

# St Mary's College Toowoomba



## Subject Information

Year 11 2011

Year 12 2012

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St Mary's College Toowoomba

*Providing Quality Catholic Education for Boys Since 1899*

# FROM THE PRINCIPAL

Our Year 11 and 12 students have a choice between Authority Subjects used to calculate an Overall Position at the conclusion of their Year 12 (OP), Authority-registered subjects and Study Area Specification (SAS) subjects which do not count towards an OP and Vocational Education and Training Certificate courses, which provide students with competencies in a course of qualification. All students will be expected to study for their Queensland Certificate of Education or for some students the Queensland Certificate of Individual Achievement at the conclusion of Year 12.

The first step for Year 11 and 12 students is for the students to try and determine the pathway they wish to follow; eg. OP (university/future study), non-OP (employment, study later in life) or a trade. In doing this, the choice of subjects will become more tailored to the individual needs of the boys. St Mary's College offers a wonderful range of subjects and quality teachers in each of these alternative pathways. We hope that at the conclusion of their Year 12 studies students will have experienced units of study in depth, achieved results commensurate with their abilities, studied units of work relevant to their ever-changing world and developed positive student-teacher relationships.

Michael Newman  
Principal

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# Preamble

In Year Eight, students study a set programme of subjects which incorporate each of the Key Learning Areas. At that time in the educational journey, bridging the divide between primary and secondary education is paramount. This is most important at St Mary's, as each new year the Year Eight cohort can consist of boys from up to thirty different 'feeder' schools in the region.

In Years Nine and Ten at St Mary's, the boys move through the unitised curriculum, which is designed specifically with flexibility, choice and student interest in mind. The unitised curriculum is based upon the aim to meet student needs, to provide interesting units of study which will improve motivation amongst the boys, whilst providing a broad general education across all Key Learning Areas.

# Introduction

Potential career paths certainly dominate the thoughts of boys entering their senior years of schooling. Having experienced a wide variety of subjects and units in all Key Learning Areas, the boys have a clearer understanding of individual strengths, interests and long-term goals.

This handbook is designed to inform and guide students at this important time in their schooling; to provide students with details to make informed decisions, and to prompt the boys to consider pertinent points they should be taking into account.

The immediate pages deal with careers, choosing subjects, Year Twelve Certification and the Educational Profiles all senior students ultimately receive.

Following this, all academic departments at the College present a chapter which outlines their senior subject offerings. With each subject as a focus, these chapters outline such aspects as course aims, pre-requisites, learning experiences and assessment.

The College also readily recognises the importance of an educational setting which extends beyond the classroom and into industry. With this in mind, work experience, work placements, school-based apprenticeships and links with TAFE have been established within the senior school, providing a real-world education for our students. Further details surrounding these opportunities are outlined herein.

This document stands as only one source of information. Discussions with family members, teaching staff, careers officers, university and TAFE advisors, professionals and experienced members of the community are most valuable sources of information which all students should endeavour to tap into.

# Subject Selection and Careers

When selecting senior school subjects, students should keep the following principles in mind during the selection process.

## ■ PRE-REQUISITES

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*Have you met the pre-requisite conditions for your career choice?*

To this end, parents and students are urged to look carefully at the QTAC book titled 'Tertiary Pre-Requisites'. This publication lists all the courses from universities and TAFE Colleges in Queensland, together with pre-requisite subjects that must be studied through Years Eleven and Twelve. To seek further advice on this issue, it is suggested you contact the College's Careers Co-ordinator. [Appointments may be made through the College Office.

## ■ STUDY FOR SUCCESS

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*Study subjects you are likely to succeed in!*

What is the point in studying senior subjects if you are not going to succeed in them? Look carefully at the pre-requisite guidelines for a subject before you think seriously about selecting it for two years of study. Be realistic in your choices. For example, if you are only getting a 'D' or 'E' for Science you would be strongly advised not to select Chemistry, Physics or Biology.

## ■ STUDY SUBJECTS YOU THINK YOU MAY ENJOY

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*If you enjoy the subject, your chances of success are greater!*

Quite simply, if you're involved in studies you enjoy, your interest will remain high, and your chance of success is likely to be much greater.

## ■ SUBJECTS AND FIELD POSITION REQUIREMENTS

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*Have the subjects you have selected met Field Position requirements?*

This should be your final check in deciding upon senior school subjects! For the vast majority of students, this will not be a concern. If you select your subjects according to the first three principles/criteria, most Field Position requirements should be met.

## SUBJECT SELECTION

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Please note the following information regarding subject choice for Year Eleven subjects:

- Students studying Mathematics C must also study Mathematics B
- Students cannot study both Graphics (OP) and Industrial Graphics Studies (non-OP)
- Students cannot study Visual Arts (OP) and Visual Art Studies (non-OP)

## Completion of the SUBJECT CHOICE FORM

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Most students will study a total of seven [7] subjects each semester. There are three [3] **COMPULSORY** subjects:

- either Study of Religion **or** Religion and Ethics
- either English **or** English Communication
- either of Mathematics B **or** Mathematics A **or** Pre-Vocational Mathematics

Students choose a further four [4] **ELECTIVE** subjects to study each semester.

On the subject selection sheet you are required to choose [6] Electives in order of preference. This equates to [4] electives and [2] reserves.

You must indicate your preferences in order -

- [1] being the subject you would like to do the most
- [2] your second preference
- [3] your third preference
- [4] your fourth preference
- [5] your fifth preference
- [6] your sixth preference

If you are OP eligible, you should indicate your Authority subjects in preference first, then any Authority-registered or Study Area Specification subjects you would like to study.

Students should be mindful of whether subjects are **Authority**, **Authority-Registered** or **Subject Area Specification** subjects.

Please refer to the tables on page 8 and 9.

### Special Information Regarding Subject Choice

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It is important to note that all Authority, Authority-Registered and Study Area Specification Subjects, together with the student's result in each, will appear on his Senior Statement. There is a large range of subjects being offered and the following two general points could be useful in the process of selecting subjects.

Students who have achieved well in their Year Ten studies (High Achievements or better) should, most probably, choose a course predominantly from the **Authority** subjects.

Students who have had difficulty with Year Ten studies (Ds and Es) would be strongly advised to look seriously at taking the **Authority-Registered** or **Study Area Specification** subjects.

**NOTE:** If you are ineligible for an OP, you will be required to participate in Vocational Education studies and activities in Years Eleven and Twelve which will include:

- Work placement for one block of two weeks during Year Eleven and structured work placement for one block of two weeks during Year Twelve.  
NOTE: Work placement is a mandatory component of Vocational Education (ie. if you are ineligible for an OP).
- Release from classes to attend TAFE (SQIT) to participate in modules/competencies offered through the Co-operative Program. This is offered each semester and is limited by places available, competencies on offer and funds available. This is also available for OP eligible students.

School Based Apprenticeships - these will only be available through negotiation with the College Vocational Education Coordinator and will be assessed on a case by case basis.

# Subjects Offered

<b>Senior <u>Authority</u> Subjects</b>			<b>OP</b>
<b>Authority Subjects contribute to an OP.</b>	QCE points for completed core (4 semesters)	<b>Authority Subjects contribute to an OP.</b>	QCE points for completed core (4 semesters)
Visual Art	4	Japanese	4
Accounting	4	Legal Studies	4
Biological Science	4	Mathematics A	4
Chemistry	4	Mathematics B	4
Drama	4	Mathematics C	4
English	4	Modern History	4
Geography	4	Music	4
Graphics	4	Physical Education	4
Information Processing & Technology (IPT)	4	Physics	4
Information Technology Systems (ITS)	4	Study of Religion (SOR)	4

## Senior Authority-Registered Subjects Study Area Specification Subjects

non  
OP

	QCE points for completed core (4 semesters)		QCE points for completed core (4 semesters)
Building & Construction Studies (BCS)	4	Industrial Technology Studies (ITS)	4
Certificate I – Engineering *	Preparatory course – 3 points	Pre-Vocational Mathematics	4
Certificate I – Furnishing *	Preparatory course - 2 points	Recreational Studies	4
English Communication	4	Religion & Ethics	4
Information Communications Technology (ICT)	4	Science in Practice	4
Industrial Graphics Studies (IGS)	4	Visual Art Studies	4

**Study area specifications (SASs)** are framework courses that provide details of courses of study in [Authority-registered](#) subjects. SASs have substantial components of vocational education or practical elements.

Results in Authority-Registered and Study Area Specification (SAS) subjects cannot be used towards calculation of the O.P.

\* Certificate 1 courses contain national competencies and are regarded as Preparatory Courses towards your QCE.

# Student Education Profile

The Queensland Studies Authority (QSA) governs all certification and information relating to Senior Schooling.

Students at St Mary's College may undertake a range of programs in their Senior Phase of Learning.

These include:

- Authority subjects
- Authority-registered subjects
- Study Area Specification subjects
- VET certificate studies
- School Based Apprenticeship and Traineeships
- Other preparatory, enrichment and advanced courses

## ■ QUEENSLAND CORE SKILLS TEST - QCS TEST

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All Year Twelve students wishing to undertake tertiary study must sit for this test which is used to comparatively adjust all students' results across all subjects and across all schools in Queensland. The results of this test will be made available to students on their Senior Statement on an A,B,C,D or E scale. The QCS Test is designed to examine how a student has grasped the broad skills taught across the Year Eleven and Year Twelve curriculum.

The QCS Test is a very important set of examinations consisting of a **writing task** (essay), a **short response answer section** and **two multiple choice sections**. This test is scheduled each year for late August/early September. Students not eligible for the OP are *still* able to sit for the QCS Test.

## ■ HOW CAN A STUDENT PREPARE FOR THE QCS TEST

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Each senior subject develops a student's ability to complete a range of the skills that are known as the Common Curriculum Elements (CCEs).

A student best prepares for the QCS test by deliberately practicing these skills in class, learning the key terms used on the papers and completing the preparation and practice sessions our College provides the students.

## ■ SUBJECT LEVELS OF ACHIEVEMENT

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All Authority, Authority-Registered and Study Area Specification subjects studied will appear, together with a final exit Level of Achievement or result, on the student's Senior Statement. Any completed modules or competencies (at school or at TAFE) will also appear on the Statement.

# Year Twelve Certification

Students completing Year 12 may receive one or more of the following:

- Senior Statement
- Queensland Certificate of Education (QCE)
- Queensland Certificate of Individual Achievement (QCIA)
- Vocational Education and Training Certificate (VET certificate)
- Tertiary Entrance Statement
  - Overall Position - OP
  - Field Position - FP

## ■ SENIOR STATEMENT

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This Statement records all learning in the student's learning account and the results achieved during the Senior Phase of Learning.

It details: what learning was attempted, the standard achieved and, where and when the learning took place.

The QSA will issue the Senior Statement to young people who:

- have met the requirements for the Queensland Certificate of Education, or
- are attending a school, and have banked at least one achievement in their Learning Account, and are enrolled at a school until the prescribed date at the end of Year 12, or
- have completed a pattern of study which makes them OP eligible.

## ■ QUEENSLAND CERTIFICATE OF EDUCATION (QCE)

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From 2006, students in Year Ten will work towards a new school qualification. It is the Queensland Certificate of Education (QCE). The first QCEs were awarded to eligible students in 2008.

- **Eligibility for a QCE**

To be eligible for a QCE, a student must be enrolled with a school and registered with the Queensland Studies Authority. For most students the QCE will be achieved over Years Eleven and Twelve. Others may not achieve it until after they finish Year Twelve.

The total amount of learning required is at least twenty credits. This reflects an amount of learning that could be reasonably achieved by most young people over a two-year, full-time program of study in the Senior Phase of Learning.

- **What is a credit?**

A credit is the minimum amount of learning at the set standard that can contribute to the QCE. A credit has two elements: an amount of learning and a set standard.

For example, a credit for a school subject is one semester (amount of learning) at Sound Achievement (set standard) or a credit for a certificate II qualification is 25% (amount of learning) of the competencies (set standard).

Some learning achievements will be recorded in the Learning Account but will not be a credit because they either do not have the required amount of learning or they do not meet the set standard.

For example, a Very Limited Achievement in a school subject does not meet the set standard to be a credit.

- **New laws**

The QCE complements the Governments "learning or earning" laws which mean everyone will be required to complete Year Ten at school and go on to complete a further two years of education and training.

- **For more information:**

- contact the College
- visit the QSA website at [www.qsa.qld.edu.au](http://www.qsa.qld.edu.au)
- visit the Careers Information Service at <http://cis.qsa.qld.edu.au>. Each Year Ten student has been provided with their LUI and password.
- visit the Department of Employment and Training at [www.det.qld.gov.au](http://www.det.qld.gov.au) for information about school-based apprenticeships and traineeships.

## ■ QUEENSLAND CERTIFICATE OF INDIVIDUAL ACHIEVEMENT (QCIA)

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This certificate confirms learning outcomes for special needs students on individualised learning programs.

## ■ VOCATIONAL EDUCATION AND TRAINING CERTIFICATE (VET Certificate)

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This certificate certifies competence in a course or qualification level.

## ■ TERTIARY ENTRANCE STATEMENT

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This statement is issued by the Queensland Studies Authority (QSA) but only to OP eligible students. It reports a student's OP in one of the 25 bands from 1, the highest, through to 25.

The statement also reports a student's Field Positions (FP's), which show achievement in up to five areas of skill and process, such as written expression and numeracy skills, from one, the highest, to ten, the lowest.

## ■ OVERALL POSITION - OP

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This is the most important of the four indicators. An OP is a number between 1 [highest] and 25 [lowest] which indicates how the student has achieved in his best five (5) equivalent Authority Subjects, studied over the four semesters of Years 11 and 12. A student's OP is the primary indicator used in tertiary study offers.

A student must study at least FIVE (5) Authority subjects to be eligible for an Overall Position.

## ■ FIELD POSITION - FP

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If a number of students, with the same OP, are vying for one remaining tertiary place in a particular course, Field Positions are used to place the most *appropriate* student to that university place. Field Positions are indicators of a student's achievement in certain, *specific* skill areas, according to the subjects studied by the student.

eg. Journalism Course - students who have studied subjects which require a significant amount of extended writing [Modern History, Legal Studies, SOR] would be more suited to the university place than a student who had studied Maths C and Physics. Field Positions are indicators of such areas of study and student strengths.

# Table of Subject Weights for Fields

Queensland Studies Authority, Queensland

Table of Subject Weights for Fields - Year 12, 2012

Name	Field A	Field B	Field C	Field D	Field E
English	5	3	1	NA	4
Japanese	1	5	1	NA	4
Modern History	5	4	2	NA	2
Geography	5	5	4	2	3
Economics	5	5	5	3	2
Legal Studies	5	5	3	NA	2
Mathematics A	1	2	5	5	1
Mathematics B	1	2	5	5	1
Mathematics C	1	2	5	5	1
Chemistry (2007)	4	3	5	5	3
Physics (2007)	4	3	5	5	3
Biology	4	3	5	3	3
Accounting	3	3	5	4	2
Information Technology Systems	4	3	5	3	4
Physical Education	4	3	3	2	5
Graphics	2	3	5	4	4
Study of Religion	5	4	2	NA	3
Information Processing & Technology	3	3	4	4	3
Drama	4	3	2	NA	5
Visual Art	3	2	2	NA	5
Music	3	2	2	2	5

## FIELD DESCRIPTIONS

A = FIELD A

Extended written expression involving complex analysis and synthesis of ideas

B = FIELD B

Short written communication involving reading comprehension and expression in English or a Foreign Language

C = FIELD C

Basic numeracy involving simple calculations and graphical and tabular interpretations

D = FIELD D

Solving complex problems involving mathematical symbols and abstractions

E = FIELD E

Substantial practical performance involving physical or creative arts or expressive skills

The complete table of all Authority Subjects is available from the QSA website on [http://www.qsa.qld.edu.au/downloads/senior/subject\\_weights\\_2012.pdf](http://www.qsa.qld.edu.au/downloads/senior/subject_weights_2012.pdf).

# Religious Studies Department

## Subjects

Study of Religion

Religion and Ethics

# Study of Religion

## Pre-Requisite

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A Sound Achievement in Year Ten English if students hope to maintain a reasonable standard and cope with the academic natures of the subject.

## Aims

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The Study of Religion at St Mary's College may be viewed as a number of inter-related activities designed to help students to understand:

- the purpose, meaning and significance of religion in the lives of individuals and communities
- and investigate patterns of belief, religious traditions and the ways in which these contribute to shaping and interpreting people's lives and experiences
- respect and appreciate the beliefs, attitudes and values of others while retaining one's own beliefs and values
- that religions are dynamic and living, not static, with transformative power for their adherents
- and value the study of world religions and the phenomena of religion, and evaluate critically religions and religious traditions

## General Objectives

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By completion of Year Twelve, students will be expected to provide evidence that they have achieved important objectives in the areas of knowledge and understanding, evaluative processes and research and communication.

Once the subject matter is identified and organised, consideration is given to the various steps to be taken by students to develop ability in accessing, processing and presenting information.

Aiming at helping students observe, describe and classify examples of religious phenomena suggests a particular sequence in the thinking process and therefore in the types of classroom activities used. Written and oral presentations demonstrate the effective use of language. This will include skill in the selection and sequencing of information, the accurate use of technical terms and the correct use of grammar, spelling, punctuation and layout.

Students are also given opportunities to exercise higher levels of cognitive activity such as analysing, synthesising and theory formation. Opportunities to make intelligent comparisons, pass informed judgements and reflect on their own and other people's assessment of the value of particular religious claims and practices are provided.

Year 11	
<b>Semester One</b> The Nature and Importance of Religion	<b>Semester Two</b> Religion, Values and Ethics
<b>Areas of Study</b> What is Religion? The state of Religion in Australia. World Religion in Australia.	<b>Areas of Study</b> Ethical frameworks and value systems Ethics in everyday life Ethics in Religious Traditions Contemporary ethical issues

Year 12	
<b>Semester Three</b> Ritual	<b>Semester Four</b> Ultimate Questions
<b>Areas of Study</b> Nature and Meaning of Ritual Rituals in World Religions Ritual, Symbols and Power Ritual shaping/expressing Australian identity	<b>Areas of Study</b> The idea of God, or Gods or the Divine. Beliefs about living, dying and eternity Questions of meaning, purpose and destiny Self Identity

**Assessment**

The evaluation of student achievement is carried out by means of continuous assessment. This is a process of ongoing selective updating of judgements. The responses of students to the learning experiences are an important feature of **formative assessment**, supplemented by the results from periodic, formal, common tests and other techniques.

These results form part of the profile of a student as the course proceeds through Years Eleven and Twelve. Exit assessment is therefore supported by information about achievement in the areas of content, skill and process objectives. This information is derived from the results of the **summative assessment** detailed in the school's work program.

All of the work for assessment in Year Eleven is formative and all the assessment in Year Twelve is summative. Exit levels of achievement are based on 5 items of assessment, which reflect a **balance of assessment instruments** and of course objectives.

# Religion and Ethics

## Aims

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This study area specification provides for a program of study at St Mary's College that aims to:

- Encourage students to recognise and reflect on the personal, relational and spiritual dimensions of human religious experience.
- Assist students to know and understand the influence that values, belief systems or religious traditions have on their own and other people's behaviour
- 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
- Encourage ethical attitudes and behaviours required for the effective participation in the community and to think critically, creatively and constructively about their future role in it
- Develop critical literacy skills to access, organise and analyse information and to communicate this information effectively to others through planning, cooperative team work and problem solving
- Develop positive attitudes and strategies for engaging in life-long learning as reflective learners

## Rationale

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This study area specification provides for a program of study that encourages students to explore and refine their personal values and life choices and ways in which these are related to their beliefs. It supports students in developing the capacity to learn from spoken, written and visual texts and other sources including their family, friends and fellow students. To be fully participative members of groups within contemporary society, students need to be able to search for meaning through the personal, relational and spiritual dimensions of religious and ethical experience in their own and others' lives. The study area specification in Religion and Ethics has been developed to assist students from various cultural, social, linguistic and economic backgrounds to learn and reflect on these things.

Year 11	
Semester One	Semester Two
<b>1. Religions of the World</b> <ul style="list-style-type: none"> <li>▪ Indigenous Australian Spirituality</li> <li>▪ Buddhism</li> <li>▪ Islam and</li> <li>▪ Judaism</li> </ul> <b>2. Social Justice</b>	<b>1 Good and Evil</b>  <b>2 Exploring the meaning of Life</b>

Year 12	
Semester Three	Semester Four
<b>1 Ethics and Morals</b>  <b>2 Gender and Spirituality</b>	<b>1. Origins, Purpose and Destiny</b>  <b>2. Ritual</b>

### Assessment

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Assessment is concerned with the extent to which students meet the objectives of

- Criterion 1: Knowledge and understanding,
- Criterion 2: Processing skills and
- Criterion 3: Communication skills as stated in this study area specification

Assessment of student achievement should not be seen as a separate entity, but as an integral part of the developmental learning process. Assessment of the criteria must reflect the learning experiences undertaken by the students during the program of study. A range of assessment techniques will need to be employed to gather assessment data for certification purposes.

Assessment in Year Eleven is formative. Formative assessment provides feedback to students, parents and teachers on students' achievements with a view to assisting students to improve their understanding and achievement.

Assessment in Year Twelve is summative. Summative assessment provides information on which levels of achievement are based, and how they contribute to the determination of exit levels of achievement.

# English Department

## Subjects

English

English Communication

# English

## Pre-Requisite

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At least a Sound Achievement in Junior English.

## Aims

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Senior English focuses on developing an understanding of how people use language to communicate, and how members of cultural groups use language to create a sense of identity and to promote particular views. Such an understanding leads to the empowerment and enrichment of individuals and ultimately to the enrichment of our community.

## Assessment

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Assessment is both continuous and rigorous in Year Eleven (formative) and Year Twelve (summative). Students need to be aware that considerable time and effort need to be consistently spent in planning, drafting, editing and proof reading assessment tasks, to improve and reinforce their cognitive processes and language skills.

Sixty percent of assessment items are written, which may include tasks such as reports, reflective commentaries, narratives and feature articles. The remainder of assessment tasks are spoken and may include a literary forum, tutorial presentation, analytical speech and interior monologue.

## Course Outline

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Studies in Senior English incorporate:

### Year 11

- Unit One - Representations of Australia
- Unit Two - Representations of Gender
- Unit Three - Representations of Youth

### Year 12

- Unit Four - Representations of the Past
- Unit Five - Representations of Heroes

## Note

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Students enrolling in Senior English should be independent and critical thinkers who are prepared to articulate ideas, read widely, take on challenging theories and work hard to achieve depth and detail in their written and oral expression.

# English Communication

## Aims

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English Communication caters for students in Years Eleven and Twelve who experience difficulty in "mainstream" English. It is also for the student who wishes to pursue a Vocational Course. The emphasis of the course is on students gaining confidence, achieving success and improving skills in the performance of a range of language tasks. The course is designed to improve students' potential for effective participation in fundamental life roles (related to work, personal and community life, leisure and recreation).

## Course Outline

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Studies in English Communication incorporate:

- Information/opinions on current community and national interest: e.g. newspapers, surveys, magazines, non-fictional prose.
- Enjoyment: film, television, radio, drama, prose fiction, biographies, song lyrics, poems.

## Assessment

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Assessment includes both written and oral pieces e.g. Writing Skills for Work i.e. Document Folio and Dossier of Job Data; a Film Report and Written Autobiography; a Product Launch and role play in realistic contexts.

# Mathematics Department

## Subjects

Mathematics A  
Mathematics B  
Mathematics C

Pre-Vocational Mathematics

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**Note:** Students may make the following choices:

Mathematics A  
*or*  
Mathematics B  
*or*  
Mathematics B and C  
*or*  
Pre-Vocational Mathematics

# Mathematics A

Mathematics is an integral part of a general education. It is important in making informed decisions on everyday issues such as:

- Choosing between loan repayment schedules or insurance plans
- Interpreting information in the media
- Reading maps or house plans
- Estimating quantities of materials

In Mathematics A, the skills needed to make decisions which affect students' everyday lives are provided. These skills are also called on in other subjects and provide a good general background for many areas of tertiary study. The study of Mathematics A will emphasise the development of positive attitudes towards a student's involvement in mathematics. This development is encouraged by an approach involving problem solving and applications, working systematically and logically, and communicating with and about mathematics.

## What Do Students Study?

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Mathematics A consists of core and elective topics.

Core topics are:

- Managing Money I and II - bank interest, credit cards, loans, taxation, budgeting, investments
- Elements of Applied Geometry - simple trigonometry, area and volume, latitude, longitude and time zones
- Linking Two and Three Dimensions - scale drawings and plans, estimation of quantities and costings
- Data Collection and Presentation - graphical and tabular presentations, simple methods for describing and summarising data
- Maps and Compasses Involving Either Navigation or Land Measurement - practical use of a variety of maps, compass bearings, orienteering, navigation and site plans
- Exploring and Understanding Data - summary statistics, simple probability, interpretation of reports in the media

Elective topics (from which two are chosen by the school) are Operations Research - Networks and Queuing or Linear Programming, Introduction to Models of Data and Maps and Compasses or an elective of the school's design.

## What Do Students Do?

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Students may participate in a wide range of activities such as:

- Designing a duplex based on council by law and regulations
- Investigating the efficient use of credit cards or the cost and upkeep of a swimming pool
- Designing a large car park or an optimum sprinkler system for a home garden
- Examining how statistics are used in the media, for example, in advertising or in weather reports
- Following an orienteering path and reading maps
- Managing/tracking a share portfolio
- Exploration of realistic budgets such as the cost of living in a shared unit

## How Are Students Assessed?

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Students will be assessed in a variety of ways. Students may be required to construct models, use computer software or graphics calculators, write reports, carry out investigations or give oral presentations on a prepared topic. Students will also undertake pen and paper tests.

## How Can Parents Help?

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Parents can help by offering encouragement and support and by providing a suitable learning environment. As the topics are predominantly life-related, parents can encourage students to discuss their work. Such discussion will assist the understanding of the topic and enables the student to draw on the personal experiences of family members.

The student can be expected to acquire a considerable degree of proficiency in a variety of skills, such as estimation, use of technology, application of formulae, table reading and arithmetic calculation through the study of Mathematics A. Like any skills, these need to be practised to be mastered. Students should be encouraged to practise and so maintain these skills.

# Mathematics B

## Pre-Requisite

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An A or B in Year Ten “B” level Mathematics.

## Why Study Mathematics B?

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Mathematics is an integral part of a general education. It underpins science and technology, most industry, trade and commerce, social and economic planning and communication systems and is an essential component for effective participation in a rapidly changing society.

In Mathematics B, mathematical skills are developed which form the basis for further study in mathematics. These skills are needed not only in the traditional careers of engineering or the physical sciences, but also as tools in fields as diverse as agriculture, food technology, geography, biology, economics and management. The modes of thinking developed in Mathematics B provide ways of modelling and problem solving in situations in order to explore, describe and understand the world’s social, biological and physical environment.

Mathematics B is designed to raise students’ competence in and confidence with the mathematics needed to make informed decisions to ensure scientific literacy and to function effectively in a technological skilled work force. Students are given the opportunity to appreciate and experience the dynamic nature of mathematics. They are encouraged to study the power of mathematics through problem solving and applications in life-related contexts.

## What Do Students Study?

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The course:

- Introduction to Functions - linear, trigonometric, periodic, power, exponential and logarithmic
- Rates of Change - instantaneous and average rates of change
- Periodic Functions and Applications - recognition of periodic functions, sketching, investigating shapes and relationships, general forms of periodic functions
- Exponential and Logarithmic Functions and Applications - exponential functions, logarithmic functions, the relationships between them, compound interest, annuities
- Optimisation Using Derivatives - differentiation as a tool in a range of situations which involve the optimisation of continuous functions
- Introduction To Integration - applications of integration
- Applied Statistical Analysis - types of variables and data, stem-and-leaf and box-and-whisker plots, probability, random sampling, discrete and continuous probability distributions, inference.

## What Do Students Do?

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Students will participate in a wide range of activities such as:

- Calculating the amount of simple interest generated over a given period using a graphing calculator or a suitable computer software package
- Discussing how instantaneous rates of change may be used to measure the sensitivity of the human body to various stimulants or sedatives
- Using computer software and graphing calculators in the investigation of optimal points and optimal values in life-related situations
- Discussing different sampling situations, possible difficulties and sources of bias

## How Are Students Assessed?

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Students will be assessed in a variety of ways. Students may be required to construct models, use computer software or graphing calculators, write assignments or research articles, carry out investigations or give oral presentations on a prepared topic, as well as undertaking pen and paper tests.

## How Can Parents Help?

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Parents can help by offering encouragement and support and by providing a suitable learning environment. Students will benefit greatly if they are encouraged and given opportunities to work together in peer groups, and to ask questions of teachers and others.

As the topic areas include much material that is life-related, parents can encourage students to discuss their work. Such discussion will help them understand the topic and will enable the student to draw on real-life activities of family members.

The student can be expected to acquire considerable proficiency in a variety of skills, such as estimation, use of a graphics calculator, application of formulae, table reading, arithmetic calculation and algebraic manipulation through the study of Mathematics B. Like any skills, these need to be practised to be mastered. Students should be encouraged to practise and so maintain these skills.

# Mathematics C

## Pre-Requisite

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An A or B in Year Ten 'B' level Mathematics units.

## Why Study Mathematics C?

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Mathematics is an integral part of a general education. It plays an important role in many developments and decisions made in industry, commerce, government policy and planning and has been central to nearly all-major scientific and technological advances.

In Mathematics C, students are given the opportunity to develop their full mathematical potential and extend the knowledge acquired in Mathematics B. They will be encouraged to recognise the dynamic nature of mathematics through problem solving and applications in life-related situations. Opportunities are provided for students to appreciate and experience the power of mathematics, and to see the role it plays as a tool in modelling and understanding many aspects of the world's environment.

The additional rigour and structure of the mathematics required in Mathematics C will equip students with valuable skills which will serve them in more general contexts and provide an excellent preparation for further study of mathematics and other tertiary courses, for example Engineering, Information Technology, Economics, Finance. Mathematics C is a highly desirable course for students who intend pursuing a career involving the study of mathematics at a tertiary level.

## What Do Students Study?

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The syllabus contains both Core and Option topics. A course of study in Mathematics C contains six topics and a minimum of two Option topics.

Core topics are:

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

Options topics (from which two are chosen by the school) are Linear programming, Conics, Dynamics, Introductions to number theory, Introductory modelling with probability, Advanced periodic and exponential functions or options of the school's design.

## What Do Students Do?

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Students will participate in a wide range of activities such as:

- Exploring the use of complex numbers in electric circuit theory, vibrating systems or aerofoil designs
- Investigating the application of matrices in economic models or game theory
- Predicting the most probable weather pattern by studying the changes of time or probabilities associated with weather conditions
- Comparing the forces used in locomotion, for example, walking, hopping, jogging, flight, bunjy-jumping and cycling
- Exploring the use of differential equations in carbon dating, radioactive decay, population growth and atmospheric conditions
- Study motion of objects in 2 and 3 dimensions as well as geometry in 3D as used in computer graphics

## How Are Students Assessed?

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Students will be assessed in a variety of ways. Students may be required to construct models, use computer software or graphing calculators, write assignments or research articles, carry out investigations or give oral presentations on a prepared topic, as well as undertaking pen and paper tests.

## How Can Parents Help?

---

Parents can help by offering encouragement and support and by providing a suitable learning environment. Students will benefit greatly if they are encouraged and given the opportunity to work together in peer groups, and to ask questions of teachers and others.

The student can be expected to acquire a considerable degree of proficiency in a variety of skills, such as estimation, use of a graphics calculator, application of formulae, table reading and algebraic manipulation through the study of Mathematics C. Like any skills, these need to be practiced to be mastered. Students should be encouraged to practise and so maintain these skills.

# Pre-Vocational Mathematics

## Pre-requisite

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This course is designed specifically for students who have not achieved a C in level 6 (Strand A Mathematics Year Ten).

## Why Study Pre-Vocational Mathematics?

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This subject:

- Prepares students for entry to some apprenticeships, traineeships and further study.
- Provides a strong vocational emphasis for learners who want to pursue a range of vocational employment and personal goals.
- Recognises numeracy needs go far beyond the world of employment - for survival, for pleasure, for informed citizenship.
- Seeks to broaden options for students in and after school and build the employability and numeracy skills necessary for work.

## What do students study?

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This course of study is comprised of five topics studied within contexts.

The five topics are:

- Mathematics for interpreting society: number
- Mathematics for interpreting society: data
- Mathematics for personal organisation: location and time
- Mathematics for practical purposes: measurement
- Mathematics for personal organisation: finance

The student will participate in a range of learning experiences for the purposes of interpreting society, personal organisation and practical purposes that may include activities such as:

- Personal budgeting
- Access to workplace environments
- Integrated activities that span several course elements
- Opportunities to consolidate understanding and concepts
- Assessment tasks that complement and reflect the learning experiences

## How are students assessed?

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Students will engage in assessment tasks designed to compliment and reflect the learning experiences.

The student may be required to produce folios, demonstrate practical competence, give oral presentations, carry out investigations and surveys as well as complete pen and paper tests.

## How can parents help?

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Parents can help by offering encouragement and support and by providing a suitable learning environment. Students will benefit greatly if they are encouraged and given the opportunity to work together in peer groups, and to ask questions of teachers and others.

The student can be expected to acquire a considerable degree of proficiency in a variety of skills, such as estimation, use of a calculator and presentation of information in a user-friendly manner.

# Science Department

## Subjects

Chemistry

Physics

Biological Science

Science In Practice

# Chemistry

## Pre-Requisite

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Sound achievement in both the Junior Science Core Unit and the Chemistry Elective Unit. In addition, students need to be mathematically competent.

## Course Outline

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Chemistry is the study of matter and its interactions. Because humans live in this material universe, Chemistry is central to understanding the phenomena of the reactions of matter. It therefore provides a link with other branches of natural science. Students should come to understand that no real distinction can be made between "chemicals" and matter.

Chemistry possesses a theoretical framework which allows new knowledge to be organised and related to other aspects of the discipline. The modern chemical approach seeks an understanding of natural phenomena - in the test tube, in the crust of the earth, or in living organisms and in terms of the events at the atomic and molecular level. The course should enable students to appreciate the power of this way of thinking and investigating. Chemistry remains a growing discipline, with exciting and unexpected developments on its frontiers. It is a discipline in which students may experience beauty at many levels, whether in comprehending the ordered structure of matter, or in what they see in their own experiments.

A knowledge of Chemistry can assist students in understanding and interpreting many experiences in their everyday surroundings, thus enriching their daily lives. Chemistry is intimately involved in extractive, refining and manufacturing industries which provide our food, clothing and many of the articles we use daily. These industries are important to our economy. Students should come to appreciate the impact of chemical knowledge and technology on their society.

The impact of human activities on our environment has not always been benign. Responsible decisions on possible future activities can be made, among other things, in the light of the fullest understanding of the chemical consequences of those activities. Problems have sometimes arisen in the past because of the limitations of our chemical understanding. The solutions to these problems will usually require the application of chemical knowledge. An understanding of Chemistry will assist students to participate as informed and responsible citizens in making decisions in which economic benefit and the quality of the environment are considered.

The Senior Chemistry course will provide a foundation for students who will proceed to tertiary level courses in science, engineering or health sciences. Students who study Biological Sciences with a view to pursuing a career in this area are especially recommended to select Chemistry.

# Physics

## Pre-Requisite

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Sound achievement in both the Junior Science Core Unit and the Physics Elective Unit. In addition, students need to be highly mathematically competent.

## Aims

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To study some of our attempts to understand the universe and the application of those attempts in investigating the fundamental laws of nature.

The course is designed to allow students to become proficient in:-

- Expressing natural laws in mathematical form.
- Safely using laboratory equipment and other resources.
- Making informed decisions about applying their knowledge as to the best method of solving problems.

## Course Outline

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Selected studies in measurement, motion, forces, energy, heat, electricity, magnetism, electromagnetism, wave motion, light and atomic physics.

Students who are considering tertiary studies in Engineering are strongly advised to choose this subject.

# Biological Science

## Pre-Requisite

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Sound achievement in the Junior Science Core Unit. Students would also be strongly advised to choose the Chemistry Elective.

## Aims

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Biology is the study of life in its many manifestations. It encompasses studies of the origin, development, diversity, functioning and evolution of living systems and the consequences of intervention in those systems.

Biology is characterised by a view of life as a unique phenomenon with fundamental unity. Living processes and systems have many interacting factors that make quantification and prediction difficult. An understanding of these processes and systems requires integration of many branches of knowledge.

The study of Biology provides students with opportunities to:

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

Participation in Biology enables students to engage in creative scientific thinking and to apply their knowledge in practical situations. The study of Biology will help students foresee the consequences of their own and society's activities on the living world. This will enable them to participate as informed and responsible citizens in decision-making processes, the outcomes of which will affect the living world now and in the future.

## Course Outline

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The major areas within Biological Science include: the diversity of living things, ecosystems, communities, outdoor studies, study of cells, physiology of plants and animals, reproduction, genetics and evolution.

Biological Science is a subject which is desirable for students who wish to pursue a career in areas such as Agricultural Science, Veterinary Science, Forestry, Sciences, Speech Therapy, Nursing, Medicine, Physiotherapy, Laboratory Techniques, Environmental Sciences, Occupational Therapy and Health Sciences. It is recommended that students who may wish to pursue a career in any of these areas should also choose to study Senior Chemistry.

# Science In Practice

## Pre-Requisite

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Nil.

## Aims

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This program aims to assist students who are not seeking an OP (Overall Position) an opportunity to develop scientific knowledge, skills, attitudes and values that are transferable to a range of work options and life plans. This includes:

- Scientific literacy and numeracy skills.
- A curiosity and interest for the world they live in and consequently a sense of responsibility for the stewardship of their local and global environments.
- An appreciation of the issues and impacts of science.
- Knowledge, practical skills and work related practices which require basic understanding of scientific processes.
- The ability to communicate effectively.
- A citizen with the information and skills to deal with a society undergoing rapid change due to innovations in Science and Technology.

## Course Outline

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The program will involve contexts such as:

- Science for the workplace
- Resources, energy and sustainability
- Health and lifestyles
- Environmental management
- Discovery and change

The Program is designed to engage students at a practical level that will be related to their lives and the world they live in. It will involve a number of Practical Projects, Assignments and Supervised Assessment that will mostly be covered in class time. It will accommodate the requirement of non-OP students to attend work experience in their 2 years of Senior Schooling.

# Study of Society & Environment Department

## Subjects

Modern History  
Geography  
Legal Studies  
Accounting

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*The Department of Study of Society and Environment (SOSE) offers a wide range of subjects in the Senior school. All subjects can contribute to an OP score eg. Geography, Legal Studies, Modern History and Accounting.*

*Why study a social science? In an ever changing world, where more and more careers are people-centred, it is important to be able to understand our society and become a responsible/informed citizen. Most of the social science subjects focus on developing a student's ability to reason and make valid decisions, a skill they will all need in order to be active citizens in the future.*

*In addition, students need to be concerned with developing a wide range of skills during their senior years of schooling. One of the most important skills a student can develop through study of a social science is their ability to write well - that is, clearly with structure, for a purpose and to the genre. With the bulk of assessment in SOSE subjects being written, students have ample opportunity to develop these skills.*

# Modern History

## Pre-Requisite

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A Sound Achievement in Junior English or better. Students must understand that the study of History involves the ability to write, read and understand complex language. Demanding and complex research tasks are undertaken by students as part of the assessment process.

## Why Choose Modern History?

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In everyday life, we ask meaningful questions.

- Which party should I vote for?
- Should I vote 'yes' or 'no'?
- Why are Australian soldiers serving in Iraq and Afghanistan?

Through studying history you will develop skills like the ability to, collect evidence, sift through it, analyse it and evaluate it.

Having the ability to do this will assist you to make intelligent and informed decisions in your own lives.

By looking at examples of situations and events throughout history you will learn the consequences of following particular policies and being led by charismatic and persuasive people.

The Modern History Program is specifically designed to appeal to boys. The three themes on which the course is based are **Conflict**, **Power** and **Hope**.

Some examples of topic are:

- Racism an Australian Perspective
- Australia's involvement in World War 2

# Geography

## Pre-Requisite

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A Sound Achievement in Year Ten English OR Year Ten SOSE subjects.

## Aims

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Geography is the study of space, place and people-environment relationships. Geography has a number of major objectives.

It is to enable students the opportunity to:

- increase their knowledge
- develop practical skills
- develop cognitive skills
- develop attitudes and feelings to people and the environment

Student will have to answer key questions such as 'what', 'where', 'how', 'why', 'what impact', and 'how ought'. All of these are encompassed in four themes of work.

### **Theme 1: Managing the Natural Environment**

This theme explores the relationships of people with the natural environment. Students will be introduced to natural hazards and to a study of catchment areas.

### **Theme 2: People and Development**

Students will be exploring the issue of global food production and consumption and to explore development issues within and between people from different regions and countries.

### **Theme 3: Social Environments**

This theme will introduce students to the study of urban and rural environments and to explore concepts of town and regional town planning.

### **Theme 4: Resources and Environment**

Students will be introduced to studies in environmental geography. These studies will focus on sustainable energy and investigate issues related to land use and resource management.

## Assessment

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Students are assessed on their knowledge, thinking processes, research skills and communication skills. This will be by means of practical exercises, field reports, essay tests, and examinations.

# Legal Studies

## Pre-Requisite

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A Sound Achievement or better in Junior English is recommended. Students must understand that the study of law involves the ability to write, read and understand complex language.

## Aims

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Legal Studies is useful to everyone, not only the students who want a career in law. The course is designed to teach students valuable life skills. It will make them better informed citizens able to better understand the many areas in which the law relates to their every day living. For example:

- How laws are made
- How Law and Politics are inter-related. Why it is important who you vote for.
- Litigation and Related Issues
- Family Law
- Renting and Buying
- Consumer Law

The course also deals with contemporary issues like Native Title, Euthanasia and Drugs in Sport to name just a few.

Real life experiences are the starting point in this course. The course is not merely content driven. There are many scenarios where there is simply no right or wrong answer. If anything, the course is skills driven, with the ultimate aim of developing the thinking skills in young adults who will be more informed and able to address many of the issues they will face in today's society.

## Assessment

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A selection of various types of assessment instruments, including short answer tests, essays, assignments, practical exercises and problem solving will evaluate students' abilities with regard to the exit criteria of the course.

# Accounting

## Introduction

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Students who wish to complete tertiary studies in Business or Commerce are strongly advised to study Senior Accounting. The first semester Accounting subjects within each of these tertiary courses are heavily based on the concepts taught in Senior Accounting.

In 2004, a revised and updated Accounting syllabus was introduced to Year Eleven students. New and interesting topics which have been incorporated into the course include - Electronic Business, Personal Financing and Investing, and Accounting for GST.

## Pre-requisite

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Successful completion of Junior Commerce Units is recommended but not mandatory.

## Why Study Accounting?

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Completion of this course should enable students to participate more effectively and responsibly in a changing business environment.

The skills and attitudes gained in this course will prepare students for a variety of entry points to employment, in employee and employer roles, as well as preparing them for continuing study at tertiary level.

Students are provided with opportunities to develop skills in managing financial resources that they can apply in the business environment and also on a personal level.

The changing processes of accounting are recognised, especially with respect to the development and use of new **technologies**. Students will use information and communication technologies to enable them to apply the accounting process in business, their daily lives and as members of society.

## What is Studied?

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During the course, students will study -

- Principles of double entry accounting
- Preparation of accounting records and reports
- Accounting for GST
- Use of information and communication technologies, accounting packages and spreadsheets
- Control of the major financial elements of a business - cash, credit, inventories and non current assets
- Analysis and interpretation of financial reports in order to make decisions
- Electronic business
- Personal financing and investing

**The accounting procedures taught are consistent  
with the practices of professional bodies.**

## How Do Students Benefit?

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The study of Accounting is of benefit to students because it -

- Provides a foundation in the discipline of accounting
- Promotes the development of numeracy, effective communication skills and logical reasoning processes
- Introduces students to relevant information and communication technologies
- Enables students to participate more effectively and responsibly in a changing business environment
- Provides information useful to individuals in the management of personal financial affairs
- Assists students to appreciate the necessity for accuracy and the presentation of high-quality work
- Prepares students for further education, training and employment

## How are students assessed?

---

The school uses a range of assessment techniques to determine student achievement of the exit criteria and standards of the course.

The criteria are -

- Knowledge, interpretation and evaluation
- Routine practical procedures
- Challenging practical procedures

Assessment techniques used include objective/short-answer response items, extended response items, practical application items (including computer accounting), responses to stimulus materials and limited research and assignment work.

## How do students learn?

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The learning experiences involved in Accounting reflect the active and practical nature of the course. Students are involved in a range of learning activities to achieve the aims and objectives of the subject. Together with many of the more traditional teaching and learning activities, students may be involved in activities which include analysing and evaluating case studies, using computers and the internet, collecting and interpreting newspaper and magazine articles, listening to guest speakers, using audio-visual materials, analysing statistics and excursions to suitable venues.

# Human Movement Department

## Subjects

Physical Education

Recreational Studies B

# Physical Education

## Pre-Requisite

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- A Sound Achievement in Junior Physical Education elective(s) would be an advantage.
- A Sound Achievement in Junior English is recommended.

## Aims

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Physical Education involves students as intelligent performers, learning in, about and through physical activity. Intelligent performance involves rational and creative thought at a high level of cognitive functioning. This involves students as decision makers engaged in the active construction of meaning through the processing of information related to their personal experience and the study of physical activity.

Students will be involved in learning experiences in, about and through physical activities that comprise a complete process of learning, simultaneously covering the general objectives of Acquiring, Applying and Evaluating.

Physical Education aims to allow students to become physically educated by focusing on the study of physical activity in its varying contexts in Australian society. Through engagement with and in physical activity students become self-directed, interdependent and independent learners.

## Program Overview

### Course Overview

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Students study four (4) physical activities over the two (2) year course with equal time and emphasis given to each physical activity. The four (4) physical activities studied as part of Senior Physical Education are:

- **Volleyball**
- **Touch Football**
- **Aerobics**
- **Futsal**

Active participation in the physical activities is supplemented by integrated assessment instruments that draw on subject matter from three (3) focus areas:

- **Learning Physical Skills (Skill Acquisition)**
- **Processes and Effects of Training and Exercise (Energy Systems, Testing Protocols, Training Principles, Training Programs)**
- **Sport, Physical Activity and Exercise in the context of Australian society (Marketing, Patterns of Participation, Globalisation)**

The table below shows the full two (2) year course:

*Physical Education - Senior Curriculum*

Year	Unit 1	Unit 2	Unit 3	Unit 4
11	<b>Theory - Skill Acquisition (A) - Spiking Performance</b> <b>Physical Activity - Volleyball</b>	<b>Theory - Energy Systems (B) - Effect of Playing Position</b> <b>Physical Activity - Touch</b>	<b>Theory - Marketing (C) - Exam Essay</b> <b>Physical Activity - Futsal</b>	<b>Theory - Training Principles (B) - Training Program</b> <b>Physical Activity - Aerobics</b>
Year	Unit 5	Unit 6	Unit 7	Unit 8
12	<b>Theory - Skill Acquisition (A) - Training Session Evaluation</b> <b>Physical Activity - Volleyball</b>	<b>Theory - Patterns of Participation / Globalisation (C) - Exam Essay</b> <b>Physical Activity - Futsal</b>	<b>Theory - Energy Systems (B) - Alactic Agility Tests</b> <b>Physical Activity - Touch</b>	<b>Theory - Training Principles (B) - Training Program</b> <b>Physical Activity - Aerobics</b>

### Assessment

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A wide range of assessment techniques are used to determine the Exit Level of Achievement at the end of Year 12. Students are assessed on their physical performance in the four (4) selected physical activities, and different genres, such as video presentations, research reports, scientific reports and exam essays, are used to assess the students' depth of understanding in the written component of the course. Students are assessed using task specific criteria that reflect the standards associated with exit outlined in the syllabus document. These criteria are:

- **Acquire** - the students' abilities to retrieve and comprehend information and reproduce learned physical responses.
- **Apply** - the students' abilities to apply acquired information and learned physical responses.
- **Evaluate** - the students' abilities to use information and understandings previously gained in Acquiring and Applying to make decisions, reach conclusions, solve problems and justify solutions and actions.

### Learning Experiences

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In Physical Education, students will have access to various forms of multimedia tools to assist their development in the practical area and construction of written responses. Students will collect video evidence of physical performance to self analyse and construct video presentations using video-editing software. Students will also be utilising Dartfish, a motion analysis software tool, to self-analyse performance in the practical areas and assist with performance analysis in assignment tasks.

In Physical Education, the written component of the course is integrated with the physical activity, and thus, students will spend the majority of learning experiences within the practical environment. As a significant portion of the Physical Education program is practically based (i.e. participating in physical activity), students will be expected to bring the college sports uniform to each lesson (unless otherwise instructed by the teacher).

# Recreational Studies B

## Pre-Requisites

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- A Sound Achievement in Junior Physical Education elective(s) would be an advantage (but is not essential).

## Aims

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Through its focus on the study of recreation activities, Senior Recreation Studies aims to allow students to acquire knowledge, skills, abilities, attitudes and values in, about and through recreation activities. Students are actively engaged in various recreational activities that are played within society both at a competitive and non-competitive level. Integrated within the physical activity contexts are written component that examine concepts from within the recreation industry. Units focusing on physical testing, nutrition, training principles, senior first aid, competition organisation, development planning, risk management and training programs will challenge the students and provide an opportunity to develop skills and knowledge that would be vital if pursuing employment or involvement within the recreation industry.

## Course Overview

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Students study eight (8) physical activities over the two (2) year course with equal time and emphasis given to each physical activity. The eight (8) physical activities studied as part of Senior Recreation Studies are:

### Year 11

- Flag Gridiron
- Volleyball
- Touch Football
- Lifesaving

### Year 12

- Basketball
- Rugby League
- Resistance Training
- Lawn Bowls

Active participation in the physical activities is supplemented by integrated assessment instruments that draw on subject matter from four (4) study areas:

- **Recreation, you and the community** – examining the effects of recreation on individuals and communities.
- **Physical activity and healthy lifestyle** – investigating the role of physical activity in maintaining good health.
- **Safety, risk awareness and health concerns** – evaluating strategies to promote health and safety.
- **Interpersonal and group dynamics** – investigating personal and interpersonal skills to achieve goals.

The table below shows the full two (2) year course:

*Recreation Studies - Senior Curriculum*

Year	Unit 1	Unit 2	Unit 3	Unit 4
11	Theory - Physical Testing + Position Suitability Physical Activity - Flag Gridiron	Theory - Nutrition Physical Activity - Volleyball	Theory - Training Principles Physical Activity - Touch	Theory - Senior First Aid Physical Activity - Lifesaving (Pool)
Year	Unit 5	Unit 6	Unit 7	Unit 8
12	Theory - Competition Organisation Physical Activity - Basketball	Theory - Development Planning Physical Activity - Rugby League & Physical Development	Theory - Training Programs Physical Activity - Resistance Training	Theory - CPR Refresher Physical Activity - Lawn Bowls

### Assessment

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A wide range of assessment techniques are used to determine the Exit Level of Achievement at the end of Year 12. Students are assessed on their physical performance in the selected summative physical activities, plus the selected summative written tasks (comprised of genres such as video presentations, written reports, practical examinations and short response exams). Students are assessed using task specific criteria that reflect the standards associated with exit outlined in the syllabus document. These criteria are:

- Acquire
- Apply
- Evaluate

### Learning Experiences

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In Recreation Studies, the written component of the course is integrated with the physical activity, and thus, students will spend the majority of learning experiences within the practical environment. As a significant portion of the Recreation Studies program is practically based (i.e. participating in physical activity), students will be expected to bring the college sports uniform to each lesson (unless otherwise instructed by the teacher).

# Applied Design & Technology Department

## Subjects

Senior Graphics  
Industrial Graphics Studies (IGS)

Certificate I - Engineering  
Certificate I - Furnishing

Industrial Technology Studies (ITS)  
Building and Construction Studies (BCS)

# Senior Graphics

## Pre-Requisite

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It is recommended that students have done Junior Graphics in Years Nine and Ten, and reached a competent level in BOARD and CAD drawings.

## Graphics

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The subject you are considering forms a very important part of everyday life. Ever since people first communicated with one another they have had cause to use symbols in the forms of drawings and diagrams, from cave man paintings to today's wide and highly advanced forms of graphical communication. Today there are few activities people engage in, which do not depend on graphics to some extent. Graphics is to do with people - people doing things, people communicating. Students should consider doing graphics if the following occupation examples are of interest:

- Town Planning
- Civil Engineering
- Bridge Design
- Road Design
- High Rise Design
- Textile Technician
- Sales Manager
- Automotive Design
- Architecture
- Graphic Designer
- Builder
- Interior Designer
- Teacher
- Business Marketing
- Computer Aided Design/Drafting
- Surveying
- Naval Architect
- Shipwright
- Jeweller

A levy applies to this course. In 2011 the anticipated levy is \$30.

## Course Outline

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Graphics provides learning experiences in 2D and 3D graphical communication. The course of study deals with elements and principles of graphical communication and elements of presentation.

## Contextual Units

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Contextual units have been designed to integrate, expand upon and apply the elements and principles of 2D and 3D graphical communication in situations that are as close to industry practice as possible in school delivery situations.

### Contextual Units

<b>Production Graphics</b> Typical Industry <ul style="list-style-type: none"><li>• Homewares</li><li>• Machinery</li><li>• Commerical</li><li>• Transport</li><li>• Communication</li></ul>		<b>Business Graphics</b> Typical Industry <ul style="list-style-type: none"><li>• Corporate Identity</li><li>• Signage</li><li>• Marketing/Advertising</li><li>• Packaging</li></ul>		<b>Built Environment</b> Typical Industry <ul style="list-style-type: none"><li>• Residential</li><li>• Commerical</li><li>• Civil</li></ul>
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## Assessment

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During the course you could be assessed using the following:

- Formal tests
- Class work
- Research assignment

# Industrial Graphics Studies (IGS)

## Pre-Requisite

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Nil

## Course Outline

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Industrial Graphics Studies comprises of the following Key Elements:

- Introduction to the design and drafting industry
- Basic design concepts
- Drawing interpretation and production - manual drafting / freehand sketching
- Identification and interpretation - drafting standards and conventions
- 2D drawing production using computer aided design and drafting systems
- 3D drawing production using computer aided design and drafting systems

A levy applies to this course. In 2011 the anticipated levy is \$30.

## Rationale

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This course aims to help students to communicate effectively, problem solve and express one's ideas and have them understood using Graphical communication. A student does not need to pursue a technical career to benefit from his or her ability to produce or read technical drawings.

Industrial Graphics Studies aims to provide students with a general knowledge and appreciation of materials, equipment, processes and procedures that can be built upon to keep pace with changing technologies.

Students doing Certificate Courses, those wanting to do a trade and those considering working in the manufacturing industry should consider studying Industrial Graphics Studies.

Study in this subject is designed to allow students to develop basic manual and computer drafting skills suitable for practical applications in today's society.

Because of the basic structure of this course, study in this subject is considered suitable for students with varying ability levels who would like to study graphics and have limited or no previous study in this area. Those students who have obtained higher than a "C" during Year Ten Graphics are encouraged to complete Board Graphics during Years Eleven and Twelve.

## Assessment

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Each area will be assessed separately, with assessment techniques that are relevant to the subject matter of the area. A typical semester would be made up of the following:

- Classwork
- Assignments / Projects
- Tests

# Certificate 1 Courses

## Certificate 1 in Engineering Certificate 1 in Furnishing

The above courses will each be studied for a duration of two years. Each course consists of a number of classwork projects (completed over the two years) and associated theory.

### Subject Selection

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Students are encouraged to select subjects in accordance to their areas of interest when leaving school. To this end, students should consider the various occupations / trades to which the different Certificates lead.

School Based Apprenticeship (SBA) students: Students doing a SBA in these certificates are to choose other subjects to balance their education.

### Certification

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Certificate courses (if completed) will appear on the Senior Statement. Students who do not complete the Certificate will have successful competencies recorded on their Senior Statement. Certificate courses are competency based and are assessed Competent or Not Yet Competent. Therefore, no level of achievement will appear on the Senior Statement for Certificate courses. All Certificates / competencies are recognised nationally.

Both Certificate 1 courses lead onto higher level qualifications eg. Certificate IV Diploma Level.

**Note:** - Certificate courses are dependant on the school being able to provide suitably qualified staff. In the event a staff member leaves and a qualified replacement teacher is not available, students will need to select another subject. Credit will be given for competencies already achieved.

# Certificate I in Engineering

## MEM10105

### Pre-requisite

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MT IV Recommended

The following occupations/trades are some of the areas students could consider if wanting to select Certificate 1 Engineering:

- Plumbing
- Automotive Tradesperson
- Electrical and Electronics Tradesperson
- Engineering Production Process Worker
- Fitter
- General Fabrication Engineering Person
- Mechanical Engineer
- Motor Mechanic
- Panel Beater
- Refrigeration and Air-conditioning Mechanics
- Aircraft Maintenance Engineering / Tradesperson
- Musical Instrument
- Vehicle Painter / Cleaner / Trimmer

A levy applies to this course. In 2011 the anticipated levy is \$160 per year.

### Certificate 1 in Engineering - MEM10105

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The Certificate 1 Engineering qualification will be used predominantly by students seeking to enter or just entering the workforce. Applications may include a variety of employment related skills including preparatory access and participation skills, broad-based induction skills and/or specific workplace skills. They may also include participation in a team or work group.

### Mandatory Units

Unit Code	Unit Title
MEM13014A	Apply principles of occupational health and safety in the work environment
MEM14004A	Plan to undertake a routine task
MEM15024A	Apply quality procedures
MEM16007A	Work with others in a manufacturing, engineering or related environment

## Specialisation Units

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Specialisation units from this list to the value of 24 points, including any pre-requisites.

Unit Code	Unit Title	Points	Pre-requisites
MEM05004C	Perform routine oxy acetylene welding	2	
MEM05005B	Carry out mechanical cutting	2	MEM12023A MEM18001C
MEM05007C	Perform manual heating and thermal cutting	2	
MEM05012C	Perform routine manual metal arc welding	2	
MEM07032B	Use workshop machines for basic operations	2	MEM18001C
MEM12023A	Perform engineering measurements	5	
MEM12024A	Perform computations	3	
MEM18002B	Use power tools/hand held operations	2	
MEM18001C	Use hand tools	2	
MEM05006B	Perform brazing and/or silver soldering	2	

# Certificate I in Furnishing

## LMF10108

### Pre-requisite

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A semester of a Wood Technology subject is recommended.

Students who are considering a career within the following occupations/trades could consider Certificate I - Furnishing:

- Cabinet making
- Wood machining
- Furniture Finishing
- Upholstery
- Mattress and Base making
- Glass and Glazing
- Picture Framing
- Soft Furnishing
- Interior decorating
- Flooring and Floor covering
- Piano Tuning and Repair
- Musical instrument making and repair
- Blinds and awnings
- Coopering
- Security screens and Grills
- Cane and Wickerworking
- Stained Glass and Lead Lighting
- Certificate IV in Furnishing Technology
- Diploma of Furnishing Technology
- Advanced Diploma of Furnishing Technology

A levy applies to this course. In 2011 the anticipated levy is \$180 per year.

### LMF10108 Certificate 1 in Furnishing

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LMF10108 Certificate 1 in Furnishing is a nationally recognised qualification. This certificate applies to all furnishing sectors and has been developed as an induction certificate leading into a Certificate 11 in Furnishing. Certificate 1 in Furnishing has been identified as an appropriate Vocational Educational Training Program in schools.

To achieve this qualification, students must achieve competency in all of the following six (6) units of work

Code	Description	Pre-requisites
LMFCR0001B	Follow safe working policies and practices	Nil
LMFCR0002B	Communicate in the workplace	Nil
LMFCR0003B	Carry out measurements and calculations	Nil
LMFCR0004B	Work effectively with other	Nil
LMFFM1001B	Construct a basic timber furnishing product	Nil
LMFFM2002B	Assemble furnishing components	Nil

# Industrial Technology Studies (ITS)

## Pre-Requisite

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Nil

This course offers students the opportunity to develop work, life and/or leisure skills integrating the study area core of manufacturing, safety and technological processes within the selected units of study.

The flexibility of this course is intended to allow students to gain some knowledge and skills in a number of different industry areas, rather than focus on one area.

The course is structured so students do 12 months of wood based projects and 12 months of metal based projects.

The course aims to:

- Provide students with a general knowledge and appreciation of material, equipment processes and work methods.
- To help students think critically and purposefully about their material environment.
- To equip students with broadly based practical skills that can be further developed, directed or transferred to other technical situations.
- To help students appreciate the importance of good communication and co-operation with team members in the work situation.
- To promote the development of safety awareness and working practices as applied to all situations - workshop, home, sporting, cultural and the liabilities and responsibilities associated with these.
- To develop students' technical vocabulary.
- To provide students with opportunities to achieve in a wide range of vocational competencies.
- To develop attitudes appropriate to students' participation in society.
- To foster personal development, self-reliance and a sense of personal worth.

## Course Outline

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ITS offers students the chance to develop skills in both metal and wood production. The course concentrates on practical skills with associated theory, and is suited to students who want to learn / improve their practical skills. ITS is not a Certificate course and as such does not have Competencies embedded. ITS will be listed on the Senior Statement and students will receive a Level of Achievement only for the subject eg. a HA.

A levy applies to this course. In 2011 the anticipated levy is \$180 per year.

## Assessment

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Assessment may include practical projects, multi-choice and short answer tests, oral and written tests, research assignments and field reports.

There are three criteria from which a student's level of achievement is derived. They are:

- Knowledge and Understanding
- Practical Application
- Applied Processes

# Building and Construction Studies (BCS)

## Assessment

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WT IV - recommended

Students who are considering an occupation in the following occupations / trades could consider Building and Construction Studies.

- |                   |                  |
|-------------------|------------------|
| - Joinery         | - Bricklaying    |
| - Plumbing        | - Civil Engineer |
| - Plant Operation | - Shop Fitting   |
| - Concreting      | - Stone Masonry  |
| - Architecture    | - Tiler          |
| - Roofing         | - Electrician    |
| - Carpentry       | - Surveying      |
| - Painter         | - Plasterer      |

A levy applies to this course. In 2011 the anticipated levy is \$180 per year.

**NOTE:** Students doing a SBA in the building industry could choose Building and Construction Studies as a good supplement to their studies.

## Structure of Building and Construction Studies

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This course of study in Building and Construction comprises:

- The mandatory study area core unit of work, integrated throughout the course of study
- Studies developed from the four Key Elements listed below

This course is about basic skills in the building and construction industry.

### Key Elements

- Introduction to the building & construction industry
- Safety in the construction workplace
- Drawing, interpretation and site set-out
- Selection and application of hand and power tools
- Selection of materials and construction applications
- Fabrication and assembly of construction-based projects

## Assessment

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Assessment may include practical projects, multi-choice and short answer tests, oral and written tests, research assignments and field reports.

There are three criteria from which a student's level of achievement is derived. They are:

- Knowledge and Understanding
- Practical Application
- Applied Processes

# Creative Arts Department

## Subjects

Music  
Visual Art  
Drama

Visual Art Studies (non-OP)

# Music

St Mary's College believes **all boys** have the capacity to enjoy and make music! Music is an academic and fun subject where all boys can achieve success.

## Pre-Requisite

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### Recommendation:

- Having completed at least one Junior Music unit *and/or*
- Experience in instrumental / vocal studies

## Music is Special

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Virtually every person every day experiences music. Every culture in the world includes music in some form: for ceremony, relaxation, communication, celebration and enjoyment.

Music offers many unique qualities:

- Music provides a unique means of communication and expression through sound.
- Music provides a context for the understanding and transmission of beliefs and values.
- Music has its own body of knowledge and skills.
- Music functions as a means of entertaining, celebrating, relaxing and expressing.
- Music brings joy and satisfaction, fosters creative expression, challenges thinking and stimulates imagination.
- Music learning contributes to intellectual and cognitive growth through the development of skills, techniques and processes.
- Music learning contributes to social and personal growth.
- Music engages all aspects of a person: cognitive, emotional, sensory, physical and spiritual.
- Music is an abstract, creative medium which allows for unique individual expression.

Recent research illustrates how learning music can help students improve in other academic and social areas of their lives.

- Improved reasoning capacity and problem solving skills
- Improve maths and language performance
- Better memory
- Greater social and team skills

## Extra-Curricular Music

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While encouraged, participation in the extra-curricular music program is not required to study classroom music.

Boys can become a part of the extra-curricular music program at any time of their schooling and are encouraged to do so. The college offers Private Instrumental Lessons for secondary boys.

For information on how to become involved in the extra-curricular music program, please contact the Head of Department.

## Course Outline

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The senior music course is currently under review and may differ slightly in the future. The current course outline is as follows:

Unit	Description
Concert	A performance based unit; prepare and perform in a concert
Film & Games	Studying film and computer-game music; create a soundtrack
Songs	Studying various styles of vocal music; research a favourite
Australian Music	Studying many Australian groups, styles and industry identity
Jazz Music	Studying some of the many Jazz styles; write 'The Blues'
Keynote Address	Choose any area of interest to you: research and present to class

## Assessment

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Students will complete formal assessment in three equal dimensions. The focus for each assessment task is taken from the unit being studied.

Analysing Repertoire	Composing	Performing
Evaluating music by deconstructing repertoire and determining the manipulation of musical elements and compositional devices.	Composing and arranging in a variety of styles and genres for vocal and instrumental ensembles.	Performing a variety of styles and genres of music in large and small ensembles.

# Visual Art

## Pre-Requisite

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None specifically, however, previous study of art in Years 9 and 10 is recommended.

## Aims

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A course of study developed from this syllabus aims to promote critical, cultural and aesthetic understandings through participation in the processes of the visual art experience. Art encourages students to:

- make, appraise and display artworks, with confidence and individuality
- recognise and respect the personal aesthetic of others
- affirm and value the contributions of visual artists, designers and craftspeople, and engage with Australian art including Indigenous Australian, Asian and international references
- define and solve problems with the flexibility to negotiate and creatively consider a variety of solutions and processes
- examine and affirm personal and community perspectives relating to past and present, social, cultural, spiritual, economic, political, environmental and vocational contexts
- be inclusive and appreciative of multiple perspectives and philosophies and the meanings of artworks
- explore, appreciate and embrace contemporary visual arts practices and emerging technologies
- develop social and personal skills that promote confidence, working independently and with others in groups and communities
- create informed, active and sustained engagement with, and enjoyment of, the visual arts.

## Course Outline

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The Senior Visual Art course is organised into eight units that span the four semesters of the two-year course. Each unit is organised around a concept and the focus is determined according to the year of study being undertaken, i.e. Year Eleven focuses are specified or negotiated - Year Twelve focuses are student-selected. The students make folios which develop from being observation based, to purposeful and conceptual pieces.

## Assessment

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A body of work consists of individual student responses to making and appraising tasks. It shows a student's progress as he integrates the components of the course (concept, focus, context, media area(s) and visual language and expression). In creating a body of work, students develop their ideas over time, exploring and experimenting with concept, focus, contexts and media area/s. The body of work comes to represent a coherent journey which may attempt divergent paths but eventually moves towards resolution.

### Year 11 (Formative)

Year 11 is the foundation year for further study in Year 12. The course of study focuses on diversification, a variety of learning experiences that explore the breadth of the course components. Diversification of experiences allows students to encounter different options for responding in making and appraising.

### **Year 12 (Summative)**

In Year 12 the course focuses on specialisation, students are provided with a framework to guide students as they decide on their own path and select or narrow their options for expression.

By the end of the course, students resolve two bodies of work that are significantly different in terms of either concept and/or focus.

# Drama

Drama is one of the world's greatest art forms and a way for human beings to understand themselves and others. Whether in the theatre, cinemas or from television, we spend hours each year experiencing drama.

Drama explores and celebrates the human presence in different worlds, both real and imagined. It connects students to their own creative processes and provides opportunities for them to explore beliefs, feelings, behaviours and relationships across diverse situations. Drama provides students with a range of skills transferable to a variety of vocational and future pathways. It promotes active participation and engagement with the traditions, rituals and ceremony of performance, theatre and mediated drama.

## Pre-Requisites

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While prior knowledge or experience is not required, students will benefit from having studied Junior Drama.

## Course Outline

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The following is an outline of the Senior Drama course.

### Year 11

- Realism
- Australian Drama
- Physical Theatre
- Comedy and Tragedy

### Year 12

- Absurdism
- Contemporary Theatre
- Political Theatre
- Student Choice

## Assessment

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Students will be assessed across the three objectives of Forming, Presenting and Responding through both written and practical assessment instruments.

## Excursions

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Students studying Senior Drama are expected (where possible) to attend excursions to live performances.

# Visual Art Studies

## Pre-Requisites

---

None specifically, however, previous study of art in Years 9 and 10 is recommended.

## Aims

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Students should:

- create and make art works for particular purposes
- value themselves as artists through emerging self-worth and self-confidence
- operate in one or more of the practitioners' roles (maker, performer/presenter, technician, manager)
- develop knowledge about particular arts, aesthetic codes and symbolic languages in a range of contexts
- understand the contribution practitioners make in communicating social and cultural practices and personal experience
- develop knowledge about, and be able to apply relevant workplace health and safety practices
- build practical skills and techniques that may lead to further engagement in the arts – industry, education, or leisure
- reflect on their art making and how purposes are communicated
- gain enjoyment and satisfaction through artistic expression
- appreciate the importance of a positive approach to working with others in an ethical manner
- increase their confidence and skills to work independently
- acquire suitable strategies that will help them function effectively in the workplace

## Course Outline

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The aim of this course is to encourage students to work towards becoming artist-practitioners. A practitioner is one who has many roles; is skilled, an expert, trained and professional; is a creator of possibilities who reflects on practice in the expressing of art works. A practitioner, then, is one who aims for excellence.

## Assessment

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All assessment has three interdependent aspects: *exploring*, *knowing* and *expressing*.

*Exploring* refers to investigating processes and skills to communicate purposes through art works while working independently and/or in a group. Purposes could range from the creative to the functional.

*Knowing* refers to being able to recall processes, essential terminology and safe practices associated with art making in the chosen arts area(s).

*Expressing* refers to demonstrating the practical aspects of art making while completing or working towards the completion of art works, working independently and/or in a group, within specified timeframes.

Students are assessed in these interdependent aspects in all their art making.

# Information Technology Department

## Subjects

Information Processing & Technology [IPT]  
Information Technology Systems [ITS]

Information & Communications Technology [ICT]

# Information Processing & Technology [IPT]

## Overview

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Essentially, IPT is about solving problems by using computer technology. Students learn through practice to apply the stages of the system development cycle (Design/Develop/Evaluate) to a variety of tasks.

## Topics Covered in IPT

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- Social and ethical issues
- Human-computer interaction
- Information and intelligent systems
- Software and system engineering

## Pre-Requisite

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High Achievement or better in a range of Junior Information Technology Subjects, including the programming units (eg. IT671) and a High Achievement or better in English.

## Aims

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- Promote an awareness and understanding of the theory, practices and effects of information technology.
- Foster and develop inquiring minds and intellectual skills that will help students to think critically and purposefully about the use of information processing techniques and associated technology.
- Equip students with problem solving skills which can be carried through into various facets of their lives.
- Encourage students to propose and reflect upon possible future uses of information processing and technology.

## Course Outline

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Semester	Topic	Assessment
Semester 1	Expert Systems	Minor Project Exam
	Computer Systems	Exam
	Social and Ethical Implications of Computing	Essay
Semester 2	Algorithms and Programming	Major Project Exam
	Social And Ethical Implications of Computing	Essay Oral
Semester 3	Information Systems	Minor Project Exam - Theory & Practical
	Social and Ethical Implications of Computing	Essay
Semester 4	Information Systems	Major Project
	Artificial Intelligence - Robotics	Minor Project

# Information Technology Systems [ITS]

## Overview

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Information Technology Systems (ITS) is a practical discipline that helps prepare students to meet the frequent and rapid change in the area of information technology (IT), and to be responsive to emerging technologies and trends. IT involves the use of technologies that allow people to manipulate and share information in its various forms (text, graphics, sound, animation and video), and the range of technological devices that perform these functions.

## Topics Covered

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The topics delivered within ITS will be based around a **Multimedia** context. The topics are as follows:

- Graphic Design
- Copyright
- Multimedia Concepts I
- Animation
- Multimedia Concepts II
- Web Design I
- Web Design II
- Web Development
- Video Production Concepts
- Multimedia Production

## Pre-Requisite

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Sound Achievement or better in Junior Computing Subjects and English.

## Aims

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The ITS course provides students with the knowledge, skills, processes and understandings of the systems that support IT. These IT systems include those that support the development of information (documents or websites), and those that support technology.

The course develops a fluency in IT that is more comprehensive than IT literacy alone. Fluency with IT allows students to focus their studies through:

- complex problem solving
- emphasising management skills (for detailed projects)
- working individually and in teams
- communicating effectively
- developing productive relationships with clients
- considering the social and ethical issues related to their studies

## How do students learn?

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The project-based nature of the course encourages students to engage in a wide variety of practical learning experiences. These might include:

- designing, implementing, testing, evaluating and writing documentation for information systems and other computer programs
- participating in class discussions, role-plays, dilemmas and scenarios
- designing, developing and evaluating software or hardware to meet client requirements
- developing websites

## Course Overview

	Topic	Assessment
Year 11 Semester One	Graphic Design with Adobe Photoshop CS4	Minor Project
	Copyright	Short Written Task
	Multimedia Concepts I: <ul style="list-style-type: none"> <li>✓ Making Multimedia</li> <li>✓ Multimedia Skills</li> <li>✓ Sound</li> <li>✓ Text</li> <li>✓ Hardware</li> </ul>	Examination
Year 11 Semester Two	Animation with Adobe Flash CS4	Minor Project
	Multimedia Concepts II: <ul style="list-style-type: none"> <li>✓ Making Multimedia</li> <li>✓ Basic Software Tools</li> <li>✓ Media Authoring Tools</li> </ul>	Short Written Task
	Web Design I	Examination
Year 12 Semester Three	Web Design II	Extended Written Task Examination
	Web Development	Major Project
Year 12 Semester Four	Video Production Concepts	Extended Written Task Practical Task
	Multimedia Production	Minor Project

### How are students assessed?

Each senior secondary school has its own procedures for the assessment of student work and the reporting of student achievement. The assessment program will include a variety of assessment techniques that are integrated with the learning experiences. On exit from the course, each student will be awarded an achievement level, based on the fullest and latest information about student achievement of the exit criteria and standards of the course.

The criteria are: *Familiar Application*, *Problem Solving* and *Communication*.

Documentation of project development is a key assessment technique in ITS. Other assessment techniques used will include written tasks involving short and extended written responses, practical exercises and examinations.

# Information & Communications Technology [ICT]

## Overview

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Information & Communications Technology is a course designed to give students a solid knowledge of a variety of software packages. In studying this course, students are helped to cope with computing demands of the real world.

## Pre-Requisite

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Sound Achievement or better in a range of Junior Computing Subjects and English.

## Assessment

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Assessment in ICT is a combination of:

- Class tasks
- Small projects
- Short answer exams
- Practical exams

## Aims

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- Enable students to interact with computers with confidence.
- Enable students to develop useful computing skills and the associated knowledge, understanding, attitudes, decision-making skills and problem-solving skills.
- Enable students to acquire the judgement and discipline to use computers responsibly to gather, store, retrieve, use and communicate information.
- Encourage students to appreciate effective, efficient and creative use of computing power.
- Develop in students the imagination to apply computing power in appropriate and novel ways.

Units of work include:

Semester	Topic
Semester 1	Document Production for the Business Environment
	Managing Data using Excel
Semester 2	2D Game Creation
	3D Game Creation
Semester 3	Animation using Flash, Fireworks
	Website Development (HTML)
Semester 4	Website Development continued (Dreamweaver)
	Digital Imaging (Extended)

# Languages Other Than English Department

Subject

Japanese

# Japanese

## Pre-Requisite

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Students require a good understanding of the work covered in the middle years of schooling and a genuine interest in learning a foreign language is a definite advantage. A Very High Achievement or High Achievement in Year Ten Japanese is the recommended pre-requisite.

## Aims

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Year Eleven and Twelve Japanese is a challenging four semester course designed to further develop students' reading, writing, listening and speaking skills. The aim of the course is to prepare the students for tertiary studies in Japanese, as many students are now able to combine their other University studies such as Commerce, Science, Law and Architecture with a language degree in order to further enhance their career opportunities. Those interested in hospitality are also encouraged to continue their language studies to Year Twelve. Both the University of Queensland and Griffith University are offering two (2) bonus points towards a student's entry rank for passing an approved language other than English.

## Course Outline

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The course encompasses four broad themes: family and community; leisure, recreation and human creativity; school and post-school options; and social issues. An inquiry-based approach will be used to enhance students' communicative abilities and intercultural language learning is a special focus. Students are expected to encounter and use a wide range of both literary and non-literary text types eg. short stories, poetry, role-plays, interviews, diaries, web pages and audio podcasts. By the end of the course students will be able to read and write Japanese script, including approximately 300 kanji. They will be expected to comprehend a native speaker, talking at moderate speed on familiar topics. Students are eligible to participate in the Study Tour of Japan, held every two years to further enhance their communication skills.

## Assessment

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Assessment will be continuous throughout the two-year course of study and the four macro skills - listening, reading, speaking and writing - will have equal status. Where possible, native speakers are used for listening and speaking assessment tasks.



# St Mary's College Toowoomba

*Providing Quality Catholic Education for Boys Since 1899*