

**SENIOR CURRICULUM
HANDBOOK
2018 - 2019**



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XAVIER SENIOR SCHOOLING POLICY & EXPECTATIONS

(Years 10-12) 2017-2019

Xavier Catholic College has high expectations of success for all students and a commitment to justice for all members of its community.

At Xavier it is our belief that educational success results from a partnership between teachers, parents and students. For this partnership to be productive it is important that the requirements for success and justice in these areas are clear to all. A focused commitment to learning and improving is the key to success. Our Ignatian charism refers to the *Magis* – ‘the more’. In a learning context, we challenge our students and staff to strive to do more, be more – an aspiration and inspiration. This policy clearly outlines the roles and responsibilities of the College, our students and families. We need all parties to be working together to achieve the best possible outcome for our all our graduates.

We are committed to providing a breadth of quality teaching and learning opportunities for students in the senior phase of schooling. It is our expectation that graduates from Xavier will:

- achieve valued and recognised qualifications;
- have achieved the highest result they possibly can (striving for the *Magis*); and
- engage productively in the world of study and work.

1. The College will:

a. Work with students and families to develop a learning plan

- During Year 10, we will undertake a rigorous Student Education and Training Plan (SETP) process working with students and parents
- This plan will be monitored and reviewed at key junctures
- All students must remain eligible for a QCE regardless of the chosen course of study.

b. Provide structures and systems to execute this plan

- Preparation of subject selection guidelines and processes
- Provide a range of high quality academic and vocational study options
- Establish and communicate pre-requisites for senior subjects. These are published in this Curriculum Handbook and applied in such a way to take account of the needs, abilities (based on evidence) and circumstances of each student
- Publish assessment calendar

c. Provide support and monitoring

- Implement individual tracking and management processes for students who are at risk of not meeting QCE requirements and/or not meeting their SET plan goals and targets. If the student does not achieve the agreed outcomes of this process, the school may require him/her to amend or change subjects or courses.
- Provide comprehensive Queensland Core Skills Test preparation in the senior years.
- Schedule Overall Position (OP) student feedback and target-setting interviews

2. Our students will:

a. be ready to learn and work

- attend school each day as required and be punctual – to school and class
- be prepared for lessons, actively involved in classes and classwork and contribute to class activities in a productive way
- wear the school uniform with pride and comply with our dress standards for a professional learning environment

b. engage productively in the learning process

- students are expected to make the best use of the learning experiences provided in the pursuit of academic success
- be attentive in class and complete all set tasks and assessment
- develop quality study and assessment habits
- OP eligible students will work conscientiously in the QCS preparation program
- VET students will demonstrate high levels of engagement in work and TAFE placements (where appropriate)

c. be responsible for acting on feedback to improve and balance school work with other commitments

- Senior students are expected to take responsibility for their own learning
- set goals for achievement at key junctures
- complete homework, revise classwork and study
- complete drafts and present assessment when it is due
- balance their primary occupation as students with part time work, sport and other commitments

3. Parents/Carers will:

- Participate in Student Education and Training (SET) Plan process
- Communicate with staff if they feel support is needed for their son/daughter
- Attend parent teacher interviews as requested
- Support student learning by working collaboratively with the school

Compliance with this Policy is expected of all senior students at Xavier College

Non-compliance with this Policy may result in a review of enrolment with the student, his/her family and the Principal (or his/her delegate).

The Xavier Catholic College **Assessment Guidelines** are accessible on the Parent Portal.

Subject Levies

All subjects have included an indicative subject levy. In most cases these are the levies that were charged to these subjects in 2017. There will need to be some adjustment for 2018/19. Where subjects include a compulsory camp or excursion this cost has been included in the subject levy.

Numbers of subjects

Where sufficient numbers of students do not choose to study a particular subject to make this option viable for Xavier, then composite Year 11 and 12 classes may be considered, or the subject may not be offered. Alternatively, a distance education enrolment may be discussed with these students and parents.

Pre-requisites

Subjects have indicated if there are pre-requisites required in order for students to choose this course of study. DO NOT choose these subjects if you have not met the necessary pre-requisites.

Co-requisites

Co-requisites are listed where there is an expectation that students who are studying a particular subject would also be studying the complementary subject. Some subjects such as Maths C require that you MUST also be studying Maths B. Please take note of these co-requisites.

Formative Assessment

Formative assessment refers to assessment that is not usually included in the calculation of exit levels of achievement at the completion of Year 12. However, it does give the student an indication of how they are progressing with their work. This means that the work assessed in Year 11 is “superseded” by the work completed in Year 12. However, if a student decides to change subjects, then the work becomes summative.

Summative Assessment

Summative assessment refers to assessment that is usually included in the calculation of exit levels of achievement at the completion of Year 12.

DOs AND DON'Ts OF CHOOSING SUBJECTS

DO choose subjects:

- that you are good at
- that are prerequisites for a course or career
- that you enjoy or are interested in
- that will help your career and employment goals
- that will help you develop skills, knowledge and attitudes useful in life

DO check out subjects that you intend to study by:

- reading each outline carefully
- talking to the key teachers for each subject
- attending the Subject Selection Evening and asking questions
- looking at text books, websites and curriculum materials used in this subject

DON'T choose subjects:

- that you have struggled with or disliked in the past
- because you think they will be easy or 'a bludge' (they're not!)
- because your friends are doing them
- if you have not researched beyond the subject name eg. choosing IPT because you like computers
- because someone tells you to do it because you're good at it (it's your pathway NOT theirs!)
- because you like / dislike the teacher

AM I making good subject choices?

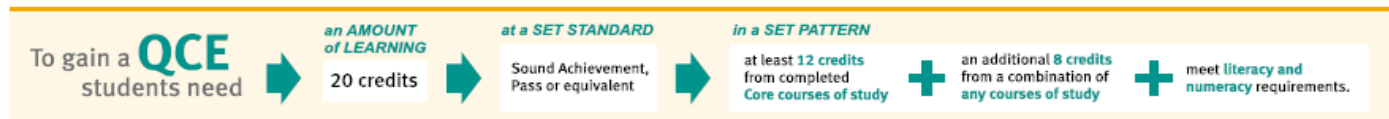
I Interests
 A Abilities
 M Motivation

This table could be useful in determining your initial choice of subjects: (YES/NO)

	Religion Choice	English Choice	Maths Choice	Elective Choice 1	Elective Choice 2	Elective Choice 3
SUBJECT						
Do my Year 10 results and teacher recommendations indicate that I am likely to succeed in this subject?						
Do I find this subject or think I will find this subject interesting and enjoyable?						
Do I need this subject as a prerequisite, assumed, or recommended subject for courses I may wish to do in the future?						
Will the knowledge, skills or beliefs I learn be useful for a job or an aspect of life in my future that will be important?						

THE QUEENSLAND CERTIFICATE OF EDUCATION – A FACT SHEET

The Queensland Curriculum and Assessment Authority (QCAA) will award young people a Queensland Certificate of Education (QCE) when they complete the senior phase of learning — usually the end of Year 12. To be awarded a QCE, students will need to achieve a **significant amount of learning** (20 credit points), **at a set standard** (a Sound Achievement or better) **that includes basic requirements in literacy and numeracy** (a minimum of one SUCCESSFUL semester in a Maths and an English subject).



What's a Credit and how do I get them?

Credits are allocated for subjects and courses. All Authority (OP) subjects are worth 1 credit per semester, providing a maximum total of 4 credits over two years (11 and 12). The same applies to Authority-registered (non-OP) subjects. TAFE certificates also provide credits; 4 for a Certificate II and up to 8 for a Certificate III, depending on the number of units completed. School-based traineeships and apprenticeships also provide credits – again, from 4 to 8. Students can also receive credit for specific achievements from other providers, such as AMEB Music, Surf Lifesaving etc.

Planning for a QCE

Students in Year 10 will develop a Senior Education and Training (SET) Plan or career plan. The SET Plan will assist students to structure their learning around their abilities, interests and ambitions. It will map out what, where and how a student will study during their senior phase of learning — usually covering Years 11 and 12. The SET Plan needs to be agreed on by the student, their parents or carers, and the school. It can be started at any time, but should be finalised by the end of Year 10. Schools and students should review the SET Plan to monitor progress, and update it at any time as circumstances may change.

Registering young people

All schools are required to register their students with the QCAA in the year they complete Year 10, or turn 16, whichever comes first. When a student is registered, the QCAA opens an individual, web-based Learning Account for them. The account is password protected and can be accessed by the student.

Monitoring progress

The Learning Account records what, where and when a student learns, and the results they achieve. Schools and other learning providers report students' enrolments and results to the QCAA, and this information is recorded in the individual Learning Accounts. Students can use their Learning Account to track their progress towards a QCE, vocational certificate or the Queensland Certificate of Individual Achievement (QCIA).

All learning and results recorded in a student's learning account will also be recorded on the student's Senior Statement. Every student who completes Year 12 will receive a Senior Statement. Learning accounts are accessed through the Career Information Service at <https://www.qcaa.qld.edu.au/3169.html>

Awarding a QCE

If a student completes Year 12 without achieving a QCE, their Learning Account will remain open for nine years, regardless of their age. After Year 12, any QCE-related learning and activities can still be recorded in the Learning Account. When the person achieves 20 credits, the QCAA will award a QCE in July or December.

Every student will receive a Senior Statement at the end of Year 12. This statement will be a transcript of their learning account, recording all the learning undertaken and results achieved.

Find out more

Visit: <https://www.qcaa.qld.edu.au>

Phone: (07) 3864 0299

Email: office@qcaa.qld.edu.au

INFORMATION ABOUT OVERALL POSITION (OP) and RANKING

OVERALL POSITION

Eligible students receive a Tertiary Entrance Statement at the end of their Year 12 studies. The statement includes the student's Overall Position (OP) and Field Positions (FPs), which are used to rank students for entrance to courses at universities, TAFE institutes and other tertiary institutions.

An OP is a student's state-wide rank based on overall achievement in QCAA-approved subjects. It indicates how well the student has done in comparison to all other OP-eligible students in Queensland.

Students are placed in one of 25 OP bands from 1 (highest) to 25 (lowest). The approximate distribution of students across the bands is shown below. In order to achieve an OP1, a student's achievement must be in the top 2% of OP-eligible students in Queensland.

Approximate distribution of students across OP bands:

- Band 1 - about 2% of students
- Bands 2 to 6 - about 19% of students
- Bands 7 to 21 - about 73% of students
- Bands 22 to 24 - about 5% of students
- Band 25 - about 1% of students

ELIGIBILITY FOR OP

Students who want an OP must study 20 semester units of Authority subjects, including at least three subjects for four semesters each, and must sit the Queensland Core Skills (QCS) Test.

HOW OPs ARE CALCULATED

The OP calculations take into account a student's best 5 Authority subjects, that is, the 20 semester units in which they receive the highest scaled subject achievement indicators (SAIs). In calculating OPs, all subjects are treated equally.

SUBJECT ACHIEVEMENT INDICATORS (SAIs)

A student's SAI for a subject shows how well a student has done compared to all the other students doing the same subject at the student's school. The top student in the subject at the school is assigned an SAI of 400, and the least successful student an SAI of 200. Other students are assigned SAIs between 400 and 200, depending on their achievement.

Schools and teachers are responsible for assigning SAIs. Provisional SAIs are available for students to check shortly after the end of the Year 12 school year.

QUEENSLAND CORE SKILLS (QCS) TEST

Student results in the QCS Test are used to 'scale' the overall achievement of the group. A student's individual QCS Test result is not used on its own, in the calculation of their OP. A student's grade on the QCS Test will not indicate what their OP will be.

RANKING

Students who are not eligible for an OP, but wish to gain entry to tertiary courses can apply through QTAC using a selection rank based on "schedules", which are specifically developed for this purpose. For more information on schedules and tertiary entrance options, visit the Queensland Tertiary Admissions Centre website ([QTAC](http://www.qtac.edu.au)) at www.qtac.edu.au

Young people with qualifications including the International Baccalaureate, AQF Certificate III, Certificate IV, Diploma, Advanced Diploma, music, dance, and speech and drama, can also apply to QTAC. QTAC will then use schedules to assess students and offer tertiary places.

The QCE requirements for Literacy and Numeracy as well as the other criteria must be met but it is not necessary to study all Authority subjects or to sit the QCS test, in order to gain a place at a tertiary institution.

Rankings can be **estimated** at the QTAC website www.qtac.edu.au on the Schools & Institutions Tab. You will need to scroll down to find the OP-Ineligible Estimator. It is an excel document that is already set up with the calculations and you simply follow the steps. The subjects are weighted and therefore SAS subjects do not weigh as heavily as Authority subjects. The ranking system is run by QTAC on behalf of Queensland universities.

MANDATORY SUBJECTS

You must choose one **English** subject, one **Mathematics** subject and one **Religious Education** subject as part of your timetable.

RELIGIOUS EDUCATION OPTIONS

Study of Religion (Authority)

Levy: Year 11 \$80 Year 12 \$220

PRE-REQUISITE: at least a “B” in Year 10 Religious Education

The Study of Religion Program, written in conjunction with the QCAA syllabus, does not promote any particular viewpoint or religious tradition; it is designed to be available to all students, irrespective of the existence or level of any individual religious beliefs. The educational approach of this syllabus is based on the following assumptions:

Different forms of religion — Within religions, there are diverse beliefs and practices. All of these religious traditions are available for critical study and analysis, but each is viewed in a way that respects its particular identity.

Beliefs, understandings and values — No assumption is made that the teacher and students share a common set of beliefs, understandings and traditions. This fosters dialogue between religious perspectives. This syllabus also recognises the significance of the Aboriginal and Torres Strait Islander peoples of Australia and of their cultures, and provides opportunities for the study of Indigenous spiritualities and religions.

Student achievement — Student achievement is based on the ability to demonstrate skills associated with the criteria — *Knowledge and understanding, Evaluative processes* and *Research and communication* — not on adherence to a particular religious tradition.

TYPICAL ASSESSMENT ITEMS:

Students undertake up to three assessment items per semester:

Semester 1: Multi-modal Presentation; Research Essay

Semester 2: Research Essay; Multi-modal Presentation; Response to Stimulus

Semester 3: Multi-modal Presentation; Research Essay; Unseen Essay Exam

Semester 4: Unseen Exam Essay; Research Essay; Multi-modal Presentation

OTHER REQUIREMENTS:

Levies include costs associated with photocopying and resources, guest speakers and excursions.

Bible required.

Religion & Ethics (Authority registered)

Levy: Year 11 \$64 Year 12 \$209

PRE-REQUISITE: Not applicable

Religion and Ethics is a program of study that aims to help students to:

- recognise and reflect on the personal, relational and spiritual dimensions of human experience
- appreciate the influence that ethical and religious people in society have on the development of a sense of purpose and personal integrity
- develop ethical attitudes and behaviours required for effective participation in the community
- think critically, creatively and constructively about their future roles and responsibilities, locally and globally
- develop a critical awareness of ethical issues related to the values, belief systems or religious traditions of the student and the community
- foster an appreciation of and respect for diverse value systems, beliefs and cultures, and the contribution of religion, religious groups, welfare and service groups to society

The following topics are covered, with some negotiation possible.

Semester 1: Good and Evil. Social Justice.

Semester 2: The Australian Scene. Sacred Stories.

Semester 3: Peace and Conflict. Heroes and Role Models.

Semester 4: Spirituality. Meaning and Purpose.

TYPICAL ASSESSMENT ITEMS:

Students will be assessed on: Affective Objectives; Knowledge and Understanding; Processing Skills; and Communication Skills. There will be two assessment items per semester, which will include:

- Investigations
- Response to stimulus
- Exams
- Projects

OTHER REQUIREMENTS:

Levies include costs associated with photocopying and resources, the costs of guest speakers and excursions. Bible required.

ENGLISH OPTIONS

English (Authority)

Levy: Year 11 \$25 Year 12 \$25

PRE-REQUISITE: at least a “C” in Year 10 English

English operates through three strands:

- Speaking and Listening
- Reading and Viewing, and
- Writing and Shaping.

Students need to demonstrate their proficiency in all three, as well as their capacity to be a critically literate member of society, by accessing, understanding and analysing a range of literary and non-literary texts. Senior English units are one semester in length and are based on the following topics:

- Power and Influence
- Identity and Race
- The Intricate Webs We Weave
- Whose Reality?

Students of Senior English need to be able to write in a range of genres – creative, analytical, expository and persuasive. They will speak as individuals to an audience within these genres. They must understand that this subject requires considerable reading of complex texts, as well as an ongoing commitment to drafting, editing and conferencing their work to a higher level.

STUDY TEXTS:

YEAR ELEVEN	YEAR TWELVE
Written: <ul style="list-style-type: none">• <i>The Crucible</i> by Arthur Miller• <i>To Kill a Mockingbird</i> by Harper Lee• Various pieces of poetry	Written: <ul style="list-style-type: none">• <i>Hamlet</i> by William Shakespeare• <i>The Great Gatsby</i> by F Scott Fitzgerald
Visual: <ul style="list-style-type: none">• <i>Little Miss Sunshine</i>• <i>Billy Elliot</i>• <i>One Flew Over the Cuckoo’s Nest</i>	Visual: <ul style="list-style-type: none">• <i>Billy Elliot</i>• <i>Little Miss Sunshine</i>

TYPICAL ASSESSMENT ITEMS:

- Written analytical essay
- Short story
- Drama script
- Monologues (written and spoken)
- Persuasive speech
- Expository speech

English Communication (Authority registered)

Levy: Year 11 \$22 Year 12 \$22

PRE-REQUISITE: Not applicable

English Communication is designed for students who would like a Senior qualification in English, without the more difficult academic and theoretical requirements of Senior English. The subject develops skills in speaking and listening, reading and viewing, and writing. It is organised into three main fields of study:

- work
- community
- leisure

From these, a range of units have been derived to include the following:

- Identity
- Novel Study
- Get Real!
- Careers and Work
- Australia: How Things Have Changed
- Our Local Community
- Think First
- Heroes
- Time for Reflection

English Communication is a practical approach to language learning.

TYPICAL ASSESSMENT ITEMS:

Assessment items cover all three fields of study and include tasks such as:

- Multimodal presentation
- Action plan
- Report
- Advertising campaign
- Autobiography
- Travel brochure
- Essay
- News report

OTHER REQUIREMENTS: Nil

MATHEMATICS OPTIONS

Mathematics A (Authority)

Levy: Year 11 \$28 Year 12 \$28

PRE-REQUISITE: at least a “C” in Year 10 Mathematics

In Mathematics A, emphasis is placed on the development of a positive attitude towards Mathematics, by using a problem-solving approach to real-life applications. The subject is designed to build students' competence in the mathematics required for informed citizenship and life-long learning.

Topics covered include:

Financial mathematics Strand

- Managing money 1 and 2

Applied Geometry Strand

- Elements of applied geometry
- Linking two and three dimension

Statistics and probability Strand

- Data collection and presentation
- Exploring and understanding data

Maps and compasses

- Navigation

Operations research

- Networks and Queuing

TYPICAL ASSESSMENT ITEMS:

Two supervised exams and one Report or Extending Modelling and Problem Solving task per semester.

Student performance will be judged on the following criteria:

- Knowledge and procedures (learned results, mathematical procedures, use of mathematical instruments)
- Modelling and problem-solving (in life-related situations; real and simulated)
- Communication and justification

OTHER REQUIREMENTS:

Students will need a Scientific Calculator (preferably a SHARP D.A.L), protractor and ruler and general stationery.

Mathematics B (Authority)

Levy: Year 11 \$28 Year 12 \$28

PRE-REQUISITE: at least a “B” in Year 10 Mathematics

Mathematics B is designed to develop positive attitudes towards Mathematics by involving students in problem solving and the systematic and logical application of mathematics to real-life situations.

Topics covered:

- Introduction to Functions
- Rates of Change
- Periodic Functions and Applications
- Exponential and Logarithmic Functions and Applications
- Optimisation – Using Derivatives
- Financial Mathematics
- Introduction to Integration
- Applied Statistical Analysis

TYPICAL ASSESSMENT ITEMS:

Two supervised exams and one Report or Extending Modelling and Problem Solving task per semester.

Student performance will be judged on the following criteria:

- Knowledge and Procedures (learned results, mathematical procedures and the use of mathematical instruments)
- Modelling and Problem Solving (in life-related situations, real and simulated, and in purely mathematical contexts).
- Communication and Justification

OTHER REQUIREMENTS:

Students will be required to purchase a graphics calculator. This will be a Casio ClassPad 330/360/400 available from the XCC Uniform shop.

Prevocational Mathematics (Authority registered)

Levy: Year 11 \$28 Year 12 \$28

PRE-REQUISITE: Not applicable

Prevocational Mathematics is a subject aimed at students who wish to improve their preparedness for entry to work, apprenticeship, traineeship or further study by developing their numeracy. It seeks to build confidence by students experiencing success when using mathematics in everyday contexts. At the completion of the course students should possess a range of mathematical skills and be able to:

- organise mathematical ideas in a range of contexts
- communicate mathematical ideas both orally and in writing
- use relevant technologies and be able to make informed decisions

The Prevocational Mathematics course is broken into five general topics:

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

TYPICAL ASSESSMENT ITEMS:

Assessment in this subject will be continuous across the 2 year course and will be balanced across the 5 topics listed above. Assessment will take various forms such as:

- teacher observation sheets
- short written answers
- written reports of investigations
- model making and practical constructions
- computer-generated presentations

Assessment in this subject is directed towards allowing students to demonstrate their knowledge and skills in a form which is appropriate to the particular student.

OTHER REQUIREMENTS:

Scientific Calculator

ELECTIVE SUBJECTS (Authority Subjects)

Authority Subjects count directly towards an Overall Position (OP, a single-digit number used to help determine University Entrance). Programs of work are developed for each subject in line with a Syllabus provided by the Queensland Curriculum and Assessment Authority (QCAA): see <https://www.qcaa.qld.edu.au>.

Ancient History (Authority subject)

Levy: Year 11 \$15 Year 12 \$15

PRE-REQUISITE: at least a “C” in Year 10 English

The Ancient History course is organised over four semesters as follows:

Semester 1:

1. Studies of archaeology: Pompeii and Herculaneum.
2. Studies of everyday lives of ancient people: civilisation around the globe: First Emperor of China.

Semester 2:

3. Studies of the Arts: The Persian Wars through Greek Drama.
4. Studies in changing practices in society and government in the Greek World: Alexander the Great.

Semester 3:

5. The Influence of groups in ancient societies: oppressed groups, with a focus on Sparta.
6. Studies of Conflict: the Rise of Rome; Hannibal and the Punic Wars.

Semester 4:

7. Political centrism in Rome, rule of the Emperors and the rise of Medieval Christianity.
8. Studies of Europe in transition: the fall of the Roman Empire.

TYPICAL ASSESSMENT ITEMS:

Students will complete two items of assessment in Semesters 1, 2 and 3 with three assessment pieces in Semester 4 (in accordance with QCAA syllabus requirements). These items could consist of Objective Short Answer Tests, Essay Tests, Response to Stimulus Tests or Research Assignments. Formative and Summative items are designed to assess the following criteria:

- Planning and using a historical research process
- Forming historical knowledge through critical inquiry
- Communicating historical knowledge

Biology (Authority subject)

Levy: Year 11 \$325 Year 12 \$148

PRE-REQUISITE: at least a “B” for Year 10 Science and a “C” for standard Year 10 English

The study of Biology enables students to engage in creative scientific thinking and to apply their knowledge in practical situations, helping them to foresee the consequences of their own and society’s activities on the living world.

The study of Biology provides students with opportunities to:

- Gain insight into the scientific manner of investigating problems pertaining to the living world;
- Experience the processes of science, leading to the discovery of new knowledge and;
- Develop a deeper understanding and aesthetic appreciation of the living world.

Units of study:

- Life’s Building Blocks: the structure and function of cells
- The Tapestry of Life: diversity of organisms in ecosystems.
- Obtaining Energy: photosynthesis, respiration, digestion and transport systems
- A Question of Balance: maintaining homeostasis in the body
- Living Together: interactions between organisms and with the environment
- Helping Nature: reproductive technologies
- DNA Unzipped : inheritance and genetic engineering
- Tracing the Past: evolution

TYPICAL ASSESSMENT ITEMS:

Although some assessment items in Semester One (Year 11) are Formative, most assessment items throughout the course are Summative.

Assessment criteria are: Understanding Biology, Investigating Biology, Evaluating Biological Issues.

These will be assessed through:

- Extended Response Tasks: presentations, non-experimental investigations, research and analysis of data tasks.
- Written Tasks: tasks completed under supervised conditions such as examinations, practical report discussions and articles for publication.
- Extended Experimental Investigations: investigations conducted to answer open-ended practical research questions including reports on field work.

OTHER REQUIREMENTS:

A minimum of 10 hours of field work per year is required. This will take the form of day excursions, and field trips/camps. Specific equipment is not required but camp costs and a student levy to cover transport costs will apply.

Business Management (BM) (Authority subject)

Levy: Year 11 \$125 Year 12 \$125

PRE-REQUISTE: Not Applicable

Studying Business Management lets you be creative and innovative as you learn how businesses are managed, and understand the important role that managers play in business.

In Business Management, you will explore the main functions of businesses and the ways that these functions work together to achieve business goals. You will work in partnerships, small groups and teams as you navigate through the decisions that business managers often face. You will participate in practical and authentic business situations. This may involve you using innovation and creativity to develop feasibility studies or undertake business ventures.

Students in senior BM undertake many topics including:

- management practices
- marketing management
- operations management
- human resource management
- finance management
- business development

TYPICAL ASSESSMENT ITEMS:

Students will complete Formative and Summative exams and assignment tasks throughout the two years to enable the final Senior rating to be determined. Year 12 is considered Summative assessment based on the following dimensions:

- Knowing and understanding business management
- Applying and analysing management strategies
- Evaluating and communicating management strategies.

In Business Management, assessment instruments include feasibility studies, extended responses and examinations. Feasibility studies involve proposing a start-up business or a new business idea. By analysing existing or competing businesses, you will determine the viability of your business idea or start-up business. Extended responses include responses to research or stimulus materials, such as business venture reports, essays, articles, speeches or presentations. Examinations may be extended response tests or short response tests, which include short answer responses.

OTHER REQUIREMENTS:

The college will provide the textbook. Students need to have lined writing paper and a means of organising handouts etc. (e.g. a display folder).

Chemistry (Authority subject)

Levy: Year 11 \$143 Year 12 \$140

PRE-REQUISITES: at least a “B” in Year 10 Science **and** Mathematics

Chemistry is the study of matter, its interactions, and the impact chemical knowledge and technology has on society. The study of Chemistry provides students with a means of enhancing their understanding of the world around them, a way of achieving useful knowledge and skills and a stepping stone for further study. It adds to and refines the development of student’s scientific literacy. An understanding of Chemistry is essential for many vocations. The context based units of work encourage students to understand, act responsibly and think creatively and rationally about Chemistry-related real-world issues.

TOPICS STUDIED:

Structure of matter:

- Atomic composition of matter
- Properties of matter
- Bonding and electronic structure
- Categorisation of materials
- Chemical symbols and formula

Reactions:

- Classification of chemical reactions
- Energy changes in chemical reactions
- Chemical Analysis: Quantitative and qualitative techniques used to determine the quantity, composition and type of reaction.
- Factors affecting chemical reactions, reaction rates, equilibrium and reversibility of reactions.

CONTEXTS:

Two context-based units of work will be studied: one in Year 11 (Rusty Anchors) and one in Year 12 (Water, Water Everywhere).

TYPICAL ASSESSMENT ITEMS:

There are three types of assessment techniques used in Chemistry:

- **Extended Experimental Investigations (EEI):** By planning and implementing an experiment, students investigate a hypothesis or answer a practical research question. The outcome of an EEI is a written scientific report between (1500 and 2500 words depending on the year level).
- **Supervised Assessments (SA):** This is a task written and conducted under supervised conditions. It may be in the form of one of the following: short items, practical exercises and responses to seen or unseen stimuli.
- **Extended response task (ERT):** This is a response to a chemical question, circumstance or issue which requires the student to carry out non-experimental research. This response maybe written or non-written (e.g. multimodal presentation, spoken).

The student responses to a task are assessed using the following criteria and these are then used to make judgements about a student's level of achievement at exit.

- Knowledge and Conceptual understanding
- Investigative Processes
- Evaluating and Concluding

OTHER REQUIREMENTS:

Students require a scientific calculator. Excursions/field studies will be held for students in both Year 11 and 12. A subject levy is used to cover the use of consumables and Chemistry quiz entry.

Drama (Authority subject)

Levy: Year 11 \$275 Year 12 \$275

PRE-REQUISITE: Not applicable

Senior Drama is an active and intuitive subject which requires students to form different styles of drama, present in performance and respond to a range of dramatic works. There is a balance between practical and theory work; students need to be able to work either individually or in groups on a range of demanding dramatic exercises, as well as research and write to an appropriate level. This is also a subject that demands high levels of trust, co-operation, focus, commitment and the preparedness of students to work and experiment both physically and vocally.

The major units in Senior Drama in Year 11 are:

1. Earth (Semester One)

- The origins of drama, history of drama and civilisation, the purpose of drama
- Dramatic skills, stagecraft and performance
- Greek Theatre, Elizabethan Theatre, Script writing and play texts
- Process drama and improvisation

2. Wind (Semester Two)

- The 'breath of drama' (The Internal World)
- Historical and Contemporary Realism
- Verbatim Theatre
- Process drama and improvisation

The major units in Senior Drama in Year 12 are:

3. Fire (Semester One)

- Political Theatre; Theatre of Empowerment
- Epic Theatre; Invisible Theatre; Forum Theatre
- Agitation Propaganda; Social issues and ideologies

4. Water (Semester Two)

- Post-modern Theatre; Theatre of Cruelty
- The Absurd; Cinematic Theatre; Surrealism
- World Theatre; One Person Show

TYPICAL ASSESSMENT ITEMS:

- Group, text based performance
- Improvisation intervention
- Script writing
- Multi-modal response
- One Person Show

OTHER REQUIREMENTS:

This subject will require some excursions to professional performances and workshops. Students are also encouraged to view a range of local and touring performance work throughout the duration of the course, and will need to provide a black tee shirt or polo shirt and loose black trousers or leggings to enable movement for rehearsal and stage-work.

Film, Television and New Media (Authority subject)

Levy: Year 11 \$141 Year 12 \$146

PRE-REQUISITE: Not applicable

The aim of this course is to give students the opportunity to investigate a range of communication mediums that influence our society today. The three assessable dimensions in this subject are *Design, Production* and *Critique*. Each dimension is seen as equally important. Students demonstrate their knowledge and understanding of the key concepts by:

- Creating meaning through designing proposals for moving-image products;
- Making productions;
- Analysing and evaluating products and their contexts of production and use.

Over the four semesters, students will study the following areas:

Semester 1:

All of Me: Film, Television, New Media and you. Students will investigate a range of film productions and design and produce a short promotional video which will include a variety of film-making techniques and conventions.

Australian Film and Television Industry. Students will investigate the history of Australian film and television; the current state of the industry, future direction and career opportunities.

Semester 2:

History of Cinema. Students will investigate the history, genre conventions and cinematic devices used by the Hollywood studio system in creating the blockbuster.

Hollywood Studio Production: Students will design a short script based on a Hollywood genre and in production groups will create a short film.

Semester 3:

Documentary Film-making. Students will investigate a range of documentary film-styles and design and produce a short documentary production.

World Cinema. Students will view and investigate a range of international films that communicate cultural traditions and alternate cinematic devices.

Semester 4:

Film Directors. Students will investigate a popular film director and produce a research assignments on the contribution made to world cinema. Students will then produce a film trailer in the cinematic style of this director.

Innovations in Film, Television & New Media. Students explore the changing face of media, and investigate how the nature of consumer and producer of media has become blurred, with the advent of online forms of broadcasting and communication.

TYPICAL ASSESSMENT ITEMS:

Production Design: Storyboards, Scripts, Written Treatments, Oral Presentations.

Production Practice: Short film productions both individual and group.

Critique: Written and/or oral assessment pieces based on viewing and research.

OTHER REQUIREMENTS:

Opportunities will be provided for students to be involved in excursions, extra-curricular film productions and work experience at television stations.

French (Authority subject)

Levy: Year 11 \$175 Year 12 \$175

PRE-REQUISITE: at least **one** trimester of study in Year 10

The primary aim of this course is that students should be able to communicate and understand ideas and information in standard French by the end of Year 12. During the two year course students will need to demonstrate a proficiency in all four macro-skills: listening, speaking, reading and writing.

Students will be involved in using language for real purposes in realistic contexts, through exposure to authentic materials and realistic situations. Individually, and in groups they will be involved in the communication of ideas, opinions, arguments and conclusions in a variety of formats and for a variety of audiences. They will process information from a variety of sources presented in a range of forms and genres.

The following four themes will be used to establish topics through which students will experience and use the language :

- family and community
- school and post-school options
- leisure, recreation and human creativity
- social issues

TYPICAL ASSESSMENT TASKS:

There will be at least **three** assessment tasks in each macro-skill per year. Sample tasks include:

Listening: providing short answers to announcements, selected news items, stories

Speaking: oral report, one-to-one interview, conversation, simulation

Reading: providing short answers/ summary of magazine article, email, travel brochure

Writing: personal letter, diary entry, school magazine article, formal letter

OTHER REQUIREMENTS:

Opportunities will be provided for students to participate in immersion days, French film festivals and restaurant excursions, verse-speaking competitions, languages competitions and a biennial trip to France.

Geography (Authority subject)

Levy: Year 11 \$210 Year 12 \$292

PRE-REQUISITE: None

Geography is a dynamic study of people and places and how they interact to cause change over time. The senior course gives equal time to the study of both physical and social geography including units such as responding to natural disasters and geography of disease, using case studies from current events.

Geography allows students to develop crucial skills for the QCS test in addition to enhancing their understanding of the world we live in. The analytical and problem solving skills are beneficial to all students, whether university-bound or not.

Students will study four themes over the two year course:

Semester One: Managing the Natural Environment

- Responding to Natural Hazards - Bushfires &/or cyclones
- The effects of Human Induced Disasters on the Natural Environment, including introduced species and nuclear hazards

Semester Two: Social Environments

- Sustaining communities – look at Global urbanisation & local development
- Connecting People and Places – the world is smaller than it's ever been, thanks to electronic and physical connections

Semester Three: People and Development

- Feeding the World's People - Where does our food come from? How does it get here? What happens if you live somewhere that food doesn't grow?
- Exploring the Geography of Disease – With a focus on the African continent and developing world in general, we explore the issue of disease.

Semester Four: Resources and the Environment

- Living with Climate Change - The Earth goes through natural cooling and warming cycles, but during the last inter-glacial period, humans didn't have permanent settlements. How will rising seas, extreme weather events and hotter temperatures affect you in the future?
- Managing Nature Based Recreation on Large Sand Islands – Queensland is home to some of the most beautiful sand islands in the world, including Fraser Island. How is tourism managed in places like this to ensure sustainability as well as enjoyment? What are the issues faced with tourism on a shifting landmass?

TYPICAL ASSESSMENT ITEMS:

- Short Response Tests
- Fieldwork Reports
- Preparation of maps
- Stimulus Response Essays
- Skills exercises – interpreting maps, statistics and photos
- Oral Presentations

OTHER REQUIREMENTS:

Students will undertake a range of field based activities from observations and information gathering in the local area to field trips to Brisbane, the Sunshine Coast and Fraser Island (20 hours of field work is mandated by the syllabus). The compulsory 20 hours fieldwork will be covered by the student levy.

Health (Authority subject)

Levy: Year 11 \$94 Year 12 \$120

PRE-REQUISITE: at least a “C” in Year 10 English

The subject of Health allows students to engage in researching and developing active solutions to a wide range of health related subjects.

Contexts:

- Personal Health
- Peer Health
- Family Health
- Community Health
- Health of specific Populations

The subject takes a social view of health that focuses on the social justice framework and principles. Students use the Ottawa Charter for Health Promotion as a basis to make inquiries into a variety of issues around the contexts mentioned above. Some the issues that can be explored include; body issues, risk taking behaviour, childhood obesity, bullying, alcohol and drug abuse, and ageing population.

The subject provides students with exposure to a wide variety of issues and the development of skills that would assist a student who wishes to enter occupations such as nursing and other Health and community related occupations.

The research techniques utilised throughout the course would also be useful to those students who are seeking employment in research-orientated occupations, such as journalism and all report writing courses.

TYPICAL ASSESSMENT ITEMS:

Assessment is an ongoing process throughout the two years. The major assessment pieces are research based; action research in particular.

Examples of assessment in the subject of Health are:

- Research Based: Action Research Projects, Research Reports, Analytical exposition, Journals
- Supervised Exam Essays

OTHER REQUIREMENTS

The study of Health and Physical Education in Years 9 and 10, or as a transition subject in Year 10, would be an advantage to students. The willingness to participate in all sessions is essential.

A subject levy will apply. Cost will include bus fares and excursion costs.

Information Processing and Technology (IPT) (Authority subject)

Levy: Year 11 \$25 Year 12 \$25

PRE-REQUISITE: Not applicable

CO-REQUISITE: Nil

Information technology refers to the creation, manipulation, storage, retrieval and communication of information, and to the range of technological devices and systems used to perform these functions.

The course should prove especially relevant to students by assisting them to cope with the rapid rate of change associated with computer technology and to appreciate its advantages and disadvantages.

To achieve this, students learn how to utilise appropriate Information Technology to solve a wide variety of practical problems, gaining the experience and confidence to apply such skills in a range of associated problem solving situations.

Information Processing and Technology touches many aspects of human life and draws on and is applied to diverse fields of study such as mining, engineering, education or business. As a result, the study of this subject will contribute in a significant way to the general education of students, whether or not they intend proceeding to employment specific to information technology.

IPT emphasises problem identification and solution rather than the use of specific applications. It is an intellectual discipline that involves a study of:

- Algorithms (procedural design of a problem solution)
- Software programming
- Relational Information systems (the architecture of information systems)
- Structural Query Language (formal language for data manipulation)
- Artificial intelligence
- Human–computer interaction
- Social & ethical issues associated with the use of information technology.

TYPICAL ASSESSMENT ITEMS:

Assessment techniques include written exams, computer-based projects and extended writing tasks.

OTHER REQUIREMENTS:

The computing device provided by the College will be used in every class lesson for access to learning materials the completion of class activities.

Legal Studies (Authority subject)

Levy: Year 11 \$144 Year 12 \$134

PRE-REQUISITE: at least a “C-“ in Year 10 Standard English

Legal Studies is about developing an understanding of the Australian legal system and how it affects your basic rights, obligations and responsibilities. You will explore how to become an active and informed citizen and learn how to constructively question and contribute to the improvement of laws and legal processes.

By examining factors that have led society to create a legal system, you will develop knowledge and understanding of the frameworks which regulate and shape our society. You will develop confidence in approaching and accessing the Australian legal system and will develop a better appreciation of the relationship between social and legal structures.

The Legal Studies course enables you to learn through the investigation of legal issues, exploring four core areas of study:

- the legal system
- criminal law
- introduction to civil obligations
- human rights.

In addition, you will investigate several of these possible elective areas of study:

- civil wrongs (torts) and the law
- employment and the law
- environment and the law
- family and the law
- housing and the law
- Indigenous Australians and the law
- international law
- sport and the law
- technology and the law

Through the investigation of legal issues you will develop high-order thinking skills, including analysing, evaluating and justifying and will learn using case studies and scenarios.

TYPICAL ASSESSMENT ITEMS:

These will include group and individual tasks, such as:

- Short Response examinations
- Extended Response Examinations
- Extended Research Responses
- Extended Responses to Stimulus
- Multi-Modal Assessments

OTHER REQUIREMENTS:

Visit to Brisbane Supreme Courts and other places may be required.

Marine Science (Authority subject)

Levy: Year 11 \$358 Year 12 \$590

PRE-REQUISITE: Not applicable

Marine science is concerned with researching marine environments to determine their biological and oceanographic features and devising conservation strategies that may lead to a sustainable future. The course enables inquiry-based learning, whereby students investigate marine environments, issues and problems in authentic and relevant contexts. Students plan and conduct practical and researched-based marine investigations to explore marine environments, issues and problems. They develop marine research skills such as boating and snorkelling to access the environments under study. A course of study in marine science can establish a basis for further education and employment in the fields of marine science, marine biology, nautical science, fisheries and aquaculture, conservation and resource management, in tourism and seafood and maritime industries.

Four areas of study are:

- Marine Biology
- Oceanography
- Conservation and sustainability
- Marine research skills

TYPICAL ASSESSMENT ITEMS:

Student work in Year 11 is Formative whereas Year 12 work is Summative.

Assessment dimensions are:

1. Knowledge and understanding
2. Investigating and analysis
3. Evaluation and communication

These are assessed through formal examinations (short and extended responses), extended marine investigations (EMI), inquiry-based investigations, and action research using marine research skills to gain primary data.

OTHER REQUIREMENTS:

To satisfy the requirements of the syllabus field work, excursions, in-class practical work (e.g. short excursions, boating and snorkelling) and field trips / camps that include excursions to Lady Elliott Island and a houseboat excursion in the Great Sandy Straits will be used to allow students to investigate and gather 'real' data from marine environs of Hervey Bay. Costs of excursions is covered in the subject levy.

Mathematics C (Authority subject)

Levy: Year 11 \$27 Year 12 \$27

PRE-REQUISITE: at least a “B” in Year 10 Mathematics

CO-REQUISITE: Mathematics B

Mathematics C aims to encourage students to develop positive attitudes to Mathematics through a problem solving and application approach. Students will extend their mathematical knowledge into new areas by investigating a range of modern applications. Mathematics C provides a very strong basis for a range of further studies (see Tertiary Pre-requisites booklet for further information).

Topics covered:

- Introduction to Groups
- Real and Complex Number Systems
- Matrices and Applications
- Vectors and Applications
- Calculus
- Structures and Patterns
- Dynamics
- Linear Programming

TYPICAL ASSESSMENT ITEMS:

Two supervised exams and one Report or Extended Modelling and Problem Solving task per semester.

Student performance will be judged on the following criteria:

- Knowledge and Procedures (learned results, mathematical procedures and the use of mathematical instruments)
- Modelling and Problem Solving (in life-related situations, real and simulated, and in purely mathematical contexts).
- Communication and Justification

OTHER REQUIREMENTS:

Students will need the same graphics calculator that they use in Mathematics B.

Music (Authority subject)

Levy: Year 11 \$90 Year 12 \$90

PRE-REQUISITE: at least a “C” in Year 10 Music

Students may be able to enter the subject if they have studied an instrument as well as theory of music privately.

The course is organised around a series of units where students build on their knowledge and skills with the emphasis on practical application and music making. Theoretical work is developed throughout the course by activities related to the practical work and the music composition work of the topic being studied.

Topics studied over the two years are as follows:

- There’s No Business Like Show Business (Musical Theatre)
- Music with Purpose
- Instrumental Music
- Music into the 21st Century
- Waltzing Matilda (Music of Australia)
- Music of the Big Screen
- Music Beyond the Classroom

TYPICAL ASSESMENT ITEMS

- Composition: two compositions and / or arrangements
- Performance: Two Performances assessed through solo and ensemble work with voice and/or instruments.
- Musicology: Two Tasks assessed through a written exam encompassing the aural/visual aspects of music analysis and/or extended response presented in either written or multimodal presentation.

Each of these areas is considered equally over the semester and at exit level. Year 11 is Formative assessment only; all Year 12 work is Summative.

Physical Education (Authority subject)

Levy: Year 11 \$50 Year 12 \$55

PRE-REQUISITE: at least a “C-“ in one trimester of Year 10 Physical Education

The Physical Education course is developmental, whereby four units of work are studied over four semesters. Each unit will be studied in Year 11 and revisited in Year 12. Units are:

- Biomechanical Basis of Movement: developing an understanding of the human body and the ways in which movement is created in sport and physical activity;
- Relationships: between training, exercise and physical performance;
- Energy for Physical Activities; topics such as food and how the body creates and uses energy.
- Physical Activity and Australian Society: the media, money, sporting culture, recreation and leisure.

Students will also carry out an in-depth study of four physical activities, selected from the following:

- Direct Interceptive Activities – Basketball, Touch Football and Netball
- Indirect Interceptive Activities – Volleyball
- Aesthetic Activities – Aerobics

TYPICAL ASSESSMENT ITEMS:

Assessment is an ongoing process throughout the two years. All Year 12 work is subject to Summative assessment, through the following criteria:

- Acquiring, applying and evaluating knowledge
- Understandings, capacities and skills in, about and through physical activity.

Assessment items vary. For content assessment, possible tasks include written assignments, oral presentations, exam essays and research reports. Performance assessment is based on continual observation throughout the Semester.

OTHER REQUIREMENTS:

The study of Health and Physical Education in Years 9 and 10, or as a transition subject in Year 10, would be an advantage to students; however it is not compulsory. The willingness to participate in all sessions is essential.

A subject levy will apply. Cost will be dependent on activities chosen.

Physics (Authority subject)

Levy: Year 11 \$135 Year 12 \$40

PRE-REQUISITE: at least a “B” in Year 10 Mathematics B Prep

CO-REQUISITE: Mathematics B

The study of Physics at senior level involves the study of the universe and how it works, and the applications that Physics has produced and continues to produce that benefit our society. It will facilitate the growth of student awareness of the construction of physical understandings from personal, social and global perspectives.

The course involves the study of four key topics:

1. Forces:
 - the nature of a force
 - forces that act on objects and influence their state of equilibrium
 - forces that are able to influence the motion and shape of objects
 - forces that act on objects and influence their internal energy
2. Energy:
 - energy may take different forms originating from forces between, or relative motion of, particles or objects
 - energy is conserved
 - energy transfer processes provide us with ways of using and dealing with energy and radiation, and these have different social consequences and applications
3. Motion:
 - motion can be described in different ways
 - motion can be analysed in different ways
 - motion can be described using various different models and modern theories
4. Optics:
 - Light can be modelled as a particle or a wave depending on the interaction.

CONTEXTS

Two context-based units of work will be studied: one in Year 11 ('Amusement Park Physics' – the physics of motion) and one in Year 12 ('Hot topics' – the physics of heat).

TYPICAL ASSESSMENT ITEMS:

There are three categories of assessment in Physics:

- Extended experimental investigations (EEI): the focus is on planning the extended experimental investigation, problem solving and analysis of primary data generated through experimentation by the student;
- Supervised assessments (SA): this could involve formal examinations, practical exercises or responses to stimulus material;
- Extended response tasks (ERT): the extended response task is an assessment instrument developed in response to a Physics question, circumstance or issue. It is essentially non-experimental, but may draw on primary experimental data. Research and secondary data will often be the focus.

Each year students will complete at least one of each of the four categories of assessment.

Technology Studies (Authority Subject)

Levy: \$50

PRE-REQUISITE: Not Applicable

Technology Studies challenges students to understand and appreciate technological innovation and its impact on society. Students will learn about the purposeful application of knowledge, resources, materials and processes to develop solutions to real-world design problems by generating innovative ideas and producing products.

Using a design process, students will investigate design problems from a variety of contexts, while considering the human needs of individuals and communities. Through studying Technology Studies students will develop the skills to manage resources and risks effectively to develop solutions to design problems. Students will critique and evaluate ideas and products against a design brief and associated design criteria, justify design decisions and make recommendations for improvement.

TYPICAL ASSESSMENT ITEMS:

Students will be assessed on their compiled design folios and reports. The assessments will give students opportunities to demonstrate:

- a knowledge and understanding of developed solutions to design problems using a design process
- an analysis of design problems
- an application of design factors
- a development of ideas
- a manufacturing of a product, and
- an evaluation of their processes and solutions.

Visual Art (Authority subject)

Levy: Year 11 \$120 Year 12 \$120

PRE-REQUISITE: Not applicable

Visual Art is a course of study aimed at promoting critical thinking and cultural and aesthetic understandings through the processes of researching, experimenting, analysing and making within the visual art environment.

Students are provided with opportunities to develop a very wide range of skills which are transferable to many spheres of life. Having the ability to critically examine the world in which we live cannot be underestimated, especially with the increasing importance of the image as a means of communication.

The skills students develop through a course of study in the visual arts include the following:

- Develop social and personal skills that promote confidence, working independently and with others.
- Defining and solving visual problems with the flexibility to negotiate and consider a variety of solutions and processes.
- Be inclusive and appreciative of multiple perspectives and philosophies.
- Examine and affirm personal and community perspectives relating to cultural, spiritual, economic, political, environmental and vocational contexts.
- Make, display and appraise artworks with confidence and individuality.

Assessment in Visual Art involves two areas; Making and Appraising. Making is broken into two areas; visual literacy and application.

Visual literacy is about communicating meaning through visual forms. It involves reading images, perceiving images, thinking with images, recording images, communicating images, processing images ... constructing images, manipulating, classifying, recalling, discriminating, selecting, arranging ... whether images stem from ideas, concepts, focuses, contexts, trains of thought, memories or insights.

Application is the use of materials, techniques, technologies and art processes to construct and communicate meaning. Students manipulate and exploit materials, techniques, technologies and art processes to articulate their ideas, feelings and experiences challenging accepted practice, experimenting with ways of creating and viewing meaning, and being innovative.

Appraising is critical analysis of artworks in diverse contexts, investigating artistic language and expression, directly related to selected concepts, focuses and media areas. Students consider the production and display of artworks and make informed judgments when ascribing aesthetic value, challenging ideas, investigating meanings, purposes, practices and approaches. They respond to and synthesise researched information to inform concepts and focuses.

Assessment Items:

The typical forms of assessment include:

- Folios of work which include experiments in a visual diary. (The documenting of experiments, research and thoughts through the process of resolving visual problems is fundamental to Visual Arts. Students must be aware that this documentation is as important as final resolved pieces.
- Major works
- Analysis of artworks
- Analytical expositions

Costs

Visual Art carries a significant levy to cover the costs of materials and excursions. Students and parents should be aware that other costs could be incurred if students want to make art works that are very large scale or require materials that are not part of our general supplies, or within a reasonable price range.

Course Content

Over two years, students study five units:

- Natural Forms
- Abstraction
- Myths and Metamorphosis
- Environments
- Contemporary Australia

Year 11 is a formative year and is a more structured environment for students to explore a range of art making processes, ways of interpreting the world, and analysing artworks.

In Year 12, students are encouraged to work more independently in the pursuit of their own personal aesthetic. The work produced in Year 12 is summative and results in the final grade for the subject.

ELECTIVE SUBJECTS (Authority Registered subjects)

Authority-registered subjects **DO NOT** count directly towards an Overall Position (OP), however they can be used to gain a Ranking and, correspondingly, Tertiary Entrance. Study Plans for each subject are developed in accordance with a Subject Area Specification provided by the Queensland Curriculum and Assessment Authority:

Early Childhood Studies (Authority Registered)

Levy: Year 11 \$150 Year 12 \$150

PRE-REQUISITE: Not applicable

Early Childhood Studies focuses on the learning involving children aged birth to 5 years. A cornerstone of the subject is the significance of play to a child's development. It involves learning about core concepts and ideas related to the fundamentals of early childhood and practices in early childhood learning. Throughout the course of study, students make decisions and solve problems and work individually and with others. Students will develop knowledge and understanding of:

- child development, physical, intellectual, social, emotional
- the needs and rights of children
- the value of play
- play and creativity
- indoor/outdoor environments
- literacy and numeracy
- fundamentals and practices of early childhood learning
- health and safety
- industry practices, and
- expectations, legislation and ethical issues.

Students are exposed to a range of both theoretical and practical learnings with the emphasis on the practical application of knowledge and understanding, and the development of a range of practical skills that can be used in a variety of contexts involving children. Students have opportunities to develop communication skills, self-confidence, independence and a readiness for, and responsible attitude to, the workplace and parenthood.

A course of study in Early Childhood Studies can establish a basis for further education and employment in health, community services and education.

TYPICAL ASSESSMENT ITEMS:

Students are assessed according to three criteria: Knowledge and Understanding, Analysing and Applying, Planning and Evaluating.

Central to the teaching and learning in Early Childhood Studies is the development of students' practical skills, and assessment tasks which reflect this focus.

Assessment tasks may include planning, implementation and evaluation of practical activities and demonstrations, resource development, observation and record-keeping, response to stimulus tasks and multi-modal presentations.

OTHER REQUIREMENTS:

Practical experiences in early childhood settings are an underlying and essential component of the program and involvement in both curriculum-based and extracurricular activities is anticipated. There is a regular contact formed with the junior school and various other childcare centres in the local area.

These activities may involve the commitment of students' own time.

Hospitality Practices (Authority Registered)

Levy: Year 11 \$245 Year 12 \$110

PRE-REQUISITE: Not applicable

Students are provided with an introduction to the various sectors of the Hospitality industry, particularly the food and beverage sector. The course is based on units designed to promote vocational learning as well as knowledge and skills needed for employment in the Hospitality industry. A range of food production and presentation skills will be studied as well as food and beverage service and event management.

The four semester units are:

- Introducing the hospitality industry, kitchen operations and event management
 - Health and Safety, Knife skills, Appetiser production
- Food production, presentation and service 1
 - Soup, Salad, Entrée and Breakfast production, Event Management
- Food production, presentation and service 2
 - Beverage, Dessert, Main course production, Current Food Trends, Event Management
- Food and beverage production, presentation and service
 - Event Management

Students will work in a range of theoretical and practical hospitality situations. They will have the opportunity to work as part of a team, catering for various functions. Practical cookery workshops will be undertaken at least weekly. These will be supported by some theoretical study. Field trips to locations such as resorts, hotels and restaurants enable students to enhance their knowledge of the Hospitality industry.

TYPICAL ASSESSMENT ITEMS:

Students are assessed according to three criteria: Knowledge and Understanding, Analysing and Applying, Planning and Evaluating.

Each term students will be involved in applying the event management process to manage a service project related to their unit of study. Folio work, investigations and written reports/articles will also be used to assess student performance.

Opportunities may exist to complete some vocational training and gain industry-recognised qualifications over the two-year course.

OTHER REQUIREMENTS:

Ingredients will be provided by the College for some practical cookery tasks, however, students will be required to bring ingredients from home as required for take-home practical cookery and some workshop activities.

In order to maintain an appropriate level of workplace health and safety that aligns with industry standards the wearing of enclosed leather footwear in the Hospitality kitchen is mandated for all students. As such, students are required to bring a pair of enclosed shoes with black leather uppers and non-slip soles to all practical lessons.

As part of the course requirements, students may be required to attend school functions out of school hours (i.e. night, weekends, early morning). As attendance at these functions is compulsory, students will be given adequate notice to allow arrangements for other commitments to be made.

Students will be required to have access to a uniform for functions, consisting of:

- Frankie's polo shirt (included in Year 11 levy), long black pants and black covered shoes.

Manufacturing – Engineering (Authority Registered)

Levy: Year 11 \$80 Year 12 \$110

PRE-REQUISITE: Not applicable

Engineering Studies has been designed as a project-based course of study with the emphasis on using current industry practice and safe technological processes to solve problems and complete tasks in a workshop that simulates a workplace environment. Engineering Studies has a metal trades focus while Furnishing Studies has a timber industry focus. The course is intended to develop foundational trade skills and knowledge. The projects will provide the means for the consolidation and application of skills and knowledge. The projects will be authentic and real manufacturing projects that would preferably meet the Xavier and/or local community needs. Emphasis is placed on ensuring the projects are student-centred to promote confident and self-motivated learners. Students will link with local industries.

The course of study will be flexible in order to accommodate, new and emerging technologies in the engineering industries, and the wide range of interests and abilities of the students who study it.

TYPICAL ASSESSMENT ITEMS:

Students will be assessed on practical demonstrations and projects. They will learn about engineering industries through project work and presentations. Their knowledge of safety and industry will be assessed through theoretical tests on safety and machine operations, and practical demonstrations.

OTHER REQUIREMENTS (Levies, excursions, specific equipment):

Students are encouraged to organise work experience in this industry each year. This course does not count towards an OP.

Students are required to purchase a set of overalls or 100% cotton long sleeved shirt and long pants, and provide and wear Australian Standards compliant safety glasses and enclosed shoes with leather uppers and non-slip soles to all lessons.

Manufacturing – Furnishing Studies (Authority Registered)

Levy: Year 11 \$80 Year 12 \$110

PRE-REQUISITE: Not applicable

Furnishing Studies has been designed as a project-based course of study with the emphasis on using current industry practice and safe technological processes to solve problems and complete tasks in a workshop that simulates a workplace environment. Furnishing Studies has a timber industry focus. The course is intended to develop foundational trade skills and knowledge. The projects will provide the means for the consolidation and application of skills and knowledge. The projects will be authentic and real manufacturing projects that would preferably meet the Xavier and/or local community needs. Emphasis is placed on ensuring the projects are student-centred to promote confident and self-motivated learners.

The course of study will be flexible in order to accommodate, new and emerging technologies in the Furnishing industries, and the wide range of interests and abilities of the students who study it.

TYPICAL ASSESSMENT ITEMS:

Students will be assessed on practical demonstrations and projects. They will learn about furnishing industries through project work and presentations. Their knowledge of safety and industry will be assessed through theoretical tests on safety and machine operations, and practical demonstrations.

OTHER REQUIREMENTS (Levies, excursions, specific equipment):

Students are encouraged to organise work experience in this industry each year. This course does not count towards an OP.

Students are required to purchase and wear Australian Standards compliant safety glasses and enclosed shoes with leather uppers and non-slip soles to all lessons

Aquatic Practices (Authority Registered)

Levy: Year 11 \$334 Year 12 \$562

PRE-REQUISITE: No prerequisite subject required, however, Year 10 Marine Studies is recommended prior to commencing the course in Aquatic Practices.

Aquatic Practices is a hands-on subject that incorporates a very practical study of the sea, inland waters and associated catchment areas. These areas support significant industries in recreation, tourism, transport and mining as well as food harvesting and cultivation. Aquatic Practices provides unique learning experiences that can enhance students' employment opportunities in these industries and can establish a basis for their future training. This course of study aims to assist students to develop knowledge, practical skills and work related practices which are essential for effective participation in the workforce in general, and in the aquatic industries specifically.

Topics may include:

- Aquaculture
- Tourism and Management
- Fishing and fishing equipment construction
- Boat building
- Boating and marine maintenance
- Snorkelling
- Reef ecology
- Navigation

TYPICAL ASSESSMENT ITEMS:

Assessment criteria are:

- Knowledge and Understanding
- Acquiring and Applying
- Planning and Evaluating

Typical assessment will form:

- Construction projects
- Knowledge examinations
- Investigative research - assignments and observations of student performance

OTHER REQUIREMENTS:

A minimum of 30 hours of field work per year is required. This will take the form of excursions, in-class practical work (e.g. boating, snorkelling, etc.) and various field trips including a houseboat excursion. Specific equipment is not required; however camp costs and a student levy to cover transport and specific equipment will apply.

Recreation Studies (Authority Registered)

Levy: Year 11 \$264 Year 12 \$157

PRE-REQUISITE: Not applicable

Physical forms of recreation are growth industries in Australian society. These forms of recreation include social sport, fitness programs and outdoor pursuits. They are an intrinsic part of the Australian psyche and form a substantial part of leisure time.

Recreation focuses on the role recreation has in the life of individuals and communities. It is a subject that provides students with the opportunities to learn in, through and about recreation activities. Recreation activities are defined as those requiring exertion and human activity, engaged in for competition, relaxation or simply enjoyment.

Recreation activities include active play and minor games, challenge and adventure activities, games and sports, health-related physical activities, and rhythmic and expressive movement activities. Recreation builds on the knowledge, skills and understandings of the Australian Curriculum: Health and Physical Education syllabus.

At Xavier our Recreation students complete the following units of work:

- Planning and conducting an event
- Basketball
- Hiking
- Strength and Conditioning: Resistance training
- Coaching a Team
- Athletics
- Strength and Conditioning: Speed and Endurance
- Archery

TYPICAL ASSESSMENT ITEMS:

Assessment is an ongoing process throughout the two years.

Assessment items vary. For content, possible tasks include written assignments, orals, exam essays and research reports. Performance/practical assessment is based on continual observation throughout each term.

OTHER REQUIREMENTS:

A reasonable general level of fitness is assumed.

VOCATIONAL EDUCATION AND TRAINING (VET) OPTIONS

**School-based Apprenticeships
School-based Traineeships
Senior SAS Subjects**

Register interest online with:

- MRAEL
- Busy At Work
- Sarina Russo

Email Mr Donnelly outlining the type of apprenticeship / traineeship you are interested in completing.

Actively seek employment in area of interest. Canvas possible employers through phone calls, mail-outs and drop-ins.

Maintain current resume.

Provide contact details of prospective employer to Mr Donnelly.

Attend information session and negotiate school / employment / training arrangements.

Attend sign-up meeting.

Work Experience

Year 10 students participate in work experience through the GECKO program. Further placements can occur, and are encouraged, during years 11 and 12 to assist students in making informed future career option choices.

Year 11 and 12 students can register for work experience. See Mr Donnelly or Mrs Grumley for more details.

Certificate Courses offered by TAFE and other Registered Training Organisations (RTO's)

East Coast TAFE and other RTO's offer a range of Certificate courses, Levels 2 – 4. These courses can be incorporated into a student's Senior Education & Training Plan (SETP) and used for Ranking at the completion of year 12 to gain Tertiary Entrance.

Contact the TAFE or RTO directly, or go to their website. Meet with APA Senior Schooling.