Welcome

to

St Patrick’s College

(Year 11 and 12 ONLY)

2014

[Please keep this book and refer to it during your time at St Patrick’s – you will need to refer back to it for invaluable general information]
# CONTENTS

<table>
<thead>
<tr>
<th>Subject</th>
<th>Page No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff of St Patrick’s College</td>
<td>3</td>
</tr>
<tr>
<td>Senior Subjects: What to consider</td>
<td>4</td>
</tr>
<tr>
<td>Guidelines for selection</td>
<td>5</td>
</tr>
<tr>
<td>Pathways</td>
<td>6</td>
</tr>
<tr>
<td>Overall Position (OP) Subjects</td>
<td>7</td>
</tr>
<tr>
<td>Overall Position (OP) Course</td>
<td>8</td>
</tr>
<tr>
<td>Vocational Education &amp; Training (VET) / Authority Registered Subjects</td>
<td>9</td>
</tr>
<tr>
<td>Vocational Education &amp; Training (VET) Courses</td>
<td>10</td>
</tr>
<tr>
<td>Queensland Certificate of Education (QCE)</td>
<td>13</td>
</tr>
<tr>
<td>General Information</td>
<td>15</td>
</tr>
<tr>
<td>Subject Selection</td>
<td>19</td>
</tr>
<tr>
<td>OP Subjects:</td>
<td></td>
</tr>
<tr>
<td>- Accounting</td>
<td>20</td>
</tr>
<tr>
<td>- Aerospace Studies</td>
<td>21</td>
</tr>
<tr>
<td>- Ancient History</td>
<td>22</td>
</tr>
<tr>
<td>- Biology</td>
<td>23</td>
</tr>
<tr>
<td>- Business Communication &amp; Technologies</td>
<td>24</td>
</tr>
<tr>
<td>- Chemistry</td>
<td>25</td>
</tr>
<tr>
<td>- Drama</td>
<td>26</td>
</tr>
<tr>
<td>- Economics</td>
<td>27</td>
</tr>
<tr>
<td>- English</td>
<td>28</td>
</tr>
<tr>
<td>- English Extension</td>
<td>29</td>
</tr>
<tr>
<td>- Film, Television &amp; New Media</td>
<td>30</td>
</tr>
<tr>
<td>- Geography</td>
<td>31</td>
</tr>
<tr>
<td>- Graphics</td>
<td>32</td>
</tr>
<tr>
<td>- Home Economics</td>
<td>33</td>
</tr>
<tr>
<td>- Information Processing &amp; Technology</td>
<td>34</td>
</tr>
<tr>
<td>- Information Technology Systems</td>
<td>35</td>
</tr>
<tr>
<td>- Japanese</td>
<td>36</td>
</tr>
<tr>
<td>- Legal Studies</td>
<td>37</td>
</tr>
<tr>
<td>- Mathematics Course Overview</td>
<td>38</td>
</tr>
<tr>
<td>- Mathematics A</td>
<td>39</td>
</tr>
<tr>
<td>- Mathematics B</td>
<td>40</td>
</tr>
<tr>
<td>- Mathematics C</td>
<td>41</td>
</tr>
<tr>
<td>- Modern History</td>
<td>42</td>
</tr>
<tr>
<td>- Music</td>
<td>43</td>
</tr>
<tr>
<td>- Physical Education</td>
<td>44</td>
</tr>
<tr>
<td>- Physics</td>
<td>45</td>
</tr>
<tr>
<td>- Science 21</td>
<td>46</td>
</tr>
<tr>
<td>- Study of Religion</td>
<td>47</td>
</tr>
<tr>
<td>- Visual Art</td>
<td>48</td>
</tr>
<tr>
<td>- Vocational Education &amp; Training (VET) Overview</td>
<td>49</td>
</tr>
<tr>
<td>- Business Procedures</td>
<td>51</td>
</tr>
<tr>
<td>- Certificate III in Christian Ministry and Theology</td>
<td>52</td>
</tr>
<tr>
<td>- Early Childhood Education</td>
<td>53</td>
</tr>
<tr>
<td>- English Communication</td>
<td>54</td>
</tr>
<tr>
<td>- Hospitality</td>
<td>55</td>
</tr>
<tr>
<td>- Information &amp; Communication Technology</td>
<td>56</td>
</tr>
<tr>
<td>- Manufacturing – Certificate I in Construction</td>
<td>57</td>
</tr>
<tr>
<td>- Manufacturing – Certificate I in Engineering</td>
<td>58</td>
</tr>
<tr>
<td>- Manufacturing – Furnishing Studies</td>
<td>59</td>
</tr>
<tr>
<td>- Manufacturing – Industrial Graphics</td>
<td>60</td>
</tr>
<tr>
<td>- Marine and Aquatic Practices</td>
<td>61</td>
</tr>
<tr>
<td>- Pre-Vocational Maths</td>
<td>62</td>
</tr>
<tr>
<td>- Recreation</td>
<td>63</td>
</tr>
<tr>
<td>- Religion &amp; Ethics</td>
<td>64</td>
</tr>
</tbody>
</table>
STAFF OF ST PATRICK’S COLLEGE

The following are members of St Patrick’s College staff who have special responsibility for the academic life of the college or particular study areas. They are available to give you advice concerning your choices when entering year 11.

**Administration Staff**

Principal

Mr Eamon Hannan

Assistant to the Principal: Administration

Mr Mark Gibbs

Assistant to the Principal: Curriculum

Ms Edna Galvin

Assistant to the Principal: Religious Education

Ms Lesley Fraser

Assistant to the Principal: Student Welfare

Mr Sean Geoghegan

**Heads of Departments**

Head of Business

Mrs Cathie Williams

Head of English & Drama

Mr Peter Scott

Head of Information Processing & Technology

Mrs Janelle Agius

Head of Lifestyles

Ms Kerry Hine

(Home Economics / Hospitality & Early Childhood Studies)

Head of Industrial Technology & Design

Mr Russell French

Head of Mathematics

Mr Glen Smith

Head of Physical Education

Mr John Boumford

Head of Science

Mrs Bernadette Guthrie

Head of Social Science

Mrs Natalie Pyke

Head of Vocational Education & Training (VET)

Mr William Cassells

**Single Subject Teachers**

Art

Mr Tony Druery

Film, Television & New Media

Mr Martin Odger

Japanese

Mrs Margaret Browne

Music

Mrs Bianca Johnston

Guidance Counsellor

Mrs Edie Weiss

Learning Support

Ms Jodi Campion
SENIOR SUBJECTS: WHAT TO CONSIDER

Please note as this is the seventh intake of students for the Queensland Certificate of Education, changes may be made by the Queensland Studies Authority during 2014 — 2015. Please be aware that many senior subjects are under review and slight changes may occur to the requirements.

Your capabilities and talents

- Do subjects you like and / or are good at.
- Have realistic expectations of your ability.
- Your performance to the end of Year 10 is a good guide to your ability.
- In general, results do not improve dramatically in Year 11.

Your career interests

- Research possible careers.
- The book “Summary of Selection Criteria for Entry to University” which you will receive from your present school will list possible courses and prerequisite subjects.

Leaving your options open

- Many students do not have a clear idea at the beginning of Year 11 what career they wish to follow. Others change career choices as time passes.
- Do not be too narrow in your range of choices.
- Be careful about dropping subjects now that cannot be taken up again.
- IMPORTANT: CHOOSE CAREFULLY - you can NOT change subjects easily in Senior school.

Prerequisite subjects for tertiary studies

- Many tertiary courses require certain subjects be studied to a set level to gain entry.
- This information is available in the QTAC book.

Prerequisite subjects and levels of attainment for senior secondary subjects

- You must select an English and a Maths subject
- Some Year 11 subjects require certain Year 10 studies.
- Remember: senior subjects must be studied for one full semester (two terms) before changing and at least three (3) OP subjects must be studied for two years for student to be eligible for an OP. Three senior subjects (any) must be studied for the entire course to be eligible for a QCE.

St Patrick’s College
Page 4
Choosing Subjects 2014
GUIDELINES FOR SELECTION

- Find out about career pathways.
- Have a few career choices in mind before choosing subjects.
- If you are uncertain about a career at present, seek help in trying to choose subjects that will keep several pathways open for you.
- Read the subject descriptions in this handbook.
- Talk to subject coordinators and subject teachers.
- Look at books and materials used in the subject.
- Attend the Subject Information night – compulsory for ALL students. As many students make such poor subject choices, it is now compulsory to speak to teachers at Subject Information night.
- Talk to students already studying the subjects.
- Make a decision on a combination of subjects that suits your requirements and abilities.
- Do not select subjects simply because someone has told you that they ‘help you get good results and give you a better chance of getting into university’.
- Try not to be influenced by suggestions that you should or should not choose a particular subject, because a friend / brother / sister either liked or disliked it or the teacher when they studied it.
- Above all, choose subjects you are good at and that you like.
- BE PREPARED TO WORK HARD – REGARDLESS OF WHAT SUBJECTS YOU CHOOSE, BECAUSE YOU CAN NOT CHANGE.

REMEMBER!

EVERYONE WANTS AN ‘A’ STUDENT - EMPLOYERS AND TERTIARY INSTITUTIONS

THIS MEANS ‘A’ FOR:

- ATTENDANCE
- APPEARANCE
- ATTITUDE
- APPLICATION
OVERALL POSITION (OP) SUBJECTS

- Approved by the Queensland Studies Authority (QSA).
- Results appear on student’s Senior Statement.
- Results are used in calculation of a student’s Overall Position (OP).
- Results contribute to the Queensland Certificate of Education.
- Are academic in approach though they may contain practical elements.
- For more details on the Overall Position (OP) see page 8.

Overall Position (OP) subjects offered are:

- Accounting
- Aerospace Studies
- Ancient History
- Biology
- Business Communication & Technologies
- Chemistry
- Drama
- Economics
- English
- English Extension (Year 12 only)
- Film, Television & New Media
- Geography
- Graphics
- Home Economics
- Information Processing & Technology
- Information Technology Systems
- Japanese
- Legal Studies
- Mathematics A
- Mathematics B
- Mathematics C
- Modern History
- Music
- Physical Education
- Physics
- Science 21
- Study of Religion
- Visual Art
OVERALL POSITION (OP) COURSE

WHY DO THIS COURSE?

- To gain University / TAFE entry.
- As a general preparation for employment.

WHAT CERTIFICATION DO YOU GAIN?

- Senior Statement.
- Tertiary Entrance Statement (includes OP).

WHAT CERTIFICATION COULD YOU GAIN?

- Queensland Certificate of Education.

ANYTHING ELSE?

- Students sit for the Queensland Core Skills Test (QCS).

OP COURSE STRUCTURE

<table>
<thead>
<tr>
<th>English</th>
<th>Study of Religion</th>
<th>Maths A or Maths B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choice 1</td>
<td>Choice 2</td>
<td>Choice 3</td>
</tr>
<tr>
<td>Study</td>
<td>i.e. Eng, SOR, Maths, 3 others</td>
<td></td>
</tr>
</tbody>
</table>

OR

<table>
<thead>
<tr>
<th>English</th>
<th>Religion &amp; Ethics</th>
<th>Maths A or Maths B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choice 1</td>
<td>Choice 2</td>
<td>Choice 3</td>
</tr>
<tr>
<td>Choice 4</td>
<td>i.e. Eng, RE, Maths, 4 others</td>
<td></td>
</tr>
</tbody>
</table>

Choice of subjects may be a mixture of OP and Vocational Education subjects but an OP course must include at least five (5) OP subjects. Three (3) to be studied continuously to receive both an OP and QCE. You MUST gain at least a pass (C standard) on all 3 for a QCE!!

You can NOT change subjects unless under strict conditions.
VOCATIONAL EDUCATION & TRAINING (VET) SUBJECTS AND AUTHORITY REGISTERED SUBJECTS

Approved by the Queensland Studies Authority (QSA).

- Results appear on the student’s Senior Statement.
- Results contribute to the Queensland Certificate of Education.
- Results are not used in calculation of a student’s overall position (OP), but are used for QCE calculation.
- Contain elements which give nationally recognised credit towards future TAFE courses, apprenticeships and traineeships.
- Are practical and ‘hands on’ in their orientation though they do contain theory elements.
- Expect you to ‘work hard’ – like you would ‘at work’.
- Students studying Authority Registered Subjects receive a Level of Achievement at Exit.

Vocational Education Subjects and Authority Registered subjects offered are:

- Business Procedures — Certificate II in Business
- Certificate III in Christian Ministry and Theology
- Early Childhood Studies — Certificate III in Children’s Services
- English Communication — Authority Registered Subject, NO VET Certificate
- Hospitality — Authority Registered Subject, NO VET Certificate
- Information and Communication Technology — Certificate II in Information Technology
- Manufacturing — Certificate I in Construction
- Manufacturing — Certificate I in Engineering
- Manufacturing — Furnishing Studies — Authority Registered Subject, NO VET Certificate
- Manufacturing — Industrial Graphics — Authority Registered Subject, NO VET Certificate
- Marine and Aquatic Practices — Authority Registered Subject, NO VET Certificate
- Pre Vocational Maths — Authority Registered subject, NO VET Certificate
- Recreation — Authority Registered Subject, NO VET Certificate
- Religion & Ethics — Authority Registered subject, NO VET Certificate
VOCATIONAL EDUCATION & TRAINING (VET) COURSE

WHY DO THIS COURSE?

 To prepare directly for employment.
 If you prefer practical / ‘hands on’, work oriented subjects.
 It is still possible to gain entry to university by studying this course.
 To develop ‘work ready’ skills.

WHAT CERTIFICATION DO YOU GAIN?

 Senior Statement.
 Nationally recognised Vocational Certificate.
 A log book of your work skills.

ANYTHING ELSE?

 Work placement is compulsory.
 May gain a Queensland Certificate of Education.
 Do not do this as a ‘soft option’ – this is about Industry standards.
 If a trade strongly recommend Mathematics A.

VET COURSE STRUCTURE

| English or English Communication |
| Religion & Ethics               |
| Maths A or Pre-Vocational Maths |
| Choice 1                        |
| Choice 2                        |
| Choice 3                        |
| Choice 4                        |

The VET course includes three or more VET subjects and may contain a mixture of Vocational Education and OP subjects.
ARE YOU INTERESTED IN WORKING IN?

Mackay’s booming:
- Industrial
- Mining
- Construction
Service and support industries eg
- Fitter and turner
- Diesel fitter
- Welder / fabricator
- Mechanic
- Auto electrician
- Construction worker
- Carpenter
- Electrician

1. INDUSTRY COURSE

A challenging and promising career in Administration and Organization eg
- Personal assistant
- Travel consultant
- Financial administration
- Professional receptionist
- Event promotion and management

2. BUSINESS COURSE

Australia’s fastest growing sector:
- Social, Community Care and Services
eg
- Hospitality Preparation and Service
- Child Care
- Aged Care
- Community Development
- Youth Worker

3. LIFESTYLE COURSE

An area that will use and develop your creative talents:
- Artistic
- Technical
- Dramatic
Careers are possible in:
- Advertising
- Fashion
- Wood / metal design and fabrication
- Theatre
- Textile design and fabrication

4. DESIGN COURSE

READ ON
## CONSIDER ENROLLING IN ONE OF THE FOLLOWING COURSES

What will St Patrick’s provide for you through these courses?

- Skills to make you employable.
- Nationally recognised certificates which count towards future study.
- Eight (8) weeks work placement in a career in your area of interest (last year, most students involved in work placement at St Patrick’s were offered employment as a direct result of their placement).
- St Pat’s will activate school-based apprenticeships and traineeships with you.
- An additional course in employability skills.

**PLEASE NOTE:** The precise subjects chosen in each of these courses are negotiable.

eg. English or English Communication  
Maths A or Pre Vocational Maths

### 1. Industrial Course

|------------------|----------------------------------|---------------------|-----------------------------------------------|-----------------------------------------------|----------------------------------|-------------------------------------------------|-----------------------------------------------|----------------------------------|

### 2. Business Course

<table>
<thead>
<tr>
<th>Religion &amp; Ethics</th>
<th>English or English Communication</th>
<th>Pre Vocational Maths</th>
<th>Business Procedures – Certificate II in Business</th>
<th>Information &amp; Communication Technology – Certificate II in IT</th>
<th>Early Childhood Education — Certificate III in Children’s Services <strong>OR</strong> Hospitality <strong>OR</strong> Marine and Aquatic Practices</th>
<th>One (1) other VET <strong>OR</strong> OP subject</th>
</tr>
</thead>
</table>

### 3. Lifestyle

<table>
<thead>
<tr>
<th>Religion &amp; Ethics</th>
<th>English or English Communication</th>
<th>Pre Vocational Maths</th>
<th>Hospitality Practices</th>
<th>Early Childhood Studies – Certificate III in Children’s Services</th>
<th>Information &amp; Communication Technology – Certificate II in IT</th>
<th>Business Procedures – Certificate II in Business <strong>OR</strong></th>
<th>Recreation <strong>OR</strong></th>
<th>Marine and Aquatic Practices <strong>OR</strong></th>
<th>One (1) other VET <strong>OR</strong> OP subject</th>
</tr>
</thead>
</table>

### 4. Design Course

| Religion & Ethics | English or English Communication | Pre Vocational Maths | Business Procedures – Certificate II in Business **OR** | Marine and Aquatic Practices **OR** Manufacturing – Furnishing Studies **OR** Manufacturing – Industrial Graphics | Drama / Art | Information & Communication Technology – Certificate II in IT **OR** | Two of these and two other VET or OP subjects **OR** Three of these and one other VET or OP subject **OR** Four of these |
|------------------|----------------------------------|---------------------|-----------------------|-------------------------------------------------|---------------------------|-------------------------------------------------|-----------------------------|----------------------------------|-----------------------------|

---

St Patrick’s College  
Choosing Subjects 2014
QUEENSLAND CERTIFICATE OF EDUCATION

What is it?
The Queensland Certificate of Education (QCE) is a school-based qualification awarded to young people at the completion of the senior phase of learning, usually at the end of year 12. It confirms a student’s achievement of:

- A significant amount of learning
- A set standard of achievement
- Meeting literacy and numeracy requirements

When does it start?
In 2006, a new law was introduced that requires all students to be registered with the Queensland Studies Authority (QSA) in the year before they turn 16.

How does it work?
The QCE recognizes broad learning options and offers flexibility in what, where and when learning occurs.

Different types of learning attract different credit values. A credit is the minimum amount of learning at the set standard that can contribute towards the QCE. Students must have **20 credits and fulfill literacy and numeracy requirements to be awarded a QCE**. Plus you must study 3 subjects for 2 years and pass (gain at least a C standard).

Learning Accounts
All learning undertaken and achievements are recorded in a learning account. These achievements then converted to credits. As activities and studies are completed, the credits are banked and the learning account grows, just like a bank account.

The Senior Phase of Learning
Most students are awarded a QCE at the end of Year 12. Students who do not meet the QCE requirements at the end of Year 12 can continue to work towards their certificate – their learning account remains open, regardless of their age (however, credits expire after 9 years). The QSA will award a QCE in the following July or December, once a person becomes eligible.

You need

<table>
<thead>
<tr>
<th>20 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sound Level of Achievement, Pass or equivalent</td>
</tr>
<tr>
<td>at least 12 credits from completed Core courses of study plus an additional 8 credits from a combination of any courses of study but a maximum of 6 credits from Preparatory courses of study and meet literacy and numeracy requirements</td>
</tr>
<tr>
<td>To gain a QCE</td>
</tr>
</tbody>
</table>

Queensland Studies Authority
### Queensland Certificate of Education (QCE)

The QCE is Queensland’s senior school-based qualification, awarded to eligible students on completion of the senior phase of learning, usually at the end of Year 12. The qualification is internationally recognised and offers flexibility in what is learnt, as well as where and when learning occurs. This allows students to tailor their senior pathway to suit their interests and support their future goals.

The QCE is achievable for students and recognises a broad range of learning, including senior school subjects, vocational education and training (VET), workplace, and community learning recognised by the Queensland Studies Authority (QSA), and university subjects undertaken while at school.

To be awarded a QCE, a student needs to demonstrate a significant amount of learning, to a set standard and in a set pattern, while meeting literacy and numeracy requirements. These requirements are measured in terms of credits. Credits are banked when the set standard has been met. Students must have at least 20 credits in the required pattern to be awarded a QCE.

#### Courses of study

A wide variety of courses of study may contribute towards the QCE. Contributing studies are classified into four categories:

- **Core courses** are usually undertaken by students during the senior phase of learning and include Authority and Authority-registered subjects.
- **Preparatory courses** are generally used as stepping stones to further study or training.
- **Enrichment courses** provide learners with opportunities to develop their skills and knowledge at a higher level.
- **Advanced courses** go beyond the scope and depth of typical senior secondary schooling. To gain credit for one- or two-semester university subjects, diplomas or advanced diploma courses in VET, the student must undertake these courses as part of a school program in partnership with a tertiary education institution. However, other recognised studies such as AMEB Grade 8 and higher do not need to be part of a school program to attract credit towards a QCE.

Different types and amounts of learning attract different amounts of credit towards the QCE. Credit is assigned when a minimum standard of achievement has been reached. A young person must achieve at least 20 credits to be eligible for a QCE. A minimum of 12 credits must come from completed Core courses of study. The remaining 8 credits may come from a combination of Core, Preparatory, Enrichment or Advanced courses, with a maximum of 6 credits from Preparatory studies. Partial completion of a Core course of study may also contribute some credit.

#### Planning for a QCE

QCE planning starts in Year 10, when students develop a Senior Education and Training (SET) Plan. The SET Plan helps students structure their learning around their abilities, interests, and ambitions. The plan is agreed between the student, their parents/careers, and the school, and maps out what, where, and how a student will study during their senior phase of learning — usually Years 10, 11, and 12.

The SET Plan should be developed by the end of Year 10, updated as necessary, and regularly reviewed to monitor progress.

#### The learning account

Schools are required to register students with the QSA, which usually happens during Year 10. When a student is registered, a learning account is created for them. The learning account records the individual student’s school subject enrolments and results of any completed studies, which contribute to the QCE. These details are provided by the school and/or other learning provider/s. Students are given a ULI (learner unique identifier) and a password for their learning account, which they can access any time through the Student Connect website at www.studentconnect.qsa.qld.edu.au.

The QSA supplies schools with learning account cards, which should be distributed to students to help them keep their ULI and password handy.

#### Senior education profile

The QSA issues each Queensland student with a senior education profile upon completion of Year 12. The composition of profiles varies. They may include any, but not all, of the following:

#### Senior Statement

This is an official record of the studies and results captured in a student’s learning account. A senior statement is issued to all students completing Year 12.
GENERAL INFORMATION

ASSESSMENT: GENERAL

Students are notified of all assessment dates through the assessment schedule (Year 11 pink, Year 12 green and online) published at the beginning of each semester and the exam timetable for each exam block. It is the student’s responsibility to ensure attendance or submission when assessment is due. Alternative dates for assessment in exceptional circumstances can only be arranged through the Assistant to the Principal, Curriculum. Where possible, the school should be notified in advance if a student is aware of other major commitments when assessment is being held.

Unless other prior arrangements have been made with the Assistant to the Principal, Curriculum, absence on the date an assignment is due or an in-class assessment or exam is held must be explained by a medical certificate or equivalent.

**Unless exceptional circumstances exist, exams must be completed at the assigned time.** The Assistant to the Principal, Curriculum after considering exam security and other factors, may allocate an alternative assessment date or an alternative exam. This will NOT be done for holidays or other inappropriate requests for exam changes. Exams MUST be done at the correct time.

ASSESSMENT: SPECIAL PROVISION

Parents and students should be aware that under the system of school-based assessment that operates in Queensland within the guidelines established by the Queensland Schools Authority.

Special provision may arise within the four semester academic career of a senior student (serious/lengthy illness, major disruptions to a student’s family life, death in the family, etc) which may affect the performance and achievement of the student during that period of stress.

In such circumstances, parents are requested to lodge documentary evidence as close as possible to the period of stress in the form of:

- a letter requesting special provision and the circumstances involved;
- a medical certificate if appropriate;
- any other documentary evidence.

ASSESSMENT: EXAMS

Students must sit exams at the time allocated by the Assistant to Principal Administration. Changes to this are for medical or similar circumstances only. A list of ‘Exam Procedures’ is given to all students and they must follow these appropriately.

Remember these exams take the place of EXTERNAL EXAMS in other Australian States.
ASSESSMENT : ASSIGNMENTS

A student who presents a reasonable case several days BEFORE THE DUE DATE to the relevant coordinator may be granted a reasonable extension of time. Class teachers do not have the authority to grant extensions. Multiple extensions must go through the Assistant to Principal Curriculum.

Any student who fails to submit an assignment on the due date without having been granted an extension will be dealt with according to QSA policy. Detention may be assigned for this purpose.

An assignment will be regarded as having been submitted on the due date if it is delivered by 4.00 p.m. or postmarked on that date. Faxed or emailed assignments will not be accepted unless by prior arrangement. Drafts are sighted and these may be used for assessment purposes if the final copy is not submitted. NON-SUBMISSION IS NOT POSSIBLE AS STUDENTS ARE REQUIRED TO COMPLETE ALL WORK—THIS MAY INVOLVE DETENTION. LATE SUBMISSION IS A PROBLEM—PLEASE FOLLOW COLLEGE PROCEDURE.

Students should submit drafts of assignments well before the due date so that teachers can provide feedback about possible problems or omissions.

Students should retain a copy of assignments as return of assignments is not possible. It is student’s responsibility to submit to the appropriate teacher – ALL students are to keep a copy of each assignment.

Assignments are retained by the college which will return only original documents, photos, etc that may form part of an assignment.

Staff will endeavour to return marked student scripts within three weeks of their submission.

ASSESSMENT : APPEALS PROCESS

If a student or parent wishes to appeal a grading awarded to a piece of assessment, an overall grading awarded to a unit of work, an interim SAI or position on an R6 ladder, the following staff should be approached in this order:

- the Subject Teacher
- the Subject Coordinator
- the Assistant to the Principal Curriculum
- the Principal

If a student or parent wishes to appeal a final special subject assessment or position on the R6 ladder or award of competency, the student or parent should approach the Assistant to Principal, Curriculum directly. If there is no resolution, the Assistant to the Principal, Curriculum will forward the matter to the appeals committee consisting of the Principal, Assistant to Principal, Curriculum and the appropriate Head of Department.

ASSESSMENT : TYPE

Formative Assessment:
- Designed to give students an indication of progress
- Not usually used in determining ratings for the senior statement
GENERAL INFORMATION (Continued)

Summative Assessment:
- Used in determining ratings for senior statement and calculating OPs
- May include work from year 11

A variety of types of assessment is used throughout senior studies e.g. written examinations, orals, assignments, practical exercise reports, demonstrations, multimedia (computer aided), field trips, reports and worksheets.

DRAFTING POLICY

It is important that during the correction and providing of feedback to students that we maintain integrity across all subjects. The focus should always be about assisting students to submit their very best work NOT about reworking, rewriting or restructuring the draft so the issue of student authorship arises.

Teachers may indicate what needs to be corrected, changed, added to, expanded, reshaped and so on – NOT to do it for the student. Part of the drafting process is for students to reflect on their work and come up with strategies to improve it. Feedback should be timely but this may depend on individual teacher’s timetables – (eg. Staff with 4 classes of 26 students doing the same assignment may have different time restraints than a teacher with 1 class of 20 students) Do not email assignments to staff unless this has been organised and DO not email them at inconvenient times.

Students should not go to several staff and have the assignment read and several amounts of feedback provided – the class teacher is always the first point of reference.

Year 11 students may need the most support and this should slowly decrease so that in Semester 4 students are only receiving verbal feedback and/or minimal written corrections. This is in line with the QSA principle of ‘increasing independence of the student’ and ‘increasing complexity of the task’.

Students should hand in drafts in a reasonable condition (eg. stapled, in a plastic sleeve etc.) and at an appropriate time (not when the teacher may be unable to store the draft safely eg. yard duty). The idea of giving feedback on drafts is for students to make final improvements on an assignment that has already been a significant part of the teaching and learning process. It is not intended to replace the teaching of that unit in class and the learning (homework and other research) required of the student. It is still an assessment task to test the learning required of that unit by the student.

Students should not hand in any draft without keeping a copy.

Drafting is a consultation process and not a marking process. Staff should not give a mark to a draft – this is inconsistent with QSA policy.

OVERALL POSITION (OP)

The mechanism used by universities and some TAFE courses to offer positions to school leavers is through a score known as the Overall Position (OP). To qualify for an OP, students must study at least five OP subjects and sit the Queensland Core Skills Test (QCS). The Queensland Studies Authority calculates the OP by a process of combination of the student’s subject results and school’s results on the QCS.

The OP is reported as a single number 1 – 25, 1 being the best result. The OP appears on a student’s tertiary entrance statement (TES) which is posted to each student along with the senior statement in late December of their senior year.
GENERAL INFORMATION (Continued)

TERTIARY ENTRANCE STATEMENT (TES)

Each student who studies an OP course and sits the QCS test will receive, along with the senior statement, a tertiary entrance statement (TES).

The TES is issued by the Queensland Studies Authority (QSA) and contains the student’s OP and the score in one or more field positions (FP). In a very small number of cases the FP may be used as an influence on entry to tertiary institutions.

More information on the FP is available from the Assistant to the Principal, Curriculum at the college.

TIMETABLE RESTRICTIONS

IT WILL NOT BE POSSIBLE TO OFFER EVERY COMBINATION OF SUBJECTS. Students will be asked to indicate their initial subject choices to the college and these will then be sorted on the basis of internal compatibility, staffing and facility availability. Usually, 90% of students are able to achieve their initial choice. Students need to choose their subjects carefully as the options narrow with each round of subject selection.

It is impossible to accommodate the preference of every student, and some students may be asked to reselect one or two subjects.

The college reserves the right not to offer a class of uneconomic size. This could mean that a particular subject is not offered at all. More importantly, it could mean that numbers will be restricted to one class only. Waiting lists will be used for those subjects for which there is a heavy demand.

SCHOOL BASED APPRENTICESHIP / TRAINEESHIP (SATS)

Students in all courses will have the opportunity to apply for part-time school-based apprenticeships and traineeships. These are advertised through the college and are competitive. Depending on the type of position and the student’s subjects, placement can be either out of school time or on one school day per week.
SUBJECT SELECTION

Please choose VERY CAREFULLY – subjects are studied for one semester (2 terms) NOT one term and students cannot change subjects until the end of each semester (a few small exceptions to this are possible eg Maths B to Maths A MAY be possible)

Other conditions are also relevant:

- Room in the subject
- Reason for change
- Compatible subjects
- Subject specific reasons

Do NOT choose subjects that include activities you do not wish to participate in eg in Physical Education / Recreational Pursuits you MUST swim.

In Film, Television and New Media you MUST come in during your own time and use the editing suite.

Drama requires you to attend the theatre (maybe out of hours).

All English subjects have an oral assessment component – these are to be presented in class.

REMEMBER:

1. You can only change at the end of each SEMESTER, NOT TERM.
2. You must keep three subjects for the entire two years even if you change schools.
3. You must keep three subjects for two years in all courses – no changes – and you must pass them for a QCE.
4. You must also fulfil literacy and numeracy requirements to be eligible for a QCE.
ACCOUNTING

OP SUBJECT

What is accounting?
It is a system of recording, reporting, analysing and interpreting the financial information of a business to interested parties (owners, investors, government).

What are the benefits?
Students develop knowledge of the nature and purposes of accounting, its role in business and its relevance to business financial decision making by collecting, recording, analysing and organising financial information. Students will develop information technology skills to enable them to apply the accounting process in a business environment. This course prepares students for further education, training and employment.

<table>
<thead>
<tr>
<th>What will be studied?</th>
<th>What types of assessment will be used?</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Accounting process to trial balance</td>
<td>▪ Short and/or extended written responses</td>
</tr>
<tr>
<td>▪ Preparation of balance day adjustments and final reports</td>
<td>▪ Demonstration of practical accounting processes</td>
</tr>
<tr>
<td>▪ Internal controls for a variety of assets</td>
<td>▪ Research assignments</td>
</tr>
<tr>
<td>▪ Preparation and interpretation of Cash Budgets</td>
<td>▪ Business reports</td>
</tr>
<tr>
<td>▪ Accounting for non-current assets</td>
<td>▪ Multi-modal/seminar presentations</td>
</tr>
<tr>
<td>▪ Preparation of specialised journals</td>
<td></td>
</tr>
<tr>
<td>▪ Bank Reconciliation</td>
<td></td>
</tr>
<tr>
<td>▪ Cash Flow Statements</td>
<td></td>
</tr>
<tr>
<td>▪ Analysis of financial reports</td>
<td></td>
</tr>
<tr>
<td>▪ Integrated Accounting Package (MYOB)</td>
<td></td>
</tr>
<tr>
<td>▪ Personal finance and investing</td>
<td></td>
</tr>
</tbody>
</table>

What are the possibilities?
Accounting is one career path with a range of career opportunities. By further study the following opportunities become available:-

| Auditing | Budget analysis |
| Financial planning | Management accounting |
| Tax accounting | Business risk accounting |
| Environmental accounting | Forensic accounting |
| International accounting specialist | |
AEROSPACE STUDIES

OP SUBJECT

- If you have an interest in aviation, this is a subject for you – a subject for both males and females!
- Aerospace Studies was introduced eight years ago and is currently offered in about 25 schools in Queensland.
- St Patrick’s is the only school in Mackay offering it. Aerospace Studies was started as there is a massive need for aviation employees already, with future needs predicted to increase greatly. **In short, job prospects are great in aviation.**
- Aerospace Studies is a QSA (Queensland Schools Authority) OP (Overall Position) subject. Like any OP subject, a good result in Aerospace Studies will help your OP score. In terms of difficulty, Aerospace Studies would be about the same level of difficulty as Science 21.
- The main topics include: basic aeronautical knowledge, aircraft systems, airport and airline operations, aircraft accidents, safety systems, aviation business, air traffic control, meteorology, space travel, navigation systems and aviation laws.
- Aerospace Studies has many practical components such as model plane building, water and engine rockets, flight simulation (we have a computer and control yoke for each student), air crash investigation viewing, etc. In addition, we have many professional power point presentations provided by Aviation Australia.
- The course will involve field trips to: the Mackay traffic control tower and CQ rescue. In Year 12, there is a two day trip to Aviation Australia (Australia’s main training facility in aviation) in Brisbane as well as the Brisbane Airport.
- Pupils who study this course can also decide to go on and begin actual pilot training if they wish though **this is not a mandatory part of the course.** The theory units in Aerospace Studies are aligned with the theory components that a potential pilot must pass to get a Private Pilot’s License so you would be at a huge advantage should you choose to go ahead and get your pilot’s license.
- This course will help you gain employment in many jobs within the aviation industry, including piloting, avionics, aircraft maintenance, cabin crew, air traffic control, administrative jobs with airlines and airports, etc. It will also hold you in good stead should you choose to join the armed forces.
- The assessment is like any OP subject in that there will be assignments, exams and reports to do.
- St Patrick’s is a ‘Project School’ in Aerospace studies which means we are given many benefits such as direct entry into various university courses for students who do well and various lucrative awards are also on offer. As well, the teacher is a member of the State Panel for Aerospace Studies which means we keep abreast of the latest developments and remain at the cutting edge of this exciting subject.
ANCIENT HISTORY

OP SUBJECT

COURSE OVERVIEW

Ancient History as a subject at senior level aims to provide a knowledge and appreciation of the main ancient civilizations and their place in the overall fabric of world history. This is done via the acquisition of research and writing skills as well as a knowledge base through which analytical abilities can be developed. Through the study of Ancient History, we can understand how the modern world has been influenced by the peoples and achievements of the distant past. Through a study of early peoples and cultures, we can understand the process of change and continuity that have shaped today’s world, their causes and the roles people have played in those processes. Ancient History is a fascinating area of study, rich in wonderful stories of human endeavour, achievement and disaster.

WHAT DO STUDENTS LEARN?

The Ancient History syllabus offers a range of 22 various themes and inquiry topics focussing on, for example:

- specific geographical regions and civilizations, such as society and government in Greece and Rome, Pharaonic Egypt, and ancient China and India;
- ancient societies using a central concept, such as power, conflict, religion, the arts and everyday life;
- major ancient civilizations of the Middle East, Greece and Rome, as well as the emerging areas of interest in Asia and Central and South America. The syllabus also makes available the study of the medieval period.

The course that students study will:

- Include a study of archaeology, either as a separate theme, or integrated into a number of inquiry topics;
- Include a number of briefer studies (background, comparative, linking) to ensure that students can place the inquiry topics within a broader understanding of the history of the period or theme being studied;
- Include some study of Australia, either as a separate inquiry topic, or integrated into an inquiry topic as a comparative or related study.

ASSESSMENT OVERVIEW

Formal tests, essays written under examination conditions, document studies and research projects are used in the determination of student achievement.

ADDITIONAL INFORMATION

Ancient History is a 'life' subject and develops social skills such as communication, cooperation, constructive listening and critical thinking.

It is also valuable in a variety of careers, for example: teaching, journalism, art and tourism.
BIOLOGY

OP SUBJECT

COURSE OVERVIEW

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.

SEMESTER UNIT TOPICS

- Introductory Biology (Cells; Classification)
- My Body
- Adaptations
- Ecology
- Reproduction and strategies for survival
- Detecting and Responding (Coordinating regulating; The search for better health)
- Evolve or Perish
- Independent Research Project
- Genetics and its engineering

ASSESSMENT OVERVIEW

Students are assessed under three criteria:

- Understanding Biology
- Investigating Biology
- Evaluating Biological Issues

TEST INSTRUMENTS

- Extended Experimental Investigation
- Field Study
- Written Task
- Extended Response

ADDITIONAL INFORMATION

Excursion cost of $120 - $150 approximately over two years. Field work is a compulsory component of the course.

PREREQUISITES:

Sound Achievement in Year 10 Science / Level 5 Science
Sound Achievement in Year 10 English / Level 6 English
BUSINESS COMMUNICATION & TECHNOLOGIES

OP SUBJECT

What is Business Communication & Technologies?
This subject involves theoretical and practical aspects of business in contexts students will encounter throughout their lives. Broad social, cultural and environmental implications of business activities are examined with a focus on the essential skills of communication and the use of business-specific technologies.

What are the benefits?
Students develop knowledge of specific business issues. Students will develop information technology skills to enable them to function in a business environment. This course prepares students for further education, training and employment.

What will be studied?
A selection from the following:
- Business Environments
- Managing People
- Industrial Relations
- International Business
- Workplace health, safety and sustainability
- Organisation and work teams
- Managing workplace information
- Financial administration
- Social Media
- Events Administration

Business contexts under which topics could be delivered:
- Public administration
- Banking and finance
- Tourism and hospitality
- Real Estate
- Mining
- Retail
- Travel
- Media

What types of assessment will be used?
A variety of techniques may be used.
- Short and/or extended written responses
- Research assignments
- Oral presentation
- Business reports
- Multi-modal/seminar presentations

What are the possibilities?
Business Communication & Technologies provides a sound background for a range of further study / career opportunities.

- TAFE and Training Organisations
- General office administration
- Banking Industry
- Tourism and hospitality
- Travel industry
- Real Estate industry
CHEMISTRY

OP SUBJECT

COURSE OVERVIEW

The program is intended to provide students with a balanced perspective of chemical science which will enable them to understand and interpret the chemistry of their surroundings and to appreciate the impact of chemical knowledge and technology on society.

SEMESTER UNIT TOPICS

- What Matters (Matter; Materials – Bonding)
- Gas behaviour
- Energy (Portable fuels; Transport – a necessary evil)
- Rates of Reactions
- Electrochemical reactions
- Equilibrium systems – Acids and Bases
- What we drink
- Forensic chemistry

ASSESSMENT OVERVIEW

Students are assessed under three criteria:

- Knowledge and Conceptual Understanding (KCU)
- Investigative Processes (IP)
- Evaluating and Concluding (EC)

Assessment tasks include the following:

- Supervised assessment — done under exam conditions
- Extended Experimental Investigation

There are usually two to three different assessment tasks per semester.

ADDITIONAL INFORMATION

Chemistry is a prerequisite subject for many tertiary courses in the science field and it provides a useful knowledge base for many fields of employment.

PRE REQUISITES

Year 10 advanced / extension mathematics / Level 6+ Algebra
DRAMA

OP SUBJECT

COURSE OVERVIEW

The study of Drama provides a learning environment that promotes imagination, critical thinking, cultural engagement, communication, creativity and problem-solving through a knowledge of oral, visual and aural dimensions.

Drama explores and celebrates humanity within ‘a real, imagined and mediatised world’. It connects students to their own creative processes and provides opportunities to explore beliefs, feelings, behaviour and relationships, providing them with skills to manage interpersonal and intrapersonal experiences to ensure they are innovative thinkers, adept communicators and excellent team players.

SEMESTER UNIT TOPICS

Semester 1
1. CIRCUS: Physical Theatre and Improvisation
2. AT HOME: The Australian Character

Semester 2
3. THE BIG PICTURE: Expressions and Socio-political Theatre
4. GET REAL: Realism and Symbolism

Semester 3
5. UNIVERSAL QUESTIONS: The Modern Tragedy
6. LAUGH LINES: Comedy Theatre

Semester 4
7. MASQUE: Mask Theatre or Music Theatre
8. INTO THE MIND: The Psychological Character

ASSESSMENT OVERVIEW

Students are assessed in the three dimensions of:
- Forming
- Presenting
- Responding

A balance will be reflected in the dimensions, the course content and the ratio of individual to group work.

ADDITIONAL INFORMATION

Students will be expected to visit live theatre regularly and be prepared to utilize out-of-class-time for public performance and rehearsal (eg Comedy Night).

The ability and willingness to work in a team is crucial to successful achievement in this course.
ECONOMICS

OP SUBJECT

COURSE OVERVIEW

Economics is about choice and making decisions relating to management of valuable resources. It is about the effects of supply and demand, understandings which are vital to make rational decisions about economic, political and social issues. Economic decisions are relevant on a personal level when we consider whether to buy a car, vote in an election or invest in a business. Furthermore, because government and business decisions are linked to world events, the study of Economics delivers an understanding of the global economy.

WHAT DO STUDENTS LEARN?

- the significance of local, national and international economic events
- the implications of individual, business and government economic decision-making
- how to apply economic skills and concepts to the problems and issues facing Australian society
- the skills and competence to participate effectively in and contribute to economic decision-making.

SEMESTER UNIT TOPICS

Units are broken into core and elective topics. One core topic must be studied each semester. A minimum of five and a maximum of seven elective topics are to be studied over the two years.

The four core topics are:

- Circular flow and price mechanism
- The economics of labour
- Contemporary economic management
- International economics.

Examples of the seventeen elective topics are:

- Population
- Finance
- Economics of Tourism
- Stock market
- Personal economics
- Economics of trade
- Economics of trade

ASSESSMENT OVERVIEW

A variety of assessment instruments are used to determine student achievements. These may include: content tests, analysis of newspaper articles, and cartoons, document studies (e.g. budget papers), seminar presentations, essays and research projects.

ADDITIONAL INFORMATION

Economists are required in a variety of jobs including: business management, banking and finance systems, secondary teaching, regional planning and development, journalism, marketing and the public service.

Economics is a ‘life’ subject and develops social skills such as communication, cooperation, constructive listening, critical thinking and decision-making. Students must be willing to maintain a regular interest in economic and political matters through the media.
ENGLISH

OP SUBJECT

COURSE OVERVIEW

Success in English is central to success in all Senior studies. Enormous changes in the cultural development of students occur as a result of mastery of written language and the ability to read well. The course begins with an introduction to critical theory. This is followed by a selection of units on Australian literature.

In Semester 2, 3 and 4 the students are offered a variety of themes to study related to the integrating frameworks.

SEMESTER UNIT TOPICS : INTEGRATING FRAMEWORKS

Semester 1  Australian Landscapes – an examination of constructions and representations of identity in Australian literary and non-literary texts.

Semester 2  Cult Fiction – an analysis of the power of the texts of Popular Culture to position readers.

Semester 3  Reading Realities – an exploration of how classic texts are privileged as part of the recognized canon.

Semester 4  The Outsider – an evaluation of representations of the anti-hero or outsider in literary and non-literary texts.

ASSESSMENT OVERVIEW

Year 11 is formative to prepare for the summative assessment of year 12. In year 12 students prepare a variety of oral and written tasks. From these the student prepares an exit folio of six (6) tasks that covers a variety of conditions, audiences, purposes and styles.

Vocational Education students may also participate most successfully in this subject and negotiate a more convenient assessment schedule.

ADDITIONAL INFORMATION

Please Note Well

Students and parents are reminded of the policy of assignment submission which is contained in the college’s introduction booklet. In justice to all, a strict application of the policy will apply.
ENGLISH EXTENSION

OP SUBJECT

This subject is for semester 3 and 4 only (Year 12)

Students who elect to study English Extension must also continue their study of English for semesters 3 and 4.

COURSE OVERVIEW

The syllabus is built around a framework which draws on four contemporary approaches to reading. Each of these approaches is underpinned by a range of literary theories.

STUDY UNITS

Units may include crime fiction, children’s literature and world fiction (any country). The texts students select may range across contemporary and historical literary fiction and nonfiction, film television, hypertext, and other contemporary and emerging literary genres.

ASSESSMENT OVERVIEW

Students complete three major assignment tasks (one written and two orals). Assessment is criterion-based and is designed to help students to demonstrate achievement in the objectives of the syllabus. Assessment is both written and spoken.

ADDITIONAL INFORMATION

Given that the challenge of the subject includes increased cognitive demands and assessment task requirements, as well as expectations of accelerated independence in learning, it is recommended that students make an informed decision. The student ought to have performed at a high level in Year 11 English with a good understanding of critical literacy.

Please note this subject is conducted offline and students are required to attend one afternoon and some lunch times.
FILM, TELEVISION & NEW MEDIA

OP SUBJECT

PREREQUISITE

Students must be good, independent workers. Students must be consistently ‘C’ or higher in ALL subjects.

COURSE OVERVIEW

Through a range of processes, the generation and analysis of ideas, the creation of a new film or television product and the critique of film and television texts, students should develop knowledge, understanding, technical and group skills, critical thinking and aesthetic appreciation.

SEMESTER UNIT TOPICS

- Introduction to Film, Television and New Media
- Film Theory and Analysis
- Documentaries
- Glued to the Box
- World Cinema
- Film Festival

ASSESSMENT OVERVIEW

Three dimensions:
- Design
- Production
- Critique

Five key areas:
- technologies
- representations
- audiences
- institutions
- languages

ADDITIONAL INFORMATION

Film, Television & New Media requires considerable ‘out-of-school’ time for filming, editing and production process.
GEOGRAPHY

OP SUBJECT

COURSE OVERVIEW

Geography is the study of human and natural characteristics of places and the interactions between them. Geography is a rich and complex discipline focusing on the spatial dimension (where things are and why they are there) and the ecological dimension (how humans interact with environments).

Geographers are concerned with problem-solving and see any issue in terms of these dimensions in an effort to fully understand the nature and implications of planning and decision making.

SEMESTER UNIT TOPICS

Each semester examines a different series of issues and the listing below is a sample rather than definitive. Units include:

- Managing the natural environment
  - Responding to natural hazards
  - Catchment management
  - Coastal management

- Social environments
  - Sustaining communities
  - Recreation, tourism and environment

- Resources and the environment
  - Living with climate change
  - Sustaining biodiversity

- People and development
  - Feeding the world’s people
  - Exploring the geography of gender

- Resources, development and environment
  - Sustainable biodiversity
  - Issues in land use and resource management

ASSESSMENT OVERVIEW

A variety of instruments may be used: tests (short-answer; data response and practical exercises), essays written under examination conditions, field reports and research assignments, non-written responses and media items.

ADDITIONAL INFORMATION

Students find senior Geography useful if considering a future in teaching, the media, law, scientific pursuits, conservation or wildlife work, agricultural research or planning, travel, politics, the diplomatic corps and areas that utilize skills of reasoned opinion-making and critical argument.

Students must be prepared to read and maintain an interest in the media to monitor current developments in global affairs. Due to the nature of the subject of Geography, field trips are essential and could lead to an additional cost of up to a total of $50 - $60 over two years.
GRAPHICS

OP SUBJECT

PREREQUISITE

A student who has not studied Graphics to year 10 and is considering this course would need to have displayed a high level of application to his/her previous studies and be prepared to undertake extra work as required to enhance knowledge of fundamental drawing principles. Additional private tutoring may be required.

COURSE OVERVIEW

The ability to communicate effectively is an essential requirement in every field of endeavour and often, speech and writing cannot adequately fulfil our communication needs. Graphical communication, the universal language, is seen as an effective and efficient means of supplementing or replacing the spoken or written word.

CONTEXTUAL UNITS

Senior Graphics has as its basis three contextual units:

- Graphics Design
- Industrial Design
- Built Environment

ASSESSMENT OVERVIEW

Year 11

For each unit:
- class work selected to develop a foundation of underpinning knowledge – self assessment;
- context based folio (assignment) for each unit assessing knowledge, reasoning and presentation;
- short response tests for each unit assessing knowledge and understanding and reasoning;
- solutions will be achieved by sketching, use of board and T square as well as CAD programmes.

Year 12

- Two design Folios and One Extended Response Test for Verification.
- One Extended Response Test
- One Design Folio – Post Verification (Graphic Design)

ADDITIONAL INFORMATION

Students who wish to pursue a career in architecture, built environment, engineering, industrial technology, industrial design or trades are advised to consider this subject.
HOME ECONOMICS

OP SUBJECT

COURSE OVERVIEW

The belief that today’s actions and attitudes determine present and future wellbeing is central to Home Economics. Home Economics education promotes action in pursuit of individual and family wellbeing in the context of maintaining healthy and sustainable local and global communities.

Home Economics teaches students skills required to respond to a range of challenges in their personal, family, community and work roles. The course assists students to take control of their health and develop health promoting food behaviours, make informed, responsible and ethical consumer decisions, prepare nutritious foods and balance work, personal responsibilities and leisure. Students acquire knowledge of a range of textiles, their properties, applications and care, as well as practical skills in relation to garment construction and various textile crafts. Home Economics helps students to understand and confront the way they influence and are influenced by broad societal factors such as media, advertising, peer pressure, government policies and changing technologies.

TOPICS OF STUDY

The study program will cover a combination of the following units.

- Nutrition and Food
  - Food science
  - Food technology and the consumer
  - Sustainable food futures
  - Food, nutrition and the life cycle
  - Contemporary issues in food and nutrition.

- Individuals, Families and Communities:
  - Personal development and the impact of communication technologies
  - Eco friendly housing for the modern family

- Textiles and Fashion:
  - Design and textile decoration
  - Textile science and the consumer and the environment
  - Creating with textiles.

ASSESSMENT OVERVIEW

Students will be given a level of achievement in:

- Knowledge and understanding
- Reasoning and communicating processes
- Practical performance
INFORMATION PROCESSING & TECHNOLOGY

OP SUBJECT

COURSE OVERVIEW

The course is a study of the nature and functions of information processing and associated technology. It deals with the creation, manipulation, storage, retrieval and communication of information. This course is not primarily concerned with teaching programming languages, instead its objective is in developing skills in problem solving and design. It also provides opportunities for the development of various key competencies.

Course topics
The course is not semesterised but covers topics to an increasing depth.

Relational Information Systems: This topic emphasises problem solving and design in an information system context (database design and manipulation). Students will design a solution using the Software Development cycle and will implement with software packages Structured Query Language (SQL) and Microsoft Access. Topics include Database, Conceptual Schema Design, System Security, Privacy, and Integrity of Various Systems.

Software Programming & Algorithms: This topic involves the study of software development and Algorithm Design. Topics include: Algorithms theory and design; Software programming using Visual Basic.Net; Robolab and Arduino open source environment – Java code; Game making; Web applications and Phone applications. This topic provides the integration of current games making software together with web design that allows for student interaction.

Human-computer interaction: This topic focuses on the importance of the interface design between user and the computer. Students will investigate how humans come to understand the workings of information and communication in today’s changing world.

Social and Ethical Issues: This topic will be integrated with Relational Information Systems and Software Programming. It addresses the impact information technology has on society and the implications it has for people in the industry. Topics include: Social and Ethical Issues, Privacy and Security, Legal Issues, Equity and Accessibility, the Internet and other current issues (My Space, Facebook).

Additional Material - Robotics (Intelligent Systems). This topic provides an innovative and interesting method to explore the world of Programming and Artificial Intelligence. Students work in teams communicating to solve solutions using a revolutionary microcomputer as the brain behind the Lego inventions student create and program in a user friendly environment using the latest infrared technology.

Computer Systems. – This topic covers Computer Systems Architecture from past to present, Operating Systems and the meaning of Computer terminology.

ASSESSMENT OVERVIEW

Assessment will include:
- Mid semester and end of semester exams
- Major and minor projects
- Oral and written tasks.

ADDITIONAL INFORMATION

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. However, it is also valuable in a variety of careers eg Software Engineer, Systems Administrator, Teacher, Programmer, Analyst, Engineering, Multimedia developer, Business etc

NB: Students may choose to also study Information Technology Systems (ITS)
INFORMATION TECHNOLOGY SYSTEMS

OP SUBJECT

COURSE OVERVIEW

Information Technology Systems should prove especially relevant to students in the way it prepares them to cope with, and harness to their advantage, the rapid change and significant opportunities associated with IT, now and into their future. This subject may lead to employment in such areas as IT support, graphic and multimedia manipulation, or tertiary study in the fields of multimedia design, games design, website design and animation.

COURSE TOPICS

- Animation
- Graphic design
- Interactive media
- Mobile technology
- Multimedia
- Video production
- Web design

ASSESSMENT OVERVIEW

Assessment will include:

- Examinations
- Major and Minor Projects
- Journal writing
- Writing Task
- Practical Tasks

ADDITIONAL INFORMATION

This course of study complements Information Processing and Technology by focusing on other areas of information technology. There is no requirement in this subject for students to undertake work placement, however, work placement offers students a broadening of experiences and practices of industry.

Career paths include:

- Software Engineer
- Software / Multimedia Developer / Game-Web Designer
- Systems Administrator
- Business Analyst
- Publishing / Design

NB Students may choose to also study Information Processing and Technology (IPT)
**JAPANESE**

**OP SUBJECT**

**PREREQUISITE**
You must have studied Japanese for a minimum of two years and achieved a Sound Achievement / Level 6 in Year 10 Japanese

**WHY STUDY LOTE?**
- Universities award one credit point to your OP if you have studied LOTE to Year 12.
- Research has shown that studying a second language can improve your skills and grades in Maths and English and can improve entrance exam scores with each additional year of foreign language study, which means that the longer you study a foreign language, the stronger your skills become to succeed in school.
- Learning about Asia is an increasingly important part of the personal, social and academic development of all young Australians.
- Studying a foreign language can improve your analytic and interpretive capacities.
- Language study on your record will catch the eye of anyone reading your job or college application. Students who speak another language are often considered for jobs before those without another language.
- If you've already learned a language other than English at home, expanding your knowledge of its vocabulary, grammar, culture, and literature — at the same time you are learning English — will also improve your chances for success in school and in your career.
- There are many scholarships available for travel and study in Japan.
- Think about how many more people and places you could really get to know, newspapers and books you could read, movies and TV programs you could understand, Web sites you could visit with another language!

**COURSE OVERVIEW**
- Japanese class is involved in the visit from Matsuura students, by home hosting and school visits.
- St Patrick's often hosts Japanese exchange students. St Patrick’s language class students are lucky to have any Japanese students as members of their Japanese class.
- Students improve language skills and cultural knowledge through songs, emailing Japanese friends, origami with instructions in Japanese, watching excerpts of Japanese daily news /Sumo tournaments etc.
- Cooking is an important component each term, with ingredients and recipes in Japanese. Knowledge of food / cooking contributes to student’s cultural understanding of Japan.
- Some topics covered in the course over the two years are:
  - Self introductions
  - Holiday and travel arrangements
  - Sports, fitness and health
  - Tourism and hospitality
  - Interests and hobbies
  - Future plans
  - Life as a teenager
  - Student exchanges
  - Family life
  - Part time work
  - Environmental issues
  - Working in Japan

**ASSESSMENT OVERVIEW**
Assessment is based on a system of profiling to indicate a trend, with emphasis on fullest and latest performance. There is at least one test in each skill per semester i.e. at least two tests per term). There are no assignments.

**JAPAN TOUR**
There is a tour to Japan every year organised through the Mackay City Council who pay $1 000 towards the fare of each successful applicant. The tour is usually in the September holidays of each year.
LEGAL STUDIES

OP SUBJECT

COURSE OVERVIEW

Legal Studies examines the formation and application of the law, with a particular interest in Queensland legislation. The subject:

- aims to heighten student awareness of not only their legal rights and responsibilities, but the role of individuals in the law making process;
- focuses on the main areas of our law in depth, but without the detail required by a tertiary law course;
- equips students with sufficient knowledge about the law to know how it affects them in their daily lives, and to be informed and constructive critics of the legal processes in our society.

COURSE ORGANISATION

A course of study is organized around six sections, with at least two topics from Section D.

A. The legal system
B. Crime and society
C. Civil obligations – civil wrongs and agreement
D. You, the law and society: a choice of at least two of the following topics:
   - Family
   - Environment
   - Consumers
   - Technology
   - Rights and responsibilities
   - Sport
   - Environment
   - Jobs
   - Renting and buying
   - School-based elective unit
E. Independent Study
F. Overview — What is, or should be, the role of law in society?

ASSESSMENT OVERVIEW

In each semester, students are required to complete a variety of tasks including content test, essay, case study / response to stimulus, and research project.

ADDITIONAL INFORMATION

Legal Studies can be valuable in a variety of careers, for example, journalism, politics, teaching, tourism, marketing, public service, as well as useful in everyday life. Students must be willing to maintain a regular interest in legal matters by reading widely across a range of magazines, newspapers, and electronic data sources.
MATHEMATICS COURSE OVERVIEW

The college offers OP subjects Mathematics A, B and C, and Authority Registered subject Pre-Vocational Maths.

Students may take the following courses:

- Mathematics A only (4 semesters)
- Mathematics B only (4 semesters)
- Mathematics A & B (8 semesters)
- Mathematics B and C (8 semesters)
- Pre-Vocational Maths (4 semesters).

In recent years, the range of career opportunities requiring an advanced level of mathematical competence has expanded dramatically.

No longer are careers in fields such as physical sciences, engineering and accounting the only ones requiring a high level of training in mathematics.

Advances in technology have resulted in an increased need for, and use of, mathematical skills as important tools in fields such as geography, biology, environmental science, art, economics, fashion design, management and psychology.

ADDITIONAL INFORMATION

If a student is capable of doing Mathematics B, they should attempt it. If a student is a Vocational Education course student, studying Mathematics B may be difficult at times because of absence from school during structured work placement.

Even though Mathematics C is not a pre-requisite for most university courses, the universities regard it as a desirable subject for some courses (particularly for Engineering). A student who is very good at mathematics should consider this subject for one of their options.

The Mathematics B and Mathematics C courses are not semesterised, but “spiral” i.e. it covers the topics to an increasing depth on each revisit. This implies that changing Mathematics courses is not easy, and selection of the ‘correct’ course at commencement of year 11 is extremely important.

PREREQUISITES

Mathematics B / C
Sound achievement in Extension Maths or at least attempting three level 6+ topics (one must be algebra) is required for both Mathematics B and Mathematics C.

Mathematics A
Sound achievement in Core Maths or at least attempting three level 6 topics for Mathematics A.

Pre-Vocational Maths
No prerequisite for Pre-Vocational Maths

Variations from the prerequisites may be allowed after full discussion between parents and the department through the college administration. Students should consult the tertiary entrance handbook for prerequisites in particular university courses.
MATHEMATICS A

OP SUBJECT

COURSE OVERVIEW

Mathematics is an integral part of a general education. It can enhance understanding of our world and the quality of our participation in a rapidly changing society. Mathematics pervades so many aspects of daily life that a sound knowledge is essential for informed citizenship. Through enhanced understanding of mathematics, individuals can become better informed economically, socially and politically in an increasingly mathematically oriented society.

Mathematics A emphasises the development of positive attitudes towards the student’s involvement in mathematics. This development is encouraged through the use of relevant personal and work-related learning experiences. There is also a focus on the development of mathematical knowledge and understanding through investigative and explorative approaches to learning. These approaches provide opportunities to work collaboratively and cooperatively in teams as well as individually.

Mathematics A involves the study of Financial Mathematics, Applied Geometry, and Statistics and Probability. These are used to develop:

- Knowledge and skills of computation, estimation and measurement
- Simple algebraic manipulation
- A capacity to interpret and analyse information presented in a variety of forms
- The ability to make judgments based on evidence and reasoning
- A capacity to justify and communicate results in a variety of forms.

Mathematics A aims to provide the opportunity for students to continue to participate fully in lifelong learning. It is recommended for students wishing to pursue further study and training at tertiary level in areas such as:

- Tool making, sheet-metal working, fitting and turning, carpentry and plumbing, auto mechanics
- Tourism and hospitality
- Administrative and managerial employment in a wide range of industries
- Architecture and nursing

ASSESSMENT OVERVIEW

Assessment will consist of formative class tests to assist students and teachers with the progress that students are making and summative assessment that will contribute to the exit level of achievement.

Student performance will be judged on the following three criteria in assessment tasks:

- Knowledge and Procedures
- Modelling and Problem-solving
- Communication and Justification.

The types of assessment technique that may be used include the following:

- Extended modelling and problem-solving tasks
- Reports
- Supervised tests

Prerequisite – as per page 38.
MATHEMATICS B

OP SUBJECT

COURSE OVERVIEW

Mathematics is an integral part of a general education. It enhances an understanding of the world and the quality of participation in a rapidly changing society. It is a truly international system for the communication of ideas and concepts, and has developed over many thousands of years through contributions by scholars of both ancient and present-day cultures around the world. Mathematics is:

- a unique and powerful way of viewing the world to investigate patterns, order, generality and uncertainty
- a way of thinking in which problems are explored through observation, reflection, and logical, inductive or deductive reasoning
- a powerful, concise and unambiguous symbolic system with written, spoken and visual components
- a creative activity with its own intrinsic value, involving invention, intuition and exploration.

Mathematics B involves the study of mathematical functions and their applications, differential and integral calculus and applied statistical analysis. These are used to develop:

- knowledge and skills in advanced computation and algebraic methods and procedures
- mathematical modelling and problem-solving strategies and skills
- the capacity to justify mathematical arguments and make decisions
- the capacity to communicate about mathematics in a variety of forms.

Mathematics B aims to provide the opportunity for students to participate more fully in lifelong learning. It is recommended for students wishing to pursue further study and training at tertiary level in areas such as:

- mathematics and science education
- natural and physical sciences, especially physics and chemistry
- medical and health sciences, including human biology, biomedical, nanoscience and forensics
- engineering sciences, including avionics, chemical, civil, communications, electrical, mechanical and mining
- information technology and computer science, including electronic and software
- mathematical applications in:
  - energy and resources – management and conservation
  - climatology
  - design and built environment
  - industry, manufacturing and trades
  - business and tourism
  - primary industries and environment
  - economics and commerce
  - statistics and data analysis
- pure mathematics

ASSESSMENT OVERVIEW

Assessment will consist of formative class tests to assist students and teachers with the progress that students are making and summative assessment that will contribute to the exit level of achievement.

Student performance will be judged on the following three criteria in assessment tasks:

- Knowledge and Procedures
- Modelling and Problem-solving
- Communication and Justification.

The types of assessment technique that may be used include the following:

- Extended modelling and problem-solving tasks
- Reports
- Supervised tests

Prerequisite – as per page 38.
MATHEMATICS C

OP SUBJECT

Mathematics is an integral part of a general education. It enhances an understanding of the world and the quality of participation in a rapidly changing society. It is a truly international system for the communication of ideas and concepts, and has developed over many thousands of years through contributions by scholars of ancient and present-day cultures around the world. Mathematics is a:

- unique and powerful way of viewing the world to investigate patterns, order, generality and uncertainty
- way of thinking in which problems are explored through observation, reflection and logical, inductive or deductive reasoning
- powerful, concise and unambiguous symbolic system with written, spoken and visual components
- creative activity with its own intrinsic value, involving invention, intuition and exploration.

Mathematics C involves the study of mathematical concepts such as groups, Real and complex number systems, matrices, vectors, calculus, mathematical structures, linear programming, conics, dynamics, and advanced periodic and exponential functions. These are used to develop:

- knowledge and skills in advanced computation and algebraic methods and procedures
- mathematical modelling and problem-solving strategies and skills
- the capacity to justify mathematical arguments and make decisions
- the capacity to communicate about mathematics in a variety of forms.

Mathematics C is a companion subject to Mathematics B. It aims to extend the competency and confidence of students in mathematics beyond the scope of Mathematics B, to build on and combine many of the concepts introduced in Mathematics B (in particular in the study of vectors, matrices and calculus), and to provide further opportunity for students to participate more fully in lifelong learning. Mathematics C is recommended for students wishing to pursue further study and training at tertiary level in areas such as:

- mathematics and science education
- natural and physical sciences, especially physics and chemistry
- medical and health sciences, including human biology, biomedical, nanoscience and forensics
- engineering sciences, including avionics, chemical, civil, communications, electrical, mechanical and mining
- information technology and computer science, including electronic and software
- mathematical applications in:
  - energy and resources – management and conservation
  - climatology
  - design and built environment
  - industry, manufacturing and trades
  - business and tourism

ASSESSMENT OVERVIEW

Assessment will consist of formative class tests to assist students and teachers with the progress that students are making and summative assessment that will contribute to the exit level of achievement.

Student performance will be judged on the following three criteria in assessment tasks:

- Knowledge and Procedures
- Modelling and Problem-solving
- Communication and Justification.

The types of assessment technique that may be used include the following:

- Extended modelling and problem-solving tasks
- Reports
- Supervised tests

Prerequisite – as per page 38.
MODERN HISTORY

OP SUBJECT

COURSE OVERVIEW

Modern History involves developing investigative skills in relation to the peoples, societies and cultures of the recent past and contemporary times. How societies function, adapt and change is important to understand if our future is to be positive. To comprehend the way in which ideas and action have caused events and effected change is crucial in modern times, and senior studies in Modern History can contribute to broadening that understanding.

SEMESTER UNIT TOPICS

Students study a variety of cultures and topics from the last 200 years with the focus predominantly on the 20th century.

The course of study is based on a number of themes. Some examples of the sixteen themes are:

- Studies of conflict
- Studies of cooperation
- Studies of power
- The history of ideas and beliefs
- National history
- School-based theme

Within each theme, some opportunity for individualised study and topic selection exists to cater for students’ particular interests.

ASSESSMENT OVERVIEW

Formal examinations are used to test student knowledge in short-answer tests, essay-style and other extended writing tasks. Oral work (seminars, vivas, panel discussions) and research-projects supplement test work. Students must be prepared to read and research widely in order to achieve to their potential.

ADDITIONAL INFORMATION

Modern History can be valuable in a variety of careers that require interpersonal contact of a high order. Examples include teaching, journalism, media-work, entertainment, art, design, tourism, catering and personal services, marketing, law, the public service and any field that utilizes skills of negotiation and assessment of alternatives and options. History is a "life" subject and develops social skills such as communication, co-operation, constructive listening, critical thinking and decision-making. In that regard, its value to society at large is immense.

Students must be willing to read widely and maintain a regular interest in the media through magazines, newspapers and electronic form.
MUSIC

OP SUBJECT

PREREQUISITE

It is desirable for the student to have studied and completed Year 10 Music and to have attained at least a Sound achievement. However, the student may be able to enter the subject if they studied an instrument as well as Theory of Music privately. It is necessary for students to be able to play an instrument and read music. A standard of at least Grade 3 Theory of Music would be expected for students to be able to succeed with music at a senior level. If this is not the case, it is mandatory that students/parents speak with the music teacher before selecting the subject.

COURSE OVERVIEW

The course of study is organised around a series of units where students build their knowledge, understanding and skills through the ‘experience of music’ with emphasis being evenly distributed between Musicology, Composition and Performance.

Musicology
In Musicology you will research, analyse and evaluate music from many sources to communicate your music ideas and express music viewpoints.

Composition
In composition you will explore and experiment with sounds, instruments, styles, new media and methods of documenting sound to express your personal music ideas.

Performance
In performance you will have opportunities to develop your practical music skills by playing instruments, singing, conducting and directing music performances – both solo and ensemble – to create or recreate musical works.

Students will be encouraged to attend live music performances, view music films and videos, and participate in school-based and extracurricular music activities.

UNIT TOPICS OF STUDY
Topics studied over the two years may include:
- Music of the 20th Century
- Vocal Music
- Rock and Pop Music
- Music of the Theatre
- Instrumental Classics and Orchestration
- Australian Music
- ‘Who are we?’

ASSESSMENT OVERVIEW
The course is divided into three areas of assessment:
- **Composition** tasks, require you to create music (applying your creative, expressive, aural, cognitive and technical skills)
- **Performance** tasks require you to perform to an audience (demonstrating and interpreting music elements and concepts through playing, singing and/or conducting).
- **Musicology** (assessed either by formal exam or research assignment).

Each of these areas is considered equally over the years and at exit level. Year 11 is formative assessment only. Usually all year 12 work is summative. Three pieces of assessment from Year 12 (one performing, one composing and one analysing repertoire) will be submitted to achieve exit from this subject.

ADDITIONAL INFORMATION
Activities include – Choir, Stage Band, Percussion and Handbell Ensembles and other groups.
OP SUBJECT

COURSE OVERVIEW

In each semester, both written and physical units are undertaken. These units will be integrated with an emphasis on learning in, about and through physical activity.

SEMESTER UNIT TOPICS

Units of work to be studied are:

Written: Theoretical aspects of sports psychology
Theoretical aspects of conditioning and training
Theoretical aspects of physiology of the training athlete
Biomechanical principles of exercise
Sociological influences and sport

Physical: All of the following:
Touch, Volleyball, Aquathlon, Dance.

ASSESSMENT OVERVIEW

In each term there is an assignment or an exam essay task. All year 12 work is summative whilst year 11 work will be formatively assessed giving feedback on student progress in various skills.

Assessment information for practical units would come from completion of criteria sheets during:

- Skills test and drills and
- Ongoing performance and improvement in competitive and varied performance environments.

ADDITIONAL INFORMATION

Students undertaking Physical Education will need to purchase at least two PE uniforms for practical classes. The college hat plus sunscreen is now COMPULSORY for ALL outdoor activities.

It is important that students are prepared to undertake extra training sessions outside of school time. This is part of their homework and practice sessions are crucial for mastery of practical skills. The submission of quality written work is of equal importance when considering this course. It is strongly suggested that students have completed units in Health & Physical Education involving volleyball and touch.
PHYSICS

OP SUBJECT

COURSE OVERVIEW

The programme aims to develop in students an understanding of the laws of physics and how these can be used to explain everyday phenomenon.

The program is intended to cater, not only for those who require a knowledge of physics for future study, but to stimulate all students to meet the challenge of problems which face them.

SEMESTER UNIT TOPICS

- Physics on the road
- Cars – speed and safety
- Physics of fun / sport
- Switching it on
- Power supply and consumption
- People, heat and the environment
- Spins and vibrations
- Light, sound and waves in the home
- From plum pudding to quarks
- Living in a nuclear age

ASSESSMENT OVERVIEW

Students are assessed under three criteria:

- Knowledge and Conceptual Understanding (KCU)
- Investigative Processes (IP)
- Evaluating and Concluding (EC)

Assessment tasks include the following:

- Supervised assessment – done under exam conditions
- Extended Experimental Investigation

There are usually two to three different assessment tasks per semester.

ADDITIONAL INFORMATION

Physics is a prerequisite subject for many tertiary courses in the science field and it provides a useful knowledge base for many fields of employment. Students are able to participate in an excursion to Brisbane every second year.

PREREQUISITE SUBJECT:

Year 10 advanced / extension mathematics / Level 6+ Algebra
SCIENCE 21

OP SUBJECT

COURSE OVERVIEW

This subject is aimed at giving the students a general overview of scientific method as it relates to several science disciplines. It provides the students with knowledge and skills that are useful for living.

SEMESTER UNIT TOPICS

- Life Style choices (food, health and medical technology)
- Transport and Flight
- Forensic Science
- Materials and Man
- Alternative Energies
- Weather, Atmosphere and Natural Disasters
- Environmental Studies
- Yeast, fermentation and Wine
- Science Future

ASSESSMENT OVERVIEW

Students are assessed under three criteria:

- Knowledge and conceptual understanding
- Investigative processes
- Issues and impacts

ASSESSMENT INSTRUMENTS

- Supervised assessment - done under exam conditions
- Extended practical investigation - extended written response
- Collection of work – several 500 word responses to research questions

There are usually two or three different assessment tasks per semester

PREREQUISITE SUBJECT

Sound achievement in Year 10 Science / Level 5 Science
Sound achievement in Year 10 English / Level 6 English
STUDY OF RELIGION

OP SUBJECT

Study of a religious subject is compulsory at St Patrick’s College.

COURSE OVERVIEW

This course is an academic study of religion as the foundation of world views and culture. It is intended to provide a degree of choice and flexibility, so that a special emphasis can be given to the study of Christianity while, at the same time, drawing comparisons with other main religious traditions, such as Islam, Aboriginal religions, Judaism, Hinduism and Buddhism.

SEMESTER UNIT TOPICS

Semester 1  Ritual (World Religion Emphasis)
Semester 2  Religion – State relationships
Semester 3  Religion, Values and Ethics
            Ultimate questions
Semester 4  Sacred texts (Christianity / Judaism / Islam)

ASSESSMENT OVERVIEW

- All of year 11 assessment is formative.
- There are six (6) pieces of assessment in year 12 all of which are summative.
- Research, including an Ethnographic Investigation, Multi-modal presentation, test essay, response to stimulus and multi-media.

ADDITIONAL INFORMATION

Students of Study of Religion will take part in the normal religious activities, such as reconciliation, prayer services, preparation of assembly prayers, preparation of mass.
VISUAL ART

OP SUBJECT

PREREQUISITE

A study of year 10 Art is desirable. Students can be disadvantaged if they do not have basic drawing and design skills and some familiarity with art practices and techniques. Those who decide to take year 11 and 12 Art without having studied Art previously may need to spend some extra time revising basic skills.

COURSE OVERVIEW

The course involves a diversification and exploration in year 11 then specialisation and resolution of ideas in year 12. At this stage, media areas explored are:

- Painting
- Drawing
- Printmaking
- Sculpture
- Technology and New Media

These are subject to change dependent on the particular areas of expertise of the Art teacher and the interests of the Art students themselves.

SEMESTER UNIT TOPICS

Generally, the two years are seen as a continuous study of Art leading to the production of final pieces of work which are the result of the students' cumulative understanding and expertise in the subject.

The earlier semesters will be devoted to increasing basic skills and a theoretical understanding of art. The student will be required to research, develop, resolve and reflect in both a practical and theoretical way.

ASSESSMENT OVERVIEW

The final or exit mark for Year 11 and Year 12 Art is based on at least two (2) resolved bodies of practical work and two written assignments completed during the senior year.

ADDITIONAL INFORMATION

Visits to Mackay Artspace and other galleries forms an important part of the programme.
VOCATIONAL EDUCATION AND TRAINING (VET) OVERVIEW

St Patrick’s College has been a national pioneer in the field of vocational education in senior schooling. Within the Mackay district the college works cooperatively with local employment agencies and training groups. The graduates of St Patrick’s College are in high demand among local industries. Students can gain a wide range of nationally recognised accreditations while at the college. School based apprenticeships and traineeships, which combine school based learning and regular paid weekly employment, have given many students new motivation and direction.

CODE OF PRACTICE OF THE SCHOOL

St Patrick’s College:

- recognises the importance of students receiving a broad-based general education;
- is registered with the Queensland Studies Authority and other providers to provide vocational education training programs in Hospitality, Early Childhood Education, Construction and Metals Engineering, Information Technology, Business Procedure;
- has access to the facilities and resources required for vocational education training programs;
- has in place an assignment / assessment policy that applies to all subjects offered;
- has a process in place that enables students to apply for recognition of prior learning (RPL);
- has a process for addressing any concerns students may have and offers them access to a range of people who can provide them with advice and guidance.
- The school has access to all relevant physical resources as outlined in the relevant Training Package or course. Staff is provided with the resources necessary to meet the human resource requirements of the relevant Training Package or course.
- If, for whatever reason, the school cannot maintain the relevant Physical and Trainer resources to deliver the Training Package or course, the school will attempt to provide students with alternative opportunities to complete the course and the related qualification.
- The school retains the right to cancel the course if it is unable to meet requirements.

ENTRY REQUIREMENTS

This course caters for students in years 11 and 12, including mature-aged re-entry students. Evidence of successful application to English and Mathematics is preferable.

VOCATIONAL OUTCOMES

On successful completion of the vocational education training programs students will:
- be able to carry out some employment tasks at a basic level;
- possess a range of skills, attitudes and knowledge that will assist them in roles not specifically related to employment, for example as a student and as a citizen in general;
- be eligible for appropriate credit into related courses offered by other training providers.

ASSESSMENT REQUIREMENTS

Assessment for the vocational certificates is competency-based. This means that once students can consistently demonstrate that they can do all of the tasks required in a training program they will be given credit.
VOCATIONAL TRAINING AND EDUCATION
continued

WORK PLACEMENT

Work placement is compulsory for students who enrol in a Vocational Education course and consists of 2 x 2 week blocks in both year 11 and 12. Work placement is part of the student’s course. Skills acquired on work placement will be recorded in log books that form part of the assessment for courses undertaken.

Where indicated subjects include nationally recognised competencies from relevant industries. Students who can consistently perform all the tasks in a unit will be rated competent in that unit. In many cases this will reduce the necessary training when the student starts paid employment or further study in the area.

At the end of the course, students will receive a certificate to the LEVEL ATTAINED or a statement of attainment showing achieved competencies. These will also appear on their official senior statement. The student will also be able to bank credits towards their Queensland Certificate of Education. As well, students will have completed a work placement log book which lists “on the job” skills.

STUDY AREA SPECIFICATIONS

Many students attend the college with a view to acquiring skills and knowledge that will equip them for employment immediately upon the completion of senior studies rather than or before proceeding to university studies.

Hence, some subjects which are much more practical than theoretical are offered. These are designed to equip students so that they can enter a particular field of work. These subjects are registered with the Queensland Studies Authority as Study Area Specifications.

Students with significant literacy and numeracy problems will continue to experience those in Vocational Education subjects. Enrolment in these subjects will not cure the ills of previous poor study habits or work ethic.
BUSINESS PROCEDURES

BSB20112 CERTIFICATE II IN BUSINESS

What is Business Procedures?
This subject will provide an understanding of the role of business services using a range of technologies associated with workplace practices. It will provide knowledge, business procedures and other workplace skills that contribute to a vocational pathway.

What are the benefits?
Students who successfully complete all competencies will be issued with a nationally recognised certificate.

What will be studied?

<table>
<thead>
<tr>
<th>National code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWHS201A</td>
<td>Contribute to health and safety of self and others</td>
</tr>
<tr>
<td>BSBITU201A</td>
<td>Produce simple word processed documents</td>
</tr>
<tr>
<td>BSBUS201A</td>
<td>Participate in environmentally sustainable work practices</td>
</tr>
<tr>
<td>BSBWOR202A</td>
<td>Organise and complete daily work activities</td>
</tr>
<tr>
<td>BSBCCMM201A</td>
<td>Communicate in the workplace</td>
</tr>
<tr>
<td>BSBITU202A</td>
<td>Create and use spreadsheets</td>
</tr>
<tr>
<td>BSBINM201A</td>
<td>Process and maintain workplace information</td>
</tr>
<tr>
<td>BSBWOR203B</td>
<td>Work effectively with others</td>
</tr>
<tr>
<td>BSBWOR204A</td>
<td>Use business technology</td>
</tr>
<tr>
<td>BSBITU302B</td>
<td>Create electronic presentations</td>
</tr>
<tr>
<td>BSBITU303A</td>
<td>Design and produce text documents</td>
</tr>
<tr>
<td>FNSACC301A</td>
<td>Process financial transactions and extract interim reports</td>
</tr>
</tbody>
</table>

What types of assessment will be used?
A variety of techniques may be used to determine a student’s competency.
- Objective/short response tests
- Role plays
- Observation of techniques
- Oral presentations
- Folios of practical tasks
- Multi-modal/seminar presentations
- Research reports

What are the possibilities?
Business Procedures provides opportunities for students to use their creativity and derive satisfaction from working with materials and technology to:-

- Enter into an office environment as a useful employee
- Further their education at TAFE
- Further enhance training with a Traineeship position
- Develop skills for a broader life role

It is recommended students participate in work experience in the business sector to enhance their studies in this area.
CERTIFICATE III IN CHRISTIAN MINISTRY AND THEOLOGY

30771QLD - A nationally accredited course which meets Vocational Education and Training (VET) requirements

This course is offered as an option to Religion and Ethics. It is a two year course, designed to give students background knowledge in the Catholic Church and its beliefs. Students that are interested in working in a Catholic environment (e.g. a school or hospital) should consider this course. It comprises of four modules, one module is to be completed each semester.

The Certificate III in Christian Ministry and Theology meets the requirements of the Rockhampton Diocese Religious Education Curriculum. Students will either do the Queensland Studies Authority Religion & Ethics OR the Certificate III in Christian Ministry and Theology offered by the Institute of Faith Education in Brisbane and delivered by the College. Students are expected to pay the subsidised fees which are currently $55 per module (may be subject to change) over the two year course.

COURSE OVERVIEW

Module 1 – Spirituality Today
This module explores what is meant by spirituality, the relationship between spirituality and religion, and Catholic spirituality. Spirituality here is used to denote all practices that engage with God. Thus the topic provides an entry-point for considering all aspects of Catholicism.

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

Module 3 – Choices
How do we make good choices, choices that are life-giving for ourselves or for others? What will help us to live a good life, a whole life, a full life? In this module students have space to explore these questions. They are introduced to ethics and Catholic Social Teaching. Current moral/ethical issues and case studies provide the opportunity to reflect on the choices we make and how these impact life.

Module 4 – The Edge
In their last semester, students stand at the edge, ready to launch into the next step of their life. This final module provides an opportunity for students to integrate their learning, to explore further the nature of God and to examine how beliefs shape lives.

ASSESSMENT OVERVIEW
Vocational outcomes will be deemed “Competent” or “Not yet Competent” by matching student performance in a range of in-class tasks against a set of learning outcomes. Students will be given the opportunity to show competency on a number of occasions and must achieve competency for each module enrolled in by the end of the semester.

The successful completion of this certificate entitles the student to five QCE points.
EARLY CHILDHOOD EDUCATION

STUDY AREA SPECIFICATION

CHC30402 — CERTIFICATE III IN CHILDREN’S SERVICES

COURSE OVERVIEW

Child care is a rapidly expanding industry with an increasing need for trained and qualified staff. During the two year course students will complete their Certificate III in Early Childcare which will qualify them to gain employment as a Childcare Assistant at daycare centres, after school hours care and with Family Daycare etc once they turn 17 years of age.

Students will be enrolled through ‘My Other Mom’ and be required to pay the subsidised fees (approximately $25 per unit and $55 Enrolment Fee), complete a First-Aid Certificate (delivered in school time - $90) and complete approximately 200 hours of Work Placement over the two year course.

This course also offers valuable experience for young adults who will one day be parents of young children.

The program of study aims to assist students develop:
- the knowledge, skills and appropriate competencies to enter the childcare industry at the base level;
- the process, skills and attitudes that are required of caregivers in early childhood;
- self-reliance, personal responsibility and ability to work in a team;
- the ability to analyse and evaluate childcare practices;
- an understanding of human development and the Australian family.

UNITS OF STUDY

| Unit Code   | Unit Title                                      | CCC or Qld Training Solutions
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCOR303A</td>
<td>Participate effectively in the work environment</td>
<td>sign off</td>
</tr>
<tr>
<td>HLTHS300A</td>
<td>Contribute to OHS processes</td>
<td>sign off</td>
</tr>
<tr>
<td>HLTHIR403B</td>
<td>Work effectively with culturally diverse clients and co-workers</td>
<td></td>
</tr>
<tr>
<td>CHCNN303A</td>
<td>Contribute to provision of nutritionally balanced food in a safe and hygienic manner</td>
<td></td>
</tr>
<tr>
<td>HLTFA301B</td>
<td>Apply First-Aid</td>
<td>(Qld Training Solutions sign off)</td>
</tr>
<tr>
<td>CHCNN302A</td>
<td>Provide care for children</td>
<td>sign off</td>
</tr>
<tr>
<td>CHCNN305A</td>
<td>Provide care for babies</td>
<td></td>
</tr>
<tr>
<td>CHCIC301D</td>
<td>Interact effectively with children</td>
<td>(CCC sign off)</td>
</tr>
<tr>
<td>CHCPR301A</td>
<td>Provide experiences to support children’s play and learning</td>
<td>(CCC sign off)</td>
</tr>
<tr>
<td>CHCPR303D</td>
<td>Develop understanding of children’s interests and developmental needs</td>
<td>(CCC sign off)</td>
</tr>
<tr>
<td>CHCF301A</td>
<td>Support the development of children</td>
<td>(CCC sign off)</td>
</tr>
<tr>
<td>CHCNN301A</td>
<td>Ensure the health and safety of children</td>
<td>(CCC sign off)</td>
</tr>
<tr>
<td>CHCRF301D</td>
<td>Work effectively with families to care for the child</td>
<td></td>
</tr>
<tr>
<td>CHCCHILD401A</td>
<td>Identify and respond to children and young people at risk</td>
<td></td>
</tr>
<tr>
<td>CHCCS400A</td>
<td>Work within a relevant legal and ethical framework</td>
<td></td>
</tr>
</tbody>
</table>

(CCC sign off – any unit with this must be signed off in a Childcare Centre)

ASSESSMENT OVERVIEW

Vocational outcomes will be deemed “Competent” or “Not Yet Competent” by matching student performance in a range of practical tasks and written assignments against a set of learning outcomes. Students will be given the opportunity to show competency on a number of occasions and must achieve competency for each module enrolled in by the end of the semester. (This can, at times, be very difficult and requires dedication and consistent hard work).

The successful completion of this certificate entitles the student to eight QCE points.
ENGLISH COMMUNICATION

STUDY AREA SPECIFICATION (AUTHORITY REGISTERED SUBJECT)

COURSE OVERVIEW

To participate in the wider society, people need to develop effective and efficient methods of communication. Fluency in English allows people to participate in all spheres of Australian society and increasingly of a global society. As lack of fluency may limit that participation, this subject endeavours to provide students with opportunities to increase their range of communication skills.

English Communication is designed to assist students in years 11 and 12 to improve their potential for effective participation in life. These broad communication contexts provide the basis of a three strand approach to studies in English Communication.

Students will develop abilities to compose and comprehend English language texts which:

- are directly related to workplace competencies e.g. directories, manuals, schedules and compendiums;
- provide information and opinion on matters of current community and national interest e.g. newspapers, magazines, documentaries, non-fictional prose;
- provide enjoyment e.g. film, television, radio, drama, prose fiction and biographies, magazines, song lyrics and poems.

UNIT TOPICS

- Workplace communication
- Writing skills for work
- Job seeking skills
- Work team communication
- Presenting information
- Dealing with customers & clients

ADDITIONAL INFORMATION

The program of study seeks to build on the needs, interests and future aspirations of the students who select it. The accommodation of these needs in the three strands will afford opportunities for teacher/student negotiation, individual goal setting and the development of self confidence.

STUDENTS ARE REMINDED THAT WILLINGNESS TO LEARN AND HARD WORK ARE KEY INGREDIENTS IF THEY ARE TO BE SUCCESSFUL IN THIS SUBJECT.

STUDENTS NEED TO NOTE THAT THIS SUBJECT HAS A HIGH ORAL COMPONENT (70%).
HOSPITALITY

STUDY AREA SPECIFICATION (AUTHORITY REGISTERED SUBJECT)

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

The hospitality industry has become increasingly important in Australian society as a source of expanding employment opportunities. This study area specification is designed to provide an understanding of the role of the hospitality industry as well as the structure, scope and operation of related activities. The hospitality industry provides the context and standards in which students not only learn to understand the industry’s workplace culture and practices, but also develop the skills, processes and attitudes crucial for making valid decisions about future career paths. The specification also enables students to investigate hospitality as a source of leisure activities, life skills, or as an avenue for further study.

Hospitality allows for the development of programs of study that respond to the interests and needs of a broad range of students, and that match the resources of the school and local community.

COURSE OVERVIEW

- In the course of their studies, students will collect, analyse, organise and evaluate the quality and validity of information.
- They will plan and organise activities, and have opportunities to propose and implement solutions to hospitality-related issues, individually and in teams, particularly with regard to the performance of practical tasks.
- They will be involved in the communication of ideas in a variety of formats and for a variety of audiences.
- Opportunities will also exist for the development of some mathematical skills, especially those associated with estimating, costing and portioning.
- As part of their learning and classroom experiences, students will have opportunities to employ technologies used in the hospitality industry.

UNITS OF STUDY

**Year 11**
- Develop and update hospitality industry knowledge
- Organise and prepare food – Biscuits, Muffins and Soup
- Present food
- Work with colleagues and customers
- Work in a socially diverse environment
- Follow health, safety and security procedures
- Follow workplace hygiene procedures

**Year 12**
- Develop and update food and beverage knowledge
- Receive and store stock
- **Certificate**: Provide responsible service of alcohol – RSA -$70
- **Certificate**: Responsible service of gaming – RGS -$70
- Prepare and serve espresso coffee
- Apply hospitality skills – Cultural Showcase

ASSESSMENT OVERVIEW

Vocational outcomes will be deemed “competent” or “not yet competent” by matching student performance in a range of practical tasks and written assignments against a set of learning outcomes.
INFORMATION AND COMMUNICATION TECHNOLOGY

ICA2011 Certificate II in Information, Digital Media and Technology

COURSE OVERVIEW
Personal access to computers and electronic information networks continues to increase and has become an indispensable aspect of society. This rapid proliferation of computers as a medium for providing and communicating information has made the ability to use information technology an essential skill. The course is to be flexible in order to accommodate new and emerging technologies and a wide range of interests and abilities of students who study it.

This subject develops:

- The knowledge essential for the information technology industry;
- The processes, skills and attitudes required as responsible users of technology;
- Self-reliance, personal responsibility, self-management and the ability to work in a team;
- An ability to think critically and constructively;
- The skills needed to participate in creative work, practical problem-solving and communication through a variety of media;
- The ability to communicate effectively, and use technology-specific language.

ASSESSMENT OVERVIEW
Vocational outcomes will be deemed ‘Successful’ or ‘Not Yet Competent / Unsuccessful’. All areas will be judged through use of folio of work, tasks and projects.

UNIT TOPICS

Core units
- BSBOHS201A Participate in OHS processes
- BSBSUS201A Participate in environmentally sustainable work practices
- ICAICT201A Use computer operating systems and hardware
- ICAICT202A Work and communicate effectively in an IT environment
- ICAICT203A Operate application software packages
- ICAICT204A Operate a digital media technology package
- ICAWEB201A Use social media tools for collaboration and engagement

Elective units
- CUFDIG303A Produce and prepare photo images
- CUFDIG201A Maintain interactive content
- ICAICT205A Design basic organisational documents using computing packages
- ICAICT209A Interact with ICT clients
- ICAICT207A Integrate commercial computing packages
- ICASAS206A Detect and protect from spam and destructive software
- ICPMM321C Capture a digital image

Media topics
- Develop and update webpage
- Prepare and participate in an electronic media activity
- Setup and operate a digital camera
- Animation
- Game development
- Digital imaging - Video

ADDITIONAL INFORMATION
Students will be given opportunities for the development of appropriate skills and attitudes to assist them in their transition from school to the workforce and equip them as responsible members of the community. Students wishing to enrol in vocational education and training on leaving school will be eligible for appropriate credit towards appropriate course with TAFE and other training providers. Students taking this course are eligible for structured work placement and / or traineeships in computing areas.

CAREER PATHWAYS

TAFE/Training Organisations
- Certificate in Technology
- Diploma in Technology

Universities
- Continue on to university after completing Traineeships / Diplomas at TAFE

Careers
- Office employment
- Computer Technology
- Publishing
- Multi-Media
MANUFACTURING – CERTIFICATE I IN CONSTRUCTION

CPC10111 CERTIFICATE I IN CONSTRUCTION

Nationally Recognised Training
R.P. 30027

COURSE OVERVIEW

Construction offers a variety of skills oriented towards the building and construction industries. Students who have had little exposure to a similar subject should not be discouraged as the subject is structured to cater for this possibility. The subject matter covers a range of machinery, hand and power tools, processes, materials, related theory likely to be encountered in the building construction / maintenance industry. Safety is an important part of the course. Students are encouraged to transfer the need for safety into daily life.

On successful completion of the course the student will gain a Certificate 1 in Construction which will give those students who so desire a sound base to enter a building trade and others a range of skills that will allow them to attempt their own simple building projects or maintenance.

The CPC10111 Certificate I in Construction qualification is based on units of competence selected from the general construction industry national training package.

Gaining a qualification in CPC10111 Certificate I in Construction

In order to achieve CPC10111 Certificate I in Construction, students must achieve the units of competence listed below:

- CPCCCM1012A Work effectively and sustainably in the construction industry
- CPCCCM1013A Plan and organize work
- CPCCCM1014A Conduct workplace communications
- CPCCCM2001A Read and interpret plans
- CPCCCM2005A Use construction tools and equipment
- CPCCVE1011A Undertake a basic construction project
- CPCCOHS1001A Work safety in the construction industry
- CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry
- CPCCCM1015A Carry out measurements and calculations
- CPCCCM2004A Handle construction materials
- CPCCCM2006A Apply basic leveling procedures

ASSESSMENT

Each student will be assessed on ability to demonstrate competence consistently at a Certificate I standard. This will be achieved through the use of a variety of techniques including:

- Written responses
- Objective and written short answer /response tests
- Practical work / teacher observation of student skills
- Practical Tests

ADDITIONAL INFORMATION

Structured work placement is recommended and offered to all students in this course.

D2C - Students who choose the Certificate I in Construction course and who wish to gain employment in the construction industry as an apprentice in any one of the 52 construction industry trades are given the opportunity to apply for participation in the Doorways to Construction (D2C) offer that will support them from the time they join until completion of their apprenticeship. Membership and successful completion of the Certificate I can gain them two extra QCE points.
MANUFACTURING – CERTIFICATE I
IN ENGINEERING

MEM10105 – CERTIFICATE I IN ENGINEERING

COURSE OVERVIEW
This course develops skill and knowledge in metal trades workshop techniques which if successfully completed allows the students to progress to higher qualification levels related to these trades.

Engineering is intended to make schooling relevant by providing skills that are more marketable in the workplace. This strand provides students with skills in the engineering industry, specifically in the areas of fabrication, welding, mechanical cutting, machining, the use of hand tools and the use of power tools in hand held operations. Manual production assembly skills are also covered by the certificate course. To satisfy the requirements of Certificate I in Engineering students must achieve competence in all the competencies listed below.

Core Competencies
MEM13014A  Apply principles of O H & S in a work environment
MEM14004A  Plan to undertake a routine task
MEM15024A  Apply quality procedures
MEM16007A  Work with others in a manufacturing, engineering environment

Elective Competencies
MEM05004C  Perform routine oxy acetylene welding
MEM05005B  Carry out mechanical cutting
MEM05006B  Perform brazing and / or silver soldering
MEM05007B  Perform manual heating and thermal cutting
MEM05012C  Perform routine manual metal arc welding
MEM07032B  Use workshop machines for basic operations
MEM11011B  Undertake manual handling
MEM12023A  Perform engineering measurements
MEM12024A  Perform computations
MEM16008A  Interact with computing technology
MEM18001C  Use hand tools
MEM18002B  Use power tools / hand held operations

ASSESSMENT
Each student will be assessed on their ability to demonstrate competence consistently at Certificate I standard. This will be achieved through the use of a variety of techniques including:
- Practical work
- Written responses
- Teacher observation of student skills
- Objective and written short answer / response tests
- Practical Tests

ADDITIONAL INFORMATION
Structured work placement is recommended and offered to all students in this course.

GATEWAY SCHOOLS PROJECT
Students who elect to complete 160 hours of placement in engineering industries and satisfactorily meet the log book requirements are entitled to two points toward their QCE. This is managed by the Manufacturing and Engineering Industry.
MANUFACTURING – FURNISHING STUDIES

STUDY AREA SPECIFICATION – STRAND B (AUTHORITY REGISTERED SUBJECT)

COURSE OVERVIEW

There are no nationally recognised vocational outcomes in this strand

This strand enables students to complete a course of study within a practical workshop setting. The course content is built around core units then supported with elective units drawn from the key element.

Units include

- Introduction to the furnishing industry
- Safety in the furnishing workplace
- Drawing interpretation and setting out
- Selection and application of hand and power tools
- Selection and application of static machinery
- Materials, selection, construction and assembly of a product
- Surface preparation and finishing

Within Units of study

- Industry Orientation
- Framing construction
- Carcase construction
- Finishing

This course is based around practical skill development. However, the ability to read and interpret brochures, technical manuals, tables etc will be developed along with appropriate speaking and writing skills. Other activities such as graph reading, diagram sketching and report writing will be developed to meet the standard industrial conventions.

ASSESSMENT

Each student will be assessed on knowledge and understanding, applied process and practical expertise through a variety of techniques which will include:

- written responses
- objective and written short answer/response tests
- practical work
- teacher observation of student skills.

ADDITIONAL INFORMATION

Results in this subject will be reported as a level of achievement on the senior Exit Statement and Queensland Certificate of Education.

This is a good opportunity for OP students to gain practical workshop skills and produce artifacts without requiring home study.
MANUFACTURING - INDUSTRIAL GRAPHICS

STUDY AREA SPECIFICATION – STRAND B (AUTHORITY REGISTERED SUBJECT)

There are no prerequisite Year 10 subjects. Some study in Graphics would be an advantage but is not essential.

COURSE OUTLINE
There are no nationally recognised vocational outcomes in this strand.

Semesters 1 and 2

- An overview of engineering and construction drawing, types and functions of technical drawings, drafting and drawing reproduction methods, geometric construction methods, technical drawing standards.
- CAD software packages (e.g. Envisioneer, ProDesktop, ProEngineer, Plate and Sheet), for production of simple drawings on CAD system, printing and plotting from the CAD system.
- Legal requirements of Occupational Health and Safety, workplace hazards, housekeeping, pollution, safety and emergency first aid.

Semesters 3 and 4

- Use of computers in the construction and engineering industry, introduction to computers – hardware, terminology, operating systems and peripheral devices, application of packages used in industry.
- Creating symbols, using commands to speed up drawing, layers, line types, limits, grids, etc.
- Producing three dimensional drawings using architectural and engineering CAD software packages.

ASSESSMENT

Semesters 1 and 2
Practical tests, Theory Tests, Assignment, Observational records

Semesters 3 and 4
Practical tests, Theory test, Assignment, Observational records

COMMENTS

This course is an Industrial Skills subject. The units offered in this course will be developed from the construction and engineering (manufacturing) streams.

Students completing four semesters will gain an exit level for Industrial Graphics.

The course is well suited to students who may be entering the drafting, engineering or architecture fields, along with those who are seeking apprenticeships after school. Students who feel they may have difficulty coping with Senior Graphics would be well suited to this course.

This course is valuable to students who undertake Certificate I Construction, Certificate I Engineering and Furnishing Studies.

ADDITIONAL INFORMATION

Results in this subject will be reported as a level of achievement on the senior Exit Statement and Queensland Certificate of Education.
MARINE AND AQUATIC PRACTICES

STUDY AREA SPECIFICATION (AUTHORITY REGISTERED SUBJECT)

Marine and Aquatic Practices incorporates a study of the sea, inland waters and associated catchment areas. Since Australia is an island nation with the majority of its population living along its coastline or inland waters, this study area is interesting and relevant to many students in Queensland.

AIMS

A program of study derived from this Marine and Aquatic Practices study area specification aims to assist students to develop:

- An understanding of commercial, environmental, recreational and cultural aspects of the sea, inland waters and associated catchment areas;
- A responsible and caring attitude towards the safety, health and wellbeing of themselves and others in work-related and recreational situations;
- Knowledge, practical skills and work related practices which are essential for effective participation in the workforce in general, and in the marine and aquatic industries specifically;
- The ability to plan and work cooperatively;
- The ability to problem solve;
- Literacy and numeracy skills;
- The ability to access and communicate information effectively to others;
- An appreciation for the protocols for working within a traditional land rights context;
- Respect for culturally diverse relationships with the sea and inland waters experienced by different communities, including Aboriginal, Torres Strait Islander and south Sea Islander communities;
- Attitudes that contribute to lifelong personal and professional development;
- Social responsibility in sustainable environmental management;
- Ethical and responsible attitudes in the work environment.

Five core areas to be covered are:

- Safety and management
- Commercial
- Environmental
- Recreational and
- Cultural

This approach does not provide any vocational units of competency.

ASSESSMENT

Assessment techniques will include:

- Observational checklists
- Assignments
- Projects and field reports
- Response to stimulus material and
- Written Tests

Assessment is designed to enable students to demonstrate achievement of the objectives of the course, namely, knowledge and understanding, practical skill and work related practices. Students will be awarded a level of achievement based upon standards achieved in each of these criteria.
PRE-VOCATIONAL MATHS

STUDY AREA SPECIFICATION (AUTHORITY REGISTERED SUBJECT)

COURSE OVERVIEW

This is designed for those students who would have difficulty in coping with Mathematics A but still want to do a mathematics subject.

If a student can cope with Mathematics A (a direct flow-on from Core Maths or Level 6 Maths) it is preferable that they attempt that as it keeps more employment options open.

The focus is on mathematics in everyday life. To that end, the course will have a thematic approach with the basic skills being revisited and extended in each topic.

Pre-vocational Maths is to help prepare students for employment at the end of year 12.

ASSESSMENT

Each student will be assessed on a variety of appropriate mathematical skills and principles. Homework will need to be completed effectively and consistently. Students will have the opportunity to work on a variety of interesting and practical projects.

ADDITIONAL INFORMATION

Many students find this subject very helpful to reinforce the learning of important basic maths principles.

Results in this subject will be reported as a level of achievement on the senior Exit Statement and Queensland Certificate of Education.

PREREQUISITE:

A willingness to learn.
RECREATION

STUDY AREA SPECIFICATION (AUTHORITY REGISTERED SUBJECT)

COURSE OVERVIEW

Today's technological society supports a variety of lifestyles. Commercialisation of leisure has developed significantly as the personal, health and social benefits of organised recreational activities have become more apparent. This has been reflected in the growth of employment opportunities in the sport and recreation industry, and in the awareness that our society is carrying the burden of ever-increasing health costs incurred by many who have inactive lifestyles. Recognition of the need for people to be physically and socially active has led to increasing development of a recreation industry that aims for a healthier community. Given the significance of the industry to the community and as a source of potential employment, this recreation subject is designed to make an important contribution to enhancing students’ opportunities regarding employment, enterprise, further study, leisure and lifelong learning.

Students wishing to do Recreation should NOT be doing Physical Education as well. Students should however, have a desire to be physically active and must be prepared to dress appropriately, and actively involve themselves in every lesson. This means that students enrolling in Recreation will require at least two of the college physical education uniforms and a college hat.

Units of study MAY include (but are not limited to):

- First Aid / Lifesaving
- Indoor Games
- Lawn Bowls
- Ten Pin Bowls
- Ultimate Disc
- Oztag
- Croquet
- Golf
- Health and Fitness
- General Coaching Principles

HOW IS THE COURSE STRUCTURED?

There are a total of ten lessons in a fortnight and at LEAST 50% of these lessons will be practical; with the remainder being theory lessons. Student’s overall grades are weighted accordingly. Recreation is a two year course of study therefore a student’s exit grade at the end of Year 12 is a result of every unit they have COMPLETED IN BOTH Year 11 and Year 12.

WHAT DOES THE ASSESSMENT INVOLVE?

- Physical activities are assessed through observation and the use of checklists throughout the term.
- Written tasks may include exams, assignments (both individual and group).
- Oral presentations.
RELIGION & ETHICS

STUDY AREA SPECIFICATION (AUTHORITY REGISTERED SUBJECT)

Students who do not choose Study of Religion (SOR) must study this subject. Religion is a critical study at the college.

COURSE OVERVIEW

- **Christian / Catholic**
  A study of Christianity in general, and Catholicism in particular. Focus will be on Australian Christian Churches, their similarities and differences.

- **Social Justice**
  A study of the way Catholic Christians put into practice the social teachings of Jesus.

- **Religions of the World**
  A study of the main aspects of Judaism, Buddhism, Islam, Hinduism and Aboriginal religions.

- **Christian Relationships**
  A Christian viewpoint on relationships with oneself, one's friends, one's family. Sexuality in a Christian context.

- **Exploring the meaning of life**
  Life's ultimate questions.
  Reasons for belief in God.

- **Ethics and Morality**
  The Church's response to contemporary ethical issues.
  Responsible decision making based on informed conscience.

- **Heroes and role models**
  Vocations.
  Celebrating the lives of the saints and heroes, living and dead.

- **Spirituality and ritual**
  Signs and symbols.
  Creative approaches to prayer.

ASSESSMENT OVERVIEW

One oral or written piece per term.

ADDITIONAL INFORMATION

Students of Religion and Ethics will take part in the normal religious activities such as reconciliation, prayer services, preparation of assembly prayer.