 12 girls may exit a subject for a study line. No credit is given for an incomplete semester of work and in each case students must obtain parental permission and discuss the implications of their choice with the Head of Year and/or Head of Senior Years.
6. **Tertiary Entrance and the OP (Overall Position) System**

A Tertiary Entrance Statement is issued to all OP (Overall Position) eligible students at the end of Year 12.

**Overall Position (OP) and Field Positions (FP)**

The OP and FPs are intended for use for tertiary selection and appear on the Tertiary Entrance Statement.

The OP reflects the rank order, *Overall Position*, of a student in relation to all the other eligible Year 12 students in the State.

Field Positions reflect a student’s rank order Field Position in specific subject fields. Field positions rank order positions in a field against all other students eligible for a result in that field. These are dimensions of study that emphasise particular knowledge and skills. FPs are used for tertiary entrance only when there is a need to select students from within the same OP band.

To be eligible for an *Overall Position* (OP) and *Field Positions* (FPs) a student must:

- Complete a total of 20 Authority subject semester units including three Authority subjects for four semesters i.e. three (3) of your subjects – 12 semester units – must be studied over the two years of Senior. There is flexibility to choose the remaining eight semester units from any compatible combination of Authority subjects.
- Sit for the Queensland Core Skills (QCS) Test.
- Remain at school until the prescribed date.

The *Overall Position* (OP) is calculated on results from a student’s best 20 semester units – after QCS first stage scaling.

The *Overall Position* (OP) range is from 1 (highest) to 25 (lowest). *Field Positions* (FPs) range from 1 (highest) to 10 (lowest).

Field Positions rank students on their achievements in up to five areas of study (fields). These areas are:

- **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 involving simple calculations and graphical and tabular interpretation
- **Field D**: solving complex problems involving mathematical symbols and abstractions
- **Field E**: substantial practical performance involving physical or creative arts or expressive skills

A table showing how individual subjects are weighted for Field Positions will become available from the QSA to assist students in planning subject choices.

**Subject Choice and the OP**

*All subjects are weighted equally for OP calculations.*

When you obtain a result for a senior subject you will achieve at a level of achievement based solely on your performance within the criteria used to assess that subject. Your result will not depend on how well everyone else does in that subject. If your work matches the criteria for a Very High Achievement (VHA) in that subject you will receive a VHA. Your result reflects your achievement. Your *Senior Statement* will show how well you have done in your senior subjects and other learning options – not how well you have done compared with other students.
However, your OP is different. Because tertiary institutions need a rank order to choose students for their courses, the OP is competitive. That is why your OP is not recorded on your QCE. It is given on a separate document called a Tertiary Entrance Statement because it is measuring different things about your senior performance.

Your OP is meant to rank your senior performance against the competition, not only in your senior subjects in your school, but also against the competition throughout the State irrespective of your subject choice. In determining your OP and FPs the Queensland Studies Authority look further into each of your subject results based on what your teachers tell us about your relative achievement compared with the other students in each of your subjects. The mean and spread of subject and whole school results on the QCS test are used to scale these results. The key ingredient for a good OP is how well you do in your subject compared with other students. If the competition in your subject is strong, then you need to be up with the best of the competition. If the competition is not so strong then you need to be way ahead.

The most important message to remember is: **DO YOUR BEST IN ALL SUBJECTS AND ENSURE MASTERY OF ALL CORE SKILLS EVIDENT IN THE QLD CORE SKILLS (QCS) TESTS.**

**Tertiary Entrance WITHOUT an OP**

Students who complete Year 12 but do not qualify for an OP may still be eligible to apply through the Queensland Tertiary Admissions Centre (QTAC) for courses. These students are allocated a QTAC selection rank on the basis of results in their best 20 semester units of Authority and Authority-registered subjects and VET units of competency/modules recorded on the Senior Statement and, if available, their results in the Queensland Core Skills (QCS) Test. In these cases, a poor result in the QCS does not have a negative effect on a student’s selection rank, as it can only be used to moderate the rank upwards.

QTAC selection ranks are based on specially formulated tables known as schedules, which are published each year in the QTAC Guide. They range from 99 (highest) to 1 (lowest). Visit the QTAC website ([www.qtac.edu.au](http://www.qtac.edu.au)) for further information. Please note that OP ineligible students MAY NOT be considered for tertiary entry interstate and should contact the relevant institution.

**QCS (Queensland Core Skills) Test**

The Queensland Core Skills test (QCS) Test is held towards the end of Term 3 for Year 12 students. The test is set by the Queensland Studies Authority and is a cross-curriculum test that assesses achievement in 49 common curriculum elements that have been identified across the curriculum studied by senior students. It is not a subject-based test but tests the skills you have acquired in studying your senior curriculum.

To be eligible for an OP and FPs you must sit the QCS Test unless you have been given special permission from the QSA to be absent from the test for reasons of illness or other approved grounds.

You will receive notification of your QCS test result. However, your individual QCS test result is not used to calculate your OP. The test uses group data; it is used as a scaling device that provides information about the strength of the competition across subject and school groups across the State. If you are not OP-eligible you may still sit the test, but your results will not be used for group data for scaling purposes. The QCS Test uses group data of OP-eligible students only.
... OTHER INFORMATION ABOUT THE SENIOR CURRICULUM

1. **Timetable**
   Year 11 and Year 12 have a 6-period day and a 5-day cycle.

   **STUDY SKILL LESSONS** or **QCS PREPARATION** and **ALTERNATE LEARNING DAYS** are also programmed into the timetable.

   **Alternate Learning Days** are designed to include learning opportunities necessary to the provision of a holistic curriculum. Some possibilities include inviting guest speakers to discuss such topics as:
   - Personality types and team building
   - Developing leadership skills
   - Motivation and goal setting
   - Defensive driving
   - Planning for life after school - vocational, tertiary student life, legal & financial issues

2. **Vocational Education and Training Student Handbook**
   All students enrolled in Certificate courses must complete the VET Student Enrolment form. All students will attend an orientation session conducted by the VET Coordinator. The VET Student Handbook is located on the College intranet and is available to all students.

3. **Career Education**
   Career and Transition Education at St Ursula’s College provides students with information and support to assist them in making informed decisions about their study and/or work options and to enable their effective participation in working life. The skills, knowledge and attitudes students require are:
   - Knowledge and understanding of self – eg past achievement, strengths, weaknesses, interests, values, learning styles
   - Positive attitudes to change and lifelong learning
   - Skills to access and apply information about occupations and education/training pathways
   - Career decision-making and planning skills.

   The Careers Adviser and Vocational Education & Training Coordinator provide individual counselling to students and group sessions to assist students in their goal setting and career decision-making.

4. **Support People at St Ursula’s**
   There are many people available to assist you at the College. They include the following:

   - **Deputy Principal**
   - **Head of Senior Years**
   - **Head of Middle Years**
   - **Careers Adviser**
   - **Vocational Education & Training Coordinator**
   - **Pastoral Care Teacher**
   - **Subject Teachers and Heads of Faculty**
   - **Learning Support Coordinator**
   - **Assistant Principal – Pastoral Relationships**
   - **College Counsellor**
5. Useful Websites
The following sites can provide useful information, and lead you to other sites:

- Queensland Studies Authority: http://www.qsa.qld.edu.au
- QTAC: http://www.qtac.edu.au
- Jobguide: http://www.jobsguide.gov.au
- Australian Youth Information: http://www.thesource.gov.au
- New Apprenticeships: http://www.newapprenticeships.gov.au
- Centrelink: http://www.centrelink.gov.au
- My Future: http://www.myfuture.edu.au
- TAFE Queensland: http://www.tafe.qld.gov.au
- Career Information Service: http://www.cis.qsa.edu.au
- University Help: http://www.goingtouni.gov.au
- School Leavers Help: http://www.year12whatnext.gov.au

6. Assessment Policy
All students are supplied with the College Assessment Policy in their College Diary.

PLEASE NOTE that, as per QSA Guidelines, assessment tasks must be submitted ON or BEFORE the Due Date and students must fulfil all requirements of the course to gain credit for QCE or have the subject count towards OP.

The Senior Assessment Policy is included in student diaries.

IMPORTANT NOTE

Although all proposed subjects have been listed in this handbook, courses offered will be dependent upon adequate resourcing, the numbers of students choosing the subject and current accreditation/registration. In order for some subjects to run, it may be that there will be a composite class of Year 11 and Year 12 students.
THE ARTS

SUBJECTS OFFERED

- Dance (DA) - OPI/Authority
- Drama (DR) - OPI/Authority
- Film, Television & New Media (FTV) - OPI/Authority
- Media Arts in Practice (MEP) - Non-OPI/Non-Authority
- Music (MU) - OPI/Authority
- Music Extension (MUE) - OPI/Authority
- Visual Art (VA) - OPI/Authority
- Visual Arts in Practice (VAP) – Non-OPI/Non-Authority

DANCE

RATIONALE
Dance is a human activity of ancient tradition. It has accompanied the evolution of humanity and is fundamental to the human condition. Dance is about both self-realisation and self-expression. The study of Dance strengthens cultural awareness and develops culturally informed individuals who have the ability to become active participants in society and to contribute creatively to its advancement.

PRE-REQUISITES
The study of Dance units in Year 10 would be beneficial for students who want to choose Dance. Prior dance experience will also be an asset, but with hard work and commitment girls can still achieve and succeed in Dance.

COURSE ORGANISATION
The study of Dance is divided into semesters so students are able to utilise both class time and their holidays to produce work of a high quality. As a result, the duration of the units is listed below.

Possible costs: excursions to professional dance performances in Toowoomba and Brisbane are arranged throughout the year. Some excursions are attached to assessment tasks and are compulsory; and others are to extend students’ understanding of dance. Costs vary from $20-$50 per excursion.

YEAR 11
DA111
Laying the Foundations (18 weeks)
This unit runs over Terms 1 and 2, and its purpose is to introduce and orientate students to the basics of good technique, correct alignment, as well as different choreographic techniques and appreciation skills through the exploration of ballet. Students will be assessed in a group choreography task, based on a theme drawn from the ballet, ‘Romeo and Juliet’.

Students will then explore the philosophy and works of the pioneers of contemporary dance - Isadora Duncan and Martha Graham. Through an individual multi-media seminar, students will analyse and explore one of Graham’s choreographic works. Students will also demonstrate their performance skills through a teacher devised piece inspired by both the Duncan and Graham techniques.
DA112

Building the Walls (17 weeks)

This unit runs in Term 3, and its purpose is to expose students to dance from different cultures and regions from around the world, as well as allowing them to understand where dance has come from and speculate as to where it might go in the future.

The final focus for this unit looks at influential male pioneers of contemporary dance such as Alvin Ailey, Christopher Bruce and Lloyd Newson. Students will continue to develop their analysis skills through the evaluation and study of works by these artists. Students will also participate in contemporary technique workshops that will allow them to explore different styles of contemporary dance that are particular to the artists they are studying.

In Term 4, students will participate in various dance experiences to broaden their understanding of the functions of dance. Specifically students will acquire expressive skills through participation in jazz and tap technique classes. The main focus of this unit is the study of the historical development of jazz and tap and its social and cultural significance on the Hollywood musical scene.

… YEAR 12

DA121

Where does this path lead? (28 weeks)

This unit is broken up into 3 sub-units, each exploring a different focus.

The first unit is called House Party and in it students will study dance in the popular media – in particular, the application of dance to music video clips and films. Students will also study various youth subcultures, both past and present, and how their movement vocabularies vary and why. Students will perform a hip hop/funk piece as well as creating their own popular dance film clip through the use of editing software such as iMovie/MovieMaker.

The next two sub-units run for a total of 18 weeks and have a strong Australian contemporary dance focus.

In the second Year 12 unit, Neighbours, students will view and appreciate the unique choreographic styles and processes of different Australian choreographers such as: Stephen Page, Meryl Tankard, Graham Murphy and Leigh Warren. Students will participate in a close study of both performance works and personal interviews of these artists. They will demonstrate their knowledge and understanding through an analytical essay that evaluates and deconstructs an artist’s choreographic process.

In the third unit, Just Around the Corner, students will have the opportunity to learn repertoire from Brisbane based contemporary dance company, Expressions Dance Company (EDC) artists. This will allow students to experience innovative movement vocabulary whilst also exploring and experimenting with contact work. Students will come to appreciate the talents and abilities of Australian contemporary dance companies, particularly those who are local. Students will demonstrate their understanding of Australian contemporary dance through: a performance piece choreographed by a guest artist from EDC; the creation of an individual choreography in response to voyeuristic photography; as well as analysis and evaluation of a work by EDC.
### DA122

**Leaving Home (6 weeks)**

In consultation and collaboration with the teacher, each student is to select a genre/style of dance and one of the key organisers – performance, choreography or appreciation. This allows each student to specialise in her area of interest and/or experience.

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#### ... ASSESSMENT

The Dance program encourages peer and self-evaluation. Assessment in Dance includes:

1. Choreography
2. Performance
3. Appreciation

Most units have two pieces of assessment and each organiser is equally weighted. There will be a variety of assessment items used including:

- individual and group choreography, incorporating the use of ICT to enhance and develop communication of intent
- technique classes and adapted repertoire
- solo and group performances
- essays

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### DRAMA

#### RATIONALE

In a world of increased leisure time and technological advancement, the ability to explore, understand and communicate effectively one’s thoughts, ideas and feelings is becoming especially important. The Drama program is designed to develop each student’s mastery of communication skills, to extend their ability to relate effectively with others and to find self-expression and self-realisation through such relationships. The Drama course provides an opportunity for all students to expand their experience and appreciation of drama.

Semester One is regarded as being introductory and focuses on developing self-confidence, peer interaction and self-expression. All performance work is considered developmental and it is expected that the level of sophistication will grow as the course progresses. Emphasis is placed on the skills and processes which are developed over the two-year course. In some years the order of the units is altered to meet the needs of the group and the availability of suitable professional productions for the students to see.

#### PRE-REQUISITES: Nil

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#### ... COURSE ORGANISATION

**Possible Costs:** Attendance at live professional performances is mandatory. Students may expect to see two-four shows in Toowoomba and Brisbane over the two-year course. A cost of $20-$50 per performance is usual.
... YEAR 11

DR111
Unit 1: The Real Thing
- Introduction to the elements of drama
- Stanislavski’s method of acting training
- Conventions of Realism and Contemporary Australian Drama
- Conventions of Verbatim Theatre
- Reading of selected Contemporary Australian play text
- Scriptwriting
- Viewing and critical analysis of live performance
- Analysis of dramatic conventions to create dramatic meaning
- Essay writing skills

DR112
Unit 2: Past and Present
- Exploration of dramatic text from Sophocles and Shakespeare
- Conventions of Ancient Greek drama and Shakespearean drama
- Conventions of Physical Theatre
- Recontextualising text into contemporary performance style
- Devising dramatic action for a purpose
- Viewing and critical analysis of live performance
- Analysis of dramatic conventions to create dramatic meaning
- Essay writing skills
- Polished performance for an invited audience

... YEAR 12

DR121
Unit 3: Political Thought
- Conventions of Epic Theatre and Contemporary Political Theatre
- Scriptwriting
- Devising contemporary political performance work
- Viewing and critical analysis of live performance
- Analysis of dramatic conventions to create dramatic meaning
- Essay writing skills

Unit 4: The Gothic Landscape
- Conventions of Australian Gothic and Magic Realism
- Viewing and critical analysis of live performance
- Analysis of dramatic conventions to create dramatic meaning
- Essay writing skills
**DR122**

**Unit 5: Post Modern and Beyond**
- Conventions of Post Modern Theatre, Visual Theatre and Physical Theatre
- Devising contemporary performance work
- Polished performance for an invited audience
- Viewing and critical analysis of live performance
- Analysis of dramatic conventions to create dramatic meaning
- Essay writing skills

... **ASSESSMENT**

The Drama Program assesses three Dimensions:

1. **Forming Objective**  
   Forming involves the management of a range of dramatic forms such as improvisation, role-play, playbuilding and playwriting. A student’s understanding of forming can be expressed in dramatic action in writing and visually.

2. **Presenting Objective**  
   This objective is always characterised by rehearsal and polished performance/work.

3. **Responding Objective**  
   Responding involves demonstrating knowledge and understanding together with reflecting upon dramatic action and meaning through analysis, synthesis and evaluation. This objective is generally assessed in written form.

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**FILM, TELEVISION AND NEW MEDIA**

**RATIONALE**

We live in a world of ever-changing visual images and messages. The various forms of media can be creative art forms as well as tools of manipulation and persuasion. It is important that we learn to use the media as an art form, that we learn to appreciate it for what it is and that we learn to be critical of it. An active, creative participation in the production process can, hopefully, help prevent us from becoming passive and apathetic consumers.

The units in the Film, Television and New Media course are sequential and so should be studied as a whole course in the order offered.

**INTRODUCTION**

As visual communication becomes the dominant means of expression in our world, Film, Television and New Media is an important and exciting subject.

Students engage in a combination of practical and theory work, individual and group projects across a variety of film, television and new media texts from Australia and overseas. A levy of approximately $15 per term will apply for consumables and equipment maintenance.

**PRE-REQUISITES:** Nil
... COURSE ORGANISATION

... YEAR 11
FTV111 – ‘LIGHTS, CAMERA, ACTION…’

Term 1:
Students will develop an understanding of and ability to use media codes and conventions when planning and producing short narrative films. They will explore the use of camera and editing techniques to plan an original narrative film using their knowledge of cinema forms and styles.

Term 2:
Students will develop an understanding and appreciation of film genres. They will develop skills in the deconstruction of film texts, with the ability to apply this knowledge within their own practical work. Students will complete a multimodal oral presentation to creatively present their analysis.

FTV112 – ‘WAIT A MINUTE…YOU AIN’T HEARD NOTHING YET’

Term 3:
Students will develop an understanding of the Australian identity and representations associated with television and film. They will examine the history of Australian film within the context of the global industry.

Term 4:
Students will gain an understanding of foreign film styles. They will expand their own film making processes for “real” filmmaking. They will explore the possibility of grants and develop skills in completing applications and documentation for entering film festivals.

... YEAR 12
FTV121 – ‘THE BOX’

Term 1:
Students will develop an understanding of and ability to use documentary codes and conventions when producing their own engaging documentary for their desired target audience. They will explore television guidelines, censorship and tools for audience manipulation when conveying a particular viewpoint.

FTV122 – ‘BROADENING HORIZONS’

Terms 2 and 3:
Students will explore and develop an understanding of alternative experimental avant-garde and foreign film forms within the global film network. They will apply this knowledge to their own design and produce a short experimental film for submission to a film festival competition, with a director’s commentary.

Term 4:
Students will have the ability to extend their own knowledge and skills acquired during the two-year program.

There are five key concepts to be investigated across the two years with at least two studied each semester:
• Technologies
• Audiences
... ASSESSMENT
Emphasis is on individual assessment pieces, with a lesser emphasis on group work. Students are assessed individually within a group production. There is a choice of one group production in both Year 11 and Year 12.

**There are three criteria assessed over the two years:**
- Design – creating proposals for products
- Production – create products
- Critique – analyse and evaluate products and their contexts

**The review folio at the end of Year 12 must contain a minimum of three pieces, each criterion being assessed twice. Assessment in Year 12 may include the following:**
- a Group Production (5-7 mins)
- an Individual Production (2-4 mins)
- an Extended Writing Response (800-1000 words)
- two Individual Design Tasks
- a written critique piece

ADDITIONAL INFORMATION
- There will be a cost for consumables and equipment maintenance each term (approximately $15) – this may vary from term to term.
- Students are expected to spend time outside school hours for editing and filming using available technologies such as DSLR cameras and audio equipment as well as their MacBook Air.
- Students who live outside Toowoomba need to make particular arrangements to enable out of hours participation.
- Students must work within the boundaries of the school’s Workplace, Health and Safety guidelines.
- Students are responsible for the care of all equipment and may be required to pay for any damage.

MEDIA ARTS IN PRACTICE

INTRODUCTION
The media arts play a central role in our everyday lives and through them we communicate information and ideas, express insights and attitudes, and convey meaning to others. The media arts bring excitement and interest into our lives. They help to extend our imaginations and serve to inspire and entertain us with reflections and comments on lived experience and culture.

Media Arts in Practice gives students opportunities to create, share and evaluate media artworks that respond to individual, group or community needs and issues in a variety of real world contexts and purposes. This subject involves engaging with school and/or local communities, and where possible, provides opportunities to learn from practising media artists. The learning will be shaped around knowledge, understanding and skills organised into core and elective topics.

PRE-REQUISITES: Nil
... COURSE ORGANISATION

... YEAR 11

MEP111
Core Unit: Still Image and Graphic Design

What makes a Great Photograph – This unit focuses on what makes a great photograph through looking at the work of real life photographers, great photographers such as Henri Cartier Bresson, National Geographic Photographers and significant Australian photographers both present and past eg Olive Cotton and Tracey Moffatt. It also looks at design and composition elements. Students will take a series of images and then evaluate them according to the above criteria.

The Wonders of Photoshop – This unit introduces students to the Adobe Photo Shop program in order to experiment and manipulate images for a purpose. Students will go through a series of exercises to learn the basic skills and then they will use these skills to create real life products. They will investigate the world of advertising and how to persuade people using real life examples to unpack the various parts of an advertisement.

MEP112
Core Unit: Still Image and Graphic Design

Bella Bella Bella! This unit focuses on the world of teenage magazines through looking at the local publications of Bella and Ruth. Guest speakers from these magazines will be invited to talk with the students about their philosophy. Students will learn about portrait photography – both outside and studio portraits using friends as models. The students will then write an article on one of the models for one of the above magazines and then submit it to the magazine for publication.

Taking to the Streets – In this unit students investigate the world of street photography (portraits) and submit photographs for inclusion in a calendar produced by a local organisation. The calendar is then used for promotional purposes.

...YEAR 12

MEP121
Core Unit: Still Image and Graphic Design

Let’s Experiment – This unit looks at different types of photography and allows the students to experiment in areas they have not done so before. The different styles are – underwater, macro, motion/blur and abstract self portrait.

My First Book – In this unit students investigate coffee table and online photography books. They choose a theme and then create the book. Students make the book themselves. The students analyse the different parts of the book and then design their own covers and content.
MEP122
Core Unit: Still Image and Graphic Design

**Travelling the World** – In this unit the students investigate the world of photojournalists and documentary photographers. This is done through the National Geographic Resources and through accessing local journalists. Current news articles will also form part of the research. Students will analyse the structure of a documentary article and then will find an issue or a local organisation to create a story suitable for a publication, eg country magazine. Students will learn the InDesign program for this assessment.

**Goodbye** – This unit gives the students an opportunity to reflect on their two years of studying this subject. They spend time selecting a folio of best images from their two years across a variety of styles. This is then put into a leaflet that can be used both inside and outside the College as a means of promoting the Arts within the Curriculum.

Students will use the InDesign program for this.

… **ASSESSMENT**

Assessment in Media Arts in Practice gives students opportunities to demonstrate their knowledge and understanding, application and analysis, and creation and evaluation of media arts concepts and ideas.

In Media Arts in Practice, assessment instruments include projects, products, extended responses to stimulus and investigations.

In Year 12, students will be expected to complete four to six assessment instruments, including two projects, with at least one project arising from community connections, at least one product (other than those produced within projects) and at least one written response (as either a project component or a stand-alone assessment).

**ADDITIONAL INFORMATION**

- There will be a cost for the unit per term ($25) to cover the cost of photographic paper, maintenance of cameras and consumables
- Students must adhere to the College Workplace, Health and Safety guidelines
- Students are responsible for any equipment hired out to them and may be required to pay for damage or loss
- All produced work must be appropriate to the values of the College and the age of the students
MUSIC

RATIONALE
Music has always been an integral part of our way of life. Music pervades all cultures and our everyday lives so it can be a very relevant part of every student's education. In this technical age, more than ever, students need avenues in which they can express their ideas, feelings and moods freely and spontaneously. Music is a natural means through which the opening of these avenues can be achieved.

INTRODUCTION
The Music course has been designed to cater for the needs, interests and aspirations of the student population at St Ursula's College. For some, this will mean the study of music as an interest, a hobby, a goal, an activity to share with other young people. For a select few, music will become a career or part-time vocation.

Senior Music seeks to develop a broad and integrated understanding of music. Central to the course are the three interacting dimensions of musicology, performance and composition.

Integral to these dimensions is the study of the literature of music. Within the course, all three dimensions incorporate problem solving, higher-order thinking skills and expressive responses.

PRE-REQUISITES
It is highly advisable that students will have studied music in Year 9/10; however, it is possible for the subject to be undertaken in Senior for the first time, provided the student has some musical background and displays some degree of skill on an instrument or voice.

COURSE ORGANISATION

Possible Costs: While it is not compulsory, students are strongly advised to take private lessons in a musical instrument (including voice) to ensure their on-going musical development. Excursions are arranged throughout the year. These excursions are not compulsory; however, they are of great benefit to the students’ musical experiences.

YEAR 11
Please Welcome to the Stage
Students will address all areas of concert preparation – rehearsal, performance, writing program notes, stage management, marketing etc.

I'm All Ears .... And Eyes
Students explore areas of film music, music in advertising and music for the electronic gaming industry (computer games).

Sing Your Heart Out
Students will explore the areas of vocal music throughout the ages, notational practices, vocal rehearsal and performance techniques.

YEAR 12
Instrumental Snapshots
Students study the historical development of instrumental music, looking into changes in instrumentation and how technology enabled the orchestra to expand the sound palette of the composer.
**Music of the Stage**
Students will explore the works that combine music and stage presentation, such as opera, musicals and operetta looking at the links between the popular culture of the time, musical style and lyrics.

**PLEASE NOTE:** The study of Music in the senior school is now *far more accessible* than ever before.

Previously, the areas of Aural Skills (notating rhythms, melodies, chord progressions, etc) and Composition have been elements of both the Junior and Senior programs that students have found challenging. **AURAL SKILLS** will still be developed, but will now be used as a learning experience only and will not be examined formally. **COMPOSITION** can now be presented in written form **OR AS A RECORDING**, eliminating the need for those higher-order skills required to notate what many students have been able to perform with relative ease. Using current technology, students will also be taught to compose music on the computer, using pre-recorded sound loops and adding their own recorded sounds and melodies. Students studying Senior Music no longer have to develop proficiency both instrumentally and vocally. A specialisation in one only is now possible.

**… ASSESSMENT**
The syllabus requires each student to submit six assessment items each year. While there will be some formative assessment completed throughout the two-year course, verification requires that each student produces:

- **two compositions** (notated or recorded) per year
- **two performances** per year (of approximately 3 minutes’ duration, which could possibly be their own composition as recorded above)
- **two musicology tasks** per year. One must be an extended writing task while the other can be presented orally, in written form or as a website with links.

**MUSIC EXTENSION**
The Year 12 Music Extension syllabus is designed to cater for students with specific abilities or interests in music and is only studied for the two semesters of Year 12. Students will choose from 3 areas of specialisation – Performance, Composition, or Musicology.

- The Performance specialisation can be undertaken as either **Solo, Ensemble Performances, Conducting or Improvisation**.
- In line with changes in Senior Music, compositions may be produced as written scores or recorded works.
- The Musicology specialisation is designed for those students who have an interest in a particular area of music which they would like to investigate further, perhaps with a view to employment in that field in later years.

It is therefore possible for students to use their work in the College Bands or Choirs for their assessment.

**It is highly advisable for students who are contemplating tertiary studies in music to undertake this course.** However, students need to recognise that this unit is designed largely as independent study with teacher guidance and direction.

In this course, the student with identified ability in performing, composition or analysis has the opportunity to develop personal potential beyond the scope of the parent syllabus. The musical insights and technical expertise gained through this study may act as a catalyst for further involvement with music beyond the school environment.

The course challenges students to extend their abilities in music both for their own fulfilment and to contribute to the cultural enrichment of Australian society. It provides students with a developmental
path to a more exacting level in their field of choice and leads to the acquisition of significant expertise in this field.

**PRE-REQUISITES**
The Queensland Studies Authority policy for extension subjects states that the Senior Certificate may show a semester unit of an extension subject if it also shows four semester units of the parent subject or the equivalent.

The requirement for entry into the Music Extension subject, therefore, is that the student has studied two semesters of Year 11 Senior Music, or the equivalent, and has concurrent enrolment in Year 12 Senior Music.

There is no minimum standard of performance required.

**... COURSE ORGANISATION**
The minimum number of hours of timetabled school time, including assessment, that this syllabus has been designed to cater for is 55 hours per semester.

A semester timetable could include:
- individual work sessions (all dimensions)
- one hour per week individualised instruction (all dimensions)
- library research and programmed learning tasks (analysis and composition)
- scheduled ensemble rehearsals (performance)

**... ASSESSMENT**
There are two types of assessment tasks - *Investigating* and *Realising*.

**Investigating Tasks**
Each student, regardless of their chosen area of specialisation, will choose a topic to investigate, and will present their findings as either a written, oral, or multimedia presentation. Only one Investigation task is required for verification.

**Realising Tasks**
Two tasks are required for each specialisation:

**Performance:**
- Semester 1 – a performance of 3 minutes or more, which will be videotaped and performed in a concert situation
- Semester 2 – a performance of 15 minutes, which will be videotaped (also performed in a concert)

**Composition:**
- Semester 1 – to produce a composition with a performance time of 1 minute or more, which can be either notated or recorded
- Semester 2 – to produce a composition with a performance time of 3 minutes or more, which can be either notated or recorded

**Musicology:**
- Semester 1 – Present a report of their findings and conclusions following extensive investigation in their field of interest. May be either a written report (1000 words approx), an oral presentation (5-8 minutes approx.) or a multimedia presentation (5 minutes minimum).
- Semester 2 - Present a report of their findings and conclusions following extensive investigation in their field of interest. May be either a written report (1500 words approx), an oral presentation (8-10 minutes approx) or a multimedia presentation (8 minutes minimum).
VISUAL ART

RATIONALE
Visual Art is a powerful and persuasive means which students use to make images and objects, communicating aesthetic meaning and understanding from informed perspectives. In a world of increasing communication technologies and knowledge, an understanding of how meanings are constructed and interpreted is fundamental to becoming a critical consumer and/or producer of artworks. Visual Art prepares young people for a future in the workforce by requiring them to seek creative solutions to complex design problems, and use high-order skills to articulate an informed and individualised aesthetic.

Through making and appraising, resolution and display of artworks, students understand and acknowledge the role of visual art and the contributions of visual artists, designers and craftspeople.

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

INTRODUCTION
The units in the Authority (OP) Visual Art course are sequential and scaffolded in the order offered so as to provide the students with opportunities to progress along a learning continuum that develops from diversification in Year 11 to specialisation in Year 12.

Visual communication and meaning is explored and resolved through the general objectives of Making and Appraising. The two-year course of study comprises units of work featuring Making and Appraising tasks that require students to apply the inquiry learning model of researching, developing, resolving and reflecting. Through the inquiry learning model, students are required to solve visual design problems related to concepts/focuses, using visual language and expression with selected media and contexts.

PRE-REQUISITES: Nil

... COURSE ORGANISATION

... YEAR 11
Students create two experimental, formative folios and one formative body of work including Making and Appraising objectives.

VA111
CONCEPT: THE PHYSICAL

Focus: Representation (Term 1)
Students explore the visual reality of objects, subjects and collections.

Contexts: Social and historical relating to artworks, artists and art movements

Media areas: a variety of materials, techniques, technologies and processes related to 2 and 3-dimensional media, for example drawing and printmaking mediums

Focus: Environment (Term 2)
Students may explore the nature of interior/exterior, ecology, landscape, cityscape, mindscape and dreamscape.
Contexts: a range of contexts – social, political and economic that may reflect issues, attitudes and values related to the environment with reference to artists, artworks and art movements
Media areas: 2 and 3-dimensional media and installations, for example ceramic and sculptural mediums

VA112
CONCEPT: THE INTELLECTUAL

Focus: Connections (Terms 3 and 4)
Students may explore the relationship between stimulus and response, form and content, social structure and behaviour.
Contexts: Exploration of representations and expressions within a range of contexts which relate to culture, philosophy, psychology and science that may reflect issues, attitudes and values – past and present. Students research artists, artworks and art movements.
Media areas: 2 and 3-dimensional media, time-based and ephemeral media

... YEAR 12
Students create two bodies of work including Making and Appraising objectives with reference to the concepts.

VA121 & VA122
CONCEPT: EXISTENCE (15 WEEKS)

Focus: Students determine their own focus, exploring the nature and meaning of existence – eg belief, genetics, alchemy …
Contexts: Students select their own contextual references with reference to artists, artworks and art movements. They may explore representations and expressions within a range of cultural, spiritual and philosophical contexts that may reflect issues, attitudes and values related to the nature and meaning of existence past and/or present.
Media areas: student choice

CONCEPT: ESSENCE (15 WEEKS)

Focus: Students determine their own focus, exploring the nature of intrinsic being – eg the sacred, ideology, instinct …
Contexts: Students select their own contextual references.
Media areas: student choice

PERSONAL EXTENSION (6 WEEKS)

Students resolve another Making or Appraising work that contributes to the Existence or Essence body of work.
Contexts: student choice
Media areas: student choice

... ASSESSMENT
Students are assessed on their making and appraising ability. The criteria for the making objective are Visual Literacy and Application. The criterion for the appraising objective is Appraising.

Assessment instruments include formative experimental folios and a body of work in Year 11 and two summative bodies of work in Year 12. Folios and bodies of work include making and appraising tasks. Appraising tasks may include written responses, extended writing, oral presentations, PowerPoint presentations, blogs and podcasts.
VISUAL ART IN PRACTICE

INTRODUCTION
Visual Arts in Practice is a non-OP/Authority Registered course, that foregrounds the role visual arts play in the community and how students may become involved in community arts activities. This subject focuses on the engagement in art-making processes and making artworks for a purpose. This occurs in the following areas of study – 2D, 3D, digital and/or design. In each area of study, students develop and apply knowledge, understanding and skills from three core topics – ‘Visual Mediums, Technologies and Techniques’, ‘Visual Literacies and Contexts’ and ‘Artwork Realisation’.

PRE-REQUISITES: Nil

... COURSE ORGANISATION
Visual Arts in Practice is a four-semester course of study.

Students are required to explore and express ideas related to the unit theme while developing and making original artworks. There are also opportunities to research and learn to respond verbally or in writing to the Visual Arts.

... YEAR 11
VAP111: Reflecting the Real (Term 1)
Students research real objects with reference to representation in Art. Students explore and experiment with a variety of drawing and printmaking mediums, technologies and techniques to create artworks that communicate aesthetic meaning in response to Reflecting the Real.

VAP111: Empty Vessels (Term 2)
Students explore the theme Empty Vessels by researching vessels, containers, bowls… as three-dimensional art forms and/or installations. Students explore and experiment with a variety of ceramic and/or sculptural mediums, technologies and techniques to create artworks that communicate aesthetic meaning in response to Empty Vessels.

VAP112: Design Basics (Term 3)
Students are introduced to the language of design and conventions of the design process. Students develop a range of design skills that can be applied to different design disciplines such as product design, environment design, interior design, graphic design and architectural design.
VAP112: Designer as Problem Solver (Term 4)
Students are introduced to the design process as a strategy for effective problem solving. Students develop design solutions to the design brief.

... YEAR 12

VAP121: Express Yourself (Term 1)
Students explore self expression through experimentation of a variety of drawing, painting and/or printmaking mediums, technologies and techniques to create artworks that communicate aesthetic meaning. Students work collaboratively to develop skills to create a group exhibition of their artworks.

VAP121: Reliquaries (Term 2)
Students explore the theme Reliquaries by researching three dimensional art forms such as relics, vessels and/or containers for relics. Students explore and experiment with a variety of ceramic assemblage and/or sculptural mediums, technologies and techniques to create artworks that communicate aesthetic meaning in response to reliquaries.

VAP122: Sustainability and Design (Term 3)
Students are introduced to the concept of sustainable design. Students will further investigate the elements and principles of design with particular focus on Design for the Environment principles. Decision-making, documentation and presentation strategies are also investigated.

VAP122: Design the Ideal (Term 4)
Students pursue a project of their choosing in a design field of their choice, in consultation with their teacher and/or industry professional.

... ASSESSMENT
Students are assessed according to the criteria of Knowing and Understanding, Applying and Analysing and Creating and Evaluating. Assessment instruments include production folios and projects, which have a product and written or spoken component.

All Year 11 work is formative, while all Year 12 work is summative.

A levy of $35 will apply for consumables and equipment maintenance per term. Students usually go on an Art excursion each semester, the cost of which is charged to students accounts. Excursions to Brisbane usually cost $25.
ENGLISH

SUBJECTS OFFERED

- English (EN) - OP/Authority
- English Communication (ENC) - non-OP/Authority Registered
- English for ESL Learners (ENESL) - OP/Authority

ENGLISH

RATIONALE
In the senior years, 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 who understand how texts can convey and transform personal and cultural perspectives. The subject provides students experiences which develop higher-order thinking skills through analysis, evaluation and the creation of varied literary and non-literary texts.

INTRODUCTION
English in the senior school aims to challenge students to look at the world differently and to investigate the source of their commonly held beliefs. Through the study of language and literature, students examine and learn to value and articulate the interrelationship between texts and their social and cultural contexts. Students study a wide range of texts, literary and non-literary, and modes. They learn how to understand the implicit messages in verbal, aural and visual texts.

PRE-REQUISITES: It is strongly advised that students who plan to undertake Authority English in Years 11 and 12 should have achieved a C standard or better at junior level.

... COURSE ORGANISATION

... YEAR 11
EN111: REPRESENTATION OF IDENTITY

How is ‘identity’ constructed?

Within each culture there are certain expectations about the way identity is formed and the way individuals perceive their own and others’ identity. This unit explores personal and public identities as cultural constructions, and analyses texts to reveal how they work to actively construct identity.

This unit focuses on identity but with a broad, flexible interpretation of the concept of identity. This unit of study may therefore include the study of ‘identity’ as it applies to private and public selves, gender, age, ethnicity/race, religion, social values, environmental values and so on.

The questions we will ask include:
- How do different assumptions and world views promote different understandings of ‘self’ and of others and therefore promote particular ways of thinking, being and doing?
- How do texts work to construct identity?
- How are we positioned by text composers to accept identities?

The main genres to be studied include: films, feature articles, plays.
EN112: REPRESENTATIONS OF AUSTRALIAN IDENTITY AND EXPERIENCE

What does it mean to be Australian?

Every culture has its own ‘mythologies’. By this we are referring to the beliefs we have about what constitutes our society and the way we live. These mythologies are embedded in the culture until they become ‘naturalised’ - part of the way we see ourselves, inextricably connected with any notion of what it is to be Australian.

This unit will explore:
• The commonly held beliefs about being an Australian
• Dominant and marginalised discourses within Australia
• How language serves to reinforce dominant ideologies
• How icons serve to reinforce dominant ideologies
• Sameness and difference
• Perceptions of other cultures and other cultures’ perceptions of Australia

The questions that will be asked include:
• How realistic is: The Bush myth? The Anzac myth? The Aussie Battler myth?
• Is everyone included in the Australian identity?
• How do we define Australian?
• How do “others” see Australia and Australians?
• How is Australian identity formed and perpetuated in texts?

The main genres to be studied are: novels, poetry, short stories, articles, film and television.

... YEAR 12

EN121: THE POWER OF LANGUAGE

How can language influence the world?

This unit encompasses the power that language has on influencing, informing and explaining a range of experiences and texts from a variety of historical, cultural and social contexts. Students engage with a study of language, modern texts and canonical literature. The notion of the universality of the human condition is explored as students analyse a number of different texts selected for study.

This unit will explore:
• The aesthetic features of different canonical and modern texts
• The development of themes and issues in literature through different ages and different mediums
• The enjoyment and value of reading and engaging in a close study of enduring literature

The main genres to be studied include: feature articles, film and television, novels.

EN122: THE POWER OF LITERATURE

How is the world revealed to me?

The final semester of the course is the culmination of all knowledge, skills and higher-order processing in which students have been actively engaged over the past two years. Students will be required to explore various forms of literature, pursuing their own areas of interest, all with a greater degree of independence.

This unit will explore:
• The relevance of canonical novels, poetry and plays within the 21st century
• The adaptation of canonical poetry into popular culture mediums and short stories
• The power and influence literature has on shaping and influencing an individual’s values, attitudes and beliefs
The main genres to be studied include: plays, poetry, novels, articles, film and television and short stories.

... ASSESSMENT
Students must produce six pieces of assessment each year - four written and two oral. There are three designated genres from which the assessment should emerge:

1. Expository text – e.g. analytical and argumentative
2. Persuasive text – e.g. feature articles and persuasive orals
3. Imaginative text – e.g. short stories

Requirements also demand certain conditions and offer guidelines for assessment including:

- That at least two written tasks are to be completed under supervised conditions and that one of these must be in response to an unseen question
- The increasing complexity of tasks (over the two-year course)
- Opportunities for student documentation and reflection on use of feedback
- Task length for written and spoken tasks

ENGLISH COMMUNICATION

RATIONALE
English Communication is designed to assist Year 11 and 12 students by offering an alternative to Authority English. This option allows them choice and negotiation while improving potential for effective participation in fundamental life roles and engagement in lifelong learning.

INTRODUCTION
The concept of language and literacy as social practice is fundamental to this study area. English Communication allows students to develop key competencies in contexts that arise naturally from the learning experiences and assessment practices of the subject. Students collect, organise and evaluate information to communicate ideas. They plan and organise their work and solve problems individually and in groups.

Students select English Communication for a variety of reasons. These may include the recognition of the study area as preparing for workplace or TAFE, or as an alternative to Authority English.

PRE-REQUISITES: Nil

... COURSE ORGANISATION

There are three main components of study:
(a) Work – range of competencies to assist students in their future working lives
(b) Community – language and literacy skills to become effective citizens
(c) Leisure – developing language skills to experience personal fulfilment

... YEAR 11
ENC111: COMMUNICATION AND COMMUNITY
This unit is a practical unit, focusing on communicating messages, giving and receiving instructions, interpreting media messages and how we communicate in the context of our local and the wider community.
ENC112: MY GENERATION, POPULAR CULTURE AND PREPARING FOR WORK
This unit examines the adolescent experience across different generations and asks students to make a comparison between their generation and one other. The final element of this semester’s work focuses on preparing for work by researching careers, reading advertisements and completing job applications.

... YEAR 12
ENC121: READING FOR PLEASURE, CONFLICT RESOLUTION, EVENT MANAGEMENT
Here a range of life skills will be studied with a key focus of encouraging a love of reading. Also, students will be familiarised with conflict resolution scenarios and practise techniques to solve disputes. The semester will culminate with students planning a significant event.

ENC122: THE WORLD OF WORK
The focus in this final semester is on the world of work, including an emphasis on keeping safe in the workplace as well as job-seeking skills. There is also a practical focus on job readiness and living independently in society. Students will update résumés and undertake interviews preparing them for the workforce.

... ASSESSMENT
These techniques will be used to measure student achievement:
- Teacher observation of student skills
- Practical work – eg role play, interview, letter of application, résumé
- Response to stimulus material
- Short response questions
- Journal writing

ENGLISH FOR ESL LEARNERS

RATIONALE
This tertiary accredited, trial senior English course runs concurrently with mainstream English classes but is offered to overseas students, migrants and refugees, and students who are recognised as not having English as a first language prior to entering the course.

INTRODUCTION
The English for ESL Learners’ course has three main components: Language for Academic Learning, Language of Literature and Language of the Media. All term units of study are based around these three components and require a thorough coverage of English listening, speaking, reading and writing skill development.

Each term unit requires the development of critical responses to both print and non-print texts, including media texts, on a variety of topics. The main genres to be studied include biography, autobiography, film, documentary and speeches.

Along with developing literary criticism skills, grammatical prowess and the ability to use oral language to interact positively and confidently, students are able to develop valuable research skills to assist them in all areas of secondary and tertiary studies. These research skills include identification of text features and bias, predicting, skimming and note-taking, inferring and evaluating.

PRE-REQUISITES: It is recommended that students have reached a Bandscale Level 6 in all skill areas.
... COURSE ORGANISATION

... YEAR 11
ENESL111: BODY IMAGE AND ADOLESCENT HEALTH/FAST FOOD NATION
In this research unit students develop critical responses to print and non-print texts on the topic of body image and adolescent issues. Generational changes in diet, exercise and lifestyle across cultures are also examined.

ENESL112: STORIES ARE THE BLANKETS OF OUR CULTURE/THE POLITICAL VOICE AND THE ART OF SPEECH MAKING
In this unit students examine the social context of language as well as analyse the cultural assumptions and beliefs that appear in texts. They also look at how the content and context of such texts appeal to a particular audience.

... YEAR 12
ENESL121: AUSTRALIAN HEROES AND BUSH HERITAGE/CONTEMPORARY SOCIAL AND ENVIRONMENTAL ISSUES
In this unit students focus on traditional and contemporary representations of heroes in Australian literature and the media, and explore relevant social and environmental issues.

ENESL122: THE CINDERELLA COMPLEX/THE POWER OF PERSUASION
In this unit students analyse how women are depicted in popular culture, across cultures. They investigate gender representation and develop skills for reasoning a point of view.

... ASSESSMENT
Students must produce six pieces of assessment each year consisting of both written and oral tasks. There are three designated genres from which the assessment should emerge:
1. Expository text – e.g. analytical and argumentative
2. Persuasive text – e.g. feature articles and newspaper columns
3. Reflective text – e.g. imaginative

Requirements also demand certain conditions and offer guidelines for assessment including:
• That at least two written tasks are to be completed under supervised conditions and that one of these must be in response to an unseen question
• The increasing complexity of tasks (over the two-year course)
• Opportunities for student documentation and reflection on use of feedback
• Task length for written and spoken tasks
HEALTH & PHYSICAL EDUCATION

SUBJECTS OFFERED

• Health Education (HEE) – OP/Authority
• Physical Education (PE) - OP/Authority

HEALTH EDUCATION

RATIONALE
Health Education examines health in the context of society, and the mechanisms necessary to develop and promote health for individuals, groups, communities and nations. Health Education is a subject that would interest students who are concerned about social justice issues and who have a strong commitment to community and health.

Health Education considers contemporary health promotion theory and practice, and adopts two conceptual frameworks:

• The social view of health (behavioral and environmental determinants of health) with an embedded social justice framework (health inequities)
• The Ottawa charter for health promotion (enabling, mediating and advocating the promotion of health)

Students considering the following careers would find this subject beneficial:

• Health-related fields — health policy development, health and safety laws and regulations, health information management
• Medical and social health fields — health advocacy, counselling, social work, medicine, therapies and nursing.

INTRODUCTION
Health Education provides a context for exploring health issues. Students first gain an understanding of the determinants of relevant health concerns through their analysis of health-related data. Drawing upon their knowledge of the two conceptual frameworks, students analyse the social justice factors that produce health inequities. By using an inquiry approach to investigate health issues, students apply the practices and principles that underpin social action and health promotion to devise and justify recommendations and strategies for change.

PRE-REQUISITES: Nil
... COURSE ORGANISATION
Students will use an inquiry process to explore, analyse and devise strategies to address health issues ranging from the personal to the global.

... YEAR 11

HEE111
Term 1: Personal Health - Alcohol and Binge Drinking
Adolescent drinking is associated with accidents, violence, high risk sexual behaviour, poor school performances and alcohol-related disorders. How does peer group pressure and the socially accepted culture of binge drinking amongst adolescents influence personal decisions regarding the drinking of alcohol? How effective are campaigns and education programs in improving health outcomes for individuals in the College community? What role can students, as members of their peer groups, play in advocating for well-educated and informed choices?

Term 2: Peer Health - Happiness and Wellbeing
The ability of teenagers to realise their full potential is threatened against a background of often adverse trends in their physical and psychosocial health and wellbeing. What role do social determinants play in determining the mental health and well-being of an adolescent? How effective are programs run by the College in improving the mental health outcomes for individuals at St Ursula’s College? How can our College create an environment that both supports individual students and provides education to enhance the decision-making skills which promote happiness and well-being.

HEE112
Term 3: Peer Health - Sexual Health
The rate of reported chlamydia infection in Toowoomba and the Darling Downs is the highest in the state. While the disease affects any sexually active person, women aged between 15 and 19 have the highest rates of incidence. Chlamydia rates are at record levels with no sign that improved treatment, screening or education is able to reverse the trend. Possible suggestions for the increase in prevalence of chlamydia may be as a result of a decline in condom use, the asymptomatic nature of the disease, attitudes to sexual activity, peer pressure, poor knowledge about STIs and the prevalence of sexual advertising in the media.

How can students advocate the College community to create a supportive environment that provides education to enhance positive decision-making choices to reduce the rise of contacting an STI including chlamydia?

Term 4: Family Health - The Obesity Crisis
The number of overweight children has doubled in recent years, with a quarter of children considered overweight or obese. Causes of obesity in children include unhealthy food choices, lack of physical activity and family eating habits. The associated adverse health outcomes place a strain on the family physically, socially, economically and individually. To what extent do the relationships that exist between external environments and lifestyle choices negatively impact on the family health? How does the changing nature of work, family structure, the media and advances in technology affect the nutrition choices and leisure pursuits of the family? Why is it important that families are educated on healthy choices? How can families access support? How can supportive environments be created to improve health outcomes for the family?

... YEAR 12

HEE121
Terms 1 & 2: Community Health - Organ Donation
The number of organ donors in Australia is not sufficient to meet the number of people requiring an organ transplant. People’s opinions about organ and tissue donation are influenced by their cultural,
religious, ethical and spiritual beliefs. There needs to be more active engagement and awareness within the community for individuals to make informed decisions in order to increase Australian’s consent rate. Australia uses an opt-in donation system, whereas other countries use opt-out systems resulting in a higher donation rate than Australia. What system should be adopted? How will a fair and just process be achieved for both the donor’s family and the recipient? How can better health outcomes be assured?

What social, political and economic changes need to be considered to cater for an increasing population requiring organ and tissue donation?

**HEE122**

**Term 3: Specific Populations**
Indigenous people do not have an equal opportunity to be as healthy as non-indigenous Australians. What health inequities exist between the health of these two groups? What are the reasons for these inequities? What current commitments have been made to address indigenous health inequality? How can the health of the indigenous population be improved in order to close the gap between health outcomes?

**Term 4: Specific Populations**
What health inequities exist between the health of your identified population and the general Australian population? What are the reasons for these inequities? What services and support networks are available? How can the health of this population be improved in order to close the gap?

**... ASSESSMENT**
Research is the focus of all assessment in Health Education. Research techniques common and applicable to this subject include action research projects, research reports, analytical expositions and journals. Most assessment will be assignment-based where students will be required to complete independent research. Students are also required to write a response to an unseen essay question in each year.

Students will be assessed in these dimensions:

- Knowledge and understanding
- Application and analysis
- Synthesis and Evaluation

There will be at least one assessment task each term. Year 11 assessment is formative and Year 12 assessment is summative.

**PHYSICAL EDUCATION**

**RATIONALE**
Physical activity is central to maintaining health, providing avenues for social interaction, developing self-worth and promoting community involvement.

In Senior Physical Education, physical activity serves as both a source of content and data and the medium for learning. Learning is based on participating in physical activity with students involved in closely integrated written, oral, physical and other learning experiences explored through the study of physical activities. Physical Education focuses on the interrelationships between psychological, biomechanical, physiological and sociological factors in these physical activities. Students develop skills and understandings that allow them to contribute in an informed and critical way to varied physical activity contexts and roles.
As students study increasingly complex subject matter they are encouraged to further develop as self-directed, interdependent and independent learners. Through the use of personalisation, learning and assessment in Physical Education is contextualised and authentic. Personalisation enables students to make meaning of complex understandings by providing connections with their real-life contexts.

**PRE-REQUISITES:** Nil

Physical Education would be suitable for students:

- With an interest in physical activity
- Enjoy being physically active
- Who wish to pursue further studies in the exercise sciences, teaching, coaching and the sport or recreation industries.

**... COURSE ORGANISATION**

In each unit, students will engage in a physical activity and study theoretical knowledge. They will use this knowledge to assist them in improving their physical performance and use the physical activity to complete an assessment task.

In each unit, students will be assessed in two tasks. Their physical performance will be assessed continuously throughout the unit and they will complete a written or multimodal task as outlined in the table below.

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<td>Term 4</td>
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### Year 12 – Summative Assessment

<table>
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<th>PHYSICAL ACTIVITY</th>
<th>CONTENT</th>
<th>ASSESSMENT TASK</th>
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</thead>
<tbody>
<tr>
<td>TERM 1</td>
<td>Aerobics or Orienteering</td>
<td>Exercise science: training program design, immediate and long term effects of training</td>
<td>Multimodal presentation. Designing a training program to improve performance.</td>
</tr>
<tr>
<td>TERM 2</td>
<td>Volleyball</td>
<td>Biomechanics: force, motion, stability and projectile motion</td>
<td>Research report or Feature Article. Evaluate how performance can be improved through the use of biomechanics.</td>
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<tr>
<td>TERM 3</td>
<td>Tennis (Coaching Fee)</td>
<td>Sociology of Sport: impact of the media on access and equity in sport.</td>
<td>Essay Exam. Evaluate the effect the media has on involvement in sport.</td>
</tr>
<tr>
<td>TERM 4</td>
<td>Team Sports</td>
<td>Negotiated topic between student and teacher</td>
<td>Student selection of a previous mode of assessment.</td>
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</tbody>
</table>

... **ASSESSMENT**

The Physical Education program assesses students in three equally-weighted criteria:

- **Acquire** - the retrieval and comprehension of information and the reproduction of learned physical responses
- **Apply** - the application of acquired information to the physical activity being studied and the application of learned physical responses in authentic drills and gameplay
- **Evaluation** - the use of information, understandings and skills previously gained to make decisions, solve problems reach conclusions and justify solutions and actions.
HUMANITIES & SOCIAL SCIENCES

SUBJECTS OFFERED

Social Sciences
- Ancient History (SSA) - OP/Authority
- Geography (SSG) - OP/Authority
- Legal Studies (SSL) - OP/Authority
- Modern History (SSM) - OP/Authority
- Tourism Studies (SST) - non-OP/Authority Registered

Business
- Accounting (ACC) - OP/Authority
- Business Communication and Technologies (BCT) - OP/Authority

RATIONALE

Humanities and Social Science subjects aim to increase a person’s ability to participate effectively and productively in society. Learning in this faculty is a process of expanding and refining the personal resources with which people inquire into, make decisions about and participate in the everyday life of their society. Humanities and Social Science involves a critical understanding of value issues and thus students are encouraged to develop a commitment to human rights, social justice and ecological sustainability. The students are encouraged to become involved members of the community and so study of a Humanities and Social Science subject must make a central contribution to a rewarding and productive education.

All Humanities and Social Science subjects allow students to acquire a diverse range of skills needed to become life-long learners. Students develop writing skills; effective research skills, in both electronic and print data; and the ability to think independently and laterally. These skills are invaluable for both tertiary study and ongoing vocational education.

ANCEINT HISTORY

INTRODUCTION

To understand the later developments of human history, it is desirable to look at its beginning. In studying Ancient History, students examine societies which, like their own, are governed by law, organised politically, influenced by religion and stimulated by change. Students also learn about the ways in which archaeologists learn about the past.

Ancient History, like all Social Science subjects, provides the students with a wide diversity of skills which enable them to become effective life-long learners across many disciplines. Students become skilled at techniques of effective research, both with printed and electronic text. Emphasis is placed upon the critical analysis of information and the use of primary source documents to support and enhance their understanding of early cultures.
The development of effective written and oral communication is a major focus of this subject. Students are given intensive guidance in structuring coherent and logical arguments and in expressing themselves in a variety of genres. This includes proficiency in referencing information and constructing accurate bibliographies, a vital skill for all future tertiary study.

**PRE-REQUISITES:** Nil

... COURSE ORGANISATION

The course of study is based on a number of themes. Within each theme, one or more inquiry topics are studied. An inquiry topic is an in-depth, inquiry-based study of a particular topic within a theme.

**THEMES**

In Ancient History, the possible themes are as follows:

1. Studies of archaeology
2. Studies of conflict
3. Studies of political structures
4. Studies of the everyday lives of people in ancient societies
5. Studies of power
6. Studies of funerary practices
7. Studies of religion
8. Studies of the arts
9. Personalities in history
10. Studies of technologies, innovations and inventions
11. Studies of philosophy
12. A study of pharaonic power in Egypt
13. A study of bureaucratic control in China
14. Studies of changing practices in society and government in the Greek world
15. A study of political centrism in Rome
16. A study of government and religion in India
17. Studies of Palaeolithic and Neolithic societies
18. The influence of groups in ancient societies
19. Continuity and change in Indigenous Australia
20. Studies of Europe in transition
21. Studies of regional change
22. School-based theme

- A **minimum** of three themes will be selected.
- A **minimum** of four inquiry topics will be studied across the two-year course.
- One inquiry topic will focus on Greece or Rome.

... ASSESSMENT

Students are required to complete five pieces of assessment in both Years 11 and 12.

The following criteria are used when assessing the students’ responses:

**Criterion 1:** Planning and using an historical research process
Criterion 1 relates to planning and putting into effect the procedural and organisational structures of a research task.

**Criterion 2:** Forming historical knowledge through critical inquiry
Criterion 2 relates to the development of historical knowledge and cognitive skills through critical engagement with historical sources.

**Criterion 3:** Communicating historical knowledge
This criterion relates to presenting the results of historical research in a fluent and logical manner.

Students are required to complete a variety of assessment instruments. Assessment tasks fall into one of the following categories:

**Category 1:** Extended written response to historical evidence (Essay under test conditions in which the student gives a response to a question or statement, mainly by reference to sources supplied; the question or statement is not provided before the test)
Category 2: Written research tasks (written assignment, produced as a result of the development of a valid research question and the use of a range of historical sources)

Category 3: Multi-modal presentations (Multi-modal presentations are the outcome of research and may take a wide variety of forms such as a dramatic presentation, a video production, oral seminar, computer webpage, etc)

Category 4: Additional test formats (such as objective tests, short response tests, eg items requiring 1–2 line responses or short paragraph responses, response to stimulus tests, essay tests, other written responses under supervised conditions such as editorials or news articles)

GEOGRAPHY

INTRODUCTION
Geography is the study of the Earth’s surface as a space in which people live. Geography includes studies of space, places and people/environmental relationships. Learning Geography expands the students’ horizons so that they appreciate the network of interactions between societies and environments around the world. This helps them adopt a global perspective.

Through a study of Geography, the student is encouraged as an individual to become part of the wider community. Geography is viewed as a means by which students gain the knowledge, skills, attitudes and values to be involved in rational and balanced discussions and judgements. The students pose questions, gather information, make active investigations and make reasoned decisions relative to their lives.

In short, the student of Geography is encouraged to become an informed, co-operative and active citizen in our society with a commitment to life-long education.

LEARNING EXPERIENCES
Geographers seek to develop more than knowledge and understanding about the earth and its use by humans. They also seek to explain, analyse, compare, contrast, evaluate and make decisions about improvements for current and future use. This process of geographical inquiry takes place as geographers answer four key questions:

• 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 done and could be done?

Compulsory field trips are an essential element of the course and are linked to assessment. Students are expected to conduct field studies to gather, manipulate and analyse data. Geographers use information technology and Geographical Information System (GIS) technology as a tool that can be used throughout an inquiry.

PRE-REQUISITES: Nil

… COURSE ORGANISATION

… YEAR 11
SSG111: MANAGING THE NATURAL ENVIRONMENT
This theme introduces students to physical studies and explores the relationships of people with the natural environment. The actions of people have an impact on the natural world and through the core units students gain an understanding of ways to mitigate hazards and to manage catchments.

**Core Units:**
1. Responding to natural hazards
2. Managing catchments

**SSG112: SOCIAL ENVIRONMENTS**
This theme introduces the students to studies in urban and rural geography. It focuses on issues related to the sustainability of urban and rural environments. It also looks at linkages and connectedness between communities. This unit provides a focus on the concept, processes and roles of planning and its impact on the community.

**Core Units:**
3. Sustaining urban and rural communities
4. Connecting people and places

**... YEAR 12**

**SSG121: RESOURCES AND ENVIRONMENT**
This theme introduces the students to studies in the use of resources and their impact on the environment. The theme focuses on issues related to human use of, and reliance on, the environment.

**Core Units:**
5. Living with climate change
6. Sustaining biodiversity or managing nature-based recreation on one of the large sand islands in Queensland – Fraser Island

**SSG122: PEOPLE AND DEVELOPMENT**
This theme focuses on issues related to the variations in living conditions that exist within and between peoples from different regions and countries and the underlying causes of these differences. Students are asked to challenge their views and to examine the components of a rapidly changing global economy.

**Core Units:**
7. Feeding the World’s people
8. Exploring the Geography of disease

**... ASSESSMENT**

**Criteria used in Geography:**
- Knowledge
- Analytical processes
- Decision-making processes
- Research and communication skills

**Assessment techniques include:**
- Short response tests
- Practical exercises
- Stimulus-response essays
- Reports or non-written responses
- Data response tests
LEGAL STUDIES

RATIONALE
The subject of Legal Studies affords an opportunity to students to pursue a coherent and comprehensive study of the Australian legal system. The major emphasis of the course is for students to develop an understanding of law, our legal system and how the law operates in our society. From this study, students should gain a heightened awareness of the structure of our society, thus enabling them to function more effectively as informed, supportive and active citizens.

INTRODUCTION
Throughout the course, emphasis is placed on the development of key understandings. The subject matter is used to develop thinking processes, skills and effective outcomes throughout the course.

In completing this course of study, students should be better-equipped to assess legal matters, knowing when and how to take appropriate legal action, whether this be self-help or professional. Students also gain a better understanding of their own rights and responsibilities as applied to the law. Students acquire knowledge of selected aspects of the law related to their daily lives both locally and in the wider community. They should acquire an informed appreciation of our legal system and develop competencies, attitudes and values which should enhance their awareness and ability to participate as more informed, supportive and active members of our democratic society, and to challenge the injustice of structures where this is appropriate.

PRE-REQUISITES: Nil

... COURSE ORGANISATION

... YEAR 11
SSL111
• The Legal System
• Criminal Law

SSL112
• Introduction to Civil Obligations
• Human Rights

... YEAR 12
SSL121
• Family and the Law
• Technology and the Law

SSL122
• Independent Inquiry
• Housing and the Law

... ASSESSMENT
Criteria for Legal Studies:
• Knowing and understanding the law
• Investigating legal issues
• Responding to the law
Assessment techniques include:

- Short response
- Extended response
- Inquiry tasks

MODERN HISTORY

INTRODUCTION

It is important that students have an understanding of the contemporary world because it allows them to understand the happenings in our world. In the last few years, we have seen major changes – the terrorist challenge and rise of extremist ideology, the conflict between Israel and Palestine, the emergence of China and the increase in asylum seekers. All this can only be understood if we have some knowledge of past events. Modern History provides this.

Students come to realise that events do not happen in isolation; world issues are complex; many issues have shaped development and change is a long, involved process. Hopefully, students should therefore acquire a realistic view of what is involved in bringing about change in their own society.

Studying Modern History provides a broad range of inquiry and social skills – critical thinking, making judgements, historical inquiry, research and writing skills – the tools of a competent adult.

PRE-REQUISITES: Nil

... COURSE ORGANISATION

The course of study is based on a number of themes. Within each theme, one or more inquiry topics are studied. An inquiry topic is an in-depth, inquiry-based study of a particular topic within a theme.

THEMES

In Modern History, the themes are as follows:

... YEAR 11

SSM111: STUDIES OF POWER
Inquiry Topic 1 – Role of the individual in a quest for power: Hitler
Inquiry Topic 2 – Communist Takeover in China

SSM112: STUDIES OF CONFLICT
Inquiry Topic 1 – Super-Power Rivalry: USA/USSR – with case studies of the Cuban Missile Crisis and the Vietnam War
Inquiry Topic 2 – Arab/Israeli Conflict

... YEAR 12

SSM121: STUDIES OF CHANGE
Inquiry Topic 1 – Terrorism in the modern world
Inquiry Topic 2 – The Civil Rights Movement in the USA

SSM122: STUDIES OF HOPE
Inquiry Topic 1 – Rise of individuals/groups/governments in inspiring hope for a better world (Choice of own study)
Inquiry Topic 2 – An issue pertaining to Hope in the modern world

... ASSESSMENT
Students are required to complete five pieces of assessment per year in both Years 11 and 12.

The following criteria are used when assessing the students’ responses:

Criterion 1: Planning and using an historical research process
Criterion 1 is about planning and putting into effect the procedural and organisational structures of a research task.

Criterion 2: Forming historical knowledge through critical inquiry
Criterion 2 is about the development of historical knowledge and cognitive skills through critical engagement with historical sources.

Criterion 3: Communicating historical knowledge
This criterion is about presenting the results of historical research.

Students are required to complete a variety of assessment instruments which are drawn from the following categories:

Category 1: Extended written response to historical evidence (Essay under test conditions in which the student gives a response to a question or statement, mainly by reference to sources supplied; the question or statement is not provided before the test)

Category 2: Written research tasks (written assignment, produced as a result of the development of a valid research question and the use of a range of historical sources)

Category 3: Multi-modal presentations (Multi-modal presentations are the outcome of research and may take a wide variety of forms such as a dramatic presentation, a video production, oral seminar, webpage, etc)

Category 4: Additional test formats (such as objective tests, short response tests - eg items requiring 1–2 line responses or short paragraph responses, response to stimulus tests, essay tests, other written responses under supervised conditions such as editorials or news articles)
TOURISM STUDIES

INTRODUCTION
The tourism industry has assumed increasing importance in Australian society as a source of expanding employment and leisure opportunities. The Study Area Specification is designed to provide students with an understanding of the role of the tourism industry and its structure and scope. Tourism Studies allows the students to investigate a wide range of tourism-related topics. Tourism Studies does not offer units of competency, but students can receive Recognition of Prior Learning at TAFE.

PRE-REQUISITES: Nil

... COURSE ORGANISATION
Through the study of a range of topics/units, students will cover aspects of the following Core units:

... YEAR 11
Semester 1 – Introduction to Tourism: Travelling on a Budget and Tourism in the Local Area
Semester 2 – Being a Responsible Tourist: Cultural Awareness and Tourism in the Developing World

... YEAR 12
Semester 3 – Attractions: Australian Destinations, Eco-Tourism and Marketing
Semester 4 – Future Alternatives in Tourism: Niche Markets and Trends/Issues in World Tourism and The Value of Tourism

... ASSESSMENT
Criteria used include:
• Knowledge and understanding
• Analysing and applying
• Planning and evaluating

Assessment techniques include:
• Multi-modal presentations
• Objective and short-response test/response to stimulus
• Research report

Compulsory field trips are an essential element of the course and are linked to assessment. Students are expected to conduct field studies to gather, manipulate and analyse data.
ACCOUNTING

DESCRIPTION
Accounting is an information system that provides financial and other information for making and evaluating decisions about the allocation of resources. This information is used to help evaluate performance, to facilitate decision-making and control and to report on the operation of an organisation from internal and external perspectives.

The study of Accounting enables students to understand the process involved in generating, recording, classifying, analysing, interpreting and reporting account information as a basis for planning, control and effective decision-making. The course is designed, not only to provide a foundation in the discipline of Accounting, but also to prepare students for further education, training and employment. The subject offers scope and flexibility through the exploration of financial decision-making and provides relevance for general education.

CAREER OPPORTUNITIES
Would you like a highly paid career that offers job opportunities all over the world in industries from surf and music to banking and fashion?

Accounting is one of the best career choices for young people today and for the future. A qualification in accounting will open the door to great opportunities and a huge variety of business careers. With an accounting background you have more potential than virtually any other professional – in terms of long-term employment and salary prospects, rewards and job security, travel and working overseas, challenges and job satisfaction.

Here are a few examples of the positions open to accountants:

Chief Financial Officer
Chief financial officers (CFO) are responsible for keeping an organisation financially healthy. This means analysing data, presenting reports and creating strategies for success. CFOs must also establish the best way to drive a business to where it needs to go. If you enjoy being in control, this could be the role for you.

Forensic Accountant
The detectives of the finance world. They track and analyse data to find missing funds, trace illegal business activities and identify fraud, such as eCommerce scams or terrorism. It’s a challenging and exciting field that could take you anywhere.

Environmental Accountant
Takes a “green” approach to making money and finds ways to ensure a company is environmentally responsible and profitable. You will be able to enjoy great professional rewards and know you’re helping the planet too.

International Accounting Specialist
Part of a network of professionals helping manage cross-border transactions, global trade agreements and overseas investments. It’s fast-paced and ever-changing. So get ready to pack your bags.

Strategic Procurement Manager
The masterminds behind organisational deals. They perform market research to identify supplier best practice and capabilities, develop evaluation plants and look after complex contracts. If you have a strategic mind and the ability to negotiate in tricky situations, this could be the perfect role for you.

Other roles in business open to accounting graduates: finance, management consulting, information system design, banking, insurance, government, stockbroking and funds management, financial planning and superannuation.

PRE-REQUISITES
If a student has not studied the bookkeeping unit in Year 10 and wishes to study Accounting, the student will not be disadvantaged; however, the student must be prepared to spend more time on Accounting than the time allotted in school and homework in the normal study of the subject, particularly in Semester 1, Year 11.

... COURSE ORGANISATION

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<th>Areas of Study</th>
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<td>Reports - spreadsheeting</td>
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<td></td>
<td>ES6 – Internal Controls</td>
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<td>ES4 – Accounting for Inventories</td>
</tr>
</tbody>
</table>

... ASSESSMENT
The exit criteria for assessment are:
- Knowledge and Procedural Practices
- Interpretation and Evaluation
- Applied Practical Procedures

Assessment techniques include:
- Objective/short-response items
- Extended response items
- Practical application items – written and/or computer printouts
- Responses to stimulus material – case studies, newspapers articles/reports, business reports, cartoons, advertisements, official forms, graphs and charts, video/audio tapes
- Assignments and projects
- Research assignments
- Non-written presentations
- Multimodal presentations
BUSINESS COMMUNICATION AND TECHNOLOGIES

DESCRIPTION
Business Communication and Technologies offers students opportunities to engage in and understand a range of administrative practices through real-life situations and business simulations. Students examine the broader social, cultural and environmental implications of business activities with a focus on the essential skills of communication and the use of business-specific technologies. Business Communication and Technologies encompasses theoretical and practical aspects of business issues in contexts students will encounter throughout their lives.

A significant feature of Business Communication and Technologies at St Ursula’s College is its relevance to future pathways, as it provides useful knowledge and competencies for life. The course of study provides rigour and depth and lays an excellent foundation for students in tertiary study and for their future employment.

Topics in Business Communication and Technologies are studied through an appropriate business context. The purpose of business contexts is to provide a focus for authentic and relevant learning experiences. Examples of business contexts include public administration, banking and finance, medical, tourism and hospitality, real estate, mining, retail, travel and media.

CAREER OPPORTUNITIES
This subject may lead to employment in such areas as: business administration in a global workplace, events administration, workplace health and safety, or tertiary study in the fields of business, international business, business management, accounting, events management and human resources.

PRE-REQUISITES - NIL

... COURSE ORGANISATION

... YEAR 11

BEB111
Business Environments:
• Business sectors (public and private, types of businesses)
• Strategic planning (vision, mission statements, change, innovation, sustainability)
• Corporate social responsibility and ethics (environment, community, product sourcing, whistleblowers, time management)
• Fraud and security management (workplace surveillance, protecting intellectual property, crisis management, disaster recovery)
• Work environments (organisational structures and charts, open, remote)
• Quality practices (policies and procedures, codes of practice, privacy and freedom of information, outsourcing)

Organisation and Work Teams:
• Planning and organisation (tools, goal setting, task analysis, time management, meetings)
• Interpersonal skills (communication styles, listening skills, questioning techniques, non-verbal communication, leadership styles)
• Team personnel, processes and motivation
• Tracking and reporting progress and analysing results
• Predicting and identifying changes
• Solving issues/controlling changes
• Communicating to stakeholders
• Reviewing and evaluating team performance

BEB112
Managing People:
• Employment issues (recruitment, inclusivity, job descriptions, performance appraisals, negotiating employment relations and discrimination)
• Change management (key factors, implementing change strategy, difficulties, internal promotions, redundancy, succession planning)
• Management practices and principles (roles and responsibilities)
• Human resources (understanding behaviours, recognizing milestones, rewarding performance, ensuring work/life balance, mentoring, delegation)
• Workplace issues (dealing with and documenting workplace issues, bullying, violence, grief, health, theft, conflict)

... YEAR 12
BEB121
Workplace Health, Safety and Sustainability
• Legislation and regulations
• Employee and employer responsibilities
• Risk management (processes, WHS committee, material safety data sheets, job safety and environmental analysis, symbols and signs)
• Accidents and emergencies
• Management of energy, air quality, land, waste, water, noise
• Impacts (environmental, cultural/heritage)
• Documentation
• Current issues

International Business:
• General considerations (language, religion and cultural differences, political and economic climate, time differences and working hours, currency and exchange rates)
• Travel issues (visas, security)
• Business dealings (power, role and status issues, decision-making protocols, etiquette, meetings, work ethics, communication)
• Trade issues (government restrictions, support agencies, indicators for determining employee suitability for international employment)

BEB122
Social Media:
Types and uses of social media in business settings
• Changes to client relations (traditional vs social customers)
• Marketing communication
• Planning business networks using social media (roles and responsibilities)
• Internal uses of social media (policies and protocols, collaboration, decision-making, employer control)
• Security issues and management (privacy, intellectual property and copyright, discrimination and harassment, unfair competition, defamation and criminal activity)
• Influence of government

**Industrial Relations:**
• Commonwealth and/or State legislation relating to workplace relations and discrimination
• Employer and employee rights and responsibilities (obligation of the employer regarding safety, non-discrimination, legal/ethical requirements, inclusive environments; obligation of employee concerning attendance, following directions, confidentiality, work performance and care)
• Unions
• Employer associations
• Awards and entitlements
• Unfair dismissal and grievance procedures

... **ASSESSMENT**

**Standards Based**

*Dimensions assessed:*  
• Knowing and understanding business  
• Investigating business issues  
• Evaluating business decisions

**All dimensions are equally weighted.**

**Assessment Techniques:**
• Extended written response  
• Short responses  
• Written research responses  
• Reports  
• Spoken research/extended responses  
• Multimodal research/extended responses  
• Responses to stimulus material
SUBJECTS OFFERED

- French (FR) - OP/Authority
- Japanese (JA) - OP/Authority

RATIONALE
Studying a foreign language is beneficial to students in a number of ways. It contributes to the cultural, personal, educational and intellectual development of the student. It develops greater sensitivity to, and understanding of, English. It leads the student to recognise the worth of all languages and cultures and thus develops respect and tolerance for other people. It provides more opportunities for employment in such areas as education, hospitality, tourism, commerce, industry, banking, the media, public service and the diplomatic service. It also has recreational benefits in that knowledge of another language is useful when travelling overseas.

FRENCH

INTRODUCTION
The ability to speak and understand another language is immensely rewarding. This sense of achievement is a powerful motivator for students who choose to continue with French in senior. The course aims to produce confident users of the language who are able to cope with a variety of situations, from meeting daily needs to discussion of serious issues.

Cognitive abilities and general competence in language use are greatly enhanced as a result of second language study. The learning of French, in particular, lends itself to the extension of both the learner’s vocabulary and structural knowledge of English. The study of the French-speaking world gives students a critical appreciation of other cultures and promotes in them a feeling of being participants in the global community. The skills students develop in learning French will facilitate the learning of other languages. Students also develop many attributes of a lifelong learner, including the ability to communicate effectively and to communicate across cultures. On a personal level, a knowledge of French makes travel abroad easier and more enriching.

French can be seen as a potential professional tool in an increasingly global marketplace. It is commonly used in international business and is an official working language of major international organisations, including the European Union, the United Nations and the Olympic Games Committee. There are about 270 French companies operating in Australia, accounting for some 85,000 Australian jobs. There are interesting possibilities for those students who wish to use the language in their chosen career in fields such as culture, science, technology and industrial research.

RECOMMENDATION
A ‘B’ or higher in Year 10 French

... COURSE ORGANISATION
Unit descriptions list the topics to be studied. Most often these will be based on real-life everyday situations, as far as possible stemming from the students’ experiences and relating to their interests, feelings and way of life. Therefore, topics are suggested only and may vary according to the needs of the student group and the teacher. Within each topic, students will learn new vocabulary and more complex structures in order to master a variety of language functions in different situations. As each
topic is set within its appropriate cultural context, students develop an appreciation of the French way of life concurrently with the development of language skills.

... YEAR 11
FR111: LA VIE EN ROSE

Le Bahut
School life; French and Australian school systems – differences and similarities; daily routines; choosing your path and experiences of foreign exchange students.

Le Goût de Voyage
Describing destinations; giving and following directions; recipes and cuisine; organising a holiday in a French-speaking nation; francophone culture and the concept of Francophonie.

FR112: OUT AND ABOUT
Pre-requisite: FR111

Coup de Foudre
Discussing friendship and relationships; making predictions; making suggestions; giving advice; describing someone’s character; horoscopes and advice columns; celebrations and social occasions.

On se Bouge
Going out; leisure activities; movie, café and CD reviews; inline skating; using the metro; planning a visit to Paris. There is a focus on the study and appreciation of French cinema.

... YEAR 12
FR121: LOOKING BACK, LOOKING FORWARD
Pre-requisite: FR112

La Boussole
Exploring the historical; talking about the past (casually and academically); key figures in French history; French explorers in Oceania; French representation of Australia and the Australian presence in France during World War I.

L’Après-Bac et les Projets de l’Avenir
Describing future plans; expressing aspirations; making predictions; discussing future careers and study options, exchanges and other pathways.

FR122: THE WORLD WE LIVE IN …
Pre-requisite: FR121

A Votre Santé
Talking about health problems, illnesses, human body; discussing health concerns during vacation, accidents and first-aid; visiting the doctor, dentist; exploring social health issues: healthy eating habits, stress, alcohol, smoking and drugs. Comparing health issues in France and Australia.

L’environnement
Talking about the environment, pollution and its effect on the Earth. Discussing attitudes towards current environmental problems.

... ASSESSMENT
Assessment will be based on separate testing of the four macroskills of listening, speaking, reading and writing, which will all be weighted equally. At least two tests per skill will be conducted in Year 11 and three in Year 12. Exit level of achievement will be determined by the levels achieved in the final semester of study.
INTRODUCTION
Studying Japanese is beneficial in a variety of ways. Not only do students experience a sense of satisfaction and achievement through communication in a second language, they also gain skills which assist them across the curriculum. Memorization techniques, constructing and deconstructing texts and decoding scripts are all skills which assist students to become more effective learners. The development of academic rigour has a positive flow-on effect to other areas of study.

In Australia today the mastery of Japanese is a very useful professional adjunct in numerous fields including tourism, commerce, education, agriculture and mining. Students will have many opportunities to use language in simulated professional and recreational contexts. As Australia is linked geographically and economically to its Asian neighbours, the acquisition of Japanese and an understanding of the people and culture are especially beneficial. Therefore, an integral part of the course will be discovering Japan today by learning about Japanese culture and Japan’s place in the world scene.

The Senior Japanese course aims to consolidate and expand the four language macroskills – reading, writing, listening and speaking – so enabling ready communication with sympathetic native speakers on familiar topics as well as more abstract notions.

... COURSE ORGANISATION
Unit descriptions list topics to be covered. In each topic the student will learn new vocabulary and more complex structures in order to master a variety of language functions useful in many contexts. The cultural component of this course will be incorporated within the topics.

The topics covered in each unit will be based upon real-life situations and will stem from the students’ interests, feelings and needs. The listed topics are suggested only and may vary depending on the needs of the student group and the teacher’s particular field of expertise. The student will consolidate her mastery of Hiragana and Katakana and will considerably expand her Kanji vocabulary.

... YEAR 11
JA111: HERE AND THERE
Student Exchange – self-introductions, letters, customs; introducing yourself including formal introductions; expressing ability, inability and strong feelings, expressing gratitude, making requests, giving a reason, giving advice, expressing obligation, offering and accepting apologies, prohibiting actions

Celebrations – in Japan and Australia - ie Christmas, New Year, Easter; expressing feelings, quoting someone using informal speech, congratulating, doing favours, giving and receiving, asking for and giving opinions, asking for comparisons, comparing

JA112: AT YOUR LEISURE
Pre-requisite: JA111
Leisure – interests and hobbies, sport, health, music, film and drama; offering an explanation, asking/telling about likes, asking about preferences, comparing actions, commenting on possibility, reporting information, asking about previous experiences, expressing uncertainty

Environment – recycling, saving water, animal protection; expressing purpose, expressing obligation, making an effort, expressing specific times, stating differences, stating intentions, saying you have just done something
... YEAR 12

JA121: WORKING HOLIDAYS
Pre-requisite: JA112

Holidays – planning a vacation in Japan; reading and devising an itinerary; securing accommodation and choosing modes of transport; describing places of interest and activities

Tourism and Hospitality – acquiring polite forms to use as a tour guide, a restaurant employee or in part-time work; understanding and giving directions with the use of maps; reading street signs and restaurant menus

JA122: NOW AND TOMORROW
Pre-requisite: JA121

Adolescence – expressing plans, anger and discomfort; acquiring a driving licence; road rules and etiquette; describing the way things look, clothing and accessories for special, formal occasions

Future Plans – expressing wants, when and if I can; expectations in preparation for work; natural disasters; living and working in Japan

... ASSESSMENT
The four macroskills of reading, writing, listening and speaking will be weighted equally. Each skill will be tested at least once in each semester unit. The student’s exit level of achievement will be determined by the levels achieved in Year 12.

There is a materials levy of $2 per term for Japanese units.
MATHEMATICS

SUBJECTS OFFERED

- Mathematics A (MAA) - OP/Authority
- Mathematics B (MAB) - OP/Authority
- Mathematics C (MAC) - OP/Authority
- Prevocational Mathematics (MAP) - Non-OP/Authority Registered

RATIONALE

From the Ancient Egyptians and Euclid, to Einstein and beyond, mathematics is a vital tool for developing new technologies and the language responsible for explaining the Universe. Mathematics is widely used in the workplace and is therefore an integral part of a general education.

By its very nature, mathematics provides powerful, precise and concise methods of representing patterns and relationships. Some of the important goals at St Ursula’s College are to provide experiences whereby students value mathematics, gain confidence, communicate and reason mathematically and become better problem-solvers.

The latest A, B and C syllabuses reflect the guidelines set down by the Australian Education Council’s document ‘A National Statement on Mathematics for Australian Schools’. Also these syllabuses take into account the role of useful technological tools (computers and graphical calculators) which will help prepare students for life in the twenty-first century.

The Study Area Specification (SAS) of Prevocational Mathematics concentrates on various aspects of Numeracy. This does not only mean operations with numbers but also mathematical knowledge and understanding and problem-solving skills as well as literacy skills. Schools are given the flexibility to design a course of study for those students who have previously struggled with mathematics to develop an improved confidence and attitude towards the subject.

MATHEMATICS A

INTRODUCTION

Mathematics A is a highly practical course which focuses predominantly on the applications of Mathematics. Mathematics A students will rarely be required to investigate or derive abstract mathematical concepts. The study of Mathematics A provides a basis for employment or for tertiary study in fields as diverse as economics, surveying, nursing, psychology, design, teaching and navigation. Non-tertiary areas include tool-making, sheet-metal working, fitting and turning, carpentry, plumbing, auto mechanics, tourism, hospitality and architecture. Mathematics A is a spiralling course meaning that concepts and topics are encountered a number of times and are consequently treated in more depth each time. For this reason students will be encouraged to study Mathematics A for four semesters.

The study of Mathematics A alone would not be sufficient for a number of tertiary courses such as engineering and pure mathematics courses.

PRE-REQUISITES

Students need to be consistently achieving at a C (or preferably better) standard in Year 10 Maths A (MAA) or Maths B (MAB) units in the Junior school.
COURSE ORGANISATION

YEAR 11

MAA111
Elements of Applied Geometry, Data Collection & Presentation, Managing Money

Students have an excursion to Dreamworld in the last week of Term 2 to collect data for their Semester 2 assignment. The approximate cost is $80/student.

MAA112
Linking two and three dimensions, Data Collection and Presentation, Land Measurement

YEAR 12

MAA121
Land Measurement, Managing Money, Networks and Queuing, Exploring and Understanding Data

MAA122
Inferential Statistics, Networks and Queuing, Managing Money, Exploring and Understanding Data

ASSESSMENT

Criterion C and J: Communication and Justification
Criterion K and P: Knowledge and Procedures
Criterion M and P: Modelling and Problem-solving

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MATHEMATICS B

INTRODUCTION

Mathematics B is a spiraling subject, meaning that concepts and topics are encountered a number of times and are consequently treated in more depth each time. For this reason students will be encouraged to study Mathematics B for four semesters. Mathematics B (like Mathematics A) is a highly practical course which focuses on the applications of mathematics. However, Mathematics B students will also be required to investigate or derive abstract mathematical concepts. The study of Mathematics B provides students with a greater range of topics and applications compared with Mathematics A and allows students opportunities for complex cognitive development.

The study of Mathematics B provides a basis for employment or for tertiary study in fields as diverse as: mathematics and science education; natural and physical sciences, especially physics and chemistry; medical and health sciences, including human biology, biomedical, nanoscience and forensics; engineering sciences, including avionics, chemical, civil, communications, electrical, mechanical and mining; information technology and computer science, including electronic and software; mathematical applications in-energy and resources, management and conservation, climatology, design and built environment, industry, manufacturing and trades, business and tourism, primary industries and environment, economics and commerce, statistics and data analysis and pure mathematics.
Students who find the subject matter in Mathematics B too difficult in Semester 1 can switch to Mathematics A without being disadvantaged since similar topics (with different depths of treatment) are studied.

PRE-REQUISITES
Students need to be consistently achieving a C (or better) standard in Maths B (MAB) units in the Junior school.

... COURSE ORGANISATION

... YEAR 11
MAB111
Geometry, Applied Statistical Analysis, Introduction to Functions, Rates of Change, Exponential and Logarithmic Functions
Students have an excursion to Dreamworld in the last week of Term 2, to collect data for their Semester 2 assignment. The approximate cost is $80/student.

MAB112
Rates of Change, Applied Statistical Analysis, Introduction to Functions, Exponential and Logarithmic Functions, Periodic Functions and Applications

... YEAR 12
MAB121
Applied Geometry, Periodic Functions, Introduction to Integration, Finances, Rates of Change of Logarithmic, Exponential and Periodic Functions

MAB122
Finances, Optimization Using Derivatives, Integration & Applied Statistical Analysis

... ASSESSMENT
Criterion C and J: Communication and Justification
Criterion K and P: Knowledge and Procedures
Criterion M and P: Modelling and Problem-solving

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**MATHEMATICS C**

**INTRODUCTION**
Mathematics C is a spiralling subject like Mathematics B meaning that concepts and topics are encountered a number of times and are consequently treated in more depth each time. Students who wish to study Mathematics C should do so for four semester units. The study of Mathematics C provides students with a wide range of topics, with less emphasis on the applications of mathematics involved and more emphasis on the derivation of complex and abstract mathematical concepts, thus providing students with opportunities for very high levels of complex cognitive development. Students who study Mathematics C must also be studying Mathematics B.

The study of Mathematics C is mainly for students who have a flair for mathematics and intend to undertake tertiary studies in courses which require a high level of mathematical expertise such as engineering including avionics, chemical, civil, communications, electrical, mechanical and mining; medical and health sciences such as biomedical, nanoscience, forensics; information technology and computer science, including electronic and software; mathematical applications in energy and resources, climatology, design and built environment, industry, manufacturing and trades and pure mathematical courses.

**PRE-REQUISITES**
Students need to be consistently achieving a C (or better) standard in Maths B (MAB) units in the Junior school.

**... COURSE ORGANISATION**

**... YEAR 11**

MAC111
Introduction to Groups, Number Theory, Matrices, Vectors and Applications, Real and Complex Number Systems, Structures and Patterns

MAC112
Introduction to Number Theory, Structures and Patterns, Vectors, Matrices, Real and Complex Number Systems, Astronomy and Mathematics

**... YEAR 12**

MAC121
Real and Complex Number Systems, Matrices, Calculus, Structures and Patterns, Astronomy and Mathematics

MAC122
Vectors and Applications, Structures and Patterns, Calculus, Astronomy in Mathematics

**... ASSESSMENT**

Criterion C and J: Communication and Justification
Criterion K and P: Knowledge and Procedures
Criterion M and P: Modelling and Problem-solving

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PREVOCATIONAL MATHEMATICS

INTRODUCTION
Prevocational Mathematics is designed to cater for those students currently studying Introduction to Prevocational Maths (MAP) in Year 10 or who are struggling with the Year 10 Maths A (MAA) units.

The course is appropriate for students who prefer and enjoy learning activities with an emphasis on practical and life applications. Students who undertake the option of Prevocational Mathematics may elect to do tertiary studies at TAFE or enter the work force.

PRE-REQUISITES: Nil

... COURSE ORGANISATION
The course of study is over a two-year period and is based on five main topics, under three categories as listed below:

Mathematics for interpreting society: number (study area core)
Mathematics for interpreting society: data
Mathematics for personal organisation: location and time
Mathematics for practical purposes: measurement
Mathematics for personal organisation: finance

Number is to be encountered in conjunction with the other four topics and rather than treat these topics in isolation, an integrated approach will be adopted.

Students have an excursion to Dreamworld in the last week of Term 2, to collect data for their Semester 2 assignment. The approximate cost is $80/student.

... ASSESSMENT
Criterion K: Knowing
Criterion A: Applying
Criterion E: Explaining

Assessment will be conducted mostly during class and will consist of individual and group investigation, research, design and planning projects. The assessment items will be presented in a variety of ways, such as ongoing checklists, written or oral reports, posters, etc and will adequately cover the three criteria above.
RELIGIOUS EDUCATION

SUBJECTS OFFERED

- Study of Religion (RES) - QCAA Authority
- Religion & Ethics (REE) - non-QCAA Authority Registered
- Certificate III in Christian Ministry and Theology (VEM) - non-QCAA Authority Registered

RATIONALE

We are a magnificent creation from the moment of conception, throughout life, until we breathe our last to enter an even more wondrous life. We have the facility to ponder the sheer beauty of belonging to a world that is such a small part of millions of galaxies. We continue to unravel the truth of life and being and exult in so many new discoveries in theology and science. Nature alone teaches us the magnitude of what we are involved in as we rejoice in being humans created in God’s image and likeness.

Religious Education is central to the holistic education we offer at St Ursula’s College. It allows us to take up the challenge of living life to the full and with integrity. Religious Education also assists us in tackling the difficult questions of life and celebrating meaningful answers. It deepens our understanding of the Catholic Faith tradition, assists students to better understand their own particular worldview, and challenges all of us to live what we believe.

All students must choose one of Study of Religion, or Religion and Ethics, or Cert III CMT in Years 11 and 12. The honouring, exploration and lived experience of the Catholic tradition is central to all these programs. Study of Religion also studies key aspects of the major world religions. Study of Religion is a QCAA Authority subject which contributes to an OP. Religion and Ethics and the Cert III CMT are a QCAA Authority registered subjects which can contribute points towards the QCE.

STUDY OF RELIGION

INTRODUCTION

This course aims to develop in students an awareness and appreciation of Australia as a pluralist society in which a great variety of religious traditions exist side by side. The study of a range of religions and alternative ways of viewing the world can make valuable contributions to cross-cultural harmony and the personal enrichment of the student, as ignorance of the religious traditions of others can lead to misunderstanding and prejudice. Through participation in the Study of Religion course, it is hoped that students will develop their understanding of their own faith tradition, become aware of the particular way they make sense of the world and become more skilled in identifying the system which others are applying when describing or responding to human experience. It is hoped, further, that the course will serve students as a basis for a happy, productive and faith-filled life achieved amidst the insecurity of a society presenting a conflicting range of values.

This subject belongs to the Humanities and Social Sciences cluster of senior subjects. Students learn through the inquiry method in the Study of Religion. The process of inquiry contributes to their ability to formulate ideas, make judgements and reach conclusions. It encourages students to move beyond acquisition of facts to the development of ideas and concepts. Study of Religion is an excellent choice for students who wish to develop their talents in critical thinking, independent research and analytical writing, and who are interested in culture, philosophy and ethics.
PRE-REQUISITES: Nil

... COURSE ORGANISATION

... YEAR 11
RES111: RELIGION AND HUMAN EXPERIENCE
This unit provides an introduction to the questions and concepts which are integral to the entire Study of Religion course. A visit to the cemetery provides a springboard to ask questions about the role of religion in society and the range of beliefs which exist in the local community. We investigate religion as a path to holiness in Christianity, Buddhism and Judaism.

RES112: RELIGION AND SOCIETY
Ritual is studied as a human phenomenon which allows for human expression in a variety of situations and religious traditions. This investigation leads into the ritual, sacraments and Liturgy of the Catholic Faith Tradition, including their connection with the sacred heritage of Judaism.

... YEAR 12
RES121: RELIGION IN A PLURALISTIC WORLD
This unit investigates Sacred Texts, scriptures across World Religions and in more depth within Judaism and Christianity. This unit includes a case study of religion in the local area.

There will be a special focus on the person of Jesus Christ as he is revealed in Christian Scriptures.

RES122: RELIGION AND THE INDIVIDUAL
This final semester allows students to explore the challenging questions which arise in the areas of ethics, origins, purpose and destiny. Students undertake two independent studies in an area of particular interest, investigating perspectives of different religious and secular traditions on what should inform belief and behaviour.

... ASSESSMENT
Assessment techniques in Study of Religion include:
- Short answer tests
- Oral and written presentations of research
- Multimodal presentations
- Essays
- Case studies
- Reports of field work

Teaching and learning employs the following inquiry process: Framing, Investigating, Reasoning, Judging, Reflecting.
RELIGION & ETHICS

INTRODUCTION
In this course students investigate the Christian response to creation and life within the Catholic Faith tradition. As well, they study some aspects of other religious traditions and alternative ways of viewing reality. Students are encouraged and challenged to develop their own personal spirituality. Their study in Religion and Ethics is enhanced by the experience of ritual, examination of sacred texts and the relation of Church teaching and personal spirituality to the many issues facing students in present and future Australian society.

Successful completion of this course contributes 4 points towards the Queensland Certificate of Education.

PRE-REQUISITES: Nil

... COURSE ORGANISATION

... YEAR 11
REE111
World Religions/Sacred Stories
- The nature and function of Religion, faith and the spiritual journey, particularly in Christian, Muslim and Buddhist experience.
- Sacred texts, with particular focus on the Gospels.

REE112
Good and Evil/Social Justice
- Reflection on the reality of good and evil experienced by human beings in this world, the suffering that results from evil and what it means to be good.
- The causes and effects of injustice within society, the rationale for involvement and effective responses at personal, interpersonal and structural levels.

YEAR 12
REE121
Meaning of Life/Peace and Conflict
- Christian perspective on the universe and our place within it; our purpose in living and our ultimate destiny.
- Investigate different personal, local, national and international approaches to concerns about inner peace, conflict, violence and war

REE122
Ethics and Morality/Spirituality
- Christian ethical foundations for decision-making and the exploration of significant moral issues.
- Consideration of sources of spiritual wisdom, reflection on their own spirituality and their journey in faith over the time at St Ursula’s College.
... ASSESSMENT

Assessment in Religion and Ethics may include:

- Artistic presentations (e.g. drama, music, art, dance)
- Non-written presentations (e.g. oral seminars, debates, technical presentations, interviews)
- Other forms of presentations (e.g. biographies, folios, etc)
- Assessment is organised into either projects, investigations, examinations or extended response to stimulus assignments.

Teaching and learning employs the following inquiry phases: define, apply and examine, synthesise, evaluate and justify, produce, reflect and appraise.

CERTIFICATE 111 IN CHRISTIAN MINISTRY AND THEOLOGY

INTRODUCTION:

The Certificate III in Christian Ministry and Theology course focuses on Christian spirituality and beliefs, scripture and ethics. The program is available to all students irrespective of individual religious beliefs but does specifically focus on the Catholic tradition. More information about this option is available at http://ife.qld.edu.au/content.php/senior-secondary-students. As Nationally Recognised Training with materials supplied by an external provider, this course will incur a fee of approximately $170 per module. Successful completion of this qualification contributes eight points towards the Queensland Certificate of Education (QCE) and allows generation of a Tertiary Entrance Rank (TER).

... COURSE ORGANISATION:

The course is comprised of 8 units of competencies, developed through all the processes which form part of the course (e.g. discussions, note-taking and end of unit projects or written reports). The mode of study, working through units of competency, should suit capable, independent learners. The 4 modules are Spirituality Today (celebration and prayer), Story (scripture), Choices (ethics), The Edge (beliefs into practice).

... ASSESSMENT

Because the College itself is a workplace involved in delivering Christian ministry and theology, students do not need to undertake a separate industry placement. Instead they complete a practical project each semester in class which brings together the competencies they have been studying in that unit. For example, Module 1 (Spirituality Today) requires students to work in teams to formulate a way to enhance/promote the Ursuline ethos of the school community. This is then submitted to the leadership team for consideration.

Further information is available in the VET pages.
SCIENCE

SUBJECTS OFFERED

- Biological Science (SCB) - OP/Authority
- Chemistry (SCC) - OP/Authority
- Physics (SCP) - OP/Authority
- Science21 (SCT) - OP/Authority

RATIONALE

Science is the embodiment of human endeavour. It is a demonstration of humanity’s ability to pose questions about the World and the Universe around us and to follow a process in constantly seeking to better our current answers to these questions.

To this end, Science is not merely a book of answers or a body of knowledge. No matter what your favourite name for science is, be it Physics, Chemistry, Biology or Science21, it is the eloquent process of answering questions through the scientific process that is the real learning undertaken in this exciting academic endeavour.

Science is tentative. The answers that we believe we have today will be questioned tomorrow and well into the future. To be an active participant in our ever-evolving world requires each citizen to engage with issues that involve an increasing level of scientific understanding.

While pre-requisites to tertiary study must be considered in the selection of the senior Science most relevant to the individual student, it is also the aim of senior Science to better equip each student to face the world outside of school. Today’s world calls on us as active citizens to participate in decisions relating to Earth systems, medical processes, industrial development, transport (terrestrial or otherwise) and technology. The understanding of the world (and beyond) afforded by a study of senior Science can give students much greater confidence enabling them to face these decisions if and when they arise in their everyday life.

Points for careful consideration:

1. Students who elect to do Chemistry and/or Physics should have attained at least a B in Junior Science (particularly SC303, SC304 or SC305). In addition to this, a level of B or A in Mathematics would be desirable.
2. Students who elect to do Physics and Chemistry can benefit by a study of Mathematics B; however, Mathematics A is adequate.
3. It is desirable for students to have attained a B in Junior Science if electing to study Biological Science and a C in Junior Science B or B in Junior Science A if electing to study Science21.

BIOLOGICAL SCIENCE

INTRODUCTION

Biological Science is the study of the living world. Biology is important to study as it:
- Gives us a better understanding about the world in its natural state
- Teaches us how life evolves, survives and changes
- Teaches us how various organs and systems in the human body operate
- Gives us the knowledge to help us make the environment a better place to live in
PRE-REQUISITES
A ‘B’ standard in Junior Science A or B, and at least C+ in English, are advisable. Ability to communicate in a variety of genres.

... COURSE ORGANISATION

... YEAR 11
SCB111: ORGANISMS AND THEIR FUNCTIONING
This is an introductory unit for the study of Biological Science. In this unit students are introduced to the structure and function of organisms. Topics include: physiology of plants and animals.

SCB112: ECOLOGY AND REPRODUCTION
Pre-requisite: SCB111 (preferably)
This unit is an extension of SCB111. It requires students to study the diversity of organisms and the relationships of organisms with each other and their environment. Students participate in a major field study facilitated by a day excursion. Through this unit students gain a sense of social and environmental responsibility. The topic of physiology is also undertaken in a study of the reproduction, growth and development of organisms. Topics include: diversity of organisms, populations and communities, ecosystems, outdoor studies, reproduction, growth and development.

... YEAR 12
SCB121: PHYSIOLOGY
Pre-requisite: SCB112 (preferably)
This unit is designed to give students an understanding of the internal functioning of plants and animals. Students also gain a basic knowledge and understanding of the composition, structure and function of cells. Topics include: cell biology; integration and control.

SCB122: GENETIC VARIATION AND EVOLUTION
Pre-requisite: SCB121 (preferably)
This unit investigates the patterns and mechanisms of inheritance which lead to variation and evolution within our living environment. Students gain an appreciation of the influence that genetic engineering has on society and the environment, thus enabling them to make informed and responsible decisions. Topics include: genetics and evolution.

... ASSESSMENT
Examinations
Extended Experimental Investigations
Extended Response Tasks

CHEMISTRY

INTRODUCTION
Chemistry is everywhere in the world around you! It’s in the food you eat, clothes you wear, water you drink, medicines, air, cleaners … you name it. Since Chemistry is the Science of matter it is often regarded as the centre for all other branches of Science. Chemistry helps students gain greater understanding of the essential role of water in our lives; the importance of macromolecules as fuel for our bodies; the importance of equilibrium processes - both industrial and biological - as well as how corrosion can impact on our lives.
PRE-REQUISITES
A ‘B’ standard or better in Junior Science B and Mathematics is desirable.

COURSE ORGANISATION

YEAR 11

SCC111: INTRODUCTION, THE MOLE AND GASES
The first term is an introductory unit designed to give students an understanding of the atom and of the fundamentals of Chemistry. In particular this unit explores the differences between elements, compounds and mixtures and looks at the physical properties of covalent, ionic and metallic substances. Students also investigate a range of different types of chemical reactions, including combustion reactions as an introduction into energy changes associated with chemical reactions. Second term looks at the fundamental concepts related to moles, concentration, stoichiometry and gases (in particular PV=nRT and Kelvin Temperature). Students learn to interpret equations using the concept of “the mole” and to explore the quantities of materials involved in chemical processes.

SCC112: PERIODICITY AND BONDING
Pre-requisite: SCC111
Apart from the fact that life on earth would not exist without water, in this unit students consider the many other day to day uses of water. Among these uses are household chores such as cooking, washing and stain removal, the arts with paints and inks, forensic science and the extraction of DNA and cosmetics. The choice of water for so many varied uses is not merely its availability but also its unique properties – properties which in turn are determined by water’s intermolecular interactions. In this unit, the concepts of intermolecular forces, polarity and solubility are introduced.

YEAR 12

SCC121: ORGANICS AND THERMODYNAMICS
Pre-requisite: SCC112
Fuels are an integral part of life on earth. Not only are the burning of fossil fuels and the search for alternative energy sources ongoing topics of discussion, but so too is the ever-growing concern surrounding substances commonly chosen to fuel our bodies. In this unit, students study the energy changes accompanying physical and chemical changes and are introduced to Organic Chemistry, specifically looking at common macromolecules present in foods.

SCC122: EQUILIBRIUM AND REDOX
Pre-requisite: SCC121
This unit explores the factors that affect the extent of a chemical reaction. Industry uses equilibrium chemistry to maximise yields and medicine acknowledges that many biological processes of the body are affected by equilibrium reactions (blood pH, glucose, insulin, etc). This unit considers the processes involved in equilibrium, particularly as they apply to acid/base chemistry. In the final weeks the students will look at Redox reactions and the reactivity of metals as it applies to corrosion and electroplating.

ASSESSMENT
Supervised written assessment
Extended Experimental Investigations
PHYSICS

INTRODUCTION

Why do Physics:

• Most modern technology involves physics.
• An understanding of physics leads to a better understanding of all other science subjects and is a pre-requisite for many university courses.
• The job market for people with skills in physics is strong. A firm grounding in physics is a great foundation for a variety of careers including:
  o Engineering
  o Space and Aeronautics
  o Medicine
  o Computer Science
  o Meteorology

PREQUISITES
A ‘B’ standard or better in Junior Science B and Mathematics is desirable. It can also be of benefit for students to study Maths B concurrently, however Maths A is adequate.

... COURSE ORGANISATION

SCP111: PHYSICAL QUANTITIES AND MEASUREMENT; WAVES AND OPTICS; THERMAL PHYSICS

Cycle A Semester 1 | Cycle B Semester 3

Physical Quantities and Measurement: An introduction to the SI units most commonly used in Physics and how they are derived and used in calculation. Recognition of precision and accuracy in measuring equipment and processes and the causes of common errors are investigated, and the correct consideration of significant figures in calculation is practised.

Waves and Optics: The behaviour of light in its interaction with reflective and refractive media is investigated. Parallels are drawn with the behaviour of waves in everyday situations such as water and springs to explain phenomena observed in light behaviour.

Thermal Physics: An investigation of the modes of heat transfer and the behaviour exhibited by materials when subjected to changes in temperature is undertaken. The successful design and application of an experimental investigation to explore a topic related to heat transfer and/or temperature forms the assessment piece for this unit.

SCP112: ELECTRICITY AND ELECTROMAGNETISM

Cycle A Semester 2 | Cycle B Semester 4

Electricity: The supply of electricity to the household is considered. Basic circuitry and key component functionality is explored. The construction of circuits and use appropriate sensors and metres to analyse the behaviour of electricity within them is undertaken.

Electromagnetism: The interaction of electricity and magnetism in relation to electric motors and electricity generation is studied, and factors affecting the operation of such devices is investigated.
SCP121: FORCES AND MOTION; ENERGY AND MOMENTUM

Forces and Motion: A review of the concepts relating to velocity and acceleration in a straight line is undertaken before extending these concepts to considering forces and motion for bodies in straight line, circular and projectile motion.

Energy and Momentum: The concepts introduced in the previous unit are extended to consider the implications of forces at work on the road in relation to car safety features and the behaviour of vehicles in collisions.

SCP122: NUCLEAR PHYSICS; MODERN PHYSICS

Nuclear Physics: The structure of the atom is reviewed on the way to considering the immense power that is harnessed by the atomic nucleus. The consideration of this energy in relation to power generation and medical applications is then investigated.

Modern Physics: The structure of the Universe, consideration of its origins and its possible futures are considered. Astronomical distances and travel on an interstellar scale brings with it a consideration of Einstein’s theory of relativity.

... ASSESSMENT

- Supervised Assessments
- Extended Response Tasks
- Extended Experimental Investigations

SCIENCE21

INTRODUCTION

Science21 is a multi-disciplinary Science which includes aspects of Biology, Chemistry, Physics and Earth Science. It deals with themes in real-world contexts such as how the human body works, our place in space, environmental issues, the ways in which we communicate and more. Science21 provides students with a broad understanding of Science relevant in today’s technological and scientific world. The subject is divided into 5 units over the 2 year course of study.

PRE-REQUISITES

A Sound Achievement in Junior Science B or a High Achievement in Science A is advisable. It is also advisable to have studied SC106 – Introduction to Biology, or a similar extension unit in Year 10. Students must be able to communicate in a variety of genres as Science21 is academically rigorous and complements the other Senior Sciences. It is an Authority (OP) subject.

In some years the course may be run in composite classes. The following unit outlines have taken this into consideration, particularly for assessment tasks.
1. You be the Detective

Context
Solving crimes requires a variety of both tried and true methods and advancements in technology. However, observation and scientific method are still essential in the process. This unit allows students to experience some of the techniques used by Forensic Scientists through a series of investigations and research. The students will use a variety of scientific procedures to collect, test, calculate, analyse and report on specific crime scene scenarios using a variety of technologies. Privacy and ethical issues surrounding the use of modern technologies will be researched as they relate to the use of varying techniques to examine evidence.

2. The Omnivorous Human: We Are What We Eat

Context
Every day, the media immerses us in images of the ideal body shape. What we consume will influence our wellbeing. Reality TV has impacted on the interest in food and its nutritional value. Where does this food come from and how does our body process it? This unit will investigate the different food groups, their chemistry and energy output and how they are digested by humans. Through experimental investigations students will be able to continue developing their scientific skills as they devise, design, test and analyse various foods common in the human diet. This will lead into discussion of energy flow and the role of humans as heterotrophs and energy consumers in the food web.

3. Our Place in Space – Past, Present and Future

Context
Natural disasters, of the like that occur somewhere on Earth every day, have shaped the earth physically and affected its biodiversity. These, in conjunction with our use of natural resources and the threat of global warming, have required us to investigate alternate forms of energy on our Earth and seek out future destinations in space. The evolution and spread of species around the globe will be related to plate tectonics and Earth forces as scientists map what has occurred over geological time from the fossil record. With an awareness of the human impact on Earth, students will investigate the possibility of space exploration and colonization of our close neighbours in the solar system.

4. The World in Your Hands

Context
We have become so dependent on the use of non-renewable resources for energy and the production of materials used in our everyday lives. Our future depends on finding alternatives that can be used across a variety of areas including everyday business, household materials, future transport and energy sources. In this unit, students will investigate the role of alternative energy sources e.g. solar, wind, thermal, nuclear as well as the use of metals and plastics in our homes or businesses and for transport. They will become familiar with issues related to the use of these materials and their impact on the environment and our health.

5. What Price Life?

Context
In an age of advancing technology, we are faced with many choices about our lifestyle and the decisions we make. This unit will investigate medical technologies such as Assisted Reproductive Technology, organ/limb
transplants, renal dialysis, gene therapy, vaccinations and stem cell research and examine the major body systems associated with these. It will also investigate the influence of drugs on the nervous system, and the consequences these have for safe driving. The physics of motion will also be covered through the application of Newton’s three Laws of Motion.

**... ASSESSMENT**

Extended Response Task – e.g. Reports, Multi Modal Presentations, Document studies
Extended Experimental Investigation
Supervised Written Assessment

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**TECHNOLOGY**

**SUBJECTS OFFERED**

- Graphics (GR) – OP/Authority
- Home Economics (HE) - OP/Authority

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**GRAPHICS**

**RATIONALE**

Graphics is an exciting subject that engages students in solving design problems and presenting their ideas and solutions as graphical products. Students explore design problems through the lens of a design process where they identify and explore a need or opportunity of a target audience; research and develop ideas; produce and evaluate solutions. Students communicate solutions in the form of graphical representations using industry software and conventions where applicable.

Graphics develops students’ understanding of design factors and design processes in graphical contexts. Design problems provide settings for units of work where students create graphical representations of design solutions for a range of audiences, including corporate and end-user clients. These design settings are based in the real-world design areas of industrial design, graphic design and built environment design (architecture, landscape architecture and interior design).

In the development of solutions to design problems, students sketch and draw freehand, develop spatial cognition and visualisation, produce technical graphical representations in both two-dimensional and three-dimensional formats and use existing and emerging technologies to present solutions graphically. Students will interpret and create visual communications for particular purposes and audiences. Students plan and produce graphical representations in simulated real-world contexts. From this, judgements and justifications of decisions are made to determine the best possible outcome for their client.

Graphics contributes to the development of technological literacy and develops the communication, analytical and problem-solving skills required for a large number of educational and vocational aspirations, including 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.
PRE-REQUISITES:
Nil - although completion of Graphics to Year 10 level in the junior school is recommended.

… COURSE ORGANISATION

Senior Graphics is a two-year course, made up of 3 units repeated each year, covering a range of topics as listed below.

Each contextual unit will incorporate a ‘foundation’ section, designed to give students exposure to the mandatory aspects and foundation skills, as well as opportunities to relate them to a range of learning experiences.

Each of these units will provide students with a design problem, requiring them to respond using a design process, involving a range of design factors and various graphical representations.

Unit 1 – Industrial Design
The Industrial Design unit focuses on developing students’ ability to produce graphical responses to tasks set in a design brief, explored through the design process. Topics in this area may include product design, furniture design or remodelling and repurposing of existing products.

Unit 2 – The Built Environment
The unit focuses on developing students’ ability to produce graphical responses to tasks set in a design brief, explored through the design process. Topics in this unit may include housing design, interior design in conjunction with national standards and conventions. Students will use industry standard 3D modelling software.

Unit 3 – Graphic Design
The Graphic Design unit focuses on developing students’ ability to produce graphical responses to tasks set in a design brief, explored through the design process. Topics in this unit may include logo designs, business branding and magazine production.

A levy of $15.00 per semester will apply for consumables used in each unit.

Where necessary, units will be offered in a staggered method to allow for composite classes to operate.

… ASSESSMENT

Assessment methods will include the following:
• Design folio
• Supervised examinations
HOME ECONOMICS

INTRODUCTION
Home Economics has a unique place in the school curriculum as it offers students opportunities to discover and further develop critical and creative capabilities that enhance individual and family wellbeing.

Senior Home Economics is concerned with wellbeing through three areas of study:

• Individuals, Families and Communities
• Nutrition and Food
• Textiles and Fashion

Home Economics provides a balance between theoretical understandings and practical experiences. It engages students in practical activities and design challenges which promote resourceful, creative and innovative design and production to meet the intended purpose in both food and textile contexts.

Home Economics uses an inquiry approach that explores a variety of points of view, including social/cultural, political/legal, historical, environmental, technological, economic and ethical, to investigate issues and design challenges that are related to individual and family wellbeing in the context of maintaining healthy and sustainable local and global communities.

A levy of approximately $10-$15 per semester will apply for consumables.

PRE-REQUISITES: Nil
Students need not have studied Junior Home Economics to succeed in this subject; however, prior knowledge and skills in food and textiles is an advantage.

... COURSE ORGANISATION

... YEAR 11
FAMILIES AND FOOD CHOICES - The Australian Way
Students will develop an understanding of factors influencing food choices and decisions and their impact on the wellbeing, nutrition and health of modern day Australians. A range of practical food activities will enhance knowledge and understanding of food preparation principles and healthy eating. Aspects of family function, roles and relationships and their impact on individual wellbeing will also be explored.

TEXTILE APPLICATIONS – Meeting Needs
Students will develop an understanding of the properties of a variety of textiles and their suitability for personal clothing, fashion and household uses. A range of practical sewing skills will be used in the construction of textile projects for home or personal use. Aspects of housing and design and their contribution to meeting our needs, wellbeing and development will also be explored.

... YEAR 12
TEXTILES AND FASHION – Past, Present and Future
This unit will explore past and present fashion and where the industry is headed in the future by considering such issues as fashion cycles, advertising, ethics, sustainability, fast fashion and innovations and their potential impacts on consumers and the environment. Students will develop skills to become discerning consumers of textiles. Current fashion trends, clothing design and figure types will be analysed and explored to determine their impact on the wellbeing of individuals. Practical sewing
activities and design challenges will enable students to experience design and construction of garments to suit figure types and occasions.

**FOOD FUTURES, LIVING FUTURES – Sustainable Kitchen, Sustainable Living**

FOOD FUTURES will focus on the food industry, food technologies and how the industry responds to consumer needs and demands with product development. Students will also explore food future issues including food security, sustainability, genetic modification and food miles, packaging and labelling and the impact on individual wellbeing and the environment. A range of practical cooking activities and design challenges will promote broad understandings of sustainable food choices.

LIVING FUTURES will explore the aspects associated with the transition from living at home with family to living independently and sustainable housing. Awareness of procedures regarding tenancies and buying a home, managing resources including food, textiles and money will be pursued. Community and government agencies that provide support for young adults will also be investigated.

... **ASSESSMENT**

Assessment in Home Economics enables students to demonstrate achievement in three dimensions:

- Knowledge and Understanding
- Reasoning and Communicating Processes
- Practical Performance

Assessment techniques in Home Economics include:

- **Supervised written** - multiple choice, short response or essay
- **Research** - analytical exposition, report, research journal
- **Performance and product** - explore, plan, produce, evaluate food and textile products
VOCATIONAL EDUCATION

SUBJECTS OFFERED

- Certificate II in Business (VEB) – non-OP/Non Authority
- Certificate III in Business (VEB) – non-OP/Non Authority
- Certificate III in Christian Ministry & Theology (VEM) - non-OP/Non Authority
- Certificate II in Hospitality (VEH) – Non-OP/Non Authority
- Certificate III in Fitness (VEF) - Non-OP/Non Authority
- TAFE Courses and Private Training Providers
- School Based Traineeships and Apprenticeships

BSB20115 - CERTIFICATE II IN BUSINESS
RTO: 30031

RATIONALE
St Ursula’s College, as a Registered Training Organisation delivers the Certificate II in Business. The Certificate II in Business will enable students to receive nationally recognised qualifications that are flexible enough to meet the requirements of many different markets, locations and businesses. Fundamental changes to the Australian workforce in recent years have resulted in employers demanding increased flexibility in the skill sets of their employees. At the same time, more individuals are taking greater responsibility for the development and extension of their own skills and knowledge.

INTRODUCTION
This qualification reflects the role of individuals in a variety of junior administrative positions who perform a range of mainly routine tasks using limited practical skills and fundamental operational knowledge in a defined context, working under direct supervision.

Industry has identified the significance of generic, employability skills in meeting the demands of modern workplaces – these skills are critical in both gaining and retaining employment in the new economy, and many employers consider them as important as technical workplace skills.

PRE-REQUISITES: Nil

... COURSE ORGANISATION

To complete the Certificate II in Business students must successfully complete a total of twelve (12) units of competency.

The cost of this training is included in the College fees.

Training is delivered in a simulated office environment and students will have access to a variety of office equipment. Work Experience in an office environment is strongly encouraged.
Currently, St Ursula’s College is registered to offer students the following units; however, in the future students may have the opportunity to study different units of competency as listed under the qualification.

… CERTIFICATE II IN BUSINESS COMPETENCIES:

<table>
<thead>
<tr>
<th>UNIT CODE</th>
<th>UNIT TITLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWHS201</td>
<td>Contribute to health and safety of self and others</td>
</tr>
<tr>
<td>BSBWOR202</td>
<td>Organise and complete daily work activities</td>
</tr>
<tr>
<td>BSBCM201</td>
<td>Communicate in the Workplace</td>
</tr>
<tr>
<td>BSBCUS201</td>
<td>Deliver a service to customers</td>
</tr>
<tr>
<td>BSBWOR204</td>
<td>Use business technology</td>
</tr>
<tr>
<td>BSBWOR203</td>
<td>Work effectively with others</td>
</tr>
<tr>
<td>BSBITU203</td>
<td>Communicate electronically</td>
</tr>
<tr>
<td>BSBITU201</td>
<td>Produce simple word processed documents</td>
</tr>
<tr>
<td>BSBITU202</td>
<td>Create and use spreadsheets</td>
</tr>
<tr>
<td>BBSUS201</td>
<td>Participate in environmentally sustainable work practices</td>
</tr>
<tr>
<td>BSBITU303</td>
<td>Design and produce text documents</td>
</tr>
<tr>
<td>BSBITU302</td>
<td>Create electronic presentations</td>
</tr>
</tbody>
</table>

… ASSESSMENT
Assessment is entirely competency based; therefore no grades (A – E) will be awarded on student reports. Students will be given sufficient opportunities to demonstrate their competency in each unit. This completed qualification will contribute four (4) credits towards the QCE.

CERTIFICATE III IN BUSINESS

The College is planning to offer the Certificate III in Business in 2017 and discussions are currently underway with external Registered Training Organisation (RTO’S).

This qualification reflects the varied roles of individuals across different industry sectors who apply a broad range of competencies using some discretion, judgement and relevant theoretical knowledge. They may also provide technical advice and support to a team.

Students will be able to undertake this program over two years. The Certificate III in Business will have an administration focus and contribute eight (8) credits towards the QCE upon completion.

There will be a cost associated with this course. Further information regarding units offered and cost of training will be provided at a later stage. This course will run on subject demand.
INTRODUCTION
This course has been developed by the IFE specifically for Catholic colleges or those schools that are interested in further exploring Catholic spirituality and beliefs, and interpretation of scripture and ethics with their students. Within this course, students learn theology through a variety of hands-on activities that are relevant to real life situations. The program is available to all students irrespective of individual religious beliefs but does specifically focus on the Catholic tradition.

PATHWAYS AND OUTCOMES
This course will be of interest to students considering a career in the Catholic sector (Catholic education, Catholic health care, Catholic Social services) as the course provides an introduction to Catholic beliefs and Catholic social teaching. Successful completion of the qualification will contribute credit towards accreditation to teach in Catholic schools and will contribute 8 credits towards the QCE.

PRE-REQUISITES: Nil

... CONTENT OVERVIEW
The course consists of four self-contained modules.

Module 1 - Spirituality Today
This module explores what is meant by spirituality, the relationship between spirituality and religion, and Christian spirituality. Spirituality here is used to denote all practices that engage with God. It has been said that ‘Catholicism doesn’t have a spirituality; it is a spirituality’. Thus the topic provides an entry-point for considering all aspects of Catholicism, always with a view to exploring how these beliefs and practices support the fullness of life.

Module 2 - The Story
This module explores the Bible. Students gain an overview of the Scriptures and learn skills for biblical interpretation. There are opportunities to dig deeper into the texts and to explore how they are used today, including in the media and politics. Students also explore the concepts of ‘revelation’ and ‘word of God’ as these are applied to the Scriptures.

Module 3 – Choices
In this module students are introduced to ethics and Catholic Social Teaching. Current moral/ethical issues and case studies provide the opportunity to reflect on the choices we make and how these impact life. This module also has a core practical component that allows students not just to learn about, but to engage with, social justice projects. They learn to make connections between beliefs and their application to life and to translate what they learn about ethics, morality and theology into practical action.

Module 4 – The Edge
In the last semester students stand at the edge, ready to launch into the next step of their life. This semester provides an opportunity to reflect on their journey, to explore further the nature of God and to examine their own beliefs and how they shape their lives. The module provides opportunities to explore evil and suffering, the relationship of theology to science, religion and worldviews in the contemporary Australian scene, and questions about the afterlife.
UNITS OF COMPETENCY
Certificate III in Christian Ministry and Theology is a nationally endorsed qualification, made up of eight units of competency, which specify the skills and knowledge and standards which students need to reach. Students will develop the competencies through all the processes which form part of the course (e.g. discussions, note-taking and end of unit projects or written reports).

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMTTHE301A</td>
<td>Identify how Christian Scripture, life and practice are understood today</td>
</tr>
<tr>
<td>CMTTHE302A</td>
<td>Identify theological data</td>
</tr>
<tr>
<td>CMTTHE303A</td>
<td>Identify a range of information within a theological theme or issue</td>
</tr>
<tr>
<td>CMTTHE304A</td>
<td>Identify new theological insights</td>
</tr>
<tr>
<td>CMTMIN301A</td>
<td>Identify theological knowledge in relation to the Christian way of life</td>
</tr>
<tr>
<td>CMTMIN302A</td>
<td>Communicate theology in everyday language</td>
</tr>
<tr>
<td>BSBCRT301A</td>
<td>Develop and extend critical and creative thinking skills</td>
</tr>
<tr>
<td>CHCEDS314B</td>
<td>Work effectively in an education team</td>
</tr>
</tbody>
</table>

SIT20316 - CERTIFICATE II IN HOSPITALITY
RTO: 30031

INTRODUCTION
St Ursula's College, as a Registered Training Organisation, delivers the Certificate II in Hospitality. This course is a nationally recognised qualification and is offered through a combination of training sessions, simulated experiences and practical experiences. The certificate focuses on operational skills in a range of hospitality settings. The students work in a fully-equipped commercial kitchen and operate training restaurants and coffee shops under the instruction and guidance of qualified chefs and hospitality-accredited teachers. This course will not contribute towards an OP.

Hospitality is an area of study that provides students with a range of interpersonal skills with a general application in personal and working life, as well as with specific knowledge and skills related to employment within the industry.

The hospitality industry has become increasingly important in Australian society as a source of expanding employment opportunities. This qualification is designed to provide an understanding of the role of the hospitality industry as well as the structure, scope and operation of related activities. The qualification also enables students to investigate hospitality as a source of leisure activities, life skills, or as an avenue for further study.

CAREER OPPORTUNITIES
Upon the successful completion of this qualification, students have the necessary knowledge and skills to be able to work in a variety of hospitality settings. Recognition of Prior Learning (RPL) could be used towards further study. This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafes and coffee shops. Possible job titles include: Café attendant, catering assistant, food and beverage attendant, kitchen hand and other entry level positions in the hospitality industry. The hospitality provides the context in which students not only learn to understand the industry’s workplace culture and practices, but it also develops the skills, processes and attitudes crucial for making decisions about future career paths.
QCE OUTCOMES
When the entire qualification is successfully completed, students will be granted four (4) credits towards the Queensland Certificate of Education (QCE). Assessment is entirely competency-based; therefore no grades (A – E) will be awarded on student reports.

PRE-REQUISITES: Nil

... COURSE ORGANISATION AND COSTS
To achieve a Certificate II in Hospitality, 12 units must be completed (six core units, and six elective units).

<table>
<thead>
<tr>
<th>CORE:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWOR203B</td>
<td>Work effectively with others</td>
</tr>
<tr>
<td>SITHIND201</td>
<td>Source and use information on the hospitality industry</td>
</tr>
<tr>
<td>SITHIND202</td>
<td>Use hospitality skills effectively</td>
</tr>
<tr>
<td>SITXCOM201</td>
<td>Show social and cultural sensitivity</td>
</tr>
<tr>
<td>SITXCCS202</td>
<td>Interact with customers</td>
</tr>
<tr>
<td>SITXWHS101</td>
<td>Participate in safe work practices</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELECTIVES:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SITXFSA101</td>
<td>Use hygienic practices for food safety</td>
</tr>
<tr>
<td>SITHCCC102</td>
<td>Prepare simple dishes*</td>
</tr>
<tr>
<td>SITHCCC202</td>
<td>Produce appetisers and salads*</td>
</tr>
<tr>
<td>SITHFAB203</td>
<td>Prepare and serve non-alcoholic beverages*</td>
</tr>
<tr>
<td>SITHFAB204</td>
<td>Prepare and serve espresso coffee*</td>
</tr>
<tr>
<td>SITHFAB206</td>
<td>Serve food and beverage*</td>
</tr>
</tbody>
</table>

* Prerequisite is SITXFSA101 Use hygienic practices for food safety.

The cost of this training is included in the College Fees; however, there will be a subject levy of approximately $40 charged each term for the Commercial Cookery units delivered and some online course delivery.

Students have the opportunity to attend a three-day Industry Work Experience program in a hotel/resort environment for an additional fee.

INDUSTRY PLACEMENT
For the successful completion of this qualification a minimum of 12 complete service periods of industry placement at suitable hospitality establishments is required. Placement will be completed in the student’s own time (evenings, weekends, student free days and holidays). Other suitable arrangements may be negotiated. All relevant paperwork must be completed prior to beginning industry placement. Part time, paid and unpaid experience could be included. Service sessions in the training restaurant and commercial kitchen may also be included.

Students will need to complete Industry Placement to achieve the Certificate II in Hospitality.
SIS30313 - CERTIFICATE III IN FITNESS
RTO: 31319 (Binnacle Training)

RATIONALE
St Ursula’s College uses Binnacle Training as a Registered Training Organisation to deliver the Certificate III in Fitness. The Certificate III in Fitness will enable students to receive a nationally recognised qualification that is flexible enough to meet the requirements of many different markets, locations and businesses. Fundamental changes to the Australian workforce in recent years have resulted in employers demanding increased flexibility in the skill sets of their employees. At the same time, more individuals are taking greater responsibility for the development and extension of their own skills and knowledge.

INTRODUCTION
Binnacle’s Certificate III in Fitness ‘Fitness in Schools’ program is offered as a senior subject where students deliver a range of fitness programs and services to clients within their school community. Graduates will be competent in a range of essential skills – such as undertaking client health assessments, planning and delivering fitness programs, and conducting group fitness sessions in indoor and outdoor fitness settings.

Upon successful completion, students are certified with
- 8 Queensland Certificate of Education (QCE) Credits:
- Nationally recognised qualification – Certificate III in Fitness (8 Credits - Core)

This program also includes the following:
- First Aid qualification and CPR certificate.
- A range of career pathway options including an alternative entry into university.
- Direct pathway into Certificate IV in Fitness (Personal Trainer) with Fitlink Australia

PRE-REQUISITES: No formal prerequisites; however, students must have a passion for and/or interest in pursuing a career in the fitness and sport industries. They must have good quality written and spoken communication skills and an enthusiasm/motivation to participate in physical activity sessions.

PATHWAYS
The Certificate III in Fitness will predominantly be used by students seeking to enter the fitness industry and/or as an alternative entry into University. For example:
- Exercise Physiologist
- Teacher – Physical Education
- Sport Scientist
... COURSE ORGANISATION

<table>
<thead>
<tr>
<th>YEAR 11</th>
<th>TERM 1</th>
<th>TERM 2</th>
<th>TERM 3</th>
<th>TERM 4</th>
</tr>
</thead>
</table>
|         | • Sport, fitness and recreation industry  
|         | • Health and safety in fitness  
|         | • Fitness equipment use and maintenance  
|         | • Anatomy and physiology  
|         | • Customer service  
|         | • Risks in the workplace  
|         | • Anatomy and physiology  
|         | • Community fitness programs  
|         | • Anatomy and physiology  
|         | • Health assessments and fitness programs  
|         | • Client screening and health assessments  
|         | • Instructing clients  
|         | • Meeting client needs  

<table>
<thead>
<tr>
<th>YEAR 12</th>
<th>TERM 1</th>
<th>TERM 2</th>
<th>TERM 3</th>
<th>TERM 4</th>
</tr>
</thead>
</table>
|         | • Nutrition  
|         | • Specific populations  
|         | • Circuit training  
|         | • Supervising gym programs  
|         | • Fitness advice  
|         | • Nutrition  
|         | • Anatomy and physiology  
|         | • Specific populations  
|         | • Customised gym programs  
|         | • Risk assessment  
|         | • First Aid qualification and CPR certificate  

... LEARNING EXPERIENCES
- Learning about the sport, fitness and recreation industry.
- Following health and safety standards in the workplace.
- Providing quality customer service.
- Using and maintaining fitness and sport equipment.
- Delivering community fitness programs.
- Conducting a risk assessment on fitness activities.
- Providing client screening and health assessments.
- Providing healthy eating information to clients.
- Instructing and monitoring fitness programs.
- Delivering warm-up and cool-down sessions.
- Planning and delivering gym programs.
- Working with specific population clients.
- Developing skills in exercise science, including anatomy and physiology.
- Industry-recognised First Aid qualification and CPR certificate.

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

A range of teaching/learning strategies will be used to deliver the competencies. These include:
- Practical tasks
- Hands-on activities involving clients
- Group work
- Practical experience within the school fitness facility
Evidence contributing towards competency will be collected throughout the course. This process allows a student’s competency to be assessed in a holistic approach that integrates a range of competencies.

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

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**COST**

- $259.00 Binnacle Training Fees
- $33.00 First Aid Certificate costs
- $100 Administration Fee
- Year 11 and 12 Excursions to other outside venues to participate in and to conduct fitness activities may occur and any additional costs will be charged to the College account.

Final cost and notification of these excursions will be included in the permission letter, which will be distributed closer to the excursion date.

Total cost will be charged over four (4) semesters.
### SIS30313 - CERTIFICATE III IN FITNESS

#### CORE (10)

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SISFFIT301A</td>
<td>Provide fitness orientation and health screening</td>
</tr>
<tr>
<td>SISFFIT302A</td>
<td>Provide quality service in the fitness industry</td>
</tr>
<tr>
<td>SISFFIT303A</td>
<td>Develop and apply an awareness of specific populations to exercise delivery</td>
</tr>
<tr>
<td>SISFFIT305A</td>
<td>Apply anatomy and physiology principles in a fitness context</td>
</tr>
<tr>
<td>SISFFIT306A</td>
<td>Provide healthy eating information to clients in accordance with recommended guidelines</td>
</tr>
<tr>
<td>SISXFAC207</td>
<td>Maintain sport and recreation equipment for activities</td>
</tr>
<tr>
<td>SISXIND101A</td>
<td>Work effectively in a sport and recreation environment</td>
</tr>
<tr>
<td>SISXOH5101A</td>
<td>Follow occupational health and safety policies</td>
</tr>
<tr>
<td>SISXRSK301A</td>
<td>Undertake risk analysis of activities</td>
</tr>
<tr>
<td>HLTAID003</td>
<td>Provide first aid</td>
</tr>
</tbody>
</table>

#### ELECTIVES*

**Gym Instructor (3)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SISFFIT304A</td>
<td>Instruct and monitor fitness programs</td>
</tr>
<tr>
<td>SISFFIT307A</td>
<td>Undertake client health assessment</td>
</tr>
<tr>
<td>SISFFIT308A</td>
<td>Plan and deliver gym programs</td>
</tr>
</tbody>
</table>

**PLUS (additional 2)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SISFFIT311A</td>
<td>Deliver approved community fitness programs</td>
</tr>
<tr>
<td>SISSSPT303A</td>
<td>Conduct basic warm-up and cool-down programs</td>
</tr>
</tbody>
</table>

*Elective units are subject to change prior to the commencement of the 2016 school year. This is to ensure alignment to current industry practices is at its optimum.*

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**IMPORTANT**

This document is to be read in conjunction with Binnacle Training’s Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training provides and those services carried out by the ‘Partner School’ (i.e. the delivery of training and assessment services).

2017 VETiS Courses – TAFE QLD South West

- Accelerate to Health*
- Accelerate to Beauty Therapy*
- Certificate III Early Childhood Education & Care*
- Certificate III Design Fundamentals*
- Certificate III Community Services Work*
- Certificate III Aboriginal Torres Strait Islander Primary Health Care
- Certificate II Hairdressing
- Certificate II Tourism
- Certificate II Health Support Services
- Certificate II Kitchen Operations
- Certificate II Rural Operations
- Certificate II Engineering Pathway
- Certificate II Horticulture

For further information about TAFE programs through school please go [http://www.tafesouthwest.edu.au/tafeatschool](http://www.tafesouthwest.edu.au/tafeatschool)

TAFE enrolment applications will need to be completed by the end of Term Three and given to Ms Anthea Gray, VET Coordinator for submission.

Private Training Providers

Unity College (RTO 32123) – Certificate IV Justice Studies (3929QLD)*

School Based Traineeships and Apprenticeships (SBA’s)

SBA’s are available to any interested student. Please see SBA section at the front of the handbook for further information.

*Additional fees apply

- Please note: These are the courses available at time of printing, however this is subject to change.