

Developing character, inspiring hope



Saint Stephen's College
Credentials Programme

**ACADEMIC COURSE &
PATHWAYS INFORMATION
HANDBOOK**

Year 11 in 2012 and Year 12 in 2013

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This booklet has been produced to assist you in making informed choices of subjects offered in Years 11 and 12 at Saint Stephen's College. This information is also available on the College website.

QUEENSLAND CERTIFICATE OF EDUCATION (QCE)

The QCE is Queensland's Senior Schooling qualification and is awarded to eligible students at the end of the senior phase of learning. The qualification confirms the achievement of young people achieving a significant amount of learning at an agreed standard, including literacy and numeracy. At the end of Year 12, you will be issued with a Senior Statement from the Queensland Studies Authority (QSA), recording all your learning achievements which have been banked in your Learning Account. The QCE recognises a broad range of learning that caters to the diverse needs and aspirations of all young people.

This broad range offers flexibility but also requires specified standards of achievement. Having a set amount of learning and a set standard lets you know what you have to aspire to, and it lets the community know what is expected to attain the QCE. The QCE sends a clear message that it represents successful achievements in a significant amount of learning, and so provides you with a more valued passport to further education, training and employment.

A Broad Range of Learning

The QCE complements other education and training reforms. Learning achievements that count towards the certificate are from vocational education and training, university, workplaces and the community. This means that at Saint Stephen's College, we are able to design personal pathways that meet the diverse needs of our students, and that it meets your interests, abilities and stage in academic development.

The Quality Criteria

The quality criteria ensures that learning achievements from courses contributing to the QCE are of sufficient size, standing and depth and facilitate the transition from school to the next phase of learning and training.

Credit

Credit describes the basic unit of learning and denotes the minimum amount of learning that can contribute to the certificate. The concept of credit allows the total amount of learning required to be specified – that is, at least **20 credit points**.

There are four (4) types of courses: core, preparatory, enrichment and advanced courses. At least 12 credits are gained from completed courses of study from the core courses, up to four credits are gained from preparatory and up to eight credit points from enrichment and advanced. The set standards for literacy and numeracy must also be met. See table on next page for details.

QCE Credit Table

CORE	Credit	PREPARATORY	Credit	ENRICHMENT	Credit	ADVANCED	Credit
Authority or Authority-Registered subject (that is Semesters 1,2,3 & 4)	4	VET Certificate 1 (maximum of two can count)	2	A recognised certificate or award in areas such as music, dance, drama, sport and community development	1	A one-semester university subject achieved while at school *	2
Senior External examination	4	An employment skills development program (only one can count)	2			A two-semester university subject achieved at school *	4
VET Certificate II (including school-based Traineeships)	4	A re-engagement program (only one can count)	2	A negotiated workplace community or self-directed learning project	1	Competencies in a diploma or advanced diploma over at least one semester * (for its equivalent)	up to 8
VET Certificate III-IV (including school-based Traineeships)	up to 8			Structured workplace of community learning	1		
School-based Apprenticeships	up to 4			Authority extension subject	2		
Tailored training program	4						
International learning program	4						
MINIMUM OF 12 CREDITS		MAXIMUM OF 6 CREDITS		MAXIMUM OF 8 CREDITS		MAXIMUM OF 8 CREDITS	

SUBJECT TYPES

Authority Subjects

These subjects, approved by the Queensland Studies Authority (QSA), are offered state-wide in Queensland secondary schools and colleges. The QSA prescribes a syllabus for each of these subjects and schools are required to write work programs for them, which are reviewed and accredited by the Authority. Achievements in these subjects are recorded on the Senior Certificate and are used in the calculation of OP and Selection Ranks.

- A student who does not achieve a Sound Achievement in an equivalent Year 10 subject is likely to find related Authority subjects in Years 11 and 12 difficult.
- Your Overall Position (OP) is dependent on how well you achieve in your subjects (for more detail about OP calculations, see Appendix A). You need to choose subjects in which you have the most chance of doing well.
- Some Authority Subjects may be taken in Year 11 without prior study of similar subjects in Year 10. It would be very difficult; however, to attempt subjects such as Mathematics B, Mathematics C, Chemistry, Physics, Music and Foreign Languages without successful background study in related Year 10 subjects.

Study Area Specifications (SAS) also called Authority-Registered Subjects (Rank Subject)

- Authority-Registered Subjects are those devised from Study Area Specifications (SAS) developed by the school in the form of a study plan which is accredited by the Authority. Achievements in these subjects are recorded on the Senior Statement. They are not used in the calculation of an OP but may be used in the calculation of a Selection Rank. Authority Registered Subjects/SAS emphasise practical skills and knowledge relevant to specific industries. Subjects at Saint Stephen's College that are Authority-registered are English Communication and Pre-Vocational Mathematics.

Vocational Education and Training (VET)

- Student achievement in accredited vocational education modules is based on industry-endorsed competency standards and is recorded on the Senior Statement. The modules are recognised within the Australian Quality Training Framework (AQTF), and this may give advanced standing towards and/or credit on entry into higher level courses at TAFE institutes and other Registered Training Organisations (RTOs).
- Students who successfully complete higher level Certificate courses (level 3 and above) may wish to apply to QTAC to have their qualifications added to their application. This allows them to receive recognition for the Certificate in the form of a separate Rank score which may then be used to apply for entry into tertiary courses.

Other Important Points

- If you choose subjects because of interest that makes you ineligible for an OP, you are still able to gain entry to tertiary courses on the basis of a Selection Rank. A Selection Rank score can only be used in Queensland.
- **PLEASE NOTE** that all subjects undertaken in Years 11 and 12 for the duration of one semester (two terms) must be recorded with QSA. The level of achievement attained at the time of exit from the subject will be recorded on the Senior Statement.

Pre-Requisites for University and College Courses

All Year 10 students will be issued with the QTAC booklet 'Tertiary Pre-requisites 2014'. This is a summary of selection criteria for entry to Universities, TAFE Qld and Colleges. Prerequisite subjects for courses to be offered at the respective universities in 2014 are listed in this booklet. However, the following general points should be noted.

1. Each institution has its own list of pre-requisite subjects which may differ between institutions for similar courses.
2. English is a pre-requisite for almost all Tertiary Courses.
3. Mathematics and Science subjects are most commonly listed as pre-requisites; however, a variety of other subjects are also mentioned.
4. While some subjects are not listed as pre-requisites, progress at University will be significantly less demanding if they have been studied in Years 11 and 12.
5. QUT has an 'Assumed Knowledge' scheme which replaces formal subject pre-requisites for course entry. Students who do not have the 'assumed level of knowledge' are not prevented from receiving an offer, but may encounter difficulty with their studies. QUT recommends such students should undertake bridging or preparation work to acquire the assumed knowledge.

Some subjects offered at Saint Stephen's College have pre-requisites of their own. Please take careful note of the pre-requisites for particular subjects.

School-based Apprenticeships and Traineeships (SATs)

SATs allow students who are generally in Years 11 and 12 to undertake a combination of school and paid employment while working towards completing a nationally recognised qualification. This pathway also provides valuable points towards the QCE and is available to students in either the Rank or OP Pathways. Any student interested in undertaking a SATs pathway must seek further information from the Career's Advisor.

Apprenticeships and Traineeships are a legally binding formal agreement that combine on and off the job learning requirements. A training Contract is completed by all parties including the student, a parent or legal guardian if the student is under 18 years of age, and the employer. When you sign this contract you are agreeing to its terms and conditions. All Apprenticeships and Traineeships come with a probation period which should be used wisely. It is a legal requirement to be signed by an Australian Apprenticeship Centre representative.

Be prepared to ask for help

If you and your parents are still uncertain about the combination of subjects you have chosen, check again with some of the many people available to help you – teachers, Heads of Departments, Career's Advisor, Heads of Year or the Director of Studies. Do not be afraid to seek their assistance. They are all prepared to help.

A SUMMARY OF PATHWAYS

This booklet has been produced to assist you with senior pathway planning and to help you make informed subject choices for the final two years of your secondary education at Saint Stephen's College.

Students Aim to Achieve:

- the Queensland Certificate of Education (QCE);
- a Senior Statement listing all learning achievements in the Learning Account.

Plus **one or both** of the following options:

- a Tertiary Entrance Statement indicating Overall Position Rank (OP) and Field Position Rank (FP);
- a Vocational Education Qualification.

OP Eligible or Not OP Eligible

Many students studying Years 11 and 12 at Saint Stephen's College will be 'OP eligible'; however, it may be more appropriate for some students to follow an alternative pathway and be OP ineligible.

Minimum Requirements

To be eligible for an OP (Overall Position) rank, a student must:

- complete a minimum of at least 20 Semester Units of 'Authority Subjects' (you are credited with one semester unit of each subject per semester).
- take a minimum of three 'Authority Subjects' for four complete semester units.
- sit for the Queensland Core Skills (QCS) Test.

There will be **some** opportunity for students to change subjects. **Too many changes** of subject will cause a student to become '**ineligible**' for an OP.

STUDY LOAD

Students who undertake traineeships, apprenticeships or certificate courses through the College will operate on a reduced academic load, and may be OP ineligible. These students may still qualify to receive a Queensland Certificate of Education.

Most subjects offered at Saint Stephen's College in Years 11 and 12 are Authority Subjects certificated by the Queensland Studies Authority (QSA). Results in these subjects are used as the basis for the Overall Position (OP) and appear on the Senior Certificate.

The Senior Statement will record:

- the name of each subject that you have studied in Years 11 or 12 for at least one semester;
- the exit Level of Achievement (LOA) for that subject;
- the semester units completed in that subject.

All students (excluding traineeships) in Years 11 and 12 are expected to study a **full academic load** of **six (6)** subjects. English, English for ESL Learners or English Communication is compulsory, as is Mathematics A, B or Pre-Vocational Mathematics.

For the commencement of 2012, students entering Year 11 will select four (4) other subjects, plus three (3) reserves from the list of subjects on the following page.

Progression to Years 11 and 12

Students who select to study Authority Subjects and remain OP eligible need to be equipped with the basic knowledge and skills to cope with an 'academic' course. General guidelines indicate that a genuine student who has not achieved at a sound level at the end of Year 10 Mathematics and English and/or across all subjects will have difficulty coping with the demands of Years 11 and 12 and as such could be asked to repeat Year 10. If the repeat attempt is unsuccessful, the student will not be allowed to progress to the normal Years 11 and 12 matriculation programme at the College.

It is also important to realise that even capable students who have performed poorly in Year 10, whether through lack of motivation or other difficulties, could have missed out on basic groundwork in some subject areas and might also find it difficult to maintain a sound assessment record in Years 11 and 12. In addition, there are implications regarding the awarding of a Queensland Certificate of Education at the completion of Year 12.

Line Structure

Please note that the College will not be able to provide for every possible combination of electives from our suite of offerings; however, the College undertakes to develop a line structure that best suits the needs and desires of its clientele (within timetabling constraints).

The 'line structure' depends on 'subject preferences' identified by students in Stage One.

Subject to sufficient numbers enrolling for the courses, the following subjects will be offered in Years 11 and 12 (2012-2013).

- Accounting
- Ancient History
- Biological Science
- Chemistry
- Drama
- Economics
- English
- English Communication (Authority-Registered)
- English Extension - Literature
- English for ESL Learners
- English as a Second Language (*International students only*)
- External Languages (*Native Speakers only*)
- Film, Television and New Media
- Geography
- Graphics
- Information Processing and Technology
- Japanese
- Legal Studies
- Mathematics A
- Mathematics B
- Mathematics C
- Pre-Vocational Mathematics (Authority-Registered)
- Modern History
- Music
- Music Extension (Composition/Musicology/Performance)
- Physical Education
- Physics
- Spanish
- Visual Art

ADVICE ON CHOOSING SUBJECTS AND PATHWAYS

It is important to choose senior subjects carefully as your decisions may affect not only the pathways you can follow later, but also your success and feelings about school in general. Even though there are many factors to consider, choosing your course of study can be made easier if you go about the task calmly and logically.

The SET Planning process is designed to assist with your decision making.

Overall Plan

As an overall plan, you are advised to choose subjects:

- you enjoy;
- in which you have demonstrated some ability or aptitude;
- will help you reach your chosen course and career;
- will develop skills, knowledge and attitudes useful throughout your life.

These are quite general points, so it is wise to look in more detail at the guidelines outlined below.

Guidelines

It is very helpful, if you have a few career choices in mind before choosing subjects. If you are uncertain about this at present, seek help in trying to choose a course that will keep several career options open to you. Consult the College Career's Advisor in the first instance for the latest information on school pathways (traineeships, apprenticeships and certificate courses), the range of career paths available, tertiary entrance requirements, and any specific career guidance.

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

- do not select certain subjects simply because someone has told you that they help get you good results and give you a better chance of getting into University;
- try not to be influenced by suggestions that you will not like a particular subject, because a friend/brother/sister disliked it when they studied it;
- do not try subjects that are too difficult for you, as a Sound Level of Achievement in subjects offered at the College is a requirement for attaining the **Queensland Certificate of Education** at the end of Year 12;
- if you are considering TAFE, traineeships or other pathways, you may operate on a lighter subject load. Consider selecting subjects that compliment your skills. Ensure you meet the literacy and numeracy components of the QCE are satisfied by selecting an English and Mathematics subject.

If you are interested in tertiary study there are some points that you will need to consider carefully. Students aiming to maximise their chances of tertiary entrance are strongly advised to follow these steps:

- (i) Select all pre-requisite subjects for preferred courses.
- (ii) Check to see if you will qualify for the Field Positions which may be used in the selection of the final places in the tertiary courses in which you are interested. (**Note:** Many students will be selected for courses without the need for Field Positions to be considered).

Be Prepared to Ask for Help

Even after following these suggestions, if you and your parents are a little confused or uncertain about your pathway or the combination of subjects you have chosen, it is wise at this stage to check again with the many people around to talk to – teachers, subject coordinators, Heads of Department, Head of Year, Career's Advisor, Director of Studies or the Headmaster. Don't be afraid or too shy to seek their assistance, they are prepared to help you.

What is the SET Plan?

The Senior Education and Training (SET) Plan is a confidential document that you develop in consultation with your parents/carers and the College.

A SET Plan is designed to map your individual learning pathway through the senior phase of learning (Years 10, 11 and 12).

The SET Plan:

- includes flexible and coordinated pathway options;
- assists you in examining learning options across education, training and employment sectors;
- helps you make decisions about learning pathways;
- helps you communicate with personnel from the College about learning pathways.

In Year 10 you will develop a Senior Education and Training (SET) Plan. The SET Plan helps you structure your learning around your abilities, interests and ambitions.

It will map out what, where and how you will study during your senior phase of learning. The SET Plan needs to be agreed to by you, your parents or carers, and the College. It will be started during your classes and you regularly review the SET Plan in Years 11 and 12 to monitor progress.

Stages of SET Planning

The SET Plan can be viewed as an action plan that documents goals for the future.

The Set Plan process involves four (4) key stages:

- Stage 1:** Thinking about the Future
- Stage 2:** Exploring Options
- Stage 3:** Documenting the Plan
- Stage 4:** Implementing the Plan

Stages 1 and 2: Thinking about the Future and Exploring Options

These stages are undertaken in the context of Careers classes, where you think about where you are now and consider options of where you want to go.

You are encouraged to:

- recognise what learning has been completed;
- set goals;
- manage time;
- recognise personal strengths and attributes;
- identify interests and ideals.

You are made aware of and encouraged to investigate:

- a variety of occupations and careers;
- education and training requirements including subject selection;
- a range of learning options in their senior phase of learning;
- pre-requisite subjects for Tertiary studies;
- opportunities to pursue Certificate courses, Diploma courses, traineeships and apprenticeships;
- structured workplace experiences for Week One Term Three of Year 10.

Stage 3: Documenting the Plan

The documenting will begin in Careers classes and you will be encouraged to seek parent assistance at home. This stage will be completed in Year 10 by you, the College and your parents, through a SET Plan Interview during Term Three.

Where to Start?

Before the Plan is documented, it is suggested that you look at your past achievements and then use the information in discussions about future learning pathways.

For example, encourage thinking around and write down:

Achievements so far, including:

- College results;
- qualifications, e.g. first aid certificates, music examinations, sports awards;
- workplace learning (paid and unpaid);
- participation in arts, clubs and sporting activities;
- community service;
- individual skills and abilities.

Then:

- use the information gathered as the basis for discussion on learning pathways;
- identify areas where you could use more information or support;
- seek information from different avenues, not just from the College;
- investigate job requirements including skills and attributes valued by employers;
- write down life and career goals;
- determine how to reach these goals;
- don't limit your options for the future.

SET Plan Interviews

SET Plan Interviews will be conducted the Careers Advisor and Head of Year 10. Parents will be notified of interview dates and venues during Term Three.

Stage 4: Implementing the Plan

This stage occurs during your senior phase of learning. It relates to the Plan being implemented and monitored.

It is important to remember that it is acceptable for you to change your SET Plan, e.g. if you change goals or discover more appropriate learning pathways.

The College will support you to monitor and adapt the Plan. Different strategies may be used including:

- review sessions with the Director of Studies or Career's Advisor;
- personal interviews;
- requested meetings.

These SET Plans are designed not to limit opportunities, but to provide a means for promoting discussion on career pathways so that you make informed decisions and keep options open.

How Can Parents Help?

- attend parent/teacher/student interviews and SET Plan interviews;
- refer to SET plan and identified goals regularly and reflect on progress;
- communicate regularly with College teaching staff;
- assist your child in investigating careers options;
- support students in working towards SET Plan goals.

Resources and Contacts

Further information can be obtained from the Queensland Studies Authority (QSA) website www.qsa.qld.edu.au

Head of Year 10, Iain Taylor
itaylor@ssc.qld.edu.au

Career's Advisor, David Bear
dbear@ssc.qld.edu.au

Director of Studies, Sherrie Cuthbert
scuthbert@ssc.qld.edu.au

PATHWAY PLANNING AND THE SUBJECT SELECTION PROCESS

1. Students will complete and return a **SET Plan** and **Subject Preference form** (listing English, English for ESL Learners or English Communication and EIGHT (8) other subjects in order of preference, including Mathematics A, Mathematics B or Prevocational Mathematics. Forms are to be returned to **the Director of Studies via Hayley McGregor by Thursday 25 August 2011**. Forms can be returned in person, by fax 5573 8695 or via email hmcgregor@ssc.qld.edu.au.
2. A '**line structure**' will be finalised by the Director of Studies as soon as practicable.
3. Students will then be allocated to subjects according to preferences and advised in writing about initial allocations.
4. The few students (if any) whose preferences are not completely satisfied by the 'line structure' will be interviewed by the Director of Studies, and in consultation with the student and their parents, '**Subject Selections**' will be made consistent with the 'line structure'.
5. Subject selections for **new enrolments** will be made according to the 'line structure' (subject to class size constraints).
6. In the light of final Year 10 results (late November), the Director of Studies will review subject allocations for all students continuing into Year 11. Students who do not meet pre-requisites for enrolment into specific subjects will need to reselect subjects. Where appropriate, changes to subject allocation will be negotiated with students and their parents/guardians.
7. Class lists will be finalised in December.

ACCOUNTING

Pre-requisites

Students who have studied Business Technology electives in Years 9 and 10 may have some *advantage* in the first semester; however, it is not a requirement.

Overview

This course is designed to provide a foundation in the discipline of Accounting and to prepare students for further education, training and employment.

Accounting is an information system which provides financial and other information for making and evaluating decisions in the development and maintenance of the financial control of business organisations.

This course promotes the development of numeracy, effective communication and logical reasoning (including analysis and interpretation, problem solving and decision making) in an accounting context, using computer programs where appropriate.

Completion of this course should enable students to participate more effectively and responsibly in a changing business environment, and will also provide information which is useful to individuals in the management of their personal financial affairs.

Course Aims

At the conclusion of this course, students should have developed:

- knowledge of the nature and purpose of accounting;
- knowledge and technical skills of accounting required to record, process, understand, analyse, interpret and communicate financial data and other information to interested parties for decision making;
- awareness of the role of technology in accounting and an ability to apply appropriate technology;
- mastery of communication skills used in the discipline of accounting;
- ability to use rational, objective and critical methods when examining accounting information and making decisions;
- ability to apply accounting knowledge and skills to a variety of situations;
- continuing interest in accounting and business related issues;
- awareness of social, ethical and professional responsibilities in accounting.

Learning Experiences

The course is organised under five areas of study:

- Core Studies
- Recording and Controls
- Reporting and Decision Making
- Accounting Package
- Elective Studies

During the course, students will study:

- principles of double-entry accounting;
- preparation of accounting records and reports to indicate financial performance, financial position, cash flow and budgeted cash position;
- accounting for the GST;
- use of information and communication technologies relevant to the preparation of accounting records and reports - accounting packages and spreadsheets;
- control of the major financial elements of a business - cash, credit transactions, inventories and non-current assets;
- analysis and interpretation of reports in order to make decisions;
- managerial decision making including cost-volume-profit analysis;
- electronic business;
- elective topics, which may include understanding company reports, and personal financing and investing;

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

Assessment

A variety of techniques will be used to assess overall achievement, amongst these are:

- Short Response items – defining, short answer
- Extended Response time – structured
- Practical Application – computer work
- Response to Stimulus material – case studies, reports
- Supervised Assignments – class time
- Research Assignment – projects

Possible Careers

- Accountant
- Actuary
- Auditor
- Auctioneer
- Business Executive
- Chartered Secretary
- Economist
- Tax Consultant
- Insurance Clerk

ANCIENT HISTORY

Pre-requisites

It is **recommended** but not compulsory that students have achieved a Sound Level of Achievement in Year 10 Humanities.

Why study Ancient History?

'A man without History is a child forever'.

The Senior Ancient History course aims to give the student an active interest in the civilisations of the past by providing some insight into the beliefs, attitudes, customs and ways of life of ancient peoples, as well as their political, economic and cultural history. It provides students with an understanding of the origins of their own cultural heritage, which enables them to appreciate more fully their own time.

The course provides a comprehensive picture of a number of civilisations and covers a wide range of human experiences. Emphasis is placed on the fact that Ancient History is still an evolving subject which uses scientific research and technology to reinterpret existing material. The course attempts to foster an understanding of the part which the past has played in creating the contemporary world. Ancient History is an interesting and challenging subject with scope for pursuing areas of interest to the individual. Ancient History is particularly relevant to students who seek careers in art and design, media and public relations, law, education, travel, drama, government, librarianship, architecture, fine arts, archaeology and museum work. The skills developed in Ancient History have a wide application and are essential foundations for many careers and courses.

Course Overview

Funerary Practices

- Egyptian Mummification
- Death pit at Ur

Pharaonic Power in Egypt

- The Amarna Revolution of Akhenaton

Archaeology

- Pompeii, Knossos, Mummies

Changing practices in Society & Government in the Greek world.

- Minoan and Mycenaean culture
- Development of Democracy in Greece
- The 'greatness' of Alexander

Roman Political Structures

- The Principate of Augustus

Ancient Personalities

- Significant individuals from the ancient world, as catalyst for change

Arts

- Indigenous Australian Painting
- Art and Architecture - East v West

Ancient History students develop the skills of inquiry and the ability to present information and conclusions in both written and oral form with accuracy, clarity and coherence. Emphasis is given to developing the skills and processes necessary for analytical thinking and the interpretation of material as well as the skills of investigation and making judgements based on evidence which may be applied to everyday life.

Learning Experiences

The focus of Ancient History is on having students doing and developing those processes and skills which are integral to the process of historical inquiry.

This will involve students in:

- investigating evidence from primary and secondary sources;
- reading, recording and interpreting information from sources i.e. texts, library books, ideas, and websites;
- framing questions for investigation, formulating hypotheses, researching relevant sources, making judgments about the issue under investigation and expressing those judgements in written/oral form;
- interacting with the teacher and others through questioning and discussions.

A good Ancient History student is one who has a genuine interest in the past and enjoys reading and research.

Assessment

Student performance will be measured through a variety of forms which may include:

- Objective and Short Answer examinations.
- Response to Stimulus examinations.
- Written Research Tasks (Essay/Report).
- Multi-modal Presentations (seminars and tutorials, debate, dramatic presentations, creation of a video).
- Extended Response (essay) to Historical Evidence (prepared and unseen topics).

Students will complete a maximum of three (3) assessment tasks per semester. History involves extensive reading and note-taking; and evidence is gathered from many sources (newspapers, electronic media, text books, computer programs, kits, magazines, interviews). To ensure personal success in this subject, it is necessary that the student is a competent reader and has developed good language skills.

Possible Careers

- Diplomat
- Teacher
- Archaeologist
- Historian
- Writer
- Museum Curator
- Archivist
- Librarian
- Tour Guide
- Foreign Affairs Officer
- Solicitor

BIOLOGICAL SCIENCE

Pre-requisites

It is *recommended* that students should have achieved at least a Sound Level of Achievement in Year 10 Science.

Overview

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, and 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.

The subject provides opportunities for the development of the key competencies in contexts that arise naturally from the subject matter.

Course Aims

Biology provides learning experiences which will further develop in students:

- a knowledge and understanding of the living world;
- the capacity to identify, gather, manipulate and process information in the context of scientific endeavours including field investigations;
- the capacity to communicate effectively in various formats on biological issues;
- an appreciation of the complexity and beauty of biological phenomena;
- a recognition that Australian ecosystems have unique characteristics;
- an appreciation that each type of organism, including *Homo sapiens*, occupies a unique position in the biosphere;
- a sense of responsibility for the stewardship of the local and global environment;
- an ability to apply biological understanding, skills and reasoning to present-day and emerging issues.

Learning Experiences

The study of Biology provides students the opportunities to develop the following key competencies:

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

Assessment

The major operating principle is 'continuous assessment'. The process of continuous assessment provides the framework in which all the other five principles of balance, mandatory aspects of the syllabus, significant aspects of the course, selective updating, and fullest and latest information exist and operate.

Biology identifies three (3) assessment categories:

- Extended Response Tasks (ERT) e.g. written assignments and oral presentations
- Written Tasks (WT) e.g. supervised assessments such as examinations
- Extended Experimental Investigations (EEI)

Possible Careers

- Veterinary Scientist
- Forest Ranger
- Soil and Water Conservationist
- Microbiologist
- Pharmacologist
- Zoologist
- General Practitioner
- Radiographer
- Bacteriologist
- Marine Biologist
- Genetic Engineer

CHEMISTRY

Pre-requisites

It is *recommended* that students should have achieved a High Level of Achievement in Year 10 Science.

Overview

The study of Chemistry engages students and teachers in an exciting and dynamic investigation of the material universe. Matter and its interactions - from supernovae to chromosomes, space age alloys to fashion fabrics, lifesaving medicines to cosmetics – are the essence of Chemistry. An understanding of concepts and models coupled with scientific procedures and intellectual processes allows Chemistry to facilitate human survival through use of the planet's limited resources. Where traditional science boundaries are becoming blurred, Chemistry is a unifying feature of the majority of scientific undertakings.

Chemistry enables cognitive links to be made between the macroscopic properties of the world in which we live and the sub-microscopic particles and forces that account for those properties. Chemistry, therefore, has an explanatory power, which enables humans to make sense of the physical world and a predictive power, which enables them to harness its resources.

The need to interact with and explore matter is common to all human cultures. The history of our existence on this planet is marked by such interaction - from the Bronze and Iron Ages, fireworks and gunpowder, the gold rushes in Australia and other countries, through the nuclear age to the current information and technology age.

Students study chemistry for a variety of reasons – as a means of enhancing their understanding of the world around them, as a way of achieving knowledge and useful skills and as a stepping-stone to further study. A course of study in Chemistry should embrace the intrinsic 'hands on' nature of the subject and provide opportunities for the development of the key competencies in contexts that arise naturally from the subject matter. Students should be immersed in both the practical and contextual aspects of the discipline in order to facilitate personal, social and global constructions of chemical understanding.

Course Aims

Students completing a course in Chemistry should be expected to develop:

- confidence to move forward into a future of new discoveries, accelerating technologies and increasingly complex human issues knowledge and understanding of chemical models, methods and language;
- a capacity to work as part of a team engaging in co-operative activity comparable to the interactions within the community of scientists;
- an awareness of chemistry as part of the social, historical, ethical, biological and physical environment as a basis for responsible decision-making;
- logical, creative and reflective thinking processes to create understandings, make decisions and solve problems;
- strategies to access, retrieve, filter, utilise and report scientific information using appropriate technology, to make informed judgments about specific issues;
- ability to confidently undertake scientific investigation in the laboratory, using safe and responsible practices for the handling and disposal of substances and the management of apparatus;
- scientific literacy and the ability to communicate chemical ideas effectively in a variety of forms including written, graphical, diagrammatic, pictorial, electronic and spoken knowledge and understanding of chemical models, methods and language.

Learning Experiences

The focus of this subject is the engagement of students in the active development of knowledge and understanding of chemical aspects of their world through processes of scientific investigation.

The process of investigation in Chemistry requires students to identify questions that need to be answered, to articulate hypotheses and to design, plan and conduct investigations, both experimental and non-experimental. This involves the use of problem-solving strategies and processes in making judgments, reaching conclusions, and proposing further investigations.

- laboratory activities and experiments;
- solving problems individually and as a member of a group and/or team;
- library research;
- assignment work;
- model construction;
- use of technology;
- classroom debates;
- role-play and simulation games;
- teacher exposition and questioning;
- excursion and field work observation;
- film, video and slide audiovisual observation;
- computer software simulation or tutorial use;
- computer interfacing and use of technology;
- case studies or surveys;
- media presentations;
- oral reports.

Assessment

There are three (3) categories of assessment:

Category 1: Extended Experimental Investigations (EEI)

Category 2: Supervised Assessments (SA)

Category 3: Extended Response Task (ERT)

Possible Careers

- Chemist
- Anaesthetist
- Dentist
- Dietician
- Pharmacist
- Pathologist
- Doctor
- Forensic Scientist
- Bacteriologist
- Chemical Engineer
- Chemical Laboratory Technician
- Environmental Scientist
- Sports Scientist

DRAMA

Pre-requisites

There is no pre-requisite for this subject however studying Drama in Years 9 or 10 would be an *advantage*.

Overview

Drama is a vehicle for understanding. We can use Drama to gain knowledge about our world, our society and our culture. We can use Drama to understand each other and how we communicate and relate to others, one to one and in groups. Finally, we can use Drama to help us to understand ourselves, learning how to motivate and discipline ourselves, to problem solve and to take responsibility for our own achievements. All of these opportunities make Drama a valuable subject for students who wish to be successful, self-motivated and high-level communicators who understand the world we live in.

Course Aims

The Drama course aims to build your knowledge of Drama as an art form and to develop your own skills through creating, performing, viewing and analysing Drama. The two-year course aims to give each individual the skills to express meaning through a variety of dramatic mediums. The course will inspire you to think outside your own world by exploring, realism, political and musical theatre, process drama, absurdum and physical theatre. You will be challenged to reach your own unique potential through Drama, build upon your social communication skills and develop artistic discipline.

Learning Experiences

Assessment tasks in Drama fall under three (3) categories:

- Forming
- Presenting
- Responding

Forming entails students hypothesizing, experimenting and making judgments as they select and structure, create and shape dramatic meaning. Experiences include improvisation, role-play, play building, directing, playwriting, designing, physical composition, shaping and layering multidisciplinary performance.

Presenting entails the demonstration and communication of dramatic action and dramatic meaning. Experiences include scripted performance from both heritage and contemporary texts and integration of technology into live performances.

Responding entails students demonstrating and communicating knowledge and understanding about drama, and reflecting on dramatic action and meaning through critical analysis, interpretation, synthesis and evaluation of productions, performance and texts. Experiences include oral/written analytical response to live theatre and reflection.

Expectations

Drama extends itself beyond the classroom and students are expected to commit extra time outside of class to rehearse, research and conference with the teacher and group members. You will have to memorise lines, meet deadlines and be willing to speak and perform in front of others. The ability to work under pressure and challenge and motivate yourself is also very important, given the nature of Drama class and the types of learning experiences you will be involved in. A commitment to excellence in both written and practical work will allow you to achieve highly in this subject.

Possible Careers

- Actor
- Set Designer
- Film and Television
- Announcer
- Arts Administrator
- Teacher
- Entertainer
- Journalist
- Playwright
- Theatre Critic
- Recreation Officer
- Public Relations

ECONOMICS

Pre-requisites

It is *recommended* that students have achieved at least a Sound Level of Achievement in Year 10 Humanities.

Overview

Semester One: **Core Topic 1: Markets and Models**

Students will learn that all societies will confront the economic problem and how Economics is concerned with the study of scarcity. They will understand that economic models help simplify complex relationships on a local, national and international basis. In Term Two, students will study an elective on Systems and Development where they will focus on resource endowment and ideological differences globally.

Semester Two: **Core Topic 2: Contemporary Micro-Economic Issues**

Students will further consolidate their learning from Semester One to understand that economic decision making is complex. The best use of scarce resources comes from utilising the cost-benefit model and rational economic behaviour can result from using this model. In Term Four, the elective on Industry and Market Concentration will be studied. Here the focus will be on understanding that industry competition and market structures determine economic efficiency and that producers, consumers and governments play a key role in this issue.

Semester Three: **Core Topic 3: Contemporary Macro-Economic Management**

In this unit, students will gain an understanding of how economic activity fluctuates and the role governments and central banks have in managing these fluctuations. Environmental Economics will be the focus of Term Two, where students will learn that the environment is a finite resource and how Economics plays an important role in the development of a sustainable future.

Semester Four: **Core Topic 4: International Economics**

Students will learn how the global economy is influenced by international financial flows and how governments attempt to manage these flows to meet their economic objectives. This will be further consolidated in Term Four when students will learn how globalisation, trade issues, government policies and international institutions create challenges, costs and benefits, for all sectors of the economy.

Course Aims

Economics is essentially a study of how to use scarce resources in the best way possible. Households, businesses and governments are confronted with 'the economic problem' of alternative uses of their limited resources and, for this reason; economics is sometimes referred to as the science of choice. The social, political, environmental and economic ramifications inherent in the process of choosing will be examined during the course of study.

The extensive media coverage of economic problems and events has, in recent years highlighted the need for increased community awareness of the economic environment in which we live and the economic forces that act upon our lives. This increased media focus has fostered growing public perception of the impact of economic decision making and the relevance of studying Economics.

The Global aims of the course are to develop students' ability to:

- understand economic concepts and methods;
- practise rational objective decision-making;
- maintain an interest in Australian and global economic issues;
- appreciate the changing nature of economic issues;
- recognise that economic decisions occur in a social, political, environmental and ethical context.

Studying Economics will thus provide students with knowledge and skills that are relevant for living in a present day society, and are useful for a range of careers including government, commerce, industry and education. The course will enable students to participate as active and informed citizens.

Assessment

Students will complete one (1) assessment item per term over each year of the course.

These include:

- Supervised Written assessment
- Short Response
- Extended Written Response - Essays
- Research Assessment: Report.

ENGLISH

Pre-requisites

It is assumed that students will achieve *at least a Sound Level of Achievement in Year 10 English* in order to progress into Years 11 and 12. A Sound Level of Achievement in English at senior level is also required for entry into most tertiary courses.

Overview

The aim of the Senior English Course in the secondary school is to promote the maturity of students through enrichment of their experiences in the language and the development of their competence in using it. The two-year course attempts to balance the language needs of everyday life and employment with those of the future tertiary student.

Course Aims

Our general objective is to lead students to extend their range of abilities and the range and depth of their experience, in a variety of language, including their personal language, the language of literature and of the mass media, and to develop their ability to reflect upon all of this.

Years 11 and 12 courses extend the students further into literature. Works from a variety of writers, including Australian, American, English and other multi-cultural texts will be studied. Students will examine traditional and classical work as well as modern. In addition, students will explore visual literature such as film and television.

Learning experiences will be varied and designed to equip students to cope with future careers, study and fulfilling leisure.

Learning Experiences

During each of the four semesters, units of work are built around a 'unifying concept'. Examples of possible unifying concepts include:

"Home Grown" – The development of Australia's identity through literature"

The enduring understanding students will gain from this unit is an appreciation of how Australian literature has shaped various representations of our national identity. Students will read, view and respond to a variety of texts such as novels, short stories, plays, films and poetry, composed by or about Australians – past and present, indigenous, migrant, male and female.

The Inhumanity of Man

Students will study in-depth, at least one complete novel and one complete drama text which highlight the inhumanity of man. The texts may be traditional or contemporary, but will inevitably encourage students to consider enduring global themes such as overcoming adversity and the complexity of moral decision-making. Texts studied include 'Macbeth' and 'Of Mice and Men'.

Assessment

At the beginning of each semester, students are given a schedule of assessment items and their due dates. We endeavour, in each semester, to offer written and oral assessment in a variety of forms and for varied audiences.

Students will be asked to complete three (3) to four (4) pieces of assessment per semester. It is important that students realise the necessity of working consistently on assessment pieces. While time is provided in class, students will be expected to carry out preparation for homework. Reading of set novels and plays, as well as general reading will also be expected.

Possible Careers (*Note: Most careers require competency in English*)

- Actor
- Radio and Television Announcer
- Librarian
- Editor
- Travel Consultant
- Receptionist
- Lawyer
- Court Report
- English Teacher
- Publisher
- Interpreter
- Playwright
- Politician

ENGLISH COMMUNICATION

What is the subject English Communication?

English Communication is an *Authority-Registered subject*, designed to allow students to develop and use skills in the areas of community, work and leisure.

Why study English Communication?

English Communication is designed to prepare students for entry into the workforce, or for further study at TAFE Colleges and some universities. It does **not** meet the entry requirements of most university courses, but can be used as an alternative pathway to tertiary study and further education.

Students considering this course should consult with the Director of Studies or Career's Advisor before enrolling.

What do students learn?

This study area specification offers students opportunities, within the contexts of work, community and leisure, to use language to perform tasks, use technology, express identity, and interact in groups, organisations and the community. Students need to:

- make meanings in and of everyday, mass media and literary texts, understanding the influence of cultural contexts and social situations;
- develop abilities in speaking (signing), listening, reading, viewing, writing and shaping practices, responsive to and effective in diverse social contexts;
- become confident, effective and critical users of texts and language, making judgments to accept or challenge meanings.

The concept of language and literacy as social practice is fundamental to this study area specification in English Communication.

Assessment

Students will be assessed through a variety of tasks that require criteria based assessment. These tasks will relate to the three (3) contexts – work, community and leisure, and be a balance of spoken and written work.

Examples of assessment may include the following:

Research and write a workplace report, give a demonstration, produce an instructional video, power-presentation, speeches to guests, writing a film review, present a workplace seminar, design a brochure, business writing skills.

ENGLISH EXTENSION (LITERATURE)

This subject may only be chosen for study in Year 12 and may not necessarily be offered every year.

Why study English Extension?

English Extension (Literature) is an extension of the parent subject Senior English. English Extension (Literature) is designed to offer more challenge than Senior English. The course is studied for the two semesters of Year 12. It is designed for students interested in exploring in greater depth social, cultural and textual understandings about how reading practices have an impact on different understandings about the nature of reading and of literariness.

What do students learn?

The subject is concerned with the ways in which reading practices, seen as sets of strategies that readers draw on when making sense of texts, have opened up the ways that texts may be read. In Term One, students study a novel/text (own selection, with teacher approval) from two reading perspectives. In Term Two students use a variety of text-based theories to create a subversion of texts, and explain the theories behind these subversions. In Terms Three and Four, students can use texts that are considered “literary” to understand the way modern readings and interpretations can be made about power, class, race and culture; as well discovering some of the limitations of such reading practices.

Throughout the course students explore a variety of texts and contexts.

How do students study English Extension?

In this course of study, students independently plan their own research in order to collect, analyse and organise information about reading practices. Communication of their understandings can include the use of a range of technologies such as OHPs, audio-visual, CD-ROMs, and hypermedia.

The course is intended for self-motivated students. Students who choose this subject will come “off-line” from the subject they “drop”. They are expected to attend two one-hour sessions a week, either after school or before school, where formal teaching occurs.

Assessment

There are four (4) major assignments in the course of the year – two (2) spoken and two (2) written.

ENGLISH FOR ESL LEARNERS

Pre-requisites

This course is *specifically designed for students for whom English is their Second Language* (ESL). It is expected students will have a competency of at least 5 on the National Languages and Literacy Institute of Australia (NILLA) scale to be eligible for this subject.

Students are eligible to undertake the course in English for ESL learners if English is not their home language and they enter senior schooling with:

- Not more than a total of five years of full-time schooling where the medium of instruction is English, or
- More than a total of five years of full-time schooling where the medium of instruction is English but they have a restricted knowledge of English.

Aboriginal students and Torres Strait islander students from Indigenous communities in which Standard Australian English is not the first language of their local community may also be eligible for this course.

Overview

English for ESL Leaders explicitly teaches knowledge about English language. It assists students to gain the knowledge and skills to enable them to success academically in an English language context. English for ESL Learners gives students the listening, speaking, reading and writing skills necessary to participate in situations and communities where English is used. A Sound Level of Achievement in this subject will meet the level of English required for entry into most tertiary institutions.

Course Aims

Through studying English for ESL Learners, students should develop:

- the ability to communicate in written and spoken Standard Australian English with confidence, clarity, accuracy and appropriateness for academic, social and creative purposes;
- language skills and strategies to learn independently and collaboratively;
- ability to think critically and creatively to meet the demands of current and future studies;
- willingness and capacity to become discriminating and discerning readers, writers, listeners and speakers;
- understanding of Australian cultural references in communication;
- appreciation of Standard Australian English as one of the languages used in Australia;
- ability to participate confidently and effectively in Australia's diverse cultures and to contribute to enriching them.

Learning Experiences

During each of the four semesters, units of work are built around a 'unifying concept'. Examples of possible unifying concepts include:

"Identify – A Sense of Belonging"

This unit focuses on the notion of *identity* and what contributes to an individual's sense of belonging. It will investigate significant areas of contemporary Australian government/social policy which have an impact upon the formation of one's identify, with a particular focus on immigration.

"Identity – What is Australia's identity anyway?"

In this unit, students will study Australian identity and how multiculturalism is reflected in a variety of literature. Furthermore, through the study of texts, students will gain an understanding about Australia's indigenous population.

"Canonical or Contemporary? – the value of Classical Literature in our World today"

Students will study the 'classics' in this unit and will examine novels such as cultural artefacts. Additionally, through exploring a Shakespearean play and modern adaptations, students will consider the relevance of classic literature.

“Cutting Edge – Contemporary Issues in our World”

Students will study media components such as documentaries, current affair programs and TV news. Students will explore the truth of reported stories and look at bias in the media.

Assessment

At the beginning of each semester, students are given a schedule of assessment items and their due dates. We endeavour, in each semester, to offer written and oral assessment in a variety of forms and for varied audiences.

Students will be asked to complete three (3) to four (4) pieces of assessment per semester. It is important that students realise the necessity of working consistently on assessment pieces. While time is provided in class, students will be expected to carry out preparation for homework. Reading of set tasks will also be expected.

Possible Careers

- Actor
- Radio and Television Announcer
- Librarian
- Editor
- Travel Consultant
- Receptionist
- Lawyer
- Court Reporter
- English teacher
- Publisher
- Interpreter
- Playwright
- Politician

ENGLISH AS A SECOND LANGUAGE (ESL)

Overview

English as a Second Language is a subject which supports English second language students who are integrated into full mainstream courses. Students receive individualised and small group tuition, with an emphasis on the content and editing assistance of set tasks, to develop their English language skills. As most assessment is based on written tasks or essays, special attention is given to writing skills, essay planning and techniques to improve the quality of the students' writing. Students are also given supportive notes to enhance their understanding of English texts, and helped to prepare their set tasks and examinations in English to ensure they refer to the relevant criteria and perform to the best of their ability.

Assessment

Assessment for ESL is based on the National Languages and Literacy Institute of Australia (NLLIA) band scales, which is different to the grading system used in other subjects. ESL tutoring consists of timetabled lessons, while additional optional classes are also conducted outside of school hours. ESL tuition is charged at \$750 per term, which is a figure significantly less than home tutoring services of the same duration and expertise.

EXTERNAL LANGUAGES

The external languages subject is available to **native speakers only** of Arabic, Chinese (Mandarin), Korean, Vietnamese, Russian, Polish, Modern Greek and Spanish.

External languages are self-paced subjects that require the native speaker to follow a Queensland Studies Authority (QSA) syllabus in their native language. The QSA conducts a series of senior subject examinations at locations across Brisbane and the Gold Coast in October and November each year.

The subject is timetabled at Saint Stephen's College and students, in some cases, can choose to study External Languages offline.

The **syllabus** describes the aims, objectives, learning experiences and assessment requirements for the native language. The syllabus for each language will be given to each student at the commencement of their course. All syllabus documents are available from the International Education Administration.

Examination papers are generally similar in structure from year to year, and previous examinations are available for preparation.

Sample examination papers are developed when a syllabus is revised, showing the intended structure of the examination and providing examples of the types of questions that might be encountered.

Chief examiner reports are published by the end of February each year. They contain information about the previous year's examination and may include comments on overall candidate performance, sample responses to questions and advice for future examinations. They should be read in conjunction with the examination paper for that year.

Subject notices are published throughout the year, and contain specific information on this year's examination. Students will access this information throughout their study.

For further information on each language please visit the International Education Administration or the Queensland Studies Authority (www.qsa.qld.edu.au).

FILM, TELEVISION AND NEW MEDIA

Pre-requisites

It is **recommended** that students achieved at least a Sound Level of Achievement in Year 10 English, and it would be **desirable** to also have at least a Sound Level of Achievement in Year 10 Media Studies.

Course Aims

The Film, Television and New Media subject provides opportunities for students to:

- design, produce and critique products and their contexts of production and use;
- develop higher-order cognitive and critical literacy skills related to moving-image media production and use;
- generate and experiment with ideas by using technologies to express themselves as citizens, consumers, workers and imaginative beings;
- develop personal skills that are transferable to a range of work options and life paths including self-discipline, problem-solving, project management and the ability to work individually and collaboratively to achieve goals;
- appreciate that diverse and changing moving-image media provide different experiences for people in different cultural contexts;
- broaden their knowledge and understanding of the history, evolution and practices of the rapidly expanding moving-image media industries;
- become familiar with and implement workplace, health and safety practices associated with moving-image media;
- develop an ethical and sensitive approach to producing and using moving-image media across a range of cultures.

Course Overview

Students, for example, could:

- explore a range of products and contexts such as historical and contemporary, Australian and international, commercial and non-commercial, independent and mainstream, established media and new media;
- make productions for real audiences, such as a local or school audience, an audience associated with a film festival or competition, or an online audience for their products;
- interact with guest speakers from industry or online;
- take part in excursions to cinemas, film, and TV and animation studios;
- discuss, analyse and evaluate concepts and ideas;
- complete a storyboard based on a film script/screenplay identifying different shots, angles, composition, timing and transitions;
- design a product for two different audiences, e.g. alternative, mainstream, fringe, resistant, niche, minority, and youth, local, global;
- investigate how community standards, decisions about public funding, and political decisions affect production and use;
- compare the social and cultural conventions used in creating meaning in products made in two different countries;
- use editing technologies to manipulate and juxtapose images produced by others to create various meanings and critique these;
- make a product that incorporates the principles for successful interactivity;
- plan and organise for production;
- work effectively in groups;
- solve technical and other problems.

Learning Experiences

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

Technologies are the tools and associated processes that are used to create meaning in moving-image media production and use.

Representations are constructions of people, places, events, ideas, and emotions that are applied to create meaning in moving-image media production and use.

Audiences are individuals and groups of people for whom moving-image products are made, and who make meanings when they use these products.

Institutions are the organisations and people whose operational processes and practices enable or constrain moving-image media production and use.

Languages systems of signs and symbols organised through codes and conventions to create meaning in moving-image media production and use.

Assessment

The College can select from a wide range of assessment techniques to judge student achievement. Achievement in Film, Television and New Media is judged by matching a student's achievement in the assessment tasks with the exit criteria of the subject. These criteria are *Design*, *Production* and *Critique*.

Designs for products may include using oral and written treatments, character outlines, level descriptions (for video games), screen shots for websites or video games, character images, three-columns scripts, film script/screenplay, shooting script/shot list, storyboard.

Products (whole or part) may include whole or sequence of a video, animation, video game; whole or segment of camera footage, editing, soundtrack; advertisement.

Critiques may include extended writing (such as analytical essay, research assignment, report, feature article); oral presentation (such as interview, report, seminar, debate, voiceover on a production, director's commentary); moving-image media format.

Possible Careers

- Journalist
- Sports Journalist
- Camera Operator
- Filmmaker
- Director
- Production Editor
- Scriptwriter
- Media Analyst
- Television Researcher
- Sound or Lighting Technician
- Film Critic
- Film Reviewer
- Animation and Multimedia

GEOGRAPHY

Pre-requisites

It is *recommended* that students have achieved at least a Sound Level of Achievement in Year 10 Humanities.

Course Aims

Geography is the study of the earth's surface as the space in which people live. The study and comparison of the ways that people in different parts of the world have perceived and responded to their environment is a major focus of the Geographical Sciences.

Geography is a valuable medium for the education of young people. Its contributions lie in the content, cognitive processes, skills and values that Geography can promote to help students better explore, understand and evaluate the social, environmental and physical dimensions of the world.

Geography is characterised by the development of a concern for questions, issues and problems that stem from the relationship and interactions between people and their environment.

Course Overview

The two year course involves the study of four (4) themes (one theme per semester) which are illustrated by different case studies. The focus of these case studies will change according to what is current and topical. The four themes and core units offered in senior Geography are:

Theme 1: Managing the Natural Environment

Focus Unit: Responding to Natural Hazards

Case studies may include Local bushfire hazards; Asian-Pacific region volcanoes.

Focus Unit: Managing Catchments

Case studies may include Land degradation along the Murray-Darling River system.

Theme 2: Social Environments

Focus Unit: Sustaining Communities

Case studies may include Liveability and sustainability of Gold Coast suburbs; Brisbane City's transport issues; Queensland's rural town crisis.

Focus Unit: Connecting People and Places

Case studies may include urban redevelopment – the new urban village – Robina/Teneriffe.

Theme 3: Resources and the Environment

Focus Unit: Living with Climate Change

Case studies may include Regional study of Europe, Local energy usage.

Focus Unit: Sustaining Biodiversity

Case studies may include Maintaining biodiversity in our local wetlands and Australia's National Parks; Biomes of Australia.

Theme 4: People and Development

Focus Unit: Feeding the World's People

Case studies may include Globalisation and its impact on the role of women in farming in less economically developed countries.

Focus Unit: The Geography of Disease

Case studies may include Location, impacts and solutions to diseases like HIV Aids, TB or SARS.

The four (4) themes may be studied in any sequence over the four (4) semesters.

Learning Experiences

Through studying Geography the students will:

- **Develop** an understanding of issues and problems arising from the use of earth's resources;
- **Use** key questions in geographic investigation;
- **Use** a range of thinking, social, communication and practical skills;
- **Develop** a concern for the sustainability of the environment and the quality of human life.

Geography assists in developing essential skills such as maps, graphic and diagrammatic interpretations, field research and data collection techniques, computer operations, report writing and essay writing. These are **essential** skills for **any** tertiary study.

A minimum of 20 hours must be spent in the use of computers across each year of study.

Assessment

The assessment programme will include a variety of assessment types such as:

- Field reports (response to investigation)
- Practical exercises (map, graph and statistical interpretation)
- Short response examinations (definition, paragraphs)
- Stimulus response essays (analysis of stimulus material)
- Non-written responses (oral presentation, using computer technology)

Possible Careers

Geographers are multi-skilled people and consequently are able to walk an exciting and varied array of career paths. For the student choosing to pursue Tertiary Education there are many relevant courses offered in the areas of the Environmental Sciences, Regional Town Planning, Coastal Engineering Studies, Environmental Law, Meteorology, Geology, Surveying, Agricultural Sciences and Geographic Information Systems to just name a few. Additionally, studies in the Geographical Sciences can take students into career areas such as Foreign Affairs Bureau, Defence Forces, National Parks and Wildlife Services, Landscape Architecture and a rich variety of state and federal government departments.

Career choices in Geography are continuing to grow as the discipline becomes increasingly relevant to a society attempting to sustainably manage its living and non-living environment for the 21st Century.

GRAPHICS

Pre-requisites

The study of Graphics units at the Junior Level is **highly recommended** and **advantageous**.

Overview

Graphics is a course that develops skills in interpreting, generating and creating graphical communication. Students experience a journey from planning to production in simulated real world contexts. These contexts include, the Built Environment, Production and Business Graphics. The course engages students in making judgements and justifying decisions to achieve clear communication and compliance to standards and conventions that make Graphics an international language.

Students produce graphical representations in two-dimensional and three-dimensional formats. The focus of student learning has changed with the introduction of more modern drafting methods. Students now require a higher level of spatial awareness and skills to be able to separate complex drawings into primitive components. Students today select and use tools such as computer aided drafting (CAD) programs to generate and present graphical representations of concepts, data, objects, information and ideas with precision and quality. Senior Graphics students study similar topics to those studied in units at a Junior Level; however, there is greater depth.

Course Aims

Graphics aims to:

- develop knowledge and understanding of the fundamentals of graphical communication;
- cultivate awareness of the importance of graphical languages as modes of communicating ideas and information;
- equip students with problem solving skills;
- promote a sense of self worth and self-reliance;
- extend skills of collecting, selecting, organising and presenting appropriate information in graphical forms;
- generate skills in the use and application of information and communication technology.

Learning Experiences

By the conclusion of the course, students should be able to demonstrate:

- the acquisition of knowledge and understanding of the principles of graphical communication;
- the reasoning ability in the application of cognitive skills to problem solving;
- solutions to a range of problems through selecting appropriate resources and using production skills;
- be reflective of current practices evident in the wider community and relevant industries;
- be interesting and challenging.

Possible Careers

Graphics develops a wide range of visualisation problem solving and presentation skills which are vital components in many professions and vocations. A selection of graphical occupations could include:

- | | |
|--------------------------------|---|
| • Architectural Design | • Geological Drafting Technician |
| • Builder | • Graphic Designer (Publishing/Advertising) |
| • Cartographer | • Industrial Designer |
| • Commercial Artist | • Landscape Designer |
| • Design/Project Engineer | • Mechanical/Electrical Designer |
| • Electronic Media/Illustrator | • Surveyor |
| • Engineering Technician | • Technical Illustrator |
| • Environmental Designer | • Technology teacher |
| • Fashion/Textile Designer | • Town Planner |
| • Fine Artist/Illustrator | |

INFORMATION PROCESSING AND TECHNOLOGY

Pre-requisites

It is **recommended** that students have achieved a High Level of Achievement in Year 10 English.

Note: Computer programming is a strong focus of the *Information Processing and Technology* (IPT) course. This requires from the student, an ability to employ logical deductive reasoning processes not unlike those required for success in abstract Mathematics (like Mathematics B and Mathematics C). Though not listed as a pre-requisite, it is strongly recommended that only those students who have demonstrated high and very high levels of achievement in Year 10 Mathematics consider IPT as an elective. It is also strongly recommended that students have completed Information Technology in Years 9 or 10 as some necessary concepts have been developed in this course. IPT is not merely an extension of *Computer Studies* at Year 10. In fact, there is almost no similarity between Junior Computer Studies and IPT.

Course Aims

Information Technology refers to the creation, manipulation, storage, retrieval and communication of information and to the range of technological devices and systems used to perform these functions. The course of study emphasises problem identification and solution rather than the use of specific applications. It is an intellectual discipline that involves a study of information and intelligent systems, software and system engineering, human-computer interaction, and the social and ethical issues associated with the use of information technology.

In studying Information Processing & Technology, students investigate the nature of, and methods associated with, information processing and related technologies, using a computer as the primary tool. Such a study helps students cope with the rapid rate of change associated with information technology and to appreciate its impact on society and the individual. Students will be exposed to a variety of intellectual challenges involving distinctive approaches to problem solving, communication and a range of associated practical skills. The course touches many aspects of human life and finds itself drawing upon, and being applied to, diverse fields of study. Consequently, the study of this course will contribute in a significant way to the general education of students, whether or not they intend proceeding to further studies or employment specific to information technology.

Course Overview

- **Social and Ethical Issues** encourage students to develop an appreciation and understanding of the impact that developments in information technology have on themselves and communities worldwide. As many of the issues to be discussed in this topic are controversial, student learning's focus on activities that acknowledge that judgments made about such issues are debatable and value-based. To make valid judgments about social and ethical issues, students should be able to collect information from a variety of sources, analyse it and use it as a basis to form opinions. Opinions need to be critically evaluated, compared with other opinions, and expressed in a variety of ways. Communication of ideas and information in a variety of genres is critical to an effective coverage of this topic.
- **Human-Computer Interaction** makes students aware that we are surrounded by many interfaces to technological systems that affect how people come to understand the workings of information and communication technology systems and the ways they communicate with these systems. It enables students to know about different types of interfaces; to understand that interfaces stand as layers to assist in the interaction between people and computers and that they should be approached from different perspectives; to appreciate the value of good interface design in effective human and computer interaction; to recognise the fundamental importance of user-centred design when building new interfaces; and to elicit some principles of good interface design so that they can incorporate them in their own productions. Most student productions in information systems and software engineering will involve interaction with people as clients.
- **Information and Intelligent Systems** introduces a formal model to describe the architecture of information and intelligent systems, presents a methodology for the development of these systems, and allows students to implement these to produce working information and intelligent systems. The emphasis placed on the design and implementation of information and intelligent systems requires that good speaking, listening and writing skills be developed.

- **Software and System Engineering** involves the study of software development and computer systems. Students will gain some expertise and skills in the design, development and evaluation of computer programs that solve practical problems. Students will also gain knowledge of computer systems architecture and operating systems.

Learning Experiences

Students engage in a wide variety of practical and theoretical learning experiences. These include:

- retrieving information from databases;
- designing, implementing, testing, evaluating and writing documentation for information systems, expert systems and other computer programs;
- participation in class discussions, dilemmas and scenarios;
- examining and investigating programs that learn;
- critically evaluating media reports and advertisements;
- undertaking case studies to investigate existing or proposed systems.

Students undertake examinations, written tasks, projects, practical exercises, oral presentations and collections of annotated media articles.

Possible Careers

IPT leads directly to further studies at University in Information Technology. This opens a career path into Programming, Database Design, Systems Analysis and other 'high end' careers in IT. With our current rate of change, some of these careers probably don't exist at the moment.

N.B. IPT does not aim to provide a transition into careers in the data entry or 'End User' application fields, such as Word Processing or Desk Top Publishing.

JAPANESE

Why Study Japanese?

Learning a foreign language widens horizons, broadens cognitive and cultural experience, develops communicative and intercultural competencies and opens up new perspectives for learners and cultural practices. Learning another language extends, diversifies and enriches learners' cognitive, social and linguistic development.

For Australia, the countries of the Asian region are of critical importance. Japan is one of our closest neighbours and one of our major trading partners. The Gold Coast is also a popular holiday destination for Japanese tourists and is also attracting a large number of Japanese students wishing to study here.

Saint Stephen's College students will have the opportunity to travel to Japan every two years on short-term exchanges and experience Japanese lifestyle through a home stay situation at our sister school in Okayama. This is a fantastic social and intercultural experience. Our students also have the opportunity to meet Japanese exchange students on a regular basis.

Studying Japanese offers an opportunity for students to appreciate the uniqueness of Japanese culture while learning about similarities of modern Australian and Japanese societies.

Pre-requisites

Students wishing to take Japanese in Year 11 must be able to recognise and produce the hiragana and katakana script. It is **necessary** that students have achieved at least a Sound Level of Achievement in Japanese in Semester Two of Year 10.

Course Organisation

Students attend a minimum of 55 hours of Japanese lessons per semester. The course is divided into units under four themes including:

- Family and Community
- Leisure, Recreation and Human Creativity
- School and Post-School Options
- Social Issues

All lessons are taught with a communicative approach and students are generally immersed in the target language. The study of culture is an integral part of language learning.

The language itself has three scripts and by the end of Year 12 students should have mastered the hiragana script, the katakana script and 500 kanji characters. Japanese is a phonetic language which means pronunciation is easily acquired because of consistency of sound patterns.

Textbooks

The following textbooks are used:

Year 11

Mirai - Course book Stage 5 (Longman 1995) or Edition 2 (Longman 2006)

Mirai - Language Activity Book Stage 5 (Longman 1995) or Edition 2 (Longman 2006)

Year 12

Mirai - Course book Stage 6 (Longman 1996) or Edition 2 (Longman 2006)

Mirai - Language Activity Book Stage 6 (Longman 1995) or Edition 2 (Longman 2006)

A Romanized Japanese-English, English-Japanese dictionary e.g. Martins, *Kenkyusha* or *Furigana* dictionaries e.g. *Kodansha* or *Oxford Starter Dictionary* (highly recommended).

Assessment

All four (4) macro skills; *Reading, Writing, Speaking* and *Listening*) are assessed according to the Japanese syllabus. Generally, there are two (2) to three (3) examinations per term and there is no assignment component.

Career Paths

Even partial knowledge of a foreign language is desirable for potential employees in any sector, particularly given the global community in which we now live.

In the long term, knowledge of Japanese language and culture is advantageous as an additional skill, even when not utilised daily. It can be pursued solely at university through Asian Studies or Linguistics, however; it is best combined with other disciplines such as law, journalism, education, business, medicine and science.

Possible career paths include:

- Flight Attendant
- Interpreter
- Government Diplomat
- Tourism Industry/Travel Consultant
- Defence Force/Intelligence
- International Business/Law
- Journalism
- International Trade: Import/Export
- Construction/Mining Sectors
- Teacher

LEGAL STUDIES

Pre-requisites

It is *recommended* that students have achieved at least a Sound Level of Achievement in Year 10 Humanities.

Unit Overview

Legal Studies focuses on developing 'legal awareness'. Citizens who are informed of their basic rights, obligations and duties will be more likely to question constructively and help improve those laws, institutions and legal processes, than those who remain unconcerned or ill-informed. It is not the principal intention of Legal Studies to prepare students for entry to tertiary law courses. Rather, it is aimed at assisting individuals to develop the knowledge, the thinking and practical skills, and the attitudes and values which will enhance their awareness and ability to participate actively as more informed proactive and critical members of our democratic society.

This course will focus on developing students' awareness of their own legal rights and responsibilities in a variety of everyday situations. Students will collect, analyse, organise and evaluate the quality and validity of legal information, to comment on the social relevance of law in Australian society. Consequently, Legal Studies promotes the development of many Key Competency Skills by encouraging enquiry, identification and application of legal principles to develop and justify decisions made.

Course Aims

This subject will be of benefit to those students who have an interest in:

- acquiring knowledge and understanding of the relationship between law and society;
- understanding the historical development of our heritage;
- developing skills in the use of this information;
- an ability to recognise common social situations which have legal implications for their daily lives;
- understanding of the processes, operations and structure of our legal system so that that they may be more informed and responsible members of the community in which they live;
- exploring legal implications of controversial social issues.

Learning Experiences

The learning experiences involved in Senior Legal Studies reflect the active and practical nature of the course. Learning experiences focus on developing students' abilities to understand and evaluate realistic legal situations. Through critical analysis, examination and problem solving, students are provided opportunities for the development of a wide range of the key competencies. Students are encouraged to develop their knowledge and skills in factual situations and express informed opinions about legal decisions related to these common social situations.

Learning experiences may include case studies, role-play and simulations, debates and discussions, visits and investigations within the community, interviews and surveys, specialist speakers and lecturers, collection and interpretation of newspaper and journal articles, audiovisual and television, using the Internet.

Possible Careers

Legal Studies students are global citizens who are very interested in understanding why our modern society is the way it is.

Studying Legal Studies can lead to many possible career choices due to the enquiry nature and skills developed in the subject. Possible careers include:

Barrister, Court Reporter, Diplomat, Industrial Relations Officer, Journalist, Judge, Foreign Affairs Officer, Librarian, Police Officer, Political Scientist, Secondary School Teacher, Solicitor, University Lecturer.

Some careers require a degree while others only require a diploma or equivalent.

Course Overview

- Semester 1**
(Year 11) **Introduction to the Australian Legal System**
How does the organisation of the legal system meet society's requirements?
This unit establishes the various sources of law and legal processes in Queensland, including observing court proceedings.
- Crime and Society**
What is crime? How should society and the criminal justice system respond to it? Students examine how and why society reacts to various types of offences in an attempt to achieve justice.
- Semester 2**
(Year 11) **Civil Obligations - How does Civil Law impact on citizens in a society?**
This topic introduces students to the concept of civil wrongs, and deals with the rights and remedies available to individuals under the civil law if they suffer loss or damage as a result of the acts or omissions of others. Topics include Negligence, Defamation and Contract Law.
- Semester 3**
(Year 12) **You, the Law and Society**
- Renting and Buying**
This topic provides a framework for students to investigate the concept of *real property* as well as the procedures and problems associated with renting or buying a place of residence. How the law regulates the buying, selling and renting of real property and what rights and obligations exist for the parties involved are explored.
- Family**
This topic explores how the law recognises and regulates family relationships. As family law is of great importance for the health of society, and students should recognise the rights and obligations that apply to family members. Family law legislation is normally particularly sensitive to changing social, cultural, ethical and moral values.
- Semester 4**
(Year 12) **Independent Study**
Students undertake an in-depth study related to a legal issue or problem facing Australian society.
- What is, or should be, the Role of Law in Society?**
Students evaluate the relevance of the law in a changing society and the need for the law to keep pace with such change. Topical issues are investigated and students aim to appreciate and constructively criticise the social context of the legal system.

Assessment

The students generally complete three (3) assessment items per semester.

Assessment items include:

- Court and Newspaper Article Reports
- Research Assignment
- Objective, Short Answer and Response to Stimulus examinations
- Extended Written Responses
- Non-written Responses

Assessment is continuous but only a limited part of Year 11 (core topics) count towards exit at the end of Year 12. Year 11 allows the students to practise and develop these assessment techniques before they are implemented for summative purposes in Year 12.

MATHEMATICS A

Pre-requisites

It is *recommended* that students have obtained a *minimum level of Sound in the Year 10 Mathematics A* course.

Course Aims

Mathematics A students are encouraged to develop essential mathematical concepts required in the fields of business, economics and the social and life sciences. The orientation of this subject is toward the teaching of the applications and use of mathematics, rather than toward pure mathematics for its own sake. The main objective of the subject is to primarily introduce students to finance theory, risk management and other mathematical tools used in planning and financial decision making, in the context of the Australian Business Industry environment.

The development of this subject will follow a spiralling concept, that is, topics taught in Semester One in Year 11 will be developed further in subsequent semesters.

Moreover, the use of technology such as computers will enhance student understanding of the practical application of mathematics and allow them to explore aspects of mathematics that would otherwise be difficult or impractical to undertake. Further, exposure to technology will enhance their long term career prospects given the current “info-tech” revolution.

Overview

The core of Mathematics A focuses on three (3) **strands** of Mathematics: *Financial Mathematics*; *Applied Geometry*; and *Statistics and Probability*. An elective topic will be offered in the area of Introduction to Models for Data.

Topics Covered

- Applied Geometry
- Finance and its Real World Applications
- Statistical Analysis
- Inferential Statistics
- Applications of Mathematics in the Building and Construction Industry
- Surveying
- Business Finance and Risk Management

Skills

Some of the skills students will be taught include:

- recognising when problems are suitable for mathematical analysis and solution and be able to attempt such analysis or solution with confidence;
- being aware of the uncertain nature of their world and being able to use mathematics to assist in making informed decisions in life-related situations;
- be able to manage their financial affairs in an informed way;
- comprehending mathematical information which is presented in a variety of forms;
- communicating mathematical information in a variety of ways;
- be able to benefit from the availability of a wide range of mathematical instruments.

Learning Experiences

The development of positive attitudes towards the student’s involvement in Mathematics is encouraged through the use of relevant and life-related learning experiences. There is also a focus on the development of mathematical knowledge and understanding via investigative and explorative approaches to learning. Students will be given opportunities to work collaboratively and co-operatively in groups as well as individually.

The syllabus provides guidance about the range, depth, scope and balance of the learning experiences through the use of four (4) contexts:

Application – applying mathematics in a range of situations.

Technology – the use of a wide range of technologies.

Initiative – routine and well-rehearsed tasks to those requiring insight and creativity

Complexity – simple single step tasks to complex multi-step tasks.

Students will be provided with the opportunity to experience Mathematics along the continuum within each of these contexts.

Assessment

Student performance will be judged on the following criteria:

- *Communication and Justification* – involves the presentation, communication (both mathematical and everyday language), use of logical arguments, interpretation and justification of Mathematics within the four contexts.
- *Knowledge and Procedures* – involves recalling and using results and procedures within the contexts of application, technology and complexity.
- *Modelling and Problem Solving* – involves modelling mathematical situations, solving problems and investigating situations mathematically within the contexts of application, technology, initiative and complexity.

Assessment items could include:

- Traditional written examinations, as well as other written tasks including extended response, reports etc
- Oral tasks
- Practical tasks using instruments

Possible Careers

- Bank Officer
- Electrician
- Fitter and Turner
- Tax Assessor
- Pattern Maker
- Primary/Secondary Teacher
- Nurse
- Computer Operator
- Book Keeper

MATHEMATICS B

Pre-requisites

It is *recommended* that students have achieved *a Sound Level of Achievement in Year 10 Mathematics B*.

Course Aims

The intent of Mathematics B is to encourage students to develop positive attitudes towards Mathematics and to provide the opportunity for students to participate more fully in lifelong learning. It aims to broaden their mathematical knowledge and skills so that they will be able to recognise when problems are suitable for mathematical analysis and solution and attempt such tasks with confidence. It is also designed to raise the level of competence in the Mathematics required for making informed decisions in life-related situations. In addition, Mathematics B aims to provide a basis for a wide range of further studies.

Overview

The subject matter of Mathematics B is organised into the following topics:

- Introduction to Functions
- Rate of Change
- Periodic Functions and Applications
- Exponential and Logarithmic Functions and Applications
- Optimisation using Derivatives
- Introduction to Integration
- Applied Statistical Analysis

Learning Experiences

This subject emphasises the development of positive attitudes towards the student's involvement in Mathematics. This development is encouraged by the use of approaches involving exploration, investigation, application of knowledge and skills, problem solving and communication. Learning experiences will challenge students to model mathematical situations, to work systematically and logically, to conjecture and reflect and to justify and communicate with and about Mathematics. Students will be given the opportunity to appreciate and experience a wide range of technologies and the power which has been given to Mathematics by the use of higher technologies.

The syllabus provides guidance about the range, depth, scope and balance of the learning experiences through the use of four contexts:

Application – applying mathematics in a range of situations.

Technology – the use of a wide range of technologies, with the minimum level of higher technology being the Graphics Calculator.

Initiative – routine and well-rehearsed tasks to those requiring insight and creativity.

Complexity – simple single-step tasks to complex multi-step tasks.

Students will be provided with the opportunity to experience Mathematics along the continuum within each of these contexts.

Assessment

Student performance will be judged on the following criteria:

- *Knowledge and Procedures* – involves recalling and using results and procedures within the contexts of application, technology and complexity.
- *Modelling and Problem Solving* – involves modelling mathematical situations, solving problems and investigating situations mathematically within the contexts of application, technology, initiative and complexity.
- *Communication and Justification* – involves the presentation, communication (both mathematical and everyday language), use of logical arguments, interpretation and justification of Mathematics within the four contexts.

Assessment items could include:

- Traditional written examinations
- Other written tasks including extended response, reports etc
- Oral tasks
- Practical tasks using instruments

Possible Careers

The range of career opportunities requiring an appropriate level of mathematical competence is rapidly expanding into such areas as health, environmental science, economics and management, while remaining crucial in such fields as the physical sciences, engineering, accounting, computer science and information and technology areas.

MATHEMATICS C

Pre-requisites

It is *recommended* that students have achieved at least a *High Level of Achievement in Year 10 Mathematics B*. Mathematics B must be chosen as a co-requisite subject.

Course Aims

Mathematics C aims to provide opportunities for students to participate more fully in lifelong learning, to develop their mathematical potential, to build upon and extend their mathematical knowledge and to appreciate the power and diversity of Mathematics. It is designed to give students broader and deeper mathematical experiences that are very important for future studies in such areas as the physical sciences and engineering. The additional rigour and structure of the mathematics required in this subject will equip students with valuable thinking skills which will serve them in more general contexts.

Overview

The subject matter of Mathematics C is organised into:

Core Topics

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

Option Topics

- Dynamics;
- Advanced Periodic and Exponential Functions.

Learning Experiences

To develop positive attitudes towards Mathematics, learning experiences will involve exploration, investigation, problem solving and application in a variety of contexts. Of importance is the development of student thinking skills, as well as student recognition and use of mathematical structures and patterns. Students will be encouraged to model mathematically, to work systematically and logically, to conjecture and reflect, to prove and justify and to communicate with and about Mathematics.

The syllabus provides guidance about the range, depth, scope and balance of the learning experiences through the use of four (4) contexts:

- **Application** – applying mathematics in a range of situations.
- **Technology** – the use of a wide range of technologies, with the minimum level of higher technology being the Graphics Calculator.
- **Initiative** – routine and well-rehearsed tasks to those requiring insight and creativity.
- **Complexity** – simple single-step tasks to complex multi-step tasks.

Students will be provided with the opportunity to experience Mathematics along the continuum within each of these contexts.

Assessment

Student performance will be judged on the following criteria:

Knowledge and Procedures – involves recalling and using results and procedures within the contexts of application, technology and complexity.

Modelling and Problem Solving – involves modelling mathematical situations, solving problems and investigating situations mathematically within the contexts of application, technology, initiative and complexity.

Communication and Justification – involves the presentation, communication (both mathematical and everyday language), use of logical arguments, interpretation and justification of Mathematics within the four contexts.

Assessment items could include:

- Traditional written examinations
- Other written tasks including extended response, reports etc
- Oral tasks
- Practical tasks using instruments

Possible Careers

The range of career opportunities requiring and/or benefiting from an advanced level of mathematical expertise is rapidly expanding. Careers are possible in Health and Life Sciences, Biotechnology, Environmental Science, Economics, and Business, as well as areas such as the Physical Sciences, Engineering, Accounting, Computer Science and Information Technology.

PRE-VOCATIONAL MATHEMATICS

Pre-requisites

Subject selection will only be offered to students who have *previously undertaken Year 10 Essential Mathematics* coursework or by teacher recommendation.

Overview

Mathematics is an integral part of everyday life providing students with essential pre-requisites for informed citizenship. The Pre-Vocational Mathematics subject has been designed to provide those less able mathematics students with relevant and practical core mathematical skills which will allow them to make informed decisions in all aspects of their lives, including successful performance in both vocational and leisure pursuits. The coursework has been specifically designed to target those students who experience difficulty with the more abstract nature of mainstream mathematics courses. Students undertaking this course of study will be equipped with core workplace mathematical knowledge and skills which should enhance their employability.

Moreover, the inclusion of technology, such as computers, will improve student understanding of the practical nature of mathematics and allow them to explore aspects of mathematics that would otherwise be difficult or impractical to undertake. Further, exposure to practical technological applications will enhance their long-term prospects by providing them with marketable skills in the current "Into Tech" revolution.

The subject matter of Pre-Vocational Mathematics is organised into:

- Income
- Budgeting
- Health and Nutrition
- Taxation
- Interior Design
- Protecting yourself and Investments
- Landscaping Design
- Buying a Home and credit management
- Planning an overseas trip
- Building and Construction
- Gambling

Skills

Some of the skills students will be taught include:

- recognising when problems are suitable for mathematical analysis and solution and be able to attempt such analysis or solution with confidence;
- being aware of the uncertain nature of their world and being able to use mathematics to assist in making informed decisions in life-related situations;
- be able to manage their financial affairs in an informed way;
- comprehending mathematical information which is presented in a variety of forms;
- communicating mathematical information in a variety of ways;
- be able to benefit from the availability of a wide range of mathematical instruments.

Learning Experiences

To develop positive attitudes towards Mathematics, learning experiences will involve exploration, investigation, problem solving and application in a variety of ways. Of importance, is the development of student thinking skills and making informed decisions.

Assessment

Student performance will be judged on the following criteria:

Explaining is the use of basic mathematical and everyday language effectively in both familiar and different context and presents detailed responses that logically explain their mathematics.

Knowing is the knowledge of content and use of rules, operations and procedures to carry out simple familiar tasks.

Applying interprets and analyses a variety of different contexts, and identifies the familiar mathematics in different contexts and develop strategies which can be applied with rules and procedures to successfully carry out tasks.

Assessment items could include (combination of individual and group work):

- Traditional written examinations
- Other written tasks including extended response, reports etc
- Oral tasks
- Practical tasks using instruments

Possible Careers include:

- Tourism
- Primary Teaching
- Clerical Studies
- Most Trade Apprenticeships/Traineeships
- Some Business studies
- Hospitality
- Secretarial/Reception Studies
- Computing/Data Input

MODERN HISTORY

Pre-requisites

It is **recommended** but not compulsory that students have achieved at least a Sound Level of Achievement in Year 10 Humanities.

Course Aims

This course uses the term 'Modern History' to describe the study of the past 200 years approximately, but focuses predominantly on the 20th and 21st centuries.

Through studying Modern History students will **understand that history is interpretative and explanations of the past depend on the quality, nature and extent of sources available**. They will become proficient in the processes of historical inquiry.

Through the study of Modern History, we can understand why our modern world is the way it is. We can understand the processes of change and continuity that have shaped today's world, their causes and the roles people have played in these processes. We can understand that there are relationships between our needs and interests and a range of historical issues, people and events. We develop these understandings through processes of critical inquiry, debate and reflection, and empathetic engagement with the standpoint of others.

Course Overview

The two year course is based on a selection of themes. An inquiry topic is an in-depth study of a specific historical period, phenomenon or event that exemplifies the theme.

The History of Ideas and Beliefs

- Understanding ideologies such as imperialism, colonialism, socialism, communism, terrorism, fundamentalism, racism
- The British in India – a case study of imperialism and colonialism
- Fascism in Germany – Nazism, the Holocaust, Zionism

Studies of Conflict

- Aftermath of conflict - post World War 2
- The Israeli/Palestinian Conflict
- Conflict in Indochina – the Vietnam War

National History

- Post World War Two – decolonisation
- East Timor – birth of a nation
- Contemporary nationalist struggle e.g. West Papua, Tibet, Chechnya, Kosovo, South Sudan
- International role e.g. UN

Studies of Hope

- End of apartheid in South Africa
- Role of individuals such as Gandhi and Mandela
- The struggle for social justice and equity for indigenous Australians

Learning Experiences

The focus of learning experiences in Modern History is *Student Inquiry*. Students identify historical issues for investigation, develop research questions to investigate issues, and reach conclusions or make judgements about them. Student inquiry involves three major elements:

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

In the course of their studies, students will collect, analyse, organise and evaluate the quality and validity of information. They will plan and organise research projects. Both individually and in groups, they will attempt to solve problems associated with their own research tasks, and will propose tentative resolutions to contestable historical issues e.g. Arab/Israeli conflict. They will be involved in the communication of ideas, information, opinions, arguments and conclusions, in a variety of formats and for a variety of audiences.

As part of their learning and classroom experiences, students will have opportunities to employ certain technologies, particularly those relating to the use of computers and the internet. Students will also attend History lectures on topics such as Nazism, anti-Semitism, sponsored by the Queensland History Teachers' Association as well as visit the State Library. Guest speakers such as World War Two and Vietnam War veterans or civilians impacted by war will also enhance the learning experiences of the students.

Assessment

Student performance will be measured through a variety of forms which may include:

- objective and short answer examinations; response to stimulus and essay examinations
- written research tasks (essay/report)
- multi-modal presentations (seminars and tutorials, debate, dramatic presentations, creation of a video)
- extended written response (essay) to historical evidence

The students will complete a maximum of five (5) assessment tasks per year. History involves extensive reading and note taking; evidence is gathered from many sources (newspapers, electronic media, text books, computer programs, kits, magazines, interviews). To ensure personal success in this subject, it is necessary that the student is a competent reader and has developed good language skills.

Possible Careers

Historians are global citizens who are very interested in understanding why our modern world is the way it is. Studying history courses can lead to many possible career choices. Some are:

- Diplomat
- Industrial Relations Officer
- Political Scientist
- Journalist
- Librarian
- Foreign Affairs Officer
- Museum Curator
- Solicitor
- Secondary School Teacher
- Writer, University Lecturer
- Tour Guide
- Script Writer
- Bookseller
- International Business

MUSIC

Pre-requisites

It is ***strongly recommended*** that the student have:

1. At least a Sound Level of Achievement in Year 10 Music, and weekly tuition on an instrument/voice (either in or outside the College), **or**
2. AMEB Grade 3 Theory and Practical or higher.

Without one of the above, students will be at some disadvantage and an interview with the Head of Music would be necessary before selecting this subject.

Overview

We live in a world in which music has an important and pervasive presence. Whether actively engaging in music by listening, performing or composing (song-writing), or incidentally encountering music, students already have a broad experience of music. Music is an integral part of everyday life serving community-building, celebratory, cultural, political and educational roles.

The study of Music has been recognised as a powerful tool for developing cognition on a number of levels. In the senior years of schooling, this is recognised by centering learning experiences on the development of *audiation*, which is the process by which the brain makes sense of what the ear hears. Students develop audiation through deliberate instruction in music literacy, including sight-reading of rhythm, melody and harmony in a traditional Western context as well as this facility applies to other context and cultures. The aim of developing music literacy is to achieve the interrelated general objectives of *analysing repertoire, composing and performing* which comprise the syllabus requirements.

As well as developing capabilities in traditional forms of musical expression, students are encouraged to become adept at using various music-related technologies, such as instruments and computer software in the department's own 'MacLab'. Whether for career, commercial or leisure needs, students will have the opportunity to gain the basis for a lifelong literate engagement with music.

The practice of Music makes a profound contribution to the formation of personal, social and cultural identities. The discipline and commitment developed while music-making builds students' self-esteem, personal motivation, precision of thought and independence as well as providing opportunities for the refinement of their collaborative teamwork skills. Saint Stephen's College offers the Senior Music course to Years 11 and 12 students, and students are taught in separate year level classes.

A Skill Development Unit focusing on the development of Audiation underlies the whole of the course and 'runs in the background' of the following units in Year 11 and 12. Over the two years, students will have participated in a six units. The course concludes in Term 4 of Year 12 with a student-directed study, *Unleashing the Artist Within*.

Year 11

- Travelling without Moving (13 weeks) – looks at the folk traditions of various cultures, focus: melody/tonality/form/time;
- The Musician's Toolkit (13 weeks) – revises the elements of music, focus: harmony/texture/advanced rhythmic concepts;
- Music for all Occasions (13 weeks) – revises styles and genres, focus: historical development of the elements of music.

Year 12

- Music in the Theatre (15 weeks) – looks at all types of dramatic music, focus: writing for voices/ word painting;
- Music into the 21st Century (10 weeks) – contemporary compositional techniques, focus: post-tonal harmony;
- Post-verification: Unleashing the Artist Within (5 weeks).

Course Aims

- become literate in the language of music (be able to read, write and create in it);
- develop their own creative ability;
- value the place of music in a society and the contribution of musicians to society;
- value the diversity of music in different cultures and contexts;
- enrich their life-long leisure experiences of music as performers and listeners;
- develop group-working (ensemble) skills;
- develop skills in self-management to achieve goals.

Learning Experiences

Analysing Repertoire

- listening to recordings and understanding the significance of what is heard;
- reading scores from a wide range of music contexts, genres and styles and understanding the various ways musicians write music down;
- understanding the principles of sound design and composers' intentions;
- communicating ideas about music using information from listening to and reading music;
- presenting analyses in a variety of media;
- attending concerts and theatrical productions and critiquing performances and compositions;
- exploring innovative music-making techniques and the manipulation of musical elements through electronic and new media.

Composing

- becoming literate in conventional as well as non-conventional ways of recording/writing music;
- representing musical compositions in score format;
- experimenting with alternative methods of representing sound;
- creating and notating rhythms, melodies and harmonic progressions;
- spontaneously improvising sections in compositions;
- creating music for specific purpose relative to context, genre and style;
- transcribing and arranging music from one context, genre or style to another.

Performing

- singing and playing or conducting a variety of music;
- singing and playing solo and in a variety of ensembles;
- singing and playing or conducting excerpts, themes and accompaniments from studied/unstudied works;
- improvising;
- developing effective rehearsal skills;
- experiencing 'behind the scenes' and 'front of house' aspects of live performance;
- experimenting with sounds, instruments, styles and new media;
- Directing rehearsals and conducting performances.

Possible Careers

- Performer
- Composer/Song Writer
- Instrumental Teacher
- Classroom Teacher
- Sound Engineer
- Music Theatre Coach
- Technician Instrument Repair
- Consultant
- Lecturer
- Conductor
- Tutor
- Music Critic
- Musical Director
- Copyist
- Home Studio Business
- Publishing
- Session Musician
- Film and Television Composer/Arranger

MUSIC EXTENSION (COMPOSITION/MUSICOLOGY/PERFORMANCE)

Note: This subject is only available to students in Year 12.

Pre-requisites

Students *must* take Senior Music for the duration of Years 11 and 12.

Overview

Music Extension builds on the experience of music framework of the Senior Music Syllabus. In conjunction with the learning undertaken in the parent subject through the three (3) general objectives of *Analysing Repertoire*, *Composing* and *Performing*, students in this subject extend their learning through one of the three (3) specialisations of *Composition*, *Musicology* and *Performance*. Learning experiences and assessment are organised within each Specialisation by the common general objectives of *investigating* and *realising*.

The Course is studied through undertaking **one (1)** of the following specialisations:

Composition

Students choosing composition create, in score or sound recorded format, expressions of their own style through original treatment of musical elements. Compositions may take the form of absolute music or relate to extra-musical ideas, such as film music, music for advertising, incidental music, multi-media works. They may be for solo instrument/voice, ensemble, non-Western groupings or instruments, and be generated by electronic means and contemporary technologies. They may be vocal or instrumental, solo or ensembles; notated or recorded; or include combinations of these.

Musicology

Musicology is the systematic and scholarly study of music as a branch of knowledge or field of research, which is distinct from composition or performance. This specialisation develops from analysing repertoire, but moves students beyond this to explore to greater depth the complex relationships between deconstructed music and the concepts of context, genre, style, influences, impact and socio-cultural perspectives. The range of fields within Musicology includes Historical Musicology, Ethnomusicology, Philosophy of Music and Psychology of Music.

Performance

Students choosing Performance select repertoire and create an expressive performance that engages with an audience, in the style or genre that allows them to best display their emerging skills as a performer. Irrespective of the level of technical difficulty of the repertoire, the student is expected to demonstrate a convincing stylistic performance, demonstrating secure technique which supports the expressive nature of their performance program. Student must elect to perform on one instrument, to sing or conduct. Students may perform as soloists, as members of an ensemble, as an accompanist or as a conductor.

PHYSICAL EDUCATION

Pre-requisites

Health and Physical Education (HPE) in Year 10 is an *advantage* but not essential.

Why study Physical Education?

In Australia, participating in and watching physical activity is culturally significant and deeply embedded in the national psyche. Physical activity is central to maintaining health, providing avenues for social interaction, developing self-worth and promoting community involvement. Physical Education, in Credentials Programme context, involves the study of physical activity and engages students as intelligent performers, learning in, about and through physical activity.

What is studied?

In Physical Education, physical activity serves as both a source of content and data and the medium for learning. Learning is based in engagement in physical activity with students involved in closely integrated written, oral, physical and other learning experiences explored through the study of selected physical activities. Physical Education focuses on the complex interrelationships between psychological, biomechanical, physiological and sociological factors in these physical activities. Students study four physical activities over the course.

Subject matter is drawn from three (3) focus areas which are:

- learning physical skills;
- processes and effects of training and exercise;
- equity and access to exercise, sport and physical activity in Australian society.

Special Equipment and Costs

Some travel and equipment hire for some elective pursuits and costs associated with activities e.g. kayaking, are a requirement of this course. The charge for this activity in 2011 was \$110.00. Full details of costs will be available prior to the commencement of the unit.

Learning Experiences

Students will develop skills and understandings that will allow them to contribute in an informed and critical way to varied physical activity contexts and roles. Learning is developed in complexity and sophistication over the course, with the development of student abilities across the general objectives that reflect the depth of their skill acquisitions as well as developing psychological, biomechanical, physiological and sociological concepts within and across physical activities. As students study increasingly complex and sophisticated subject matter they are encouraged to further develop as self-directed, interdependent and independent learners.

Possible Careers

This subject provides a foundation for students who wish to pursue further study in human movement related fields such as:

- Physical Education Teacher
- Recreation Officer
- Sports Coach
- Physiotherapist
- Health Surveyor
- Sports Administrator
- Paramedic
- Occupational Therapist
- Nurse

Note: Changes to courses are probable for 2013 to meet the Australian National Curriculum requirements.

PHYSICS

Pre-requisites

It is **recommended** that students should have achieved a High Level of Achievement in Year 10 Science and a High Level of Achievement in Year 10 Mathematics. A co-requisite in Mathematics B is essential and Mathematics C is **highly recommended**.

Overview

It is a part of the human condition to wonder about the world. Throughout history, people's innate curiosity has prompted them to reflect on their experiences and to develop explanations to make sense of those experiences. As people make meaning from their experience, their understanding develops and they are able to use that understanding in future experiences. Where people have collaboratively developed explanations for phenomena, socially shared understanding has resulted.

The development of understanding of physical phenomena occurs in physics by means of methods of inquiry that have been refined over the last three hundred years. A culture of physics has emerged that values methods of precise measurement and reproducible experimentation and powerful mathematical relationships. Today, these methods continue to contribute to the development and provision of new information, ideas and theories to explain observations and experiences.

As a result, physics has become one of the most deeply conceptualised of the sciences, founded on physical concepts that have been developed into predictive theories expressed in mathematics.

The knowledge and concepts of physics are a set of explanations shared by the physics community that viably account for an extensive range of phenomena. At times these explanations conflict with everyday understandings but they are distinguished by their utility in explaining physical phenomena and, most importantly, they predict new phenomena as yet unobserved. The explanations remain tentative and open to modification in the light of new evidence.

Course Aims

Students completing a course of study in Physics should be expected to have:

- developed a curiosity about the world around them and a sense of wonder, enthusiasm and interest in physics;
- developed an appreciation of the usefulness of physics in explaining natural phenomena;
- become responsible decision-makers;
- speculated and hypothesised about logical relationships, deductions and consequences of scientific ideas;
- used methods of scientific inquiry to solve physical problems set in real-world contexts;
- acquired a broad general knowledge and understanding of the fundamental concepts and principles of physics;
- developed an understanding of the explanatory framework of Science.

Learning Experiences and Key Competencies

In selecting learning experiences, teachers have many opportunities to deal with the key competencies, which occur naturally in the learning context and are essential to the study of Physics namely:

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

Assessment

Assessment is categorised as being either formative or summative and is an integral aspect of this subject.

Formative assessment is used to provide feedback to students, parents, and teachers about achievement over the course of study. This enables students and teachers to identify student strengths and weaknesses so that, by informing practices in teaching and learning, students may improve their achievement and better manage their own learning. The formative techniques used should be similar to summative assessment techniques, which students will meet later in the course. This provides students with experiences in responding to particular types of tasks under appropriate conditions. It is advisable that each assessment technique be used formatively before it is used summatively.

Summative assessment, while also providing feedback to students, parents, and teachers, provides information on which levels of achievement are determined at exit from the course of study. It follows, therefore, that it is necessary to plan the range of assessment instruments to be used, when they will be administered, and how they contribute to the determination of exit levels of achievement. Student achievements are matched to the standards of exit criteria, which are derived from the general objectives of the course. Thus, summative assessment provides the information for certification at the end of the course.

Physics identifies three (3) assessment categories:

Category 1: Extended Experimental Investigations (EEI)

Category 2: Supervised Assessments (SA)

Category 3: Extended Response Tasks (ERT)

Possible Careers include:

- Teacher of Physics
- Engineering
- Surveyor
- Optometrist
- Marine Scientist
- Pharmacist
- Radiographer
- Pilot
- Astronomer
- Electrician
- Medical Practitioner
- Oceanographer
- Electrical Mechanic
- Sound Engineer

SPANISH

Pre-requisites

A Sound Level of Achievement in Year 10 Spanish is *required*.

Overview

Verbal communication is the fulcrum upon which society evolves flourishes and survives. To speak a language is to pass on knowledge, ideas, thoughts and feelings. The study of a foreign language allows us to further our understanding not only of people in other lands, but also of ourselves. If we wish to live in a harmonious, multiethnic and enriched society, we need to interact with others no matter what their language or background, comprehend the diversity and wealth of the human condition across the globe and embrace the power of language.

Reasons for Learning Spanish

- Spanish is the third most spoken language in the world and will overtake English this century;
- Spanish is the official language of 21 countries. It is the most widely spoken European language;
- Spanish is one of the six languages of the United Nations Organisation;
- Spanish is the preferred language on the Internet after English;
- Spanish is relatively easy for English speakers to learn (e.g. grammatically straight forward, quite easy to pronounce);
- Hispanic immigration into Australia dates back to the 19th Century. There are more than 100,000 speakers of Spanish living in Australia;
- A significant number of Australian companies have investments or trade with Spanish speaking countries (e.g. BHP, Hoyts & Qantas);
- Several Queensland Universities have significant links with Latin America and Spain and offer an extensive Spanish programme.

Assessment

All four (4) skills *Speaking, Listening, Reading* and *Writing*, will be examined according to the syllabus guidelines. Homework completion and participation in spontaneous role plays is expected and is a fundamental part of formative assessment.

Possible Careers

In this global world that we now live, communication across nations is almost instantaneous. The means by which we communicate are ever changing and so are our life paths. The common thread is a common language between various parties. The jobs our students seek may not have existed 20 years ago but one thing that will never change is the need to communicate effectively in order to prosper. A second language will give the few that choose this path, a huge advantage in their post-school options.

VISUAL ART

Pre-requisites

A Sound Level of Achievement in Year 10 Visual Art is *required*.

Overview

The Senior Visual Art programme prepares young people for a future in the workforce by requiring them to seek creative solutions to complex design problems, think divergently and use higher order learning skills to articulate an informed and individualized aesthetic (style/expression). Visual Art is a powerful and pervasive means which students use to make images and objects using visual problem solving, language, expression, experimenting and applying media to communicate thoughts, feelings, ideas, experiences and observations.

Course Aims

The objectives of the Senior Visual Art programme are in three (3) categories namely:

Appraising – the appreciation of artworks

Making – the production of artworks

Affective – attitudes, values and feelings about artworks

These objectives relate to the creative thinking and problem-solving processes involved in the production and appraising of artworks, the knowledge to be acquired and the attitudes, values and feelings the subject aims to facilitate.

Learning Experiences

The core of the Senior Visual Art programme is the pursuit of the *Making* and *Appraising* general objectives. These objectives are introduced through 'Diversification' in Year 11 and developed through 'Specialisation' in Year 12. The two-year course of study is based on units of work that comprise concepts, focuses and media areas. Students' understanding of the general objectives of *making* and *appraising* is developed through these units of work and is supported by essential teaching and learning processes of researching, developing and resolving.

Concepts are the unit organisers that direct student learning and integrate *Making* and *Appraising*. Teachers present a concept to engage students in learning experiences that allow them to develop their own focuses for artworks with an understanding of related artworks from a range of social, cultural and historical contexts. Concepts are theme-based, offering a range of media and techniques.

Focuses are individual student pathways that define interpretations and responses to concepts. Over the two-year course, the teacher will structure ensuring a progression from teacher-directed focus, through teacher-student negotiated focus, to the students' selecting and interpreting their own focus to resolve work.

Media areas are overviews of knowledge, skills, techniques and processes. Each area should not be viewed as distinct or limited to preconceived understandings of the visual art discipline. Over the two-year course, students will have the opportunity to make and appraise images and objects growing from a range of media areas.

Areas of Study offered at Saint Stephen's College

- Ceramics
- Drawing
- Painting
- Costume and Stage Design
- Printmaking
- Installation
- Sculpture
- Photographic Arts
- Electronic Imaging
- Environmental Design
- Fibre Arts
- Graphic Design
- Performance Art
- Product Design

Assessment

Assessment is about the measurement of student performance and the gathering and recording of this information. Assessment of student achievement should not be seen as a separate entity, but as an integral part of the developmental learning process. Assessment reflects the learning experiences of the students and includes a variety or range of assessment techniques.

Assessment Techniques in Senior Visual Art

- **Production** - assesses achievement in the making of artworks.
- **Written Response** - assesses creative thought processes demanded in appraising.
- **Oral Presentation** - students are encouraged to talk about artwork.
- **Visual Art Diary** - students are required to document a variety of information, ideas and working processes.

Possible Careers

- Artist
- Visual Art Teacher
- Advertising – Account Executive
- Architect
- Graphic Designer
- Arts and Cultural Planner
- Industrial Designer
- Web Designer / Developer
- Interior Designer
- Art Gallery Director
- Stage Designer
- Fashion Designer
- Illustrator
- Desk Top Publisher

CONCLUSION

Within staffing and timetabling constraints, the widest possible range of subject offerings has been made available to students of Years 11 and 12.

Where students have made what are deemed to be sensible decisions about elective subject choice, the College will make every attempt to place those students in their preferred subjects.

Where decisions are considered to be not sensible or ill-informed, counselling sessions will be arranged with a view to negotiating an appropriate selection change.

It may eventuate that for a limited number of students, a combination of their most preferred options is not possible. For this reason, an eighth preference is to be indicated on the selection sheet.

Selections should be considered carefully. Whilst there is some latitude for subject change; **students should consider their subject decisions to be binding.**

Overall, please take the time to discuss the information in this handbook and follow the SET Planning procedure as outlined.